



Tools of the Trade

Create the Infrastructure & Perfect Your Program Resource Guide

September 2018

Beta Version



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Welcome to Tools of the Trade – training materials designed to help Reentry Program (RP) grantees navigate their program development process. The series compels you to “hit the pause button,” helping to ensure that what you create will be successful and sustainable.

Tools of Trade places the spotlight on areas that present some of your greatest challenges:

- Build the Foundation
- Create the Infrastructure & Perfect Your Program
- Promote Your Program & Address Sustainability

This Resource Guide supports the exercises to be completed in the REO Tools of the Trade Create the Infrastructure & Perfect Your Program Workbook. You can choose to:

- Review the Resource Guide and then focus on the Workbook
- Complete the Workbook pages and use the Resource Guide as a reference
- Concentrate on a particular subject and complete the exercises which are associated with that topic

Resource Guide Features

- ✓ **Content-at-a-Glance:** Use this to view section titles and corresponding Workbook pages.
- ✓ **Lessons Learned:** Find text boxes throughout this Resource Guide for examples obtained through coaches and grantees. Pay attention to these valuable snippets. Following their advice could save you time and money.
- ✓ **Learn More:** Review websites and other resources.
- ✓ **Helpful Terms:** Review the vocabulary that you will be using throughout your grant.
- ✓  **Workbook Icon:** Look for this image throughout the Resource Guide. This icon leads you to designated worksheets in the Create the Infrastructure & Perfect Your Program Workbook.





Create the Infrastructure & Perfect Your Program

While each grant has different goals and objectives, there are universal categories of skill sets, facilities management ideas, and activities which resonate regardless of the grant you have been awarded. If you're new to REO, the information in this Resource Guide will help you discover staffing and project ideas that can contribute to your initiative's success. The Resource Guide is also relevant to REO veterans who are experiencing employee turnover and/or are assessing their program's progress at meeting its goals and objectives.

Here's your Content-at-a-Glance, which also contains corresponding Workbook pages.

Resource Guide Topic and Pages	Workbook	Workbook Pages
	At-a-Glance	4-6
Assemble Your Team (Pages 6-18)	Creating Position Descriptions	7
	Your Staff Organizational Chart	8-10
	Building Staff Capacity	11
	Your Office Space	12
Your Facility (Pages 19-21)	Ready...Set...Wait! Part 1: The Planning Stage	14-18
Program Design to Action – The Planning Stage (Pages 21-26)	Ready...Set...Wait! Part 2: Service Delivery on the Ground	19-21
Service Delivery on the Ground (Pages 26-33)	Collaboration 1-2-3: Relationship Building with Your American Job Center	22-23
Recruitment & Engagement (Pages 33-40)	Partner Recruitment Brainstorm	24
	When You Can't Get Past the Screen – New Partnership Development	25-26
	Mentorship Planning Chart	27-29
	Participant Recruitment & Engagement Brainstorm	30-31
	Employer Engagement Strategy Development	32-34
Learn More (Pages 41-45)	n/a	n/a
Helpful Terms (Pages 45-53)	n/a	n/a

Assemble Your Team



Just as the most talented architect requires skillful builders, an excellent human service program design needs an adept planning and implementation team. This section focuses on the builders of your program who interact with participants on a regular basis – including project and case managers, job developers, job coaches, mentors, and security personnel. High performance work organizations recognize the importance of respecting these individuals as a group of talented, thinking interventionists who are skillful at making your program successful. In the best of all worlds, this multi-dimensional team, not just their supervisors, has been involved in the planning processes described in the Build the Foundation, and they have internalized the promises and goals noted in your Statement of Work (SOW) and the theoretical constructs (Logic Model) upon which your program is built.

One of your first project milestones includes ensuring the presence of core program staff, and regardless of the titles you choose, you should be looking for skill sets that include proficient capabilities in:

- ⇒ Project management
- ⇒ Case management
- ⇒ Job/workforce development
- ⇒ Job coaching/soft skills training
- ⇒ Mentorship development
- ⇒ Outreach and marketing
- ⇒ Management information
- ⇒ Administrative support
- ⇒ Security

Intermediary organizations may require staff with skill sets that include: grant/contracts administration, monitoring, quality assurance/evaluation, finance, and organizational development/partnership development.

What does a high-performing “A-Team” look like? Your program is complex, and given this reality, it’s important to review some of the qualities you should be looking for in key areas. Always start with the people and staffing configuration you introduced in your SOW. If you are integrating your program into an existing infrastructure, remember that you don’t have to consider these roles as distinctly as they’re written in this Resource Guide. When you staff your program, you may decide to mix and match the outlined responsibilities. Feel free to integrate the following information into position descriptions.

Lessons Learned

Building Staff Capacity

As one grantee told us, “While our job descriptions include significant experience working in the re-entry realm, the reality is that the talent pool is very shallow. Consequently, it’s useful to have some capacity building on understanding the returning citizen population aligned with workforce development.” Onboarding strategies include:

Candidates who possess workforce development expertise but lack experience working with justice-involved individuals and/or in high poverty/high crime communities: Prior to hiring, arrange visits to local correctional institutions, providing opportunities for candidates to experience the stresses of the populations they will be serving. After staff members are hired, arrange for them to meet with selected community partners who can help them gain an even better appreciation for the challenges that justice-involved individuals face once they are no longer incarcerated.

Candidates who are comfortable working with justice-involved individuals but lack workforce development expertise: Consider investing in career development training offered through such organizations as the Center for Credentialing & Education (<http://www.cce-global.org/GCDF>), the National Career Development Association (https://www.ncda.org/aws/NCDA/pt/sp/home_page), or your local colleges and universities. Also, be sure that you have staff mentors who can provide ongoing support or training in regards to case management, the MIS system, and the USDOL’s network of services (American Job Centers, Federal Bonding Program, and the Workforce Opportunity Tax Credit – WOTC).

Project Management

Regardless of the title – Program Manager, Project Director, Coordinator, or Supervisor – individuals fulfilling this role must possess a strong combination of seeing the big picture and setting plans into action, communication capabilities, and business acumen. The Project Manager takes your program’s vision and brings it to life. He/she should have the ability to:



- Manage all aspects of the initiative, including the budget, contract program requirements, and the facility
- Train and supervise staff

- Oversee compliance of sub-awards if applicable
- Initiate, develop, and maintain partnerships with nonprofit organizations, trade associations, state and local government agencies, and employers
- Represent the program to outside entities such as the department of corrections, Chambers of Commerce, vocational and other training institutions, religious and community organizations, and government agencies (including the development of program reports)
- Monitor services for quality assurance
- Supervise the creation and maintenance of a management information system (MIS)
- Seek out additional funding, write grant applications, and/or assign other staff members or outside consultants with grant writing and sustainability responsibilities

Suggested Qualifications¹

- Master's Degree preferred (MBA, MPA, MPP, MSW, or MA/MS in related field) or equivalent work experience preferred
- Bachelor's Degree in Business/Public Administration, Communications, Criminal Justice, or other related fields
- A demonstrated understanding of, and has worked with, justice-involved individuals
- Three-five years' experience managing social service programs (preferred experience of managing Federal grants)
- Excellent verbal, written, and interpersonal communication skills – in particular, skills in case management, group facilitation, and assessment, as well as an understanding of workforce development
- Ability to work effectively with people of diverse educational and cultural backgrounds
- Computer literacy, including knowledge of basic software applications and familiarity with the Internet, e-mail, social media, and other forms of computer- and phone-based communication

Case Management

Effective case management is critical to your program's success. Staff members fulfilling this role should be adept at working directly with job seekers – conducting assessments, developing service plans, referring participants to partner services, and counseling them as needs arise – being firm but kind, consistent but flexible, and creative but observant of the rules which govern your program. Job titles include: Case Managers, Reentry Counselors, Project Service Coordinators, Workforce Development Specialists, and Navigators. Such individuals should have the ability to:

¹ Center for Faith-Based and Community Initiatives, U.S. Department of Labor. *Ready4Reentry, Prisoner Reentry Toolkit for Faith-Based and Community Organizations*, 2008, retrieved from <http://www.doleta.gov/PRI/PDF/Prtoolkit.pdf> in July 2018.



- Interpret grant performance goals into service plan outcomes
- Possess a working knowledge of trauma-informed service planning and delivery
- Administer assessments related to program eligibility and identify risk factors that could impact participant success
- Service caseloads of optimally no more than 25-30 active participants
- Help participants identify barriers which may impede employment success – i.e., lack of job-specific expertise, transportation and childcare challenges, vocational and/or remedial challenges, soft skills, and housing
- Assist participants in making intelligent, logical career decisions based on local labor market data
- Craft and manage participant service plans that include credentialing, job interview preparation, and post-placement activities
- Conduct regularly scheduled case management sessions with participants
- Document all participant contact and progress
- Assist other staff members in helping participants secure employment, including contacting employers, setting up interviews, obtaining employer feedback, and sharing this information with participants
- Maintain contact with participants up to 12 months after program completion/exit
- Supply progress updates on all participants to appropriate staff members (could be in various forms, including one-pagers, e-mails, and verbal reports)

Suggested Qualifications²

- Master's Degree in Social Work (MSW) preferred
- Bachelor's Degree in Social Work (BSW), Psychology, Counseling, Criminal Justice, or a related social/behavioral science field
- Bilingual – a plus
- Ability to work effectively with people of diverse educational and cultural backgrounds, from justice-involved individuals to public officials
- Two-three years' experience in delivering case management services
- Expertise in identifying local labor market data and effectively translating this information to participants
- Knowledge and experience working with the criminal justice system
- Excellent verbal, written, and interpersonal communication skills

² Center for Faith-Based and Community Initiatives, U.S. Department of Labor. *Ready4Reentry, Prisoner Reentry Toolkit for Faith-Based and Community Organizations*, 2008, retrieved from <http://www.doleta.gov/PRI/PDF/Pritoolkit.pdf> in July 2018.

- Computer literacy, including knowledge of basic software applications and familiarity with the Internet, e-mail, social media, and other forms of computer- and phone-based communication

Job/Workforce Development

Effective job development means matching employer needs with participant skill sets. Individuals fulfilling this role have their feet in two worlds – your initiative and the world of employers. Job titles include: Job Developer, Employer Recruitment Specialist, Employment Training Specialist, and Employer Outreach and Job Training Specialist, Business Services Representative. Such individuals should:



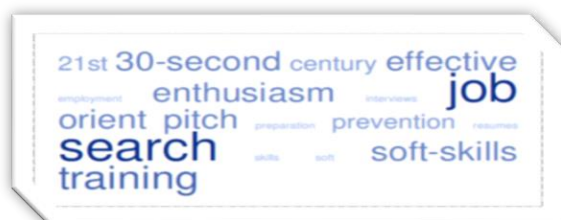
- Be labor market savvy and have the ability to establish business development relationships that address community-specific needs
- Have experience in building sustainable relationships with employers through the integration of sales and marketing tactics (including telephone marketing, field visits, job fairs and other special recruitment events, direct mail, presentations, marketing materials, and social networking)
- Possess the capacity to establish and maintain relationships with American Job Centers (AJCs)
- Have a working knowledge of labor laws including job restrictions, ban-the-box legislation, and licensing laws
- Become your program’s “public face,” promoting the value of your initiative to local employers, supplying information about your participants, Federal Bonding opportunities, and other hiring incentives such as Work Opportunity Tax Credits
- Obtain a comprehensive understanding and appreciation of the program’s participants and develop relationships with employers who require your participants’ skill sets
- Set up on-the-job training, apprenticeships, service learning opportunities, and other employer/participant transitional strategies
- Maintain an updated roster of participants, job openings, and a list of placements, and regularly share this information with key project staff
- Supervise the creation of post-placement, follow-up activities to help ensure that employers stay committed and participants remain engaged and employed
- Organize and maintain an employer post-placement contact system, ensuring that placement challenges can be addressed before they become problematic to your program
- Meet and document weekly/monthly prospecting targets, employer appointments, job starts, verifications, and employer follow-up activities

Suggested Qualifications³

- Bachelor's Degree in Marketing, Business Administration, Communications, Public Relations, or a related field (or equivalent experience)
- Knowledge of the criminal justice system and/or experience working with justice-involved individuals
- Bilingual – a plus
- Two-three years' experience in marketing, public relations, sales or a related field with a proven track record of success
- Acquaintance with the local labor market and community resources and how this knowledge might impact justice-involved individuals
- Familiarity with city, state, and federal laws, and codes related to employment and Equal Employment Opportunity regulations
- Working knowledge and/or experience with such computer applications as Publisher, PowerPoint, Picture Manager, and/or other document preparation programs
- Excellent verbal, written, and interpersonal communication skills

Job Coaching/Soft Skills Trainer

A critical element to a successful job search is ensuring that participants understand that they must go beyond looking for work on the Internet. As you know, it takes know-how, persistence, consistency, enthusiasm, creativity, and an understanding of how to communicate with employers. This knowledge doesn't come naturally and needs to be taught. Professionals fulfilling this role are part-counselor, teacher, and sounding board. Job titles include: Job Coaches, Employment Training Specialists and/or Job Training Specialists, and these individuals:



- Develop and conduct participant orientation sessions
- Create and implement multifaceted, soft skills curricula, including resume writing, interview skills preparation, 30-second pitch development, understanding local labor market data and how it correlates with career choices, and dress for success strategies
- Administer skills assessments tests and any other career exams
- Set up and supervise mock interviews
- Facilitate participant interviews – from set-up and interview preparation to post-interview follow-up
- Help prepare participants for special recruitments and other group activities

³ Center for Faith-Based and Community Initiatives, U.S. Department of Labor. *Ready4Reentry, Prisoner Reentry Toolkit for Faith-Based and Community Organizations*, 2008, retrieved from <http://www.doleta.gov/PRI/PDF/Pritoolkit.pdf> in July 2018.

- Meet and document weekly/monthly training goals

Suggested Qualifications⁴

- Bachelor's Degree in Education, Business Administration, Communications, Social Work, Psychology, Counseling, or a related field (or equivalent experience)
- Two-three years' experience in teaching, training, or counseling justice-involved individuals or other high-risk populations
- Acquaintance with the local labor market and community resources and how this knowledge might impact REO job seekers
- Ability to effectively teach participants who may possess limited educational capabilities
- Bilingual – a plus
- Excellent verbal, written, and interpersonal communication skills
- Working knowledge and/or experience with computer applications including Publisher, PowerPoint, Picture Manager, and/or other document preparation programs
- Computer literacy, including knowledge of basic software applications and familiarity with the Internet, e-mail, social media, and other forms of computer- and phone-based communication

Lessons Learned

Employment as a “When...”

Encourage your participants to see employment as a “when” not an “if.” This is very important, particularly for justice-involved individuals who may have been denied access to the job market for significant periods of time.

Outreach and Marketing

Effective outreach and marketing help define your program as “the best thing since sliced bread.” In position description terms, this means having the ability to promote your program among employers and the community – ensuring that they associate filling employment needs with your initiative; performing damage control when necessary; and talking to the press and others in the community – helping to make the positive aspects of your program visible to the world. Individuals who do this kind of work are called: Communications Managers, Outreach Specialists, and Marketing Managers. They:



⁴ Center for Faith-Based and Community Initiatives, U.S. Department of Labor. *Ready4Reentry, Prisoner Reentry Toolkit for Faith-Based and Community Organizations*, 2008, retrieved from <http://www.doleta.gov/PRI/PDF/Pritoolkit.pdf> in July 2018.

- Study the program's goals and objectives and create and implement tailored strategies that will effectively communicate your program's impact to the public
- Craft and disseminate collateral that presents convincing arguments as to why your program can fulfill employers' needs
- Create and implement activities that will make your program shine above all others

You may not have budgeted for this role. If this is the case, your project manager, with the assistance of staff members and perhaps interns from a local college or university, could become your "Marketing Team." Here are the qualifications you should be seeking.

Suggested Qualifications

- Bachelor's Degree in Communications, Business, and Marketing (or equivalent experience)
- Working knowledge of social media and how to integrate this medium into a communications plan
- Two-three years' experience and/or working knowledge of local media outlets
- Excellent verbal, written, and interpersonal communication skills
- Acquaintance with the local labor market and community resources and how this knowledge might impact REO job seekers
- Working knowledge and/or experience with such computer applications as Publisher, PowerPoint, Picture Manager, and/or other document preparation programs
- Exceptional follow-up skills and experience

Mentorship Development and Coordination

For some grants, mentorships are important programmatic must-haves. As you know, mentors can open doors, provide reality checks, advice, job leads, and more. Individuals who build these relationships are called Mentorship Navigators, Managers, and Coordinators. They:



- Recruit, screen, train, match, and supervise mentors
- Collaborate with program staff
- Assist REO job seekers and their mentors in developing positive and supportive relationships
- Consistently monitor participant-mentor matches
- Plan and implement group mentoring activities, graduation, and celebration ceremonies
- Speak in front of groups to recruit volunteer mentors and identify additional program resources

- Connect the mentoring component with other program services, such as job training and placement⁵

If you haven't budgeted for mentorship development, these tasks may be assigned to one of your current staff members. If this is the case, pairing these responsibilities with those of a job developer or case manager could be considered because responsibilities are similar.

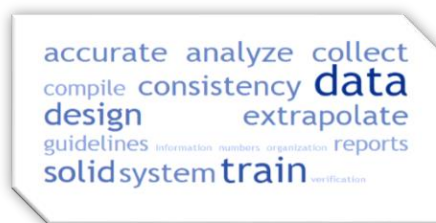
Suggested Qualifications

- High school diploma required, college degree recommended
- Previous volunteer recruitment experience desired
- Excellent planning, organizing, and project management skills
- Understanding of and experience working with various faith traditions within the community, especially those that are traditional program partners
- Possess past experience running a mentoring program for high-risk adults and/or past experience working with high-risk populations, particularly with formerly incarcerated men and women, and at-risk youth
- Ability to establish connections for the purpose of recruiting mentors
- Possess a commitment to working with justice-involved individuals and a strong appreciation of the potential value of mentoring for this population
- Bilingual – a plus
- Strong interpersonal, presentation, and training capabilities
- Possess administrative and organizational skills, including the ability to maintain orderly records and files, track and keep appointments, and promptly respond to phone messages and e-mails

Management Information

Whether you're new to REO or an experienced REO grantee, you know that accurate and timely documentation forms the backbone of your project. This means you need to know who's moving in and out of your program; how many are in school and what certifications they are obtaining; who has been hired; who and how many have exited; and who are "soft exits" (participants who leave your program and don't return) versus exits from employment. The strength of your data increases your chances of sustaining your efforts – whether it's through REO funding or other outside sources. You need someone in your shop who *loves* numbers – someone who will consistently and regularly ask staff members to submit data. Individuals who do this kind of work are called: MIS Specialists, Management Analysts, Business Analysts, Administrative Analysts, and/or Employment Programs Analysts. They:

⁵ Center for Faith-Based and Community Initiatives, U.S. Department of Labor. *Ready4Reentry Prisoner Reentry Toolkit for Faith-Based and Community Organizations*, 2008, retrieved from <http://www.doleta.gov/PRI/PDF/Pritoolkit.pdf> in July 2018.



- Interpret, analyze, and report findings to project staff
- Conduct organizational studies and evaluations
- Design and manage data collection systems and procedures
- Train staff members on how to collect and compile data
- Prepare and submit data reports, as well as communicate findings to program administrators and auditors⁶

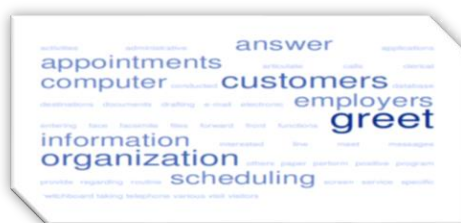
Suggested Qualifications

- Associates or Bachelor's Degree in Business, Engineering and Technology, or Computer Science
- Two-three years' experience and/or working knowledge of data systems development, data collection and compilation, and an ability to extrapolate data
- Ability to translate data into written reports, as well as proficiency in articulating report findings
- Excellent verbal, written, and interpersonal communication skills

Many REO grantees decide to create internal data collection systems and use them in conjunction with the USDOL-required MIS. Such a system may consist of spreadsheets or other mechanisms which allow you to track specific results that are intimately connected to your program. Your MIS Specialist should be able to create such a system.

Administrative Support

Without administrative support, your program would have difficulty serving its participants. These individuals are called Information Specialists, Administrative Assistants, Secretaries, and Receptionists. They:



- Answer inquiries and provide information to the general public, participants, employers, and visitors

⁶ U.S. Department of Labor. *My Next Move, Management Analyst*, retrieved from <http://www.mynextmove.org/profile/summary/13-1111.00> in July 2018.

- Greet participants, employers, and others entering the office, determine the nature and purpose of the visit, and direct or escort them to specific destinations
- Perform routine clerical and administrative functions such as drafting correspondence, scheduling appointments, and organizing and maintaining paper and electronic files
- Operate a telephone switchboard to answer, screen, or forward calls, take messages, and schedule appointments
- Transmit information or documents to participants, using a computer, mail, e-mail, or a fax machine
- Use computers for various applications, such as database management or word processing⁷

Suggested Qualifications

- High school degree or equivalent and/or certification in administrative services
- One-two years' administrative experience working in a high-stress, high volume environment
- Excellent participant service capabilities (verbal, written, and oral communications skills)
- Bilingual – a plus
- Excellent organizational, administrative, and basic computer skills (Word, PowerPoint, and Excel)
- Strong interest in working with justice-involved individuals and helping them achieve their goals

Security

In some environments, having a security officer on the premises can lend a different level of credibility to your program. They:



- Guard, patrol, or monitor premises to prevent theft, violence, or rule infractions
- Monitor and authorize entrance and departure of employees, participants, and other visitors
- Write reports of daily activities and irregularities
- Call police or fire departments in cases of emergency, such as fire or presence of unauthorized visitors⁸

⁷ U.S. Department of Labor. *My Next Move, Receptionists & Information Clerks; Secretaries & Administrative Assistants*, retrieved from <http://www.mynextmove.org/profile/summary/43-4171.00> and <http://www.mynextmove.org/profile/summary/43-6014.00> in July 2018.

⁸ U.S. Department of Labor. *My Next Move, Security Guards*, retrieved from <http://www.mynextmove.org/profile/summary/33-9032.00> in July 2018.

Suggested Qualifications

- High school degree or equivalent
- Strong communication skills – bilingual a plus
- Knowledge and/or experience in public safety and security
- Visual understanding – an ability to see hidden patterns⁹

Staffing Tips

Before moving on, let's review key elements as you hire your employees. Consider this last section under Create the Infrastructure as you would an informal meeting between an experienced REO Project Manager and a Project Manager new to the program.

Job Function	I Wish I'd Known...
Project Managers 	You've gathered a competent team of high-performing employees who are ready to work. Recognize that skill and creativity exist at <i>all</i> organizational levels; ensure that critical thinking and creative innovation is <i>never</i> stifled.
Case Managers 	Some participants will do their best to throw you into crisis mode. Stay grounded and separate from your clients – you can do your best work that way!
Job/Workforce Developers 	When addressing job development, ensure that the industries you tap match your participants' skill sets and the local labor market needs.
Job Coaches 	Help your participants think outside of the box when it comes to job searches. Instill enthusiasm and creativity into your training efforts. Encourage participants to help each other in securing job leads and maintaining levels of positivity. Always include a session on taking the mystery out of labor market information.
Soft Skills Trainers 	Never allow yourself to be static in the training you offer. Switch it up, and have a variety of tools in your tool bag. Keep up to date on workplace trends and practices, strategies that will make your participants more successful in the workplace.

⁹ Ibid.

Job Function	I Wish I'd Known...
Outreach and Marketing Specialists 	Consistently explore new ways of promoting your program. Applaud participants' triumphs at securing employment and successfully staying on the job. Keep your program visible. Integrate social media strategies when you can, particularly if employers are doing so.
Mentorship Coordinators 	Be clear about what your mentors should and shouldn't be doing. Clarify their roles from the beginning. Maintain contact with your mentors on a regular basis.
Management Information Specialists 	Be patient with staff members and train them from the start about proper data collection. Develop a system where you're asking for data every week so they'll get used to collecting the right kind of information. Offer MIS refresher training on a regular basis, not just for new employees but for <i>all</i> staff.
Administrative Support Specialists 	You're on the front-lines – invariably the first to experience participant stress. You also set the tone for each participant's experiences as you are frequently the first person they meet. You're responsible for many things – printing materials, staffing the front desk, arranging the classrooms, and supporting other staff members. You see and hear all. Make sure that you have regularly scheduled meetings with the program leadership to keep them apprised of your challenges, the successes you see, and observations that will make your program effective.
Security 	Your presence is vital to the protection of staff and participants. Get to know the people who walk in the door. Talk with staff members about safety concerns. Similar to the role of administrative staff, you represent the face of the program. How you approach your job will impact how others view and experience services.

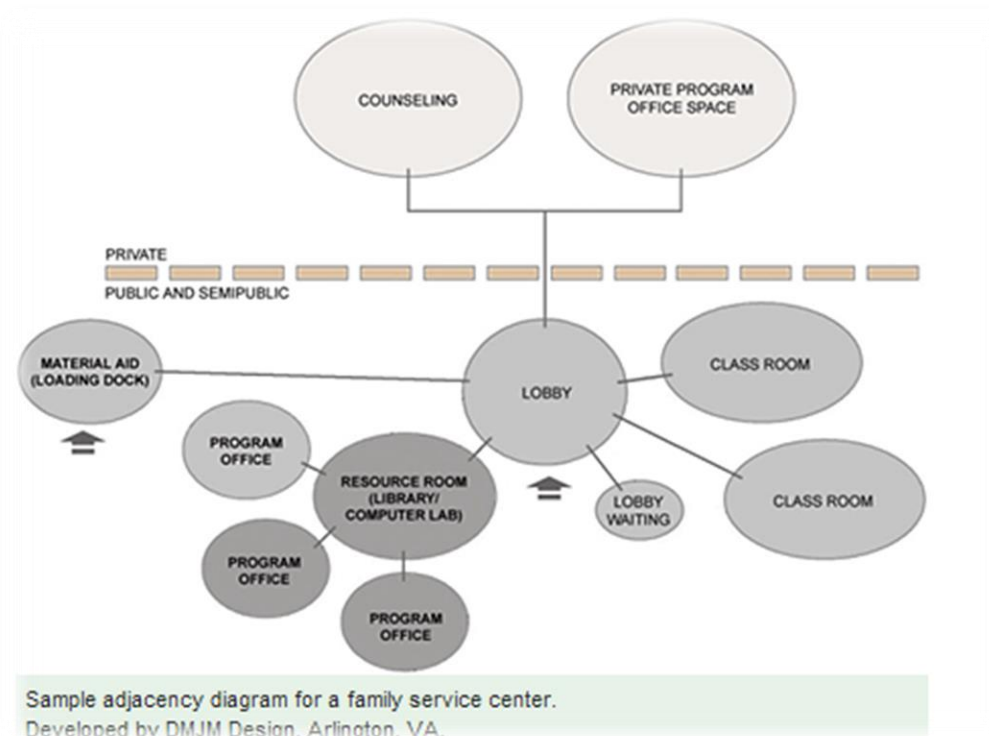
In developing your SOW, you considered a number of staffing configurations that would yield the most successful outcomes. Whatever that staff loading chart may look like, it's important to periodically confirm whether that structure is working for you. Consider making adjustments along the way if you think that better results are achievable.



Workbook:

- Creating Position Descriptions – page 7
- Your Staff Organizational Chart – pages 8-10
- Building Staff Capacity – page 11

Your Facility



If you're a new RP grantee, you may have the opportunity to create an office space that is optimally conducive to helping you achieve your goals. If you had the chance to design the ideal office configuration for participants, what would it look like, and ultimately, how do you want your participants to flow through your space? If you're a REO veteran, you could still consider this question. There are always opportunities to consider how you could, "re-arrange the furniture," regardless of your status.

Shared Office Space

Your program may be sharing space with other parts of your organization or even separate organizations or entities. According to the Foundation Center's Grantspace, "nonprofit collaborations can lead to greater security and sustainability in the long term. Sharing office space is just one form of nonprofit collaboration."¹⁰ Indeed, if you share office space, you know that there are advantages and disadvantages to this arrangement. The important thing is to confirm how sharing the space contributes to the greater good for everyone. You'll need to consider how to:

- Create flexible workspaces that meet the needs of staff and participants
- Share training, conference, and meeting rooms

¹⁰ The Foundation Center's Grantspace. *Where can I find out more about shared space opportunities for my nonprofit?* Retrieved from <https://grantspace.org/resources/knowledge-base/shared-space-for-nonprofits/> in July 2018.

- Brand your program within the context of sharing your space with other entities
- Collaborate with your office partners in helping all of you achieve your goals

Interestingly, studies have found that people who “cowork” are happier, more productive and social – a real plus if you are sharing your space!

Regardless of your situation, here’s a high-level view of design elements that are worth considering. While they may seem obvious, confirm whether you can say:

- “Yes – we’ve got it!”
- “No – needs some work.”
- “Not possible – but here’s what we have.”

Space	Design Elements
Welcoming Lobby/Waiting Area 	Entrances to public spaces should be clearly marked; feel open, with lots of light; and pleasant and welcoming for participants, employers, and other visitors.
Well-Stocked Resource Room 	This is your program’s “library.” It should be designed to accommodate multiple computers with Internet access; electrical outlets; storage and easy retrieval of printed reference material; and the displaying of informational brochures.¹¹ The Resource Room should also have copy and fax machines and could double as a classroom if needed.
Private Offices 	Staff members who meet one-on-one with participants should ideally have private offices that are much more conducive to open communication than shared spaces would be. At a minimum, consider full-height partitions that reduce sound transmission. If possible, ensure that there’s at least one space that is fully enclosed. Consider using indirect lighting and don’t place desks or other furniture between participants and staff members. Secure and use lockable cabinets to store participant case files.
Locked Public Restrooms 	The restrooms should be easily accessible, but locked, requiring that participants ask for a key.

¹¹ Mion, Eric, G. National Institute of Building Sciences. *Whole Building Design Guide: Family Service Centers*, 2009, retrieved from http://www.wbdg.org/design/family_centers.php in July 2018.

Space	Design Elements
Classroom that Serves Multiple Purposes 	Create an open space with an ability to move furniture into different configurations. The classroom should also contain computer terminals and plenty of electrical outlets, a white board/blackboard, and copy machines.
Separated Administrative Offices, Work Areas, and Staff Dining Room  	These spaces require privacy and selective access. Outside of normal day-to-day operations, staff must be able to think and plan, meet and communicate, and host visitors. Also remember that administrative offices are home to financial and project files which require secure and locked offices.¹²
ADA Accessible 	Whether you're a REO Grantee or a Sub-Grantee, all offices should be ADA accessible.



Workbook: Your Office Space – pages 12-13

Program Design to Action — The Planning Stage



Do the following scenarios sound familiar?

- I'm looking for a planning process that is *proactive* rather than *reactive*. I don't want to be caught off-guard about a program requirement that may leave me scrambling.
- Customer recruitment and engagement are down, and we need to confirm how to improve our outcomes.
- Community support for our training, job development, and placement activities is less than what we thought it would be.
- Mentorship participation is inconsistent, and we don't have enough mentors willing to step up to the plate – particularly those who have been previously incarcerated.

¹² Mion, Eric, G. National Institute of Building Sciences. *Whole Building Design Guide: Family Service Centers*, 2009, retrieved from http://www.wbdg.org/design/family_centers.php in July 2018.

- Our case management system is OK but could use some work.

The suggested strategies that follow place the spotlight on the importance of establishing a solid planning foundation that will enhance long-term operational systems for participant and employer recruitment and retention, training systems coordination, and partnership and mentorship development.

Here are broad tasks that define a planning process – tasks that you’ve probably incorporated already. Take the time to confirm how your strategies compare to what is presented here.

1. Always use your SOW as your benchmark
2. If you’ve not done so already, initiate a series of planning retreats
3. Hire key staff members
4. Create a service delivery model
5. Set up an internal data collection system

1. Always use Your Statement of Work (SOW) as Your Benchmark

As you know, your SOW forms the foundation for everything that your program is set to accomplish. Think about reviewing the document before you finalize your program design; consider any additional refinements made after award; and collaborate with your FPO and Coach if changes need to be instituted that impact your ability to achieve your goals.

IMPORTANT: Every member of your Leadership Team (Executive Director of your organization and key personnel) should know the promises made to the USDOL. *It is absolutely essential that you keep those promises.*

Clarify USDOL requirements and expectations during your planning stage. Review the USDOL’s *Core Monitoring Guide* to help you design a program structure and systems which will ultimately save energy and angst. Following this strategy will be particularly helpful during USDOL’s monitoring site visits – a routine part of the funding process. Additionally, making decisions at the planning stage about record keeping and confirming processes and procedures for the content and structure of records, as well as for the maintenance of information, can eliminate future confusion and headaches. We also recommend that a sub-group be assigned the task of gathering the necessary forms that will be used. This sub-group can also be responsible for producing a sample case record that standardizes the organization of records for all participants. Sample forms are easily attained through your FPO, Coach, partnering agencies and other resources. Don’t reinvent the wheel!

2. If You’ve Not Done So Already, Initiate a Series of Planning Retreats

Planning retreats are highly encouraged because they foster creativity and innovation among your Leadership Team and key partners. It’s imperative that your Program Manager or Director take the lead on this important planning tool. Coming together at least once a year to “hit the pause button” is also encouraged. Doing so provides opportunities for staff members – experienced and new to reach consensus on:

- A shared vision
- A Logic Model or planning process (See Tools of the Trade: Build the Foundation)
- Required partnerships – organizations that are mission-critical to your efforts
- Whether additional partners are needed to fulfill grant requirements
- A service delivery model
- A month-to-month calendar of activities, a tool that will help your staff to monitor assignments and outcomes. The calendar should include:
 - Your to do list organized by month
 - Target completion dates
 - Who's responsible for task completion
 - Date that the task(s) were accomplished

3. Hire Key Staff Members

In an ideal world, there is a core group of people already on-board, familiar with your organization and program's mission, ready to begin the work outlined in your SOW. It's not uncommon, however, for a project to recruit new staff. Hiring employees and consultants will most likely overlap with the planning process.

Lessons Learned

The Planning Process...

In some circumstances, your planning may not be sequential. For example, you may be hiring staff and developing your service delivery process simultaneously. Just remember to include employees in your planning. By doing so, you promote long-term buy-in.

IMPORTANT: Remember that failure to implement a deliberate strategy for orienting and training workers is likely to result in faulty interpretations and misunderstanding of the reasons for various actions. *Staff mentoring is critical because you want your employees to understand the “whys” of their actions before they engage with participants.* Those “whys” should emanate from your Logic Models, subsequent action planning, and any theoretical premises guiding interaction between the two. Obviously, if employees are not familiar with your planning process, their actions and interactions could be based on random premises at best.

4. Create a Service Delivery Model

Within this Resource Guide, case management and the service delivery model are viewed as synonymous concepts. Here's why:

Over 20 years ago, the USDOL's Employment and Training Administration (DOLETA) recognized the necessity for specialized assistance for some job seekers who needed to make individual changes in addition to taking advantage of USDOL's extensive network of job search services. At that time, USDOL engaged the Center for Human Resources – currently known as the Center for Youth and Communities, of the Heller Graduate School, Brandeis University – to develop a dual model of service, incorporating a state-of-the-art approach to individual help *and* community development. This bi-level strategy, which recognizes the administrative and front-

line functions of successful service delivery, has been refined over the years through application within numerous and diverse service systems. It is uniquely applicable to workforce development systems and long-term employability goal achievement.

It is this bi-level approach that informs the implementation of service delivery for reentry programs within this Resource Guide. It consists of a:

- Case Management System: A standardized process for delivering services that has been developed to achieve long-term employability
- Case Management Practice: A *client-centered, goal-oriented process* for assessing the strengths and needs of an individual for particular services; *developing* a plan to reach goals; *assisting* participants to obtain targeted services; and *facilitating* use of the services in reaching goals (education; career-focused employment, long-term employability, family stability, etc.)

This model emphasizes the importance of the case management system's ability to:

- Ensure the availability of commonly needed services
- Guarantee that case managers know what they can and cannot promise
- Ensure the creation of a formal referral process with accountability reporting included
- Empower case managers to "requisition" services and resources across institutional boundaries
- Revise traditional modes of operation when they do not work in the participants' best interest

Drilling down further, case managers and program staff need to help program participants:

- Identify and prioritize personal strengths and needs and translate them into a set of realistic goals
- Develop a plan of action for achieving goals
- Access the resources to pursue those goals across institutions
- Successfully complete a "customized" set of services
- Independently access services, thereby reducing dependency on case managers

Specific requirements of the various reentry projects embellish on this dual system of meeting individual needs within the context of community reintegration. Regardless of whether your program's focus is on training or employment first, your role is to craft a systematic approach consisting of identifiable strategies for each phase. The Leadership Team develops these strategies, and staff commit to their implementation. In this way, the program can guarantee equitable service to all participants regardless of which case manager they are assigned.

At any point, a funder may decide that they want to more formally evaluate the work of a given project or cluster of projects. Developing and systematically implementing strategies for all phases of service delivery increases the validity of program outcomes. Take a look at the chart below for a potential service delivery model. This is a really simple model but one that requires thought. You will need to decide:

- Who will be responsible for task completion

- When task development should begin

Sample Service Delivery Model
Follow the Roadmap Starting with Step 1 – Participant Recruitment



5. Set up an Internal Data Collection System

Many REO grantees set up an internal data collection system and use it in conjunction with the USDOL-required MIS. Such a system may consist of a spreadsheet or other mechanisms that allow you to track specific results that are intimately connected to your program. While your data reflect what you proposed in your SOW, perhaps the most important piece of information will be your enrollment information. This is because your program's success hinges on these figures. As such, you are encouraged to check your data on a weekly basis to ensure that you are meeting your goals.

Discuss these strategies with your Coach – preferably during your planning stage. Doing so will yield strong rewards when quarterly reports are due, and if you find that your program is off-course, programmatic adjustments can be initiated.

Lessons Learned

Importance of Data Collection

Proper methods of data collection must be employed at every stage of program development and implementation to accurately measure success. Important indicators for any reentry program are:

- Pre-program statistics – demographic information and the nature of your participants' offenses
- Enrollment data
- Placement and retention employment data
- Recidivism rates

USDOL's *Ready4Reentry, Prisoner Reentry Toolkit for Faith-Based and Community Organizations* (<http://www.doleta.gov/PRI/PDF/Pritoolkit.pdf>)



Workbook: Ready...Set...Wait!

Part 1: The Planning Stage – pages 14-18

Service Delivery On-the-Ground

At the heart of service delivery is effective case management. As you'll see, most of the strategies outlined below contribute to this very important task, ultimately making your job easier. Take a look at the following service delivery ideas. Do they match your own strategies? Are there elements that you've not incorporated that may prove to be helpful?

- Conduct comprehensive assessments & provide training
- Craft formal plans
- Refine the plans & access resources
- Establish follow-up strategies & procedures
- Adhere to your MIS requirements
- Service delivery tips



Conduct Comprehensive Assessments & Provide Training

Conduct Comprehensive Assessments

Assessments form the foundation of good case management. Assessment quality affects service delivery and ultimately, prospects for successful intervention and problem-solving. The primary purpose of the initial assessment is to help you lay the groundwork for developing individual employment plans. Hence assessment and planning need to be treated as companion strategies. *It is vitally important that the case management team develop an initial assessment strategy and a companion planning process to be utilized for all participants.* While the process can be uniquely tailored to each participant, do your program's assessment strategies:

- Identify participant strengths, assets, abilities, aptitudes, and interests?
- Determine risk factor scoring that may determine the probability of a participant's success in your program?
- Assess barriers that could interfere with participation on a continual basis?
- Determine the need for supportive services and confirm the availability of these services for each participant? If services are not immediately available, do you have a process in place to secure them as soon as possible? In the meantime, do you establish temporary or contingency plans?

Remember that an assessment is not just a piece of paper. Use a variety of methods and tools including:

- Dialogue
- Structured questioning
- Observations
- Self-assessment checklists
- Structured worksheets
- Internet resources (e.g., career inventories, such as O*net)
- Formal, standardized tests

Provide Training

The RP Funding Opportunity Announcement required applicants to identify evidence-based and informed interventions and promising practices when formulating their SOWs. When you proposed specific training options, you followed this instruction. As you know, it's important to offer a variety of training options targeted to your participants' interests and skill levels. If you haven't done so already, consider integrating such programs as Career Pathways Ladders to Success, on-the-job and pre-apprenticeship and apprenticeship opportunities, on-site industry-specific training, transitional employment, and vocational exploration training (check Helpful Terms at the end of this Resource Guide for definitions). Here are additional resources to help you shape your training activities:

- **USDOL’s Workforce GPS:** This online library provides toolkits, articles, and presentations that are specifically targeted to grantees working with justice-involved individuals. <https://reo.workforcegps.org/sitecore/content/sites/rexo/home>
- **U.S. Department of Education’s A Reentry Education Model: Supporting Education and Career Advancement For Low-Skill Individuals in Corrections:** This document describes the model that focuses on, “strengthening and aligning education services provided in correctional institutions and the community to support successful movement between the two and establishing a strong program infrastructure to support and improve education services.”¹³ <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/reentry-model.pdf>
- **U.S. Department of Education’s Improved Reentry Education (IRE) Program:** “The IRE program supports demonstration projects in prisoner reentry education that develop evidence of reentry education’s effectiveness. IRE seeks to demonstrate that high-quality, appropriately designed, integrated, and well-implemented educational and related services – provided in institutional and community settings – are critical in supporting educational attainment and reentry success for previously incarcerated individuals. In September 2015, the Department of Education awarded IRE grants to nine sites:
 - [Washburn Institute of Technology](#) (KS)
 - [Barton County Community College](#) (KS)
 - [Essex County College](#) (NJ)
 - [Miami-Dade County](#) (FL)
 - [Lorain County Community College](#) (OH)
 - [Lancaster-Lebanon Intermediate Unit 13](#) (PA)
 - [Western Technical College](#) (WI)
 - [Pennsylvania Department of Corrections](#) (PA)
 - [United Teen Equality Center, Inc.](#) (MA)

The grants represent a diverse group of applicants who proposed programs ranging from those designed to serve all female populations to those targeting young men of color. “Program structures vary from boot camp style programming, to common state wide wrap around services.”¹⁴ Are any of these programs in your state? Are you collaborating with them?

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/correctional-education.html#2>

Craft Formal Plans

This should include a participant’s:

- Expectations and choices

¹³ U.S. Department of Education. *A Reentry Education Model: Supporting Education and Career Advancement for Low-Skill Individuals in Corrections*, retrieved from <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/reentry-model.pdf> in July 2018.

¹⁴ U.S. Department of Education. *Correctional Education*, retrieved from <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/correctional-education.html#2> in July 2018.

- Strengths
- Needs or barriers and steps planned to improve or remove them
- Short- and long-term goals to which he/she has agreed

Consider the following tools and strategies to help you craft customized plans if you're not doing so already:

- **Individual Service Plan Strategy:** Whether the product is called an individual development plan (IDP), an employment development plan (EDP), an individual service strategy (ISS), or known by any other name, participants need to be drawn into the process. They need to be the primary crafters of the plan so they can own it. *The more personal the plan, the more ownership can be sustained.*
- **Plan development should be informal and collaborative:** Sometimes, the best planning begins with “a blank piece of paper.” An informal activity, such as drawing a plan on a flip-chart, pad, or in a notebook, helps participants take ownership. It personalizes the process, and participants can experience it as less bureaucratic and more realistic.
- **Group planning engages participants:** Group planning sessions offer opportunities for shared visioning and expanded views of personal possibilities. Hearing what you can do best from your peers takes personalization to a new level and can be extremely effective.
- **Formalizing the plan is critical to your recordkeeping:** The information gathered during informal brainstorming can be easily transformed to more formal documents. Form completion should never supersede process. The form merely documents that planning has taken place.
- **Effective case management:** Establish comprehensive case note-taking practices. Check with your FPO or Coach on specific requirements and ask them to provide examples of high-quality case notes and files, particularly if you'd like to enhance your procedures. Staff members meeting with participants should follow the same template as they complete their notes.

Lessons Learned

Case Management Must be Consistently Delivered

Case managers administer a well thought-out system of service delivery to address your program's specific goals and to adapt the service delivery system to the needs and circumstances of program participants. Your service delivery model should be a microcosm of the overall program design and includes:

- Customer and employer recruitment and engagement
- Assessment and planning
- Accessing resources and plan coordination (implementation)
- Follow-up

Remember that project monitoring almost always includes a random review of case records. Among other things (refer to USDOL's *Core Monitoring Guide*), monitors are looking for consistent, clear transitions from assessment and planning to training, placement, and follow-through.

Refine the Plans & Access Resources

A refined participant's plan of action defines the day-to-day details of how career goals will be met. Case managers, Business Service Representatives (BSRs) and others must do everything possible to encourage ownership of individual plans and future goals. Critical components to successful intervention are:

- Ensuring that participants understand anticipated results from each of their activities – they too are responsible for understanding the “whys”
- Convening routine, results-focused conversations with participants
- Troubleshooting actions and other needed adjustments when required

Such activities require consistent contact with participants that probably goes beyond what was proposed in your SOW.

Your staff should determine what supports are necessary to enhance the likelihood of participant success; the broader the range of services, the stronger your program and greater the potential for individual and programmatic achievement. A systematic approach to wrap-around services should protect case managers from being drawn into a web of insatiable participant needs. It is a case manager's responsibility to determine with each participant the specific needs and interests and then link that individual with community service providers. If you've done a good job with partnership development, it's likely that participants are spending considerable time tapping into these other community resources.

Establish Follow-Up Strategies & Procedures

If the work during the previous stage has been dynamic, many participants will now see themselves as part of a team. Positive outcomes can include:

- Your case management workload is decreased by the degree of participant involvement

- Leadership development is indicated and encouraged. Participants assist each other and especially support newcomers
- Your participants are securing employment, doing well in school, and are regularly following up with you

Be aware of the possibility that some participants might begin self-sabotaging once they're employed. This is a human behavior trait that is not unfamiliar in all life programs where people are moving on to a more independent, less protective life phase. Such behavior should not be ignored. We recommend intensive mentoring and/or small group services and activities to keep participants grounded and engaged.

What has been described to this point is a generic view of the case management or service delivery process – the basic structure for all reentry systems. Variety of program specifics and goals should be added on but should not replace any of the strategies above.

Lessons Learned

What's Your "Participant Commitment Quotient?"

Pay particular attention to participants who "complete your program" level and have never completely committed to assigned tasks (missed appointments, frequently missing-in-action – MIA, and/or rarely, if ever initiates contact).

These participants are likely to become MIA unless the case manager has a planned strategy to keep this from happening. We suggest more frequent and regular communication, i.e., worksite visits, phone calls, and face-to-face meetings.

Adhere to your MIS Requirements

At the heart of your data collection responsibilities is ensuring that you follow the guidelines set by the USDOL regarding your management information system. As you know, the system is ever-evolving. It's really important for you to remain informed as changes occur. Remember if you are an RP grantee, you are required to report on the USDOL's six primary indicators of performance identified in Workforce Investment Opportunity Act (WIOA):

- Employment rates after the 2nd quarter exit
- Employment rates after the 4th quarter exit
- Median earnings after 2nd quarter exit
- Credential attainment
- Measurable skills gains
- Effectiveness in serving employers

IMPORTANT: While the USDOL currently only requires quarterly data progress reports, good data collection should be a more frequent exercise, weekly at best and monthly at a minimum. Don't wait –regardless of your grant type, if you have questions concerning data collection and the management information system, talk with your FPO or Coach right away!

Service Delivery System Tips

- **Create optimal staff and programmatic positioning:** In addition to managing the service delivery process described in this Resource Guide, as front-line service providers, you will find yourselves to be the focal point of program services, training, and work experiences for participants and your organization. Invariably, you will have limited or no formal power within the system but will be critical to making the system work. You can navigate this challenge by gaining a comprehensive understanding of your participants and how they typically think and act and an awareness and appreciation of your service delivery system's strengths and challenges. Melding the needs of one with the strengths of the other will help you implement desired strategies and outcomes.
- **Understand your participants and their needs:** The Build the Foundation Resource Guide provides valuable information about your participants with additional references for more in-depth study. As a service provider, the stronger your knowledge base, the more likely you are to experience success with your purposeful interventions.
- **Avoid using stop-gap readily available services because they are accessible:** Every effort should be made to customize services according to participant assessments.
- **Monitor your participants' success:** Personal growth and change are required in order to achieve true participant success. As you are well-aware, monitoring that growth and change is an important aspect of service implementation. It can be helpful if your team establishes a list of personal growth and change indicators for each participant. Use these indicators, along with other markers of participant achievement, when you provide feedback to participants and conduct plan reviews and assessments.
- **Seek support beyond your organization:** There's a broad variety of services that your participants need to succeed, and you know that some cannot be funded by your grant in spite of the fact that they are extremely important. Programs must determine how they will gain access to these resources, sooner rather than later. Too often programs think they can move forward without such resources, rather than investing creative energy into determining how to obtain them. *Don't make that mistake!* The non-allowable funding list should be one of the first topics of discussion with your Leadership Team and partners. If you don't address this during the planning stage, get these items back on the table so that resources can be identified and allocated *before* they're needed. Discussion should also include participant hand off, as well as how post-program funding needs will be handled.



Workbook: Ready...Set...Wait!

Part 2: Service Delivery on the Ground – pages 19-21

Recruitment & Engagement

Participant and partner recruitment and engagement are critical to the success of your program. Do these tasks well and your program thrives. As you know, these responsibilities:

- Are ongoing and cyclical
- Mean that you'll be challenged along the way, as your jobseekers' skill sets may not match employer requirements. Keep an eye on emerging and innovative industries, new outreach strategies, and labor market trends
- Require that your staff be well-versed in 21st century workplace skills and expectations. All staff/participant activities should reflect the development of these factors if you are serious about getting justice-involved individuals gainfully employed¹⁵

This section places the spotlight on recruitment and engagement, exploring the following perspectives:

- Partnership development
- Your American Job Center & you
- Other potential partners & the services they provide
- Improving mentorship activities
- Participant recruitment
- Employer engagement

¹⁵ Esparza, Deborah Rosalie. The Partnership for 21st Century Skills. *21st Century Skills Map – Project Management for Learning*, 2014, retrieved from http://www.p21.org/storage/documents/Skills%20Map/Project_Management_Skills_Map_Final.pdf in July 2018.

Whether you're new to REO or a REO veteran, these tips will help you confirm that the strategies you've incorporated are on track.

Partnership Development

Your program's success depends on engaging the right mix of partners who can help you create and maintain participatory and successful activities. The following partnership development essentials will make your job easier:

- Begin your strategic coalition building **EARLY!** Who you partner with heavily depends on what you promised in your SOW and the results of your community assessment. Confirm your missing programmatic components and fill in the gaps with appropriate partner services.
- The partners that were written into your SOW may or may not be available at the time of award. Perhaps your potential partners' priorities have changed since you submitted the proposal. Address these issues early so you can identify and confirm new strategies. Major changes should be discussed with your FPO or Coach.
- As you develop your partnerships, it's important to remember that there *may not* be funding tied to the establishment of these relationships, and partners need to understand this before Memoranda of Understanding or Agreements (MOUs/MOAs) are signed.



- Formalize the partnerships! The USDOL requires that you create MOUs/MOAs with your partners once you solidify specific roles. These documents define organizational roles, relationship terms, causes of separation, and what to do if relationships end.
- If your goal is to increase employment opportunities for justice-involved individuals who live in specific neighborhoods, engage neighborhood businesses and residents into your activities. You want to bring these entities into the fold as you plan, roll-out, and integrate your program.
- Manage your partnership development and maintenance activities by:
 - Assuring that outside services are accessible and delivering on their promises
 - Facilitating organized reporting processes among agencies
 - Continuously developing partnerships that support participants' unique needs
 - Teaching participants how to access and constructively utilize community services

- Nurture partner relationships, and consistently “check their pulse.” Keep the lines of communication open, ask for feedback on how you’re doing, and make adjustments accordingly. You can accomplish this by convening regularly scheduled partnership meetings.
- Encourage program participants to treat partner agencies as if they were part of your staff. You want to ensure that these relationships are protected so future participants can continue to reap the benefits.
- When working with your partners, aim for consensus. Remember that there are no “bad” ideas, and that your job is to craft processes where people’s divergent voices can be heard. All must “keep their eyes on the prize” – increasing the likelihood that justice-involved individuals returning to your community will successfully secure employment and remain employed, and that you will do everything possible to achieve these goals.
- Remember that turf issues can emerge as some community groups see your grant as an opportunity to obtain additional resources. Such groups may even try to control your agenda. Make sure that *all* voices are heard – not just those who speak the loudest!

Lessons Learned

Cross-Program Recruitment = a Win/Win

For example, if an organization is struggling to recruit clients for its drug addiction program and your reentry clients desperately need drug treatment, it makes sense to develop a referral network that benefits both programs. The same is true in many other relationships, including those you establish with local businesses. Businesses need employees, and your participants need jobs. Corrections agencies need help preventing crime, and you have an interest in keeping justice-involved individuals from recidivating.

Your American Job Center

The cornerstone of the U.S. Department of Labor’s workforce development system is the network of American Job Centers (AJCs), designed to provide a full range of assistance to job seekers under one roof. With nearly 2,500 AJCs located throughout the country, they are the go-to destinations for people in search of career counseling, job connections, and similar employment-related services. AJCs work with employers and jobseekers.

For employers, they:

1. Assess hiring needs
2. Provide labor market information to inform business decisions
3. Find qualified candidates, including veterans
4. Build an effective hiring process
5. Connect to training options for new and current employees, plus funding resources
6. Learn about hiring incentives and tax credits, as well as local resources in economic development, finance, marketing and more

They provide job seekers with:

1. Resource rooms with phones, free internet, and resume writing tools
2. Job search assistance and career counseling
3. Practice interviewing and skills testing
4. Job training, including work-based learning options
5. Current labor market and employer information to understand who is hiring, for what jobs and where
6. Employment workshops and hiring events
7. Referrals to community resources and supportive services (such as information about transportation, SNAP, financial assistance, Medicaid, training services, child care, emergency funds and other benefits)

As you're aware, AJCs are required REO partners. Talk with your FPO or Coach about how you can collaborate with these agencies if you're not doing so already. Find an AJC in your local area (<https://www.careeronestop.org/LocalHelp/AmericanJobCenters/find-american-job-centers.aspx>). For more information about the AJC system, visit <http://www.careeronestop.org>.



Workbook: Collaboration 1-2-3, Relationship Building with Your American Job Center – pages 22-23

Other Potential Partners & the Services They Provide



Faith- and Community-based Organizations: Supply mentoring, tutoring, and other support services that make reentry easier.

Family Re-unification Services: Are useful where family is available and accessible but lack the give and take of more functional families.

Child Support Services: Help to stabilize problems and can reduce participant stress. They also supply access to foster care, child support, and other related services.

Childcare: Availability can be a great stress-reducer, allowing parents to become self-sufficient adults who have work-life responsibilities.

Substance Abuse and Mental Health In- and Out-Patient Services: Help ensure that these challenges are addressed so they do not minimize a candidate's success in the job market.

Legal Assistance Services: Alleviate jobseeker legal issues such as traffic violations, lack of an ID or driver's license or need for expungement.

Law Enforcement and Corrections Departments: Serve as sources for referrals and monitoring.

Veterans Affairs: Provide referrals, counseling, and medical assistance as-needed.

Supplemental Nutrition Assistance Programs/WIC: Supply food supplemental services.

Housing Programs: Offer referrals to housing resources and advocacy services.

Hospitals and Healthcare Agencies: Provide free or reduced rates for services and also are sources for potential employment.

Transportation Services: Supply transportation tokens for job interviews and getting to work.



Workbook:

- Partner Recruitment Brainstorm – page 24
- When You Can't Get Past the Screen – New Partnership Development – pages 25-26

Improving Mentorship Activities

Some of your programs include mentorships as a value-add to your activities. Mentors supply consistent and ongoing support, guidance, and encouragement, helping participants develop positive social relationships and achieve program outcomes (job retention, family reunification, and reduced recidivism). Sample services include:



- Soft skills development (interview preparation, salary negotiations, keeping a job)
- Assistance with securing housing
- Addressing transportation challenges and healthcare issues

According to the National Reentry Resource Center, there isn't a lot of evidence, connecting the dots between mentoring and reducing recidivism. This is because the research rarely focuses on, "participants' criminogenic risk levels and other factors that are known to be important in recidivism-reduction strategies. In the absence of research, reentry programs and corrections

agencies are looking for guidance on how mentoring and correctional evidence-based practices (EBPs) can be integrated.”¹⁶

Mentorships Tips

- Research shows that peer mentors – individuals who possess similar experiences to those leaving incarceration – are considered credible resources and reliable listeners. Take this fact into account when you do your recruiting.
- Consider including the following elements in your mentor recruitment, training, and retention plan:
 - Discussions on how mentors can effectively help to reduce recidivism
 - Acknowledgement of the vast array of employment barriers that justice-involved individuals face
 - Thoughtful and deliberate mentor/participant matching strategies
 - Mentorship promotional strategies – ads, public service announcements, articles, and flyers
 - Mentor/participant relationship guidelines
 - A calendar of one-on-one and group activities
 - Evaluation tactics



Workbook: Mentorship Planning Chart – pages 27-29

Participant Recruitment

1. **Confirm participant recruitment sources:** In addition to correctional facilities, pre-release programs, parole departments, and community and faith-based programs, consider public housing projects, local recreation centers, family and drug courts, drug treatment programs, community colleges and technical training schools, and local departments of education.
2. **Determine your degree of access to these organizations and your level of credibility with potential participants:** Is it sufficient? If you answered, “not enough,” what steps will you take to establish contact and build strong relationships?
3. **Regularly assess your progress at recruiting the right mix of participants:** If you’re succeeding, then great! If not, collaborate with your FPO or Coach to adjust, develop, and implement new strategies that more effectively hit-the-mark.
4. **Develop a smooth transition process:** From recruitment, intake, and assessment all the way through training, placement, and follow-up.

¹⁶ National Reentry Resource Center. *Mentoring as a Component of Reentry*, retrieved from https://csgjusticecenter.org/wp-content/uploads/2017/07/6.27.17_Mentoring-as-a-Component-of-Reentry.pdf, retrieved in July 2018.

Lessons Learned

Effective Customer Recruitment and How it Impacts Program Results

Due to the nature of grant program data requirements, it is very important to recognize that *all* enrollments impact retention rates. Generally, once participants are enrolled, they cannot be removed from your datasets. As you know, if contact with your customers is lost, program results will be impacted in a negative way.

Employer Engagement

Employer engagement means that you are establishing long-term relationships with entities that can help support your program’s success long term. Move from, “postings to partnerships!” Doing so will:

- Impact your sustainability
- Support your community’s labor market trends, career ladders, and pathways
- Influence your participants’ long-term success in the workplace
- Benefit other programs in your agency

Here are some tips to consider as you build those relationships.

1. **Match employer recruitment with your participant skill sets:** Encourage employers to consider apprenticeships and on-the-job-training (OJT) as hiring options. Doing so will save them money and give your participants opportunities to prove themselves.
2. **Develop and utilize innovative outreach strategies and messaging that resonate with local employers:** Adapt tactics that encourage employers to knock on your door. Talk about the benefits of hiring your participants – they are committed, enthusiastic, and ready to work. As added incentives, offer information about the availability of bonding (Federal Bonding Program) and tax credits (Work Opportunity Tax Credit).
3. **Review and integrate the tools available through the Justice-Involved Workers portal targeting employers at CareerOneStop.org’s:**
<http://www.careeronestop.org/businesscenter/recruitandhire/hiringadiverseworkforce/justice-involved-workers.aspx>: The information on this website provides resources to promote the benefits of hiring justice-involved individuals. You’ll find video clips, FAQs, employment success stories and testimonials, and locations of programs similar to yours (these grantees make great partners).
4. **On managing your employer engagement efforts:**
 - Set aside time for researching labor market trends and employer responses to those trends.
 - Develop and implement strategies on how you will engage employers, i.e., breakfasts, presentations, personal visits, and email/phone follow-up.
 - Create a “triage plan” – a system that identifies hot versus cold employer prospects.
 - Develop and train your staff on how to talk with employers, ensuring that everyone is talking from the same script.

- Develop a tracking system that delineates your efforts.
- Set regularly scheduled employer engagement goals for individual staff members or your team.
- Display these goals and progress for staff members to see – use visual displays or other tools that staff members regularly use.
- Consider incentivizing your staff members for a job well done.

Lessons Learned

Tracking Employer Connections

Like all of us, employers enjoy the fact that we can hit the ground running when we are meeting their recruitment needs. As such, consider tracking:

- Basic contact information
- Jobs placed and when
- Outreach log with results
- Next steps
- Preferred ways to contact, i.e., phone, email, face-to-face
- Hard skills preferences
- Soft skills preferences
- Personal preferences

Tracking this information individualizes each employer outreach experience, and employers will appreciate your doing so.



Workbook:

- Participant Recruitment & Engagement Brainstorm – pages 30-31
- Employer Engagement Strategy Development – pages 32-34

*Learn More

Assemble Your Team



- **Coffey Consulting's:**
 - **REO Bulletin *Staffing for Success: Improving Communications with Employees:*** Focuses on how to maximize performance and promote long-term job retention. Contact Coffey Consulting at 301.907.0900 or bantkowiak@coffeyconsultingllc.com to obtain a copy.
 - **REO Bulletin *Staffing for Success: Staffing Practices:*** Affirms that program success is a continual process that begins with the development of a staffing plan. Contact Coffey Consulting at 301.907.0900 or bantkowiak@coffeyconsultingllc.com to obtain a copy.
 - ***Hiring Checklist:*** Includes materials to help create staffing structures. Includes information on how to post positions; a job description writing template; instructions on how to screen resumes and job applications; pre-interview and interview questions. Contact Coffey Consulting at 301.907.0900 or bantkowiak@coffeyconsultingllc.com to obtain a copy.
- **National Reentry Resource Center's *The Integrated Reentry and Employment Strategies Pilot Project: Four Questions Communities Should Consider When Implementing a Collaborative Approach:*** Helps policymakers, administrators, and practitioners collaboratively determine if resources are focused on the right people, using the right interventions, at the right time. https://csgjusticecenter.org/wp-content/uploads/2017/04/IRES-Four-Questions_April-2017.pdf
- **U.S. Department of Labor's:**
 - ***ApprenticeshipUSA Toolkit:*** Introduces apprenticeship and its benefits for employers, workers, and the workforce system. <https://www.dol.gov/apprenticeship/toolkit/>

- **Career Pathways Toolkit: A Guide for System Development:** Provides the workforce system with a framework, resources, and tools for states and local partners to develop, implement, and sustain career pathways systems and programs. This revised Toolkit acknowledges many of the U.S. Department of Labor's (USDOL) strategic investments to create and sustain a demand-driven employment and training system as part of a larger national effort.
https://www.doleta.gov/usworkforce/pdf/career_pathways_toolkit.pdf
- **Job Description Writer:** Provides a step-by-step process of building a meaningful job description. <http://www.careeronestop.org/businesscenter/jdw/gettingstarted.aspx>
- **Ready4Reentry – Prisoner Reentry Toolkit:** Includes promising practices, targeting small- to medium-sized faith-based and community organizations interested in starting or bolstering reentry efforts. Includes position descriptions, program ideas, and more. <http://www.doleta.gov/PRI/PDF/Pritoolkit.pdf>
- **U.S. Department of Education's *Partnerships Between Community Colleges and Prisons: Providing Workforce Education and Training to Reduce Recidivism:*** Describes partnerships between community colleges and prisons.
http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/prison-cc-partnerships_2009.pdf
- **U.S. Department of Justice's *Successful Job Placement for Ex-Offenders: The Center for Employment Opportunities:*** Supplies program descriptions, staffing charts, and other helpful resources of the Center for Employment Opportunities, NYC (helps people find full-time employment within two-three months, with most jobs paying more than minimum wage and providing fringe benefits).
<https://www.ncjrs.gov/pdffiles/168102.pdf>

Your Facility



- **Blue Avocado A Magazine of American Nonprofits' Toolkit: *Everyday accessibility: How your organization can be more ADA compliant:*** Presents five ways your organization can place "curb cuts" that boost its accessibility to people with disabilities, while simultaneously improving your overall accessibility.
<http://www.blueavocado.org/content/accessibility>

- **National Institute of Building Sciences' *Whole Building Design Guide*:** Provides one-stop access to up-to-date information on building-related guidance, criteria, and technology from a “whole building” perspective. <http://www.wbdg.org/>
- **Montana Nonprofit Association's, *Setting up a NonProfit Office Toolkit*:** Provides resources and tips for conducting an office move as well as setting up your nonprofit office. [https://www.mtnonprofit.org/wp-content/themes/association-child/docs/Tertiary Information/Starting a Nonprofit/SettingUpaNonprofitOffice1stEdPub.pdf](https://www.mtnonprofit.org/wp-content/themes/association-child/docs/Tertiary%20Information/Starting%20a%20Nonprofit/SettingUpaNonprofitOffice1stEdPub.pdf)

Perfect Your Program



- **Coffey Consulting's:**
 - ***Building Effective Partnerships with Employers presentation*:** A PowerPoint training that helps grantees articulate the value of their program so it resonates with employers. Contact Coffey Consulting at 301.907.0900 or bantkowiak@coffeyconsultingllc.com to obtain a copy.
 - ***Launching an Employer Engagement Strategy*:** A PowerPoint training that helps grantees transform employer interactions to employer partnerships. Contact Coffey Consulting at 301.907.0900 or bantkowiak@coffeyconsultingllc.com to obtain a copy.
- **The National Mentorship Partnership's:**
 - ***How to Build a Successful Mentoring Program Using the Elements of Effective Practice: A Step-By-Step Tool Kit for Program Managers*:** Includes tools to create effective mentoring programs. [https://www.mentoring.org/new-site/wp-content/uploads/2015/09/Full Toolkit.pdf](https://www.mentoring.org/new-site/wp-content/uploads/2015/09/Full_Toolkit.pdf)
 - ***The Chronicle of Evidence-Based Mentoring*:** Encourages active dialogue around evidence-based practice in youth mentoring in ways that improve the practice of youth mentoring. <https://chronicle.umbmentoring.org/welcome-to-the-chronicle-of-evidence-based-mentoring/>
 - ***Mentoring Training Courses*:** Presents six online courses that focus on youth mentoring – Building the Foundation – Mentors; Building and Maintaining the Relationship; Ethics & Safety; Promoting Enhanced Resilience & Learning; Building the Foundation – Parents. <http://mentoringcentral.net/mentoring-training/>

- **National Reentry Resource Center's Reentry Publications:**
 - ***The Integrated Reentry and Employment Strategies Pilot Project: Four Questions Communities Should Consider When Implementing a Collaborative Approach:*** Helps policymakers, administrators, and practitioners collaboratively determine if resources are focused on the right people, using the right interventions, at the right time. https://csgjusticecenter.org/wp-content/uploads/2017/04/IRES-Four-Questions_April-2017.pdf
 - ***Planning and Implementing a Reentry Program for Clients with Co-Occurring Disorders: A Toolkit:*** Offers guidance to organizations planning a reentry program for people with co-occurring substance use and mental disorders. The toolkit recommends steps for ensuring successful program implementation. http://www.crj.org/assets/2017/09/ToolKit_report_final.pdf
 - ***Mentoring as a Component of Reentry: Practical Considerations from the Field:*** Provides five broad, field-based practical considerations for incorporating mentoring into reentry programs for adults. https://csgjusticecenter.org/wp-content/uploads/2017/07/6.27.17_Mentoring-as-a-Component-of-Reentry.pdf
 - ***Mentoring Formerly Incarcerated Adults: Insights from the Ready4Work Reentry Initiative:*** Describes Ready4Work's mentoring component, the extent to which mentoring was attractive to participants, the types of adults who volunteered to serve as mentors and how receipt of mentoring was related to participant outcomes. <http://ppv.issuelab.org/resource/mentoring-formerly-incarcerated-adults-insights-from-the-ready4work-reentry-initiative.html>
- **Office of Juvenile Justice and Delinquency Prevention's *Model Programs Guide*:** Online resource that contains information about evidence-based juvenile justice and youth prevention, intervention, and reentry programs. <https://www.ojjdp.gov/mpg/>
- **Orbis' *Youth Assessment and Screening Instrument (YASI)*:** Introduces an innovative assessment model that evaluates risk, needs, and protective factors in youth populations. <http://orbispartners.com/assessment/youth-assessment-yasi/>
- ***Strategic Planning for Nonprofit Organizations: A Practical Guide and Workbook:*** Contains new information about the value of plans, specific guidance toward business planning, and additional information about the strategic plan document itself. <http://www.wiley.com/WileyCDA/WileyTitle/productCd-1118768140.html>
- **U.S. Department of Labor's:**
 - ***Core Monitoring Guide:*** Provides a consistent framework and starting point for all onsite grant monitoring and includes guidelines on: program design and governance, program and grant management systems, financial management systems, service/product delivery, and performance accountability. https://www.doleta.gov/youth_services/pdf/CoreGuide.pdf

- **Effective Case Management: Key Elements and Practices from the Field:** Details examples of promising case management methods and highlights related tools and policies that were gathered through scanning online resources, interviewing subject-matter experts, and participating in a work group made of workforce development professionals from across the United States.
<https://strategies.workforcegps.org/resources/2015/05/04/14/48/Effective-Case-Management-Key-Elements-and-Practices-from-the-Field>
- **Mentoring Ex-Prisoners – A Guide for Prisoner Reentry Programs:** Supplies promising practices in mentoring and guidelines for practitioners who are interested in developing a mentoring program; draws on the experiences of the Ready4Work sites. http://www.doleta.gov/pri/pdf/mentoring_ex_prisoners_a_guide.pdf

Employment and Workforce Development Resources



- **Federal Bonding Program (FBP):** <http://www.bonds4jobs.com>
- **mySkills myFuture:** www.myskillsmyfuture.org
- **O*NET OnLine:** <http://www.onetonline.org/>
- **Workforce GPS > Reentry Employment Opportunities Community:**
<https://reo.workforcegps.org/sitecore/content/sites/rexo/home>
- **Youthbuild:** www.youthbuild.org

***DISCLAIMER:** Links to these sites and resources are provided for your convenience and do not constitute an endorsement by the U.S. Department of Labor and/or Coffey Consulting.

Helpful Terms

While this list of acronyms, words, and definitions represents a good cross-section of the terms you will run across, we acknowledge that these terms are ever-evolving. As the Resource Guide is updated, this list will be too!

Federal Agencies

- **DHHS:** U.S. Department of Health and Human Services

- **DOJ:** Department of Justice
 - **BJA:** Bureau of Justice Assistance
 - **NIC:** National Institute of Corrections
 - **OJJDP:** Office of Juvenile Justice and Delinquency Prevention
- **EEOC:** Equal Employment Opportunity Commission
- **FIRC:** Federal Interagency Reentry Council
- **GAO:** General Accounting Office
- **USDOL:** U.S. Department of Labor
 - **BLS:** Bureau of Labor Statistics
 - **CFBNP:** Center for Faith-Based & Neighborhood Partnerships
 - **DOLETA:** Employment and Training Administration
 - **ODEP:** Office of Disability Employment Policy
 - **OOA:** Office of Apprenticeship
 - **REO:** Reentry Employment Opportunities
 - **VETS:** Veterans' Employment and Training Services
- **ED:** U.S. Department of Education
 - **OCTAE:** Office of Career, Technical, and Adult Education
- **VA:** U.S. Department of Veterans Affairs

National Organizations

- **ACA:** American Correctional Association
- **CCE:** Center for Credentialing & Education
- **JFF:** Jobs for the Future
- **MENTOR:** The National Mentoring Partnership
- **NAWB:** National Association of Workforce Boards
- **NAWDP:** National Association of Workforce Development Professionals
- **NASWA:** National Association of State Workforce Agencies
- **NCA:** National Correctional Association
- **NRN:** National Reentry Network
- **NCDA:** National Career Development Association

Workforce Terms

- **Adult basic education:** Education for adults whose inability to speak, read, or write the English language or to effectively reason mathematically, constitutes a substantial impairment of their ability to become employed.¹⁷
- **Apprenticeship training:** A formal occupational training program that combines on-the-job training and related instruction in which workers learn the practical and conceptual skills required for a skilled occupation, craft, or trade.¹⁸
- **Assessment:** Evaluation of abilities, strengths, and weaknesses that help project staff determine the best course of action in terms of helping participants secure employment.
- **BSR:** Business Services Representative
- **Career pathway systems:** An effective approach [that contributes] to the development of a skilled workforce by increasing the number of workers in the U.S. who gain industry-recognized and academic credentials necessary to work in jobs that are in-demand. To align educational offerings with business needs, career pathways systems engage business in the development of educational programs up front. Career pathways systems transform the role of employers from a customer to a partner and a co-leader and co-investor in the development of the workforce.¹⁹
- **Core training:** Employment-focused interventions that address basic vocational skills deficiencies that prevent participants from accessing appropriate jobs and/or occupations.
- **CPC:** Career Pathways Collaborative – required partners for the USDOL’s Training to Work – Adult Reentry Program, consisting of representatives from the workforce system, work release programs, and employers and/or industry associations.
- **Customized training:** A training program designed to meet the special requirements of an employer who has entered into an agreement with a workforce program to hire individuals who are trained to an employer’s specifications. The training may occur at the employer’s site or may be provided by a training vendor able to meet the employer’s requirements. Such training usually requires a commitment from the employer to hire a specified number of trainees who satisfactorily complete the training.²⁰
- **Direct placements into unsubsidized employment:** A placement made directly by staff with an established employer who covers all employment costs for 20 or more hours per

¹⁷ U.S. Department of Labor. *Appendix J – Definitions and Terms*, retrieved from <https://www.dol.gov/vets/grants/2013/Appendix-J-Definitions-and-Terms.pdf> in July 2018.

¹⁸ Ibid.

¹⁹ U.S. Department of Labor. *Career Pathways Toolkit: A Guide for System Development*, retrieved from https://www.doleta.gov/usworkforce/pdf/career_pathways_toolkit.pdf in July 2018.

²⁰ U.S. Department of Labor. *Appendix J – Definitions and Terms*, retrieved from <https://www.dol.gov/vets/grants/2013/Appendix-J-Definitions-and-Terms.pdf> in July 2018.

week at or above the minimum wage. Day labor and other very short-term placements should not be recorded as placements into unsubsidized employment.²¹

- **Employment development plan (EDP):** An individualized, written plan or intervention strategy for serving participants. [The EDP is] a result of an assessment of a participant’s economic needs, vocational interests, aptitudes, work history, etc.; defines a reasonable vocational or employment goal and the developmental services or steps required to reach the goal; and documents participant accomplishments.²² Also known as Individual Service Plans (ISP) and Individual Service Strategies (ISS).
- **Eligible:** Meeting the minimum requisite qualifications to be considered for the provision of services or entry into a position under a funded program or as required by law.²³
- **Entered employment rate (EER):** A measure-based term confirmed by dividing the number of participants who obtained and retained employment one quarter after their initial placement or when they “exited” the program by the total number of participants who have exited the program. In order to determine the entered employment rate, the program must track enrollee employment status after they leave the program.
- **Hard skills:** Skills that can be measured and defined, i.e., computation, writing, ability to use the computer.
- **Internship:** A fixed-term work placement that could last from weeks to months. Internships are typically part of a high school or post-secondary education program and are either paid or unpaid.
- **Job development:** The process of marketing participants to employers, including the establishment and maintenance of long-term relationships with employers, informing employers about participant skill sets, setting up job fairs and interviews, and following up with employers to ensure their satisfaction with participants and a program.
- **Job preparation/readiness:** Preparing participants for interviews and other job-related activities. Review the terms of your SOW’s performance measures for guidance on specific activities.
- **Job placement:** Helping participants secure employment including job search assistance, training, and job development
- **Life skills education:** A structured program of needs- and outcomes-based participatory learning that aims to increase positive and adaptive behavior by assisting individuals to develop and practice psycho-social skills that minimize risk factors and maximize protective factors. Life skills education programs are theory- and evidenced-based,

²¹ Ibid.

²² U.S. Department of Labor. *Appendix J – Definitions and Terms*, retrieved from <https://www.dol.gov/vets/grants/2013/Appendix-J-Definitions-and-Terms.pdf> in July 2018.

²³ Ibid.

learner-focused, delivered by competent facilitators, and appropriately evaluated to ensure continuous improvement of results.²⁴

- **LMI:** Labor market information
- **MIS:** Management Information System
- **Motivational interviewing:** Goal-focused, client-centered counseling approach that focuses on helping individuals overcome uncertainty about specific, job-related issues.
- **On-the-Job training (OJT):** Employer-provided training typically completed on-site; employers are reimbursed up to 50% of participant wages to cover training and supervision costs. OJT agreements usually include a promise that these “employees” will be hired at the conclusion of the training period.
- **On-site industry-specific training:** Training which is specifically tailored to the needs of a particular employer and/or industry. Participants may be trained according to specifications developed by an employer for an occupation or group of occupations. Such training is usually presented to a group of participants in an environment or job site representative of the actual job/occupation, and there is often an obligation on the part of the employer to hire a certain number of participants who successfully complete the training.²⁵
- **Pre-apprenticeship training:** Any training designed to increase or upgrade specific academic, cognitive, or physical skills required as a prerequisite for entry into a specific trade or occupation.²⁶
- **Retention:** A participant’s ability to remain employed beyond a specific period of time.
- **Soft skills:** The employability skills that speak to a worker’s interpersonal skills and character, including teamwork, problem-solving, critical thinking, and effective use of resources.²⁷
- **Supportive services:** Services that enable a participant to be part of your program but may not be paid for by the grant. They include transportation, health care, financial assistance and counseling, drug and alcohol abuse counseling and referral, individual and family counseling, special services and materials for individuals with disabilities, child care and dependent care, and temporary shelter.

²⁴ UNICEF. *Definition of Terms*, retrieved from https://www.unicef.org/lifeskills/index_7308.html in July 2018.

²⁵ U.S. Department of Labor. *Appendix J – Definitions and Terms*, retrieved from <https://www.dol.gov/vets/grants/2013/Appendix-J-Definitions-and-Terms.pdf> in July 2018.

²⁶ U.S. Department of Labor. *Appendix J – Definitions and Terms*, retrieved from <https://www.dol.gov/vets/grants/2013/Appendix-J-Definitions-and-Terms.pdf> in July 2018.

²⁷ U.S. Department of Labor, Office of Disability Employment Policy. *Teaching Soft Skills Through Workplace Simulations in Classroom Settings*, 2010, retrieved from <http://www.dol.gov/odep/documents/TeachingSoftSkills.pdf> in July 2018.

- **Transitional employment:** Time-limited, wage-paying jobs that combine real work, skills development, and support services to help participants overcome substantial barriers to employment.²⁸
- **UI:** Unemployment Insurance
- **Unsubsidized employment:** Employment not financed from funds provided under a grant. Sometimes the term “adequate” or “suitable” employment is used to mean placement in unsubsidized employment that pays an income adequate to accommodate the participants’ minimum economic needs.²⁹
- **Upgrading or retraining:** Participant training designed to advance an individual’s skill sets so he/she is able to secure a position beyond an entry-level or dead-end job. Upgrading or retraining can also include helping participants acquire certifications including Commercial Truck Driving License (CDL), Emergency Medical Technician (EMT), Airframe & Power Plant (A&P), etc.).
- **Vocational exploration training:** Through assessments such as interest inventories and/or counseling, a process of identifying occupations or occupational areas in which a participant may find satisfaction and potential, and for which his or her aptitudes and other qualifications may be appropriate.³⁰
- **WIOA:** Workforce Innovation and Opportunity Act (supersedes WIA) and went into effect in July 2014.
- **WIA:** Workforce Investment Act
- **WDB:** Workforce Development Board, previously known as WIB or Workforce Investment Board.
- **Work experience:** A temporary activity (6 months or less) that provides an individual with the opportunity to acquire the skills and knowledge necessary to perform a job, including appropriate work habits and behaviors. May be combined with classroom or other training.³¹
- **Work readiness:** Skills include increased awareness of the world-of-work, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such

²⁸ Safer Foundation. *Transitional Employment Program*, retrieved from <http://www.saferfoundation.org/services-programs/transitional-employment-program> in July 2018.

²⁹ U.S. Department of Labor. *Appendix J – Definitions and Terms*, retrieved from <https://www.dol.gov/vets/grants/2013/Appendix-J-Definitions-and-Terms.pdf> in July 2018.

²⁹ Ibid.

³⁰ U.S. Department of Labor. *Appendix J – Definitions and Terms*, retrieved from <https://www.dol.gov/vets/grants/2013/Appendix-J-Definitions-and-Terms.pdf> in July 2018.

³¹ U.S. Department of Labor. *Appendix J – Definitions and Terms*, retrieved from <https://www.dol.gov/vets/grants/2013/Appendix-J-Definitions-and-Terms.pdf> in July 2018.

as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation.³²

- **WOTC:** Work Opportunity Tax Credit

General Grant Terms

- **CFR:** Code of Federal Regulations
- **AJCs:** American Job Centers – previously USDOL’s One-Stop Career Centers
- **CBO:** Community-based organization
- **USDOL Core Monitoring Guide:** Provides a consistent framework and starting point for all on-site grant monitoring
- **FBO:** Faith-based organization
- **FOA:** Funding Opportunity Announcement
- **FPO:** Federal Project Officer
- **Justice Investment at the Local Level:** State and local programs that address the needs of justice-involved individuals.
- **JJS:** Juvenile Justice System
- **OSY:** Out-of-school youth. The Workforce Innovation and Opportunity Act (WIOA) outlines a broader youth vision that supports an integrated service delivery system and provides a framework through which states and local areas can leverage other federal, state, local, and philanthropic resources to support in-school youth (ISY) and OSY.³³
- **REO:** Reentry Employment Opportunities (previously RExO - Reintegration of Ex-Offender) programs.
- **REO Coaches:** Individuals who advise USDOL grantees in planning, executing, and evaluating their reentry programs.
- **RP:** The USDOL’s Reentry Projects
- **TEGL:** USDOL’s Training and Employment Guidance Letter – provides valuable, USDOL guidance on how to manage your grants.
- **TEN:** USDOL’s Training and Employment Notice – similar to TEGLs, TENs provide targeted information about relevant workforce-related topics.

³² U.S. Department of Labor. *Training and Employment Guidance Letter 17-05 Attachment B: Definitions of Key Terms*, retrieved from http://wdr.doleta.gov/directives/attach/TEGL17-05_AttachB.pdf in July 2018.

³³ U.S. Department of Labor. *Training and Employment Guidance Letter WIOA No. 21-16*, retrieved from https://wdr.doleta.gov/directives/attach/TEGL/TEGL_21-16_Acc.pdf in July 2018.

- **WIOA:** Workforce Innovation Opportunity Act

Reentry Terms

- **Background checks:** A process that employers and others use to determine if an individual has a criminal record, commercial records, and/or financial records that may pose a risk to the workplace.
- **Credit checks:** If your participants have ever applied for a credit card, looked for an apartment, a loan to buy a house or car, or a line of credit to make some other large purchase, then they've probably had their credit report reviewed by a lender.³⁴
- **Employer discrimination laws/protections:** Equal Employment Opportunity (EEO) laws prohibit specific types of job discrimination in certain workplaces.
- **Fidelity bonding:** Insurance purchased to indemnify employers for loss of money or property sustained through the dishonest acts of their employees (i.e., theft, forgery, larceny, and embezzlement). This “employee dishonesty insurance” is generally considered a good business management practice, particularly when hiring justice-involved individuals.
- **Home monitoring and detention:** Also known as home confinement and electronic monitoring, this form of detention allows individuals to remain under house arrest in lieu of being incarcerated. It is considered an intermediate community corrections program designed to restrict the activities of offenders in the community. Individuals’ freedoms are restricted, and they are allowed to leave home during specified time periods, such as going to school, work, etc.³⁵
- **Justice-involved individuals:** Terminology that describes formerly incarcerated men and women and adjudicated youth – also known as returning citizens.
- **RAP sheet:** Record of Arrest and Prosecution sheet - a criminal record that contains police arrest history.

USDOL Regions

- **Region 1:** Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, Vermont, Puerto Rico, Virgin Islands
- **Region 2:** Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia
- **Region 3:** Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

³⁴ Obringer, Lee Ann. HOWSTUFFWORKS. *How Credit Reports Work*, retrieved from <http://money.howstuffworks.com/personal-finance/debt-management/credit-report.htm> in July 2018.

³⁵ OJJDP. *Home Confinement and Electronic Monitoring*, retrieved from https://www.ojjdp.gov/mpg/litreviews/Home_Confinement_EM.pdf in July 2018.

- **Region 4:** Arkansas, Colorado, Louisiana, Montana, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Utah, Wyoming
- **Region 5:** Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, Wisconsin
- **Region 6:** Alaska, Arizona, California, Guam, Hawaii, Idaho, Nevada, Oregon, Washington