

Tools of the Trade

Promote Your Program & Address Sustainability Resource Guide

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Beta Version

Coffey CONSULTING

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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: Promote Your Program & Address Sustainability—Workbook. Provided is information that will help you fill in your knowledge gaps, whether you're new to REO or a "REO Veteran." 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 that 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 Promote Your Program & Address Sustainability Workbook.





Promote Your Program & Address Sustainability

Strong, consistent program promotion takes your successes and announces them to the world. Promote your program well to reap the benefits of community acceptance, happy employers and participants, and ultimately improve the likelihood of your program's long-term sustainability. This Resource Guide supplies tactics on how to promote your program – confirming target audiences and the messages, messengers, methods, and materials that will best reach them.

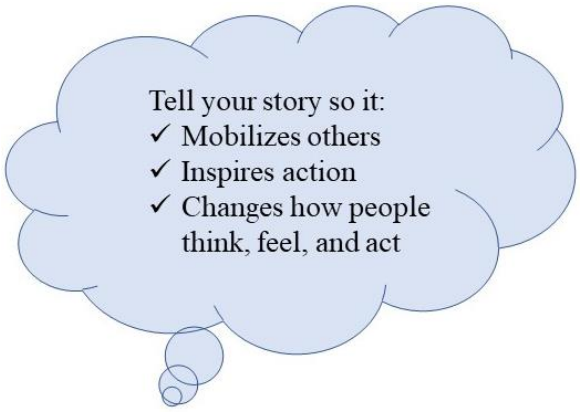
You'll also be reminded of thinking about funding from day one and investigating "tried and true" funding sources in addition to those you may not have previously explored.

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

Resource Guide Topic and Pages	Workbook	Workbook Pages
	At-a-Glance	4-5
Create Communication Strategies (Pages 6-13)	1. Confirm Target Audiences	6
	2. Create Targeted Messages and Develop Your 30-Second Pitch	7-9
	3. Recruit Messengers and Keep Them Happy	9-10
	4. Craft Methods	10-12
	5. Evaluate Your Promotional Efforts	12
	Putting It All Together	13
Sustain Your Program (Pages 14-18)	Leveraging Resources	14-18
Learn More (Pages 19-21)	n/a	n/a
Helpful Terms (Pages 22-29)	n/a	n/a

Create Communication Strategies

As you know, in order to achieve communication success, it's best to:



Steps to promoting your program are:

1. Confirm Target Audiences
2. Create Targeted Messages and Develop Your 30-Second Pitch
3. Recruit Messengers and Keep Them Happy
4. Craft Methods
5. Evaluate Your Promotional Efforts

1. Confirm Target Audiences

Ultimately there are two audiences, those who:

- Will benefit from your services – your participants and the employers who will hire them. If you are an Intermediary Grantee, potential partners would also be considered in this category
- Can help ensure your initiative's visibility and sustainability – the press, Governor's office, state and local government agencies, and partners/other non-profits



Workbook: Confirm Target Audiences – page 6

2. Create Targeted Messages and Develop Your 30-Second Pitch

Take a look at the chart below for sample themes. The suggested themes focus on program recruitment, meeting an employer's bottom line, and breaking the recidivism cycle. Some themes are more universal, addressing the power of intervention, debunking stereotypes, positively impacting a community's economy, and promoting program success. Feel free to use the following concepts as starting points.

Audience	Themes
Job Seekers/Participants	Supply an overview of what your program is offering, i.e., access to housing, healthcare, legal assistance, job search, education and training, transportation, etc.
Employers	Provide information about the advantages of hiring your program participants, including access to great employees, tax credits, and bonding. ▪ Gain access to ready-to-work, dedicated, committed, enthusiastic candidates. ▪ We can help you meet your bottom line.
Press	Focus on numbers, changing perceptions about justice-involved individuals, and increasing employment opportunities for the hard-to-employ. ▪ (Name of program) reduced recidivism from ___ to ___. ▪ (Name of program) makes our community safer and financially robust. ▪ (Name of program)'s personal success stories – change the conversation.
State and Local Legislators	Provide numbers, improving the economy and meeting an employer's bottom line, how much money has been saved, and how much state revenue has been generated through participant salaries. ▪ (Name of program) reduced recidivism from ___ to ___. ▪ (Name of program) makes our community safer and financially robust. ▪ (Name of program) provides personal success stories – change the conversation.
Potential Partners (State and Local Government Agencies, America's Job Centers, and other Non-profits)	Focus on collaboration across systems and what will be achieved by doing so. ▪ Together we can break the cycle of recidivism in our community. ▪ Helping each other meet our program objectives is a win/win for our participants *and* the community. ▪ Collaboration makes great press!

Audience	Themes
Community	Tell compelling stories of hope, and change perceptions about justice-involved men, women, and youth. ▪ Jane is a person just like you – she goes to school, has children, is employed, and working hard to make our community great. ▪ (Name of program) reduced recidivism from ___ to ___. ▪ (Name of program) gets people working and helps ensure that their participants make the community a better place to live, work, and play.

A special strategy worth considering is creating an organizational 30-second elevator pitch. Use your pitch when you talk with funders, new partners, the press, and the community. Similar to what you tell your job seekers, an organization's pitch should have a *Hook* – to get your listener's attention; *Accomplishments* – describe your program's success; and a *Call-to-Action*. When creating your pitch:

- Keep it simple – no government jargon
- Focus on why your program is important
- State what makes your organization unique
- Practice, practice, practice until your pitch flows easily

Here's an example of an organization's 30-second pitch:

(Hook) "Hi, I'm Susan Jones, and I am the director of Employment Now. I can help you find stellar employees who will be dedicated to your business. We screen candidates, set up interviews, and follow up – at no charge to you! **(Accomplishments)** For the last 10 years, Employment Now has provided these services to 100s of employers, and they keep coming back when needs arise. We've placed over 500 employees since 2008! **(Call-to-Action)** We're proud of our track record and want to bring our expertise to you. When can we set up a meeting to talk about your employment needs?"



Workbook: Create Targeted Messages and Develop Your 30-Second Pitch – pages 7-9

3. Recruit Messengers and Keep Them Happy

Regardless of your audience, your program staff, participants and graduates, and partner agencies are your most influential advocates, and as such, make great messengers. Keep these key players informed and engaged, and your program will be able to sell itself. Here are some pointers on messengers to get you started:

- Recruit messengers who can clearly articulate your mission, objectives, and achievements.
- Your program graduates who are successfully employed are among your greatest supporters. Continue to engage them as your spokespersons. Doing so also provides opportunities for you to continue to track their progress.
- Keep your messengers informed as you achieve success – perhaps quarterly updates could be considered.
- Acknowledge messenger interest and involvement through awards, luncheons, and articles which recognize their service.



Workbook: Recruit Messengers and Keep Them Happy – pages 9-10

4. Craft Methods

WHO: As stated earlier, your audiences are those who can benefit from your services, i.e., program participants and employers, as well as those who can help your program gain visibility. This second category includes the press, state and local legislators, and your partners/other non-profits.

WHAT: Tactics include websites, articles, press releases, public service announcements, and advertisements. Also incorporate social media posts, tweets, and videos.

WHERE: Promote your success through local community newspapers, radio, TV, on buses, subway cars, billboards, websites, and through social media – Facebook, Twitter, YouTube, and LinkedIn. Arrange to speak in front of community leaders such as Kiwanis Clubs, Chambers of Commerce, professional sororities, fraternities, fraternal organizations, and community events.

WHEN: Create a promotional calendar, working backwards from when you launch your program. Make sure that you give yourself plenty of time to create and gain approval of your promotional products and strategies. Here are some guidelines for how much lead time you'll need:

- **Websites:** A minimum of two months planning and implementation

- **Public Service Announcements and Articles:** At least 3-4 weeks from development and approval to placement – be sure to avoid Thanksgiving, Christmas, New Years, Easter, and other relevant holidays and events so your messages can be heard above the noise

- **Social Media Posts:** You don't need as much lead time, but you have to keep up the momentum and post regularly – most notably, on Facebook, Twitter, Instagram, and other social media outlets. Be sure to include pictures and other appealing visuals. Obtain release forms for anyone who is pictured on social media (staff, customers, volunteers, employers) prior to posting their images

- **Videos:** Professionally produced videos can take up to two months to write, shoot, edit, and gain approval. Don't forget to obtain release forms for those featured in your video

There are dozens of national weeks and months that commemorate issues relevant to justice-involved individuals. Check out *Psychology Today's* Awareness Calendar (https://www.psychologytoday.com/us/blog/teen-angst/201801/2018-awareness-calendar) for ideas on when you could promote your program during:

- National Mentoring Month and Mental Wellness Month (January)
- Random Acts of Kindness Day (February)
- Zero Discrimination Day (March)
- Reentry Week (in the spring)
- National Youth Violence Prevention Week (April)
- National Prevention Week (May)
- Women's Equality Day (August)
- Recovery Month (September)
- World Mental Health Day (October)
- Red Ribbon Week (October)
- World Kindness Day (November)



Workbook: Craft Methods – pages 10-12

Lessons Learned

The Power of Your Website

Some organizations think that having a Facebook page is enough. Having a clear, concise website is imperative in order for your audiences to find you and to give your organization credibility. Thankfully, there are tools to help you create a website that will meet this dual goal, and it can be done quite cheaply and easily. *Top 10 Best Website Builders* recommends the following 2018 competitors:

- **Wix.com:** Fully customizable; feature-rich platforms; no tech skill required
- **Web.com:** No setup fee; do-it-for-me design options; 30 template categories
- **Hibu:** Custom-built for you by pros; easy, no stress alternative to DIY; beautiful, modern, mobile friendly
- **SiteBuilder.com:** Drag and drop editor; free blog add-on; free custom domains
- **SITE123:** Special 10% discount; free images library; build-in SEO tools
- **GoDaddy:** 30-day free trial; excellent photo-editing tools; 24/7 support
- **Wordpress:** Thousands of plugins; array of premade templates; 76 million sites
- **Weebly:** Ideal for first-time entrepreneurs; easy-to-use online store builder; and built-in marketing tools
- **JIMDO:** Custom site in 3 minutes; personal website assistance; free image library
- **Fiverr:** Hire a top-tier web designer; pro designs for web and mobile; 24/7 live customer support



Think non-traditionally as you create your promotional tactics. You can develop:

- A video production contest on how to promote your program
- Stuffers to be inserted into employer outreach packages
- A blog
- Bus and subway ads
- Participant and employer testimonial video presentations, and place them on your website and YouTube
- Podcasts placed on your website and disseminated to your partners
- Table tents and pop-up banners

The Fine Art of Storytelling

Lessons Learned

Stories Make Our Goals Come Alive

"We [nonprofits, foundations, and public interest communicators] remain a sector devoted to data and enamored with empirical evidence. And while we will always need hard facts to make our cases, we often fail to realize that the battle for hearts and minds starts with the hearts…Even if you have reams of evidence on your side, remember: numbers numb, jargon jars, and nobody ever marched on Washington because of a pie chart. If you want to connect with an audience, tell them a story."

Andy Goodman
Storytelling as Best Practice

Regardless of the "what, when, where, and how's" of REO promotion, whatever you say has to be convincing and engaging – your story is a tool to gain your audience's buy-in and commitment to your efforts. Whether it's a speech to a local employer group, a proposal presentation to a foundation, a program graduation ceremony for participants, or a chance encounter with the city mayor, you are always advancing your program's mission and telling stories that resonate with others. In all of these instances and many others, stories can help you inform, involve, and influence others about your REO mission.[1]

"Storytelling" and your 30-second pitch are critical communication tools to support your marketing efforts – and this applies if you're speaking with one person or an audience of 200. Here's a quick *Storytelling 101* to get you thinking, and ultimately doing. You'll notice some of the same suggestions proposed for developing your organization's 30-second pitch!

- Communicate who you are through emotion
- Connect with the specific audience – know your audience and what will resonate with its members
- Center your stories on a person, and make it personal – people are drawn to real life stories
- Have a beginning, middle, and end that take the audience on a journey
- Set the stage and include a few telling details
- Create a picture for the audience
- Weave in facts
- Keep it simple, and leave out government jargon
- Include a call to action[2]

Establishing a Storybank

Have you ever been in a situation where you've been asked to present a speech about your program, and you've searched through your files, only to find that the elusive story that you

[1] Coffey Consulting. *Sustainability: Using Storytelling to Advance Your Mission,* 2013.
[2] Ibid.

wrote a few months back has disappeared from your computer? We've all been there, and creating a "Storybank" can help reduce your stress level! The concept is simple. Start with participant success stories that the Department of Labor asks you to submit in your REO quarterly narrative reports. Many of you have also included success stories in your annual reports or graduation ceremony programs, too. You probably have more stories than you know.

Get started by putting all your stories, testimonials, and pictures in one place. Give the storybank a straightforward, organizational structure. As time goes on, you can improve your storybank's organizational structure, creating unique categories that help ensure easy retrieval.

5. Evaluate Your Promotional Efforts

In the communications realm, your audience is key to your evaluation success; confirm how they are responding to your messages, methods, and materials. Consider the following parameters to measure your communication plan's success:

- Did my target audience receive my communication(s)?
- When did they access my information?
- How much of my information did they "digest"?
- Did my target audience(s) understand what I was trying to say?
- How can I tell?
- Finally, how can I make my next interaction with my audience(s) more compelling?[3]



Workbook:

- Evaluate Your Promotional Efforts – page 12
- Putting It All Together – page 13

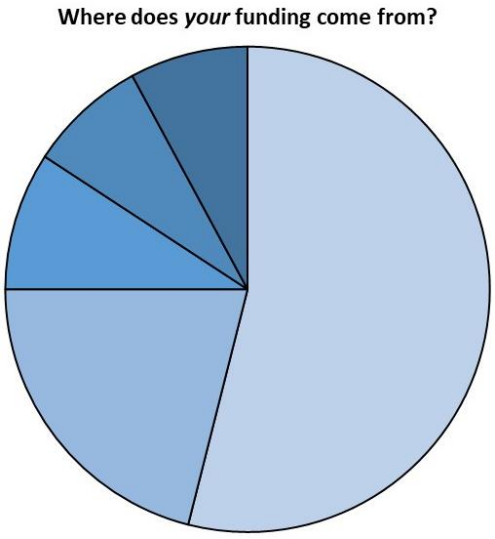




[3] Vingapp.com. *5 Ways to Measure if Your Communications Plan is Effective*, retrieved from http://blog.vingapp.com/corporate/5-ways-to-measure-if-your-communications-plan-is-effective/ in July 2018.

Sustain Your Program

Sustainability ensures that the goals of your project continue to be met beyond the funding of a particular grant and seeks to maintain and improve the project as an ongoing program within your organization. Planning is key to achieving sustainability."[4] You can have the most stellar program with an incredible design, outstanding results, and potential for growth, but if you don't have a plan on how to sustain your efforts, all of that success will be for naught.



All too often however, you're so busy doing the work that your sustainability plan comes last when in reality *it's important to think about it from the start*. If you address sustainability from the beginning – from financial and in-kind perspectives – it better ensures that your project will live beyond your funding and ultimately will grow to meet your community's ever-changing needs.

Your first step is to create a comprehensive Sustainability Plan that:

- Defines progress and steps needed to ensure long-term success
- Strengthens understanding of required efforts
- Identifies resources to sustain the project
- Ultimately serves as a marketing tool for current and potential funders[5]

The following six planning steps, based on advice from DOLETA will get you started. See how the sustainability strategies you introduced in your SOW rate against these.

1. Revisit Your Mission, Vision, and Goals
2. Determine What You Want to Sustain
3. Build Collaboration and Nurture Your Partnerships
4. Choose Desired Strategies and Methods
5. Develop Sustainability Action Steps
6. Document and Communicate Successes

[4] Coffey Consulting, LLC. *Sustainability Planning is the Key*, REO Bulletin, May 2013.

1. Revisit Your Mission, Vision, and Goals

Revisiting your mission, vision, and goals is critical when developing a Sustainability Plan. Your funders will want to know what you are, where you are going, and how you propose to get there. Review your SOW, and keep these goals in the forefront as you craft your Sustainability Plan.

2. Determine What You Want to Sustain

All too often, programs morph into different initiatives based on available funds. As a result, some programs don't necessarily do what they do best. Instead, activities are based on a funder's goals and objectives.

You don't want to get into this pattern. You want to be known in your community as the BEST employment program for justice-involved adults and/or adjudicated youth – the one that achieves its goals. That being said, if a funder offers you financial support and/or in-kind services that will make your program stronger in the long-run, go for it!

This is where your evaluation and data collection strategies become critical. Confirm what's working, and thus, the components to be sustained long-term.

3. Build Collaboration and Nurture Your Partnerships

REO – regardless of the grant – requires community resource integration, given the multiple challenges that your customers face. This is also the case when you talk about sustaining your efforts. Ensure that you:

- Keep partners informed
- Maintain strong working relationships with partner leadership
- Inspire your partners with success stories – particularly if they've been a part of that success
- Collaborate with your partners as new funding streams appear on the horizon

4. Choose Desired Strategies and Methods

Sustainability planning must be as strategic as the evidence-based, programmatic tactics you proposed in your SOW. In fact, the logic model and other planning tools that you probably integrated into your planning and implementation process will help you formulate your sustainability. Indeed, such tools provide roadmaps to success! In them you'll find clear connections between your goals and objectives, strategies used to meet those objectives, and outcomes. The Build the Foundation Resource Guide – pages 12-17 – provides information about how to use the logic model as a planning tool.

In developing sustainability strategies and methods, the USDOL also recommends that you:

- Determine whom you want to serve
- Affirm that you have the right management structure

- Be on the lookout for changes in needs[6]

5. Develop Sustainability Action Steps

Confirm what you will do week-to-week or month-to-month to help ensure that your program remains viable long term. You need to:

- Craft a post-grant budget
- Launch and maintain your sustainability plan
- Solidify an ongoing partner communications process[7]
- Integrate your evaluation and project promotion activities with sustainability planning
- Put a system in place that will help you track your progress

Seeking New Funding Streams

Think globally when seeking funding. Don't just settle for the resources you know. In this economy, funding streams can quickly dry up due to sequestration, re-prioritizing, and for reasons unknown. Here are a few sources that may lead you to think, "Gee, I hadn't thought about that resource before…"

Resource	Focus	URL
The Federal Register	Supplies sources for ex-offender or justice-involved programs	https://www.federalregister.gov/articles/search?conditions%5Bterm%5D=Funding+sources+for+ex-offender+programs
Youth.gov	Offers national and local resources and partner ideas that address youth/at-risk issues	Funding: https://youth.gov/search/node/funding Map My Community: http://youth.gov/map-my-community

[6] U.S. Department of Labor. High Growth and Community-Based Job Training Grants Planning Guide: *A Sustainability Planning Guide* in July 2018.

[7] Coffey Consulting. *Sustainability Planning is the Key*, REO Sustainability Bulletin, 2013.

Resource	Focus	URL
The USDOL's Youth Career Connect (YCC)	Encourages America's school districts, institutions of higher education, the workforce investment system, and their partners to scale up evidence-based high school models that focus on integrated academic and career-focused learning; work-based learning and exposure to the world of work; robust employer engagement; and integration of post-secondary education and training.[8]	https://doleta.gov/ycc/
Bureau of Justice Assistance	Supplies funding opportunities that focus on justice system enhancements – including Second Chance Act grants	https://www.bja.gov/funding.aspx
Substance Abuse and Mental Health Services Administration	Offers information about the agency's Offender Reentry Program	http://www.samhsa.gov/grants/awards/2015/TI-15-012
Federal Funding Resource	Provides leads to federal grant resources	www.grants.gov
The Foundation Center	Supplies information about support service funding that could cover counseling, education, training, and mentoring	www.foundationcenter.org Search terms: Start with grants to improve employment outcomes for: ▪ Justice-involved ▪ Ex-offenders ▪ Juveniles ▪ People recovering from substance use disorders Other terms: ▪ Housing grants for ex-offenders ▪ Educational opportunities for ex-offenders

[8] U.S. Department of Labor. Division of Youth Services, Youth Career Connect, retrieved from https://doleta.gov/ycc/ in July 2018.

Resource	Focus	URL
State and local funding sources	Look for programs or initiatives serving justice-involved individuals	Check your state and local departments of corrections, mental health, and substance abuse
Local businesses	Think about in-kind contributions as well as cash funding	Identify REO-friendly, local businesses, and confirm ways that you can collaborate

6. Document and Communicate Successes

Documenting achievements, measuring progress, and marketing your program are critical to sustainability. As stated earlier, you need to know how to tell your story in a variety of ways. Success can be communicated through your 30-second pitch, PSAs, videos, ads, and social media posts. The more your name is out there, the more integral your program becomes in the public eye.







Workbook: Leveraging Resources – pages 14-18

Learn More

Project Promotion



- **Andy Goodman's *Storytelling as Best Practice, (Seventh Edition)*:** Includes insights and techniques based on research and nonprofit experiences and contains comprehensive references to many other storytelling resources, including how to build a storybank. http://www.thegoodmancenter.com/resources/

- **Coffey Consulting's:**

  - ***Marketing and Outreach Materials (PowerPoint presentation)*:** Supplies information on how to create and maintain compelling messages and materials and an organizational system to keep grantees on-track. Contact Coffey Consulting at 301.907.0900 or bantkowiak@coffeyconsultingllc.com to obtain a copy.

  - ***Sustainability: Using Storytelling to Advance Your Mission*:** Describes why telling a story is important; provides tips for effective storytelling; and more. Contact Coffey Consulting at 301.907.0900 or bantkowiak@coffeyconsultingllc.com to obtain a copy.

  - ***Sustainability Checklist and Tip Sheet*:** Supplies ideas and strategies on sustaining REO program efforts. Contact Coffey Consulting at 301.907.0900 or bantkowiak@coffeyconsultingllc.com to obtain a copy.

- **Luminafoundation.org's *Are We There Yet? A Communications Evaluation Guide*:** Helps you gather input at the beginning of your activities to shape your communication strategy. It also gives you the tools to monitor progress and make corrections during implementation. It was not designed as a means for looking back on past work to determine if it was successful. Instead, the idea is to prepare up front and evaluate as you go along, so that you may adjust your tactics to ensure success. https://www.luminafoundation.org/files/resources/arewethereyet.pdf

- **Nonprofithub.org's *Marketing Tools for Your Nonprofit and When They're Effective*:** Describes the most common communication tools used in integrated marketing. http://nonprofithub.org/featured/marketing-tools-for-your-nonprofit-and-when-theyre-effective/

- **Nonprofit Tech for Good's *36 Useful Apps & Online Tools for Nonprofits*:** Introduces low-cost or free apps and online tools available to nonprofits. http://www.nptechforgood.com/2016/02/28/36-useful-apps-online-tools-for-nonprofits/

- **Pellinstitute.org's *Evaluation Toolkit's Communicate & Improve*:** Introduces a step-by-step process of developing and evaluating communication strategies. http://toolkit.pellinstitute.org/evaluation-guide/communicate-improve/

- **Top10Best Website Builders' *Compare the Best Website Builders of 2018*:** Introduces website builder comparisons. Compares do-it-yourself services and designer-made templates against finding a pro to do it for you. https://www.top10bestwebsitebuilders.com

Sustainability



- **The Legal Action Center's *Primary Funding Streams Available to Assist People with Criminal Records*:** Lists issue-specific sources of assistance. Following the list are descriptions of each funding source. http://www.lac.org/toolkits/funding/funding_streams.htm

- **National Juvenile Justice Evaluation Center/Justice Research and Statistics Association's *Sustaining Evidence-Based Practices*:** Examines the sustainability of evidence-based programs; describes sustainability and how it relates to evidence-based program implementation; and presents a number of factors and strategies from the research literature for achieving program sustainment. http://www.jrsa.org/projects/ebp_briefing_paper3.pdf

- **U.S. Department of Labor/Employment and Training Administration's:**

  - ***Utilizing Partnerships and Diversifying Funds to Achieve Sustainability*:** A webinar and newsletter focused on sustainability – a topic that can seem overwhelming, but with focused attention is actually quite simple. What is sustainability? It's the ability to implement programming over time. https://youthbuild.workforcegps.org/Blog/General/2018/08/09/14/19/Utilizing_Partnerships_and_Diversifying_Funds_to_Achieve_Sustainability

  - ***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

- **U.S. Department of Health and Human Services/Substance Abuse and Mental Health Services Administration's *Sustaining Grassroots Community-Based Programs: A Toolkit for Community and Faith-Based Service Providers*:** Contains useful planning tools and checklists. Applicable to any community-based organization including those working with offender workforce programs. http://sites.ed.gov/aapi/files/2014/03/SAMHSA-Toolkit.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:** U.S 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 Accountability 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:** 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.[9]
- **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.[10]
- **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.[11]
- **Core training:** Employment-focused interventions that address basic vocational skills deficiencies that prevent participants from accessing appropriate jobs and/or occupations.

[9] 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.
[10] Ibid.
[11] 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.

- **CPC:** Career Pathways Collaborative – required partners for 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.[12]

- **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 week at or above the minimum wage. Day labor and other very short-term placements should not be recorded as placements into unsubsidized employment.[13]

- **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.[14] 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.[15]

- **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.

[12] 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.
[13] Ibid.
[14] Ibid.
[15] Ibid.

- **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 evidence-based, learner-focused, delivered by competent facilitators, and appropriately evaluated to ensure continuous improvement of results.[16]

- **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.[17]

- **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.[18]

- **Retention:** A participant's ability to remain employed beyond a specific period of time.

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

- **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.[19]

- **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.

- **Transitional employment:** Time-limited, wage-paying jobs which combine real work, skills development, and support services to help participants overcome substantial barriers to employment.[20]

- **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 which pays an income adequate to accommodate the participants' minimum economic needs.[21]

- **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.[22]

- **WIOA:** Workforce Innovation and Opportunity Act (supersedes WIA) and went into effect in July 2014.

- **WIA:** Workforce Investment Act of 1998

- **WDB:** Workforce Development Board, previously known as WIB or Workforce Investment Board.

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[19] 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.

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

[21] 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.

[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.

- **Work experience:** A temporary activity (6 months or less) which 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.[23]

- **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 as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation.[24]

- **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.[25]

- **REO**: Reentry Employment Opportunities (previously RExO - Reintegration of Ex-Offender) programs.

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[23] 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.
[24] 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.
[25] 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.

- **REO Coaches:** Individuals who advise USDOL grantees in planning, executing, and evaluating their reentry programs.
- **RP:** 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.
- **WIOA:** Workforce Innovation Opportunity Act

Reentry Terms

- **Background checks:** A process which 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.[26]
- **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.[27]
- **Justice-involved individuals:** Terminology that describes formerly incarcerated men and women and adjudicated youth – also known as returning citizens.
- **RAP sheet:** Record of Arrests and Prosecutions – a criminal record that contains police arrest history.

[26] Obringer, Lee Ann. HOWSTUFFWORKS. *How Credit Reports Work*, retrieved from http://money.howstuffworks.com/personal-finance/debt-management/credit-report.htm in July 2018.
[27] OJJDP, *Home Confinement and Electronic Monitoring*, retrieved from https://www.ojjdp.gov/mpg/litreviews/Home_Confinement_EM.pdf in July 2018.

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
- **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