Knowledge. Responsibility. Achievement.

Project Start-Up Manual

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Objective

Congratulations! You have been handpicked by the top administration of KRA to be an active member of a Project Start-Up Team.

Start Up in the context of this manual refers to the development of a "new" project as a result of the acquisition of a "new" contract. You are in untapped lands my friend and this guide will provide you with direction and guidance you will need to be successful and sane at the conclusion of the birthing of your project!!!

As KRA strives diligently and pro-actively to expand its service areas, it has become apparent that we are in need of a manual that contains the necessary information too efficiently and effectively achieve the goals of our funders. This manual will assist in the planning and preparation of the key features of a new contract, from RFP evaluation and consideration to facilities management and performance reporting.

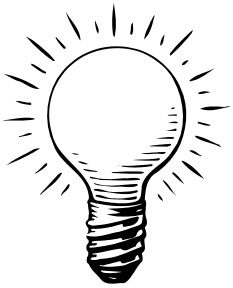
The objective of this manual is to guide and assist KRA Project Team staff and Start Up staff in the successful completion of a program proposal and start-up of newly awarded contracts.

It is imperative that Program Directors or temporary Start Up management are able to identify, confront, research and resolve all of the details regarding the program and develop management and oversight guides for future reference. This manual will provide you with information, instructions, checklists and resources regarding every aspect of the Start Up of a new program.

Input into this manual comes from several different sources, primarily from corporate level administration and company policy makers but also from "new" managers with firsthand, valuable experiences. Each time KRA is awarded a contract in an unfamiliar geographic area or with unique program content, we are challenged and committed as a company to satisfy all of the demands and expectations of that funder. It is our goal to provide you with a working document that will prove useful and valuable regardless of the contracts commonalities or differences with existing programs.

How to use this manual?

This Manual is designed to get the project planner thinking in depth about project requirements, the team, the client, the process, and the risks involved. Asking tough questions early in the project will force issues to the surface. The suggested use of this manual would be to study it at your earliest notification of the grant award and to continually revisit and review as you prepare a strategic plan and timeline for your particular project. And as many who have been where you are, can attest to, it's not over till it's over, so refer back to this manual as often as necessary during the launch of your project. No two projects are identical however most have several similarities; this manual attempts to guide you through the most common circumstances and apply these concepts to the most uncommon situations. I would strongly recommend reviewing each attachment as you complete reading the section. The attachment section, Standard Operating Procedures, Corporate Policies and Procedures are included to allow you to easily and quickly access information and guidance in many of areas necessary for program start-up.



Section 1-Contract Solicitation

An RFP Project or Transition Team consists of key individuals both internal and external to the KRA organization This section will describe the most common areas of a WIA Dislocated Worker, Adult, Youth, Low Income, or targeted population RFP and the basic design of a project schedule or transition timeline. A Request for Proposal (RFP) is a solicitation of a commodity or service, through a bidding process, by an agency or company to potential operators, or contractors. The Project Team generally consists of a VP, Proposal Writer, Accounting Officer, and staff with experience or familiarity of the geographic location, knowledge and/or expertise in the focus area of the project. A description of the common areas of an RFP and the meaning of "boiler plate" language are included in this section.
Understanding the mission and goals of the funder begins by studying the RFP, even in cases when the proposal has already been written and submitted and the contract already been awarded. Start-Up activities begin weeks or even months before the first day of actual service and the RFP serves as a guide for start-up activities.

The Sections of an RFP

RFP designs, terminologies, elements, focus, pre-requisites, and application procedures vary between states and even between regions within a state. The most common sections of an RFP are;

General Information/General Conditions –The general information section of an RFP will introduce to the reader the purpose of the RFP including; the name and address of the workforce region and background information, WIA or TANF statue language, funding levels, projected service levels, performance expectations and geographic location of the service to be provided.

Program Narratives/Scope of Service or Work— The program narrative is your instruction guide and will illustrate the funders vision for providing workforce development services. In this section the funder describes in detail the design, methods of delivery, and management of programs and services, i.e. population(s) to be served, eligibility for services, case management tasks, availability, duration and categories of training, workshops topics, and/or support services administration.

Solicitation Provisions – this section outlines the dates and times for events such as the bidders conference, letter of intent due date and proposal deadlines. Also included in this section are formatting, delivery and the number of copies required. Do not under-estimate the importance of this section, missing a deadline, overlooking a mandatory bidder's conference or submitting a proposal that is incorrectly formatted will disallow a proposal.

Evaluation Criteria and Rating System—it is crucial that all members of the Project Team review and understand the evaluation criteria. The evaluation criteria inform the proposer of the specific weight or score that will be given to each area of the proposal. The evaluation section of the RFP is used as a guide to determine where the Projects Team's resources will be focused, for example if the Organizational Capacity is important to the funder, that section will be more heavily weighted or have a higher score value. This information will direct the Project Team to include several detailed examples of KRA's variety, experience and knowledge of workforce programs.

Attachments—the attachment section of the RFP generally requests boiler plate corporation information and frequently allow the proposer to add additional information that could elevate the prospect of winning the bid. Below is a list of common attachments and required documents:

- Past Performance Charts
- Organizations Charts
- Budgets
- Staffing Chart
- Financial Reports and Audits
- Letter o of Recommendation

"Boilerplate" Language—refers to standard contract language that is reused without much change to the content. In an RFP the boilerplate contains the legal requirement of a bidder and legal policies of the WIB regarding the administration of contracts.

Sample RFP

(Need a Sample RFP to insert)

The Bid and Proposal Process

Refer to Corporate Policies and Procedures, Subject: Bid and Proposal Process and Issuance of Bid and Proposal Numbers.

Project Definition

Briefly describe the project, i.e., what is the overall project goal? (Be sure to include the total budget for the project and when the project is to be completed)

Have we done similar projects in the past? If so, what was learned from them?

What is this project's importance?

Who are the **stakeholders** in this project?

What constraints is the project held to?

What are the assumptions about this project?

How will you measure success when the project is complete? Strictly by profitability, client satisfaction, usability of the final product?

Risk Identification

It is important to publish the risks in the project plan so that the team is aware of them.

What are some of the risks of this project?

Project Uncertainties

What are the uncertainties?

The Client

What types of **difficulties** do you anticipate with this client?

How can you/we overcome these difficulties?

What is the client's level of expertise?

Is your client familiar with your project process?

Reporting

How will you be reporting project status to your client? How often you plan to do it?

The Process

How often will you hold team meetings?

How will you know when the project is complete? Describe the *closeout criteria* for the project?

What **internal obstacles** do you anticipate along the way? How can you look to prevent them?

Project Life-Cycle

How would you map the project life-cycle? Mapping this out may help management understand the overall resource needs throughout the project.

What is your **critical path** or the longest sequence of activities that must be completed on time for the project to be completed by the due date?

Identifying a Project Team

What type of team members do you need for this project?

Who do you see as the project ***champion***?

Are their special roles that you would like your team members to play? For example, it may be necessary to have someone act in a strong *hand-holding* role if your client is uncertain about the project, or you may need to seek an advisor who is very close to the project subject matter.

The Schedule

<Project Name>
Project Startup & Kickoff Checklist

Project Name:		**Project Charge Code:**	
Project Coordinator:		**Project Size:**	
Project Director:		**Project Start Date:**	
Project Manager:		**Project End Date:**	

Kickoff Meeting:	**Status**
1. Prepare Meeting Agenda. A formal kick-off meeting must be scheduled. During the meeting, the contents of the Project Charge and definition documents must be fully articulated.	
2. Schedule the Meeting. Confirm the date, place, and time. Send notice with at least a two-week lead-time.	
3. Invite Project Team Members, Stakeholders, Departmental Interfaces, and other Key Players.	
4. Invite Key Senior Management to stress the importance of Project.	
5. Meeting Agenda	
• Scope of Project	
• Work Approach	
• Roles & Responsibilities (Project Organizational Chart)	
• Management Approach (Issues, Change, Risks, Quality, etc.)	
• Project Timeline (Duration & Schedule of Deliverables)	
• Project Schedule / Plan (Milestones)	
• Project Status Reviews (Frequency, Participants, Expectations, etc.)	
• Project Constraints/ Assumptions	
• Methodologies, Standards, or Guidelines to Follow	

Human Resources	Staff Responsible	Date	Status
Recruiting process: Outline positions-titles & number of positions; secure relevant job description and post on KRA Website and other appropriate search engines. • Complete Organization Chart with positions for the project including job title • Insert names of staff once candidates have been confirmed on the Organization Chart.	*HR*		
Interviewing process: Coordinate space to conduct interviews; • Select interview panel from KRA • Schedule a date to facilitate interviews; • Create a spreadsheet with the time-slots for the candidates that will be interviewed. (forward to interviewers) • Mail Application/Resume package to respective site where interviews are conducted. Address the mail to assigned interviewers.	*Exec Team* *HR* *HR* *Interviewer*		
Offer Process: • Complete offer letters • Mail offer letters • Prepare for counter offers-discuss w/Oversight Lead • Prepare for potential relocation cost for an existing KRA staff (if applicable)	*HR* *HR* *Hiring Mgr* *HR*		
Research and confirm all KRA personnel, benefits and business operations align with the new client	*Exec Team* *HR*		
On-boarding process: Coordinate dates of New Hire; Facilitate New Hire-Human Resources/Personnel and Benefits	*HR*		

Communication Plan	Staff Responsible	Date	Status
Serve as the lead liaison between Corporate & Client	*Exec Team*		
Coordinate & connect with Director/Asst. Director & Program Monitor for Introduction & Expectation meeting (if applicable)	*Exec Team* *PM*		
Communicate Transition Plan to Client	*Exec Team* *PM*		
Attend stakeholder meeting for WIA/WIB/TANF/Youth/Adult related meetings prior to start-up: (outline key meetings and communicate outcome to team) • Meeting 1 - • Meeting 2 - • Meeting 3 -	*Exec Team* *PM*		

Legal	**Staff Responsible**	**Date**	**Status**
Review & sign contract agreement; Review the standard language w/in contract –begin w/RFP	*COO*		
Provide Certificate of Insurance to vendor	*Corp Finance*		
Identify a work site location (if applicable)	*Corp Admin*		
Secure and review a lease agreement-New or Existing	*Corp Admin*		
Review/Approve the lease agreement	*Corp Counsel*		
Contracts	**Staff Responsible**	**Date**	**Status**
Review RFP & Proposal Response for insight on the program	*Exec Team* *PM*		
Identify if any renegotiating of contract requirements while answering: • What - • How - • When -	*PM*		
Execute Contract	*COO*		
Execute lease agreement (if applicable)	*COO*		

Corporate Accounts Payable/ Administrative/Procurement	**Staff Responsible**	**Date**	**Status**
Coordinate Accounts Payable process	*Corp Finance*		
Compile a list of supplies needed submit to Corp Administration	*PM* *Corp Admin*		
Request required Vendor products & services from Corp Administration • Computers/Laptops/Network Requirements • Copier/Printer/Scanne Equipment • VoIP Telephone Service/Cell phones/Wifi Access and devices • Office/Pantry Supplies • The Work # Verifications Services	*PM* *Corp Admin*		
Set-up ordering process account through Staples	*Corp Admin*		
Set-up e-Cabinet for respective staff	*HR*		
Set-up order for business cards	*HR*		

IT/Technology	**Staff Responsible**	**Date**	**Status**
Establish the physical work environment. Confirm space and workstations requirements availability (Phone lines, desk tops, printer connections, etc.).	*PM* *Corp Admin*		
Secure team member's Logons and Security access	*HR*		
Request required access to e-cabinet from Corporate	*PM/HR*		
Request laptops and cell phones, where necessary	*PM/* *Corp Admin*		
Set up KRA email account for new staff	*HR*		

Quality Assurance	**Staff Responsible**	**Date**	**Status**
Outline Performance Goals & Benchmarks from RFP & client	*PM* *Corp QA*		
Create internal performance tracking outline/spreadsheet for: • Performance • Supportive Service • Incentives	*Corp QA*		
Create Operating Procedures for: • Tracking Systems • Program Flow	*PM* *Corp QA*		
Set-up Training for New Quality Assurance Manager & staff	*PM*		
Provide training to key staff: • Program Performance Narrative & Reporting	*Corp QA*		

Program Operations	**Staff Responsible**	**Date**	**Status**
Coordinate space to facilitate New Hire On-boarding process	*PM /HR*		
Coordinate meeting with team outlining: • Program Expectation • Program Director's Expectation • Norm's Training by Corporate Leader • Corporate Expectation	*PM*		
Identify project roles and responsibilities with associated workplace training needs	PM		

Program Operations	**Staff Responsible**	**Date**	**Status**
Identify mandatory & supporting partners (if applicable) • Identify and connect with mandatory partners for an Introduction & Collaboration Meeting • Outline referral process for partners	*PM*		
Project Director-Connect with Marcie Dingle, KRA Communication Manager for: • Bio for KRA Website • Announcement of Project submission for Inside KRAToday	*PM*		

Section 2-Contract and Scope of Service or Work

This section will define the components and standard terms characteristic of a Workforce Development contract including the budget and Scope of Service. The Scope of Service will define the areas of service strategy in which the overarching scope of work must be developed in response to the RFP. The scope of work will spell out how the program will effectively and efficiently deliver workforce development services to the employer and job seeker customers in conjunction with the partners. This section will include the most common areas in a Scope of Service: One-Stop System Management, Business and Employer Services, Job Seeker Services, Marketing and Community Delivery, Accountably and Performance. These areas are equally essential to a workforce system that is integrated and responsive, and continuously demonstrates organizational and management capacity through qualified expertise; ensuring successful outcomes.

Budget

There are two general types of contracts; cost reimbursement and performance based; both pertain to the methods by which the company will receive funds for services provided. Receiving payments for services rendered and expenses incurred is a cost reimbursement contract; receiving payment for attaining specific benchmarks such as providing 200 people with job placement services, is a performance based contract. Each type of contract requires definitive oversight and critical management. The budget is the principle resource in the decision making of all aspects of the program and is the regulatory document in the forefront of operations management.

There are several sections to a budget; standard sections include the budget detail for program costs including staff, staff chart and staff allocations budget and the narrative or summary.

Your program budget will be created by the CFO as determined by the funding level of the contract. The budget will provide you with a financial blueprint, all spending related to the program, staff, supplies, travel, marketing and so forth will be decided upon according the amount of cash assigned to that particular line item.

During the Start Up phase of a new program the budget may or may not be readily available. When a budget is being negotiated the overseeing cooperate leadership team members will provide necessary spending and staffing information.

Sample Budget

(Need a Sample Budget to Insert)

Key Program Features

The RFP, scope of work or scope of service and final contract will all describe the key program features that your funder is requesting. No two funders have identical visions of a substantial, innovative, state-of-the-art workforce development program. Recognizing and understanding your funders vision and mission and internalizing that vision and mission as your own, down to the smallest detail, will increase the likelihood of a compliant and winning operation. Program features will vary depending on the workforce development focus area, for example a TANF contractor may require the administrator to provide soft skills training for entry level employees, while a WIA contractor is requiring a basic computer literacy class be avialble to customers and a Youth contractor is requiring that the program provide job coaches to oversee specific worksites. Program features can also be governed by local by-laws and policies of the workforce board, for example it is important to thoroughly understand your boards policies regarding incentives before purchasing incentives for customers or your local policies regarding supportive services before drafting an internal supportive service operating procedure.

Here is a list of some program features that are generally included in all contracts; however the details and parameters of administration and record keeping may be very different:

- Incentives
- Supportive Services
- Workshops
- Subsidized Employment
- Participation Rate Verification
- Individual Training Accounts

Performance Measures and Goals

There are several catagories of performance measures ranging from staffing and budget goals to work participation rates, entered employment and completed training. Performance measures are inbedded in your scope of work and in your contract; if it is written that caseloads must be maintained at minimum and maximum level, going above or below that level for any significant time period would be considered “out of compliance” with your contract. Another example; you have a designated amount of dollars for training, however not enough customers are interested in training and you are over budget for that line item. The funder would expect some type of corrective action to get the budget back in compliance and to ensure that all of the funds will be spent. Still another example of a performance measure are the federal and state WIA common measure requirements such as creditails attained and wage increase. Tracking and calculating common measures can be accomplished usually with the assistance of the WIB’s information system and a quality assurance staff member, however continuous oversight is required by the Program Director to ensure that problems are addressed quickly and corrective action is swifly incorporated.

Mapping performance measures is fairly simply and the long term benefits of becoming intimately familiar with your performance requirements can be a contract saving, program saving, time saving exercise. With assistance of managers leads and QA a document can be developed that will enable you to manage your program contract compliance and delegate responsibility for oversight of critical areas of the contract compliance plan.

Sample Contract Compliance Document

Intensive Services Scope of Service

Compliance Status Report

1. Contractor is responsible for all intensive services to WIA registered customers within the One-Stop system, and will follow all requirements. Contractor is responsible for completing intake and eligibility determination for WIA Adults and Dislocated Workers. The Contractor will provide priority of services for the following targeted groups:
   - Unemployed or under-employed Adults (18 years +) who are residents of municipalities in the XYZ Region and are low income. *The XYZ Income Determination and Documentation procedure attached to this contract shall be used to determine low income.*
   - TANF clients able to benefit from WIA services;
   - Unemployed or under-employed adults who are residents of the XYZ region with family income below the minimum level of self-sufficiency as determined by the Performance Evaluation committee, and as defined as having an income in the preceding 12 months that is at or below 150% of the Federal poverty guidelines;
   - Dislocated workers where training will provide minimal wage decline and result in earnings that meet the WIA average earnings standard for dislocated workers.
   - Dislocated workers identified under a federal or state discretionary grant.

   Veterans within these categories will receive priority of service.

Contractor staff will follow all policies, procedures and regulations related to eligibility documentation; ensure that case files have originals and/or copies of eligibility documentation. Contractor will maintain accurate individual case files for each registered customer assuring that each file contains all required eligibility documents and meets compliance requirements under XYZ, DOL, and WIA policies and procedures.

Assessment Method:

☐ Audit-(# of cases to be audited, frequency of the audit)

Assessment Outcome:

☐ Meets SOW expectation

☐ Does not meet SOW expectation- Attach Corrective Action Plan

2. Contractor will conduct outreach and recruitment efforts targeted to prospective WIA intensive service customers to ensure that enrollment goals are met. Contractor will coordinate outreach activity with the Department of Labor (DOL).

   Assessment Method:

   ☐ Summary of outreach and recruitment efforts

   ☐ Report-Attach report(s)

   Assessment Outcome:

   ☐ Meets SOW expectation

   ☐ Does not meet SOW expectation- Attach Corrective Action Plan

3. Contractor will complete the intake and eligibility paperwork and record all information into the WBS and the WIA customer's personal file. Contractor will establish procedures for supervisory review of WIA suitability determination and registration. Contractor will keep files secure and will maintain confidentiality of customer information.

   Assessment Method:

   ☐ Audit-(# of cases to be audited, frequency of the audit) and Procedure Manual

   Assessment Outcome:

   ☐ Meets SOW expectation

   ☐ Does not meet SOW expectation- Attach Corrective Action Plan

4. Contractor will provide intensive services and case management to each WIA customer registered into WIA individual core, intensive and/or training services. Case managers or "Career Agents" will work with each WIA customer to determine the barriers to employment and to address the steps necessary to surmount these obstacles to employment. The barriers and necessary steps will be documented in WBS and in the customer file in accordance with program requirements.

   Assessment Method:

   ☐ Audit-(# of cases to be audited, frequency of the audit) and Procedure Manual

   ☐ Report-Attach report(s)

   Assessment Outcome:

   ☐ Meets SOW expectation

   ☐ Does not meet SOW expectation- Attach Corrective Action Plan

5. Contractor staff will interview and assess all enrolled WIA customers to identify their life circumstances, employment experience and educational histories, aptitudes, interests, skills and abilities and barriers to employment. Contractor staff will conduct in-depth career assessment and will address skill deficiencies and make appropriate educational referrals for WIA customers. Contractor staff will guide WIA customers in decision-making based on assessment results. Customers with basic skill deficiencies must be referred to services that will address their skill deficiencies prior to consideration for an Individual Training Account. Contractor staff may utilize a variety of career assessment methods and tools, including, but not limited to the following: basic literacy (reading & math) appraisal: the Employability Competency System (ECS), Form 130 or the Competency System (CCS), Form 50. For career interest inventory: the Self-Directed Search (SDS) or the Career Decision-Making System (CDM). For aptitudes and interests: Career Scope.

Most WIA customers should receive a basic literacy appraisal. However, for those customers who have credit-bearing, 4-year degree with work experience utilizing the degree or who have completed additional graduate coursework, the basic literacy assessment may be waived. Contractor staff will determine if waiving the basic literacy appraisal requirement is appropriate. Contractor management will make the final determination regarding waiver of the appraisal. The XYZ policy and procedure for assessment and the waiver process will be utilized.

Customers with English-language barriers will be recommended to various "ESL" classes/programs, and ultimately referred by contractor to these programs. Alternate assessment formats and assessment accommodation provisions will continue to be available for customers with disabilities and/or limited language skills.

Upon completion of assessment, customers will be provided feedback regarding assessment results (time permitting), which will be entered into WBS. The answer sheets and assessment summaries will be placed in the customer file.

   Assessment Method:

   ☐ Audit-(# of cases to be audited, frequency of the audit) and Procedure Manual

   Assessment Outcome:

   ☐ Meets SOW expectation

   ☐ Does not meet SOW expectation- Attach Corrective Action Plan

6. Contractor staff will provide vocational counseling services that are culturally appropriate and accessible to individuals with disabilities and with limited English proficiency, as required, to all WIA customers. Staff must provide career guidance and labor market information to all WIA customers. Staff must be able to impart information to all WIA customers concerning non-traditional occupations for women and career advancement opportunities for those customers already working in order to facilitate the ultimate goal of economic self-sufficiency.

   Assessment Method:

   ☐ Observation-Attach Assessment Checklist or relevant documentation

☐ Report-Attach report(s)

Assessment Outcome:

☐ Meets SOW expectation

☐ Does not meet SOW expectation- Attach Corrective Action Plan

Contractor staff will develop a comprehensive Individual Employment Plan (IEP) for all WIA customers. The plan will be developed in collaboration with each customer and should (at a minimum) include long-and short-term employment and education goals, and support service needs. Contractor will develop a mechanism for reviewing and updating the plan on a monthly basis and providing other counseling elements as required. The plan will be documented in WBS and in hard copy format as established by XYZ.

Assessment Method:

☐ Audit-(# of cases to be audited, frequency of the audit) and Procedure manual

Assessment Outcome:

☐ Meets SOW expectation

☐ Does not meet SOW expectation- Attach Corrective Action Plan

Contractor staff will conduct a workshop to inform customers of available training resources and opportunities, and financial aid resources including Pell grants and WIA ITA scholarships.

Assessment Method:

☐ Roster Report and Workshop Description

Assessment Outcome:

☐ Meets SOW expectation

☐ Does not meet SOW expectation- Attach Corrective Action Plan

Contractor staff will implement the competitive scholarship application process for Individual Training Accounts (ITAs) as directed by XYZ.

Assessment Method:

☐ Scholarship Application Process description

Assessment Outcome:

☐ Meets SOW expectation

☐ Does not meet SOW expectation- Attach Corrective Action Plan

Contractor will manage customers who are awarded ITAs, including:

Processing of scholarship vouchers
Verification of customer training start, schedule and hours
Tracking of customer attendance and progress
Verification and documentation of attainment of competency
Verification and documentation of credential attainment
Upon completion, referral to Job Placement services
Timely notification to XYZ of early termination or drop from ITA program

Assessment Method:

- ☐ Observation-Attach Assessment Checklist or relevant documentation
- ☐ Report-Attach report(s)

Assessment Outcome:

- ☐ Meets SOW expectation
- ☐ Does not meet SOW expectation- Attach Corrective Action Plan

Contractor staff will manage On-the-Job (OJT), customized training and subsidized employment opportunities for customers best able to benefit from an individualized approach to training; the need for training should be documented in the customer file.

Assessment Method:

- ☐ Observation-Attach Assessment Checklist or relevant documentation
- ☐ Report-Attach report(s)

Assessment Outcome:

- ☐ Meets SOW expectation
- ☐ Does not meet SOW expectation- Attach Corrective Action Plan

Contractor will provide Rapid Reemployment Services to dislocated workers to include training on 21st century job search skills, basic technology skills and professional networking. Contractor will designate three Rapid Reemployment Trainers to provide these services.

Assessment Method:

- ☐ Observation-Attach Assessment Checklist or relevant documentation
- ☐ Report-Attach report(s)

Assessment Outcome:

- ☐ Meets SOW expectation
- ☐ Does not meet SOW expectation- Attach Corrective Action Plan

Contractor staff will provide job search activities through its Business Services Unit and through the Career Resource Centers. The contractor will also coordinate with Sector Representatives at XYZ for marketing, engagement and participation of businesses in the XYZ Region.

Assessment Method:

- ☐ Observation-Attach Assessment Checklist or relevant documentation
- ☐ Report-Attach report(s)

Assessment Outcome:

- ☐ Meets SOW expectation
- ☐ Does not meet SOW expectation- Attach Corrective Action Plan

Contractor will ensure that each customer is prepared for employment by reviewing credentials and employment skills competencies certified through assessment tools and/or training contractor, and will ensure that each customer has a

professional resume to assist in his or her job search. Contractor will develop an Individualized Placement Plan for each customer, coordinate workshops, and provide individualized counseling to ensure the job readiness competencies. Contractor will include a copy of each customer's resume in the paper file. Contractor will document all activities and services provided to each customer in the WBS system.

Assessment Method:

- ☐ Observation-Attach Assessment Checklist or relevant documentation
- ☐ Report-Attach report(s)

Assessment Outcome:

- ☐ Meets SOW expectation
- ☐ Does not meet SOW expectation- Attach Corrective Action Plan

Contractor will report to XYZ the performance outcomes for each customer registered into WIA individual core, intensive and training activities. The Contractor will perform MIS reporting through WBS entry for activity participation, job placement, credential attainment, exit and follow-up according to XYZ and DOL procedure. Activities and outcomes must be recorded into the WBS system in real time, but no longer than 48 hours after contractor staff becomes aware of the initiation of or change in the activity or outcome.

Assessment Method:

- ☐ Observation-Attach Assessment Checklist or relevant documentation
- ☐ Report-Attach report(s)

Assessment Outcome:

- ☐ Meets SOW expectation
- ☐ Does not meet SOW expectation- Attach Corrective Action Plan

Contractor staff will review the monthly progress of customers and compare individual progress to Individual Employment Plans. Tracking will include, but not be limited to, recording customer activities for the purpose of ensuring mandated performance and determining that the services detailed in the IEP are being received, interacting with the customers to ensure a continuum of appropriate services, maintaining an ongoing record of activities and documenting and maintaining any other data supplied by other agencies or programs that are working with customers to meet program goals. At a minimum, career agents will maintain and document monthly contact with registered customers. Follow-up contact may be made by telephone, correspondence or personal contact. All contacts are to be documented in writing within confidential individual files and on the appropriate information tracking system.

Assessment Method:

- ☐ Observation-Attach Assessment Checklist or relevant documentation
- ☐ Report-Attach report(s)

Assessment Outcome:

- ☐ Meets SOW expectation
- ☐ Does not meet SOW expectation- Attach Corrective Action Plan

Contractor is responsible to plan for exit of customers from the WIA system. To assure positive performance outcomes, career agents will ensure that training completion and credential attainment are documented in the customer file and in the WBS system, and will arrange post-placement services to ensure that the WIA customer is ready to maintain and advance in employment. Career Agents will determine when WIA services are no longer needed by customers, triggering the exit process.

Common measures define exit as occurring 90 days following the last service; exit will be retroactive to that date. Contractor staff will document service completion and exit in accordance with XYZ and DOL policies and procedures.

Assessment Method:

☐ Observation-Attach Assessment Checklist or relevant documentation

☐ Report-Attach report(s)

Assessment Outcome:

☐ Meets SOW expectation

☐ Does not meet SOW expectation- Attach Corrective Action Plan

Contractor staff will provide all customers with post-placement retention counseling which includes assisting in resolving problems experienced on the job. Under WIA, customers may continue to receive services through the system after entry into unsubsidized employment. The Contractor is strongly encouraged to continue services to enrolled customers for as long as necessary to meet the needs of the customer leading to self-sufficiency and earnings advancement. Services that may be provided post-placement include, but are not limited to:

- Skills Upgrading and Retraining
- Staff Assisted Job Referrals and Job Development
- Job Coaching
- Counseling in the Workplace
- Workshops/Job Clubs
- Continued Career Planning and other Core or Intensive Services
- Supportive Services
- Intervention To Eliminate Employee-Employer Conflict

Such services must be initiated and recorded in the WBS system prior to the 90th day following delivery of the last WIA service.

Customers' employment status and satisfaction must be verified at regular intervals and strategies for enhancing job retention must be coordinated with those of the other agencies providing training and job placement services. Contractor staff must provide and document close tracking of customers upon job placement, particularly during the first week following placement and include closely scheduled follow-up for 90-days beyond placement. All such activities must be documented in the case file and in WBS.

Assessment Method:

☐ Observation-Attach Assessment Checklist or relevant documentation

☐ Report-Attach report(s)

Assessment Outcome:

☐ Meets SOW expectation

☐ Does not meet SOW expectation- Attach Corrective Action Plan

Contractor is responsible for providing twelve (12) month post-exit follow-up services for all registered WIA customers to include retention and supportive services. Contractor is responsible for developing a strategy to ensure that exited customers will maintain employment and reach their earnings goal throughout the second and third quarters after exit. Verification and recording of employment and credential attainment throughout the follow-up period is required. Exit is defined as the last date of an intensive (not a follow-up) service

Assessment Method:

☐ Observation-Attach Assessment Checklist or relevant documentation

☐ Report-Attach report(s)

Assessment Outcome:

☐ Meets SOW expectation

☐ Does not meet SOW expectation- Attach Corrective Action Plan

Quality Assurance

Your quality assurance staff will prove to be a valuable asset as you progress through the start-up phase of your program. Building a comprehensive quality assurance unit to include daily, weekly, monthly, quarterly, annual and on demand reports for you, your supervisors, and front line staff is the most valuable tool in your arsenal to circumvent contract noncompliance. Deciding what information needs to be provided, to whom, and when is a lesson in trial and error, however following a few simple guidelines regarding reports may help:

Save yourself sometime before inventing a report, do your research, someone else has probably created an exact or similar tool that can be adjusted for your needs.

Know what your funder's performance expectation is to avoid reporting unnecessary information. This also applies to internal reports; reports should be developed as tools to serve a purpose with the end-user in mind.

Use a template if one is offered, this saves time on the design and the chance of omitting pertinent information or including unnecessary information. If a template is not offered, send your funder a draft before a final submission and ask for feedback.

Ease of use; reports should be easy to read and understand; if there is too much information on one report, break it down into more user friendly reports.

Corporate Reporting

All KRA programs are required to report various programmatic matters to headquarters at specific times. Templates for each report will be provided by the corporate staff member to whom you will be reporting. We will go into more detail about each report shortly. It is important to note that accuracy in reporting is paramount. Many decisions are made based on the data that you provide and inaccurate data can result in poor decision making. This can be very costly to the program and the company as a whole. The following paragraphs discuss the general reporting requirements including who they are submitted to and when they are due. All reports will ultimately be posted to E-Cabinet under your contract folder.

1. Monthly Performance Report

The Monthly Performance Report is due on the 10th day of the month and reports on the performance for the prior month. This report details the status of each of the programs performance benchmarks. The report is broken down into three major components but depending on the contract, there may be any number of subcomponents. The first component is the Statistical Data and Summary section. This section covers the number of enrollments and exits, the current caseload, the total number of placements, and total credentials earned, among other things. The second component of the report is the Monthly Performance. This section will indicate how the program performed, relative to each benchmark, for the reporting month. The last component is the Year-to-Date (YTD) Performance. This section reports on the same information as the monthly performance section but covers the program year, or performance period to date. You will submit this report, via email, to the Corporate Quality Assurance Manager.

2. Cost to Complete (CTC)

The CTC is used to track, forecast, and report on the programs financial performance. We refer to it as financial performance because a primary goal of any project is to appropriately manage the budget. The CTC workbook will be provided to you by headquarters and is reviewed monthly during the programs operations meeting with KRA's Chief Operations Officer. Initially, it is the responsibility of the program manager to enter projected expenses for each line item for each month throughout the program year. The CTC is emailed back and forth between headquarters and the program each month. Towards the beginning of the month, the finance department will update the CTC with actual cost incurred. Once complete the CTC is emailed to the program manager to update the projected costs for the remainder of the contract. The timing of the transfers can vary depending on several factors. As a general rule, your part, which is to

update the projections, will be due back to headquarters several days before the operations meeting each month. Generally the operations meetings take place during the third week of the month. You must submit your updated CTC, via email, to the Chief Operations Officer and your designated finance department representative. You will receive specific training on your programs CTC shortly after the contract begins.

3. Program Narrative

The Program Narrative is a narrative that addresses several key areas related to the operation of the program. These areas include; program performance, financial performance, staffing, external stakeholder relationships, internal stakeholder relationships, and adherence to KRA business practices. In each section you will address any concerns, issues, or corrective action plans as necessary. You can also address any noteworthy achievements. A template of this document will also be provided to you. The Program Narrative is due on the day of the monthly operations meeting and should be emailed to the Chief Operations Officer.

4. Gift Card Inventory Report

If your program provides incentives or supportive services you will be required to track and report on all purchases and expenditures of any gift cards, vouchers, or passes the program uses on a monthly basis. This report is due on the first working day of the month and should be emailed to the Corporate Quality Assurance Manager. This report should indicate all gift cards, passes, or vouchers that were handed out during the prior month. All related backup documentation must also be supplied. A template will be provided to you and training will be conducted as necessary. You may also reference the Gift Card Inventory SOP on E-Cabinet for more information.

5. Public Meeting Report

Each time you attend a public meeting such as a youth council meeting, WIB meeting, or other similar event, you complete a Public Meeting Report. A template is available on E-Cabinet. This report should include the type of meeting, the date of the meeting, and the names of KRA staff in attendance. The report must address the major discussion points and any implications for KRA business. This report is to be posted to E-Cabinet within three business days of the meetings occurrence.

Sub-Contractors

A subcontractor provides limited and specific services to, in most cases, the customers or job seekers; an example of a subcontractor would be a vendor that comes to your facility and provides job search/development workshops. A subcontractor is paid for their service usually with program budget funds. Most funders provide direction via the RFP and/or contract regulating the procumbent of subcontractors and the parameters of subcontract agreements.
Start-up Project Managers should be aware of all subcontracting agreements including, the service to be provided, the performance benchmarks, and the cost allocation. Subcontracts require regular monitoring and auditing for contract compliance. Reports should be created to track
Refer to Corporate Policy and Procedures, Subject: Consultant and Subcontract Agreements Procedures.

Section 3-Staff and Facilities

This will include information and checklists to aide in the recruiting, interviewing, onboarding, orientation, training and professional development of the staff of new project sites. This section illustrates the how-to's of securing the essential supplies, equipment and services necessary for an effectual program. Each program can differ regarding procuring facilities, leases, capital equipment purchases and maintenance, and expense obligations; this section will provide guidance that includes KRA Corporate procedures that can be utilized by a new program along with guidance in developing local relationships with service vendors.

Incumbent Staff

As a takeover project or integration of existing staff with new staff, you will need to recognize that people's performance is a function of their personal capabilities (capacity, motivation, and competencies), the task they must accomplish, and the support that you provide them. To enable people to rapidly acclimate within your organization, you first must define what task you expect them to do. Once the task is defined, you must understand the support they need to succeed at it efficiently. Next, you need to assess the degree to which you supply that support. Finally, you need to correct your deficiencies, if any, so that new employees can succeed reliably and efficiently.

An example of five different tasks related to the challenges of integration:

(An employee must)

- Learn about his/her new organization;
- Align with its purpose, vision, and core values;
- Understand his/her role;
- Perform that role effectively
- Work cooperatively with others.
- Hiring and Recruitment

Employing people starts with the recognition that you need an employee and ends when the employee leaves. Proper planning and execution ensures that our organization ends up with well-qualified, committed, engaged employees, and our strategic plan must align with the goals of the organization. Often employers think that after the hiring process is completed, the main work is done. After all, so much time is spent going through applicant resumes, interviewing candidates, checking references and making the job offer. However, after this long process ends, a new one begins---the onboarding. One way to make these procedures go more quickly and smoothly, as well as ensure you don't overlook any important details, is to use an HR checklist. Please plan to accommodate pre-arrival items and first day items accordingly.

Startup Checklist-Human Resources	Staff Responsible	Date	Status
Recruiting process: Outline positions-titles & number of positions; secure relevant job description and post on KRA Website and other appropriate search engines. Complete Organization Chart with positions for the project including job title Insert names of staff once candidates have been confirmed on the Organization Chart.			
Interviewing process: Coordinate space to conduct interviews; Select interview panel from KRA Schedule a date to facilitate interviews; Create a spreadsheet with the time-slots for the candidates that will be interviewed. (forward to interviewers) Mail Application/Resume package to respective site where interviews are conducted. Address the mail to assigned interviewers.			
Offer Process: Complete offer letters Mail offer letters Prepare for counter offers-discuss w/Oversight Lead Prepare for potential relocation cost for an existing KRA staff (if applicable)			
Research and confirm all KRA personnel, benefits and business operations align with the new client			

Refer to Corporate Policy and Procedure, Subject: Hiring and Recruitment
Refer to Corporate Policy and Procedure, Subject: Personnel Files and Records

Recruitment and Selection Short Course

The interviewing process is the most important process a manager facilitates. Finding and selecting the right candidate at the right time to do the right work is critical to any organization's success and is, in fact, what differentiates a good organization from a great one.

We all know how much time, energy, and resources it takes to find just the right candidate, and we all know how much time, energy, and resources we waste when we make a mistaken hire.

Many job candidates are very sophisticated when it comes to producing a resume that will positively attract your attention. While we hope all our candidates have honestly portrayed their skills, knowledge, and abilities accurately on their resumes, we can only be sure of those traits if we ask appropriate job related, legal, and probing questions to ensure that the candidate we think we see on paper is the candidate who can and will genuinely perform at the highest level.

Whether you interview candidates one by one or facilitate group interviews, the following are tips that will help you be a more effective and efficient interviewer:

The importance and benefits of **PHONE SCREENING** each of your candidates.
What are **TALENTS** and **EMOTIONAL INTELLIGENCE (EI)** and why, how, and when do we interview for them?
How can we discover if we have an applicant who is **COACH-ABLE** and welcomes developmental opportunities and constructive criticism?
INTERVIEWING QUESTIONS – DO's and DON'T's.
Why it's important to **PREPARE** for and **CONTROL THE INTERVIEW with probing and open-ended questions**?
The ultimate importance of **REFERENCE CHECKING.**
One last piece of advice!

1. THE PHONE SCREEN

Because we can't be sure what we see on a resume is accurate (repeated HR surveys confirm that 90+% of all applicants "enhance" their resumes), armed with this information it just doesn't make sense to read a resume and invite a candidate in for an interview based solely on what's on the resume.

In order to streamline your interviewing process it would make sense to test for the basic **skills**, **knowledge** and **abilities** (SKA's) your applicant must have to be successful on the job by performing a 30-minute phone screen (minimally) with the applicant. During the phone screen (and it can be longer than 30 minutes if you need more time for our assessment) you should ask a well prepared list of job-related questions to discover if the applicant does indeed have the appropriate SKA's for your job. When you do this you will be able to quickly weed out those applicants who look great on paper, but in reality do not have the SKA's you require. This will save you (and anyone else normally involved in the interviewing process) time, energy and resources. Finally, a well planned phone screen establishes the hiring manager as solidly in control of the interview process (more about this later.)

So now you are wondering…if I ask all those questions on the phone, what do I ask when I bring the SKA qualified candidate in for an interview? Good question!

2. HIRING FOR TALENT AND EMOTIONAL INTELLIGENCE

While most hiring managers know to test for SKA's with each job applicant because technical skills, job knowledge, and previous experience are all important… what most interviewers don't know is that employees who fail on the job rarely fail because they don't have the correct SKA's. It is much more likely that an employee fails on the job because of one or more of the following:

An inability to build trusting and productive relationships with the manager and team members despite their ability to accomplish the technical aspects of the job

An inability to genuinely hear constructive criticism and act appropriately to correct behavior
A lack of the appropriate inherent talent(s) needed to succeed on the job (see talent list at the end of this document)
A lack of awareness of how their own behavior disrupts (rather than enhances) the departments mission
A lack of ethical values as behavioral drivers
An inability to keep unproductive emotions in check
An inability to focus on the high value work

So if these talents and character traits are so important, how do we test for them? The answer is simple. Just like you asked probing, legal, and job-related questions to get at SKA's, you do the same thing to get at these talents and character traits.

But first you have to identify those talents that will ensure success on your candidate's job by reading the TALENT LIST at the end of this section and choosing the 5 or 6 most essential talents for success AND then asking questions to discover whether or not your applicant actually has these important talents.

Let's say you decided that for a Career Agent's position you needed someone, FOCUSED, who had a CUSTOMER SERVICE ORIENTATION, who was ETHICALLY driven, and was EMPATHETIC…all reasonable and essential talents for a CA.

Have you ever considered asking questions like the following:

1. *This is a busy, multi-faceted job that requires you to focus on many in-depth details and multi-task in the process.* (These question tests for **FOCUS**).
Tell me about a similar job you've had where you were able to demonstrate these talents.
Describe to me "a job well done."
Think about a time when you had a deadline looming, but felt exhausted. How did you get yourself up for the completion of the task?

2. This job requires that you have a customer service orientation that enables you to consistently work effectively with your clients, team members, and your manager. (These questions tests for a desire/ability to be of **SERVICE TO OTHERS**)
Can you tell me about a job you had where your talent to build trusting relationships with others made you successful on the job?
What kinds of things do you do or say to let others know you are genuinely interested in their well being?

3. This job requires that you deal with a significant amount of confidential information regarding you clients and company business. (This question tests for **ETHICS**)
Can you tell me about a job you had where you had to deal with confidential information and how you safe-guarded that information.
Can you tell me how you respond to office gossip.
What you would say to a fellow employee who was attempting to get you to divulge confidential information?

4. In this job you will meet people from all walks of life. It is always important that you are willing to hear and identify the feelings and perspectives of others. (These question tests for **EMPATHY**)
Can you tell me about a time when you were working with a customer or team member with whom you disagreed but were able to get past the disagreement to move forward in a positive way?
Did you ever have to work with a client who was apparently in distress. What skills did you call upon to help this client?

3. TESTING FOR COACH-ABILITY

We all want employees who are "coach-able". This kind of employee is receptive to listening non-defensively to performance feedback and then acting positively on the feedback. There is nothing more frustrating than trying to coach and/or counsel an employee who is resistant or incapable of listening to information specific to their performance improvement. We need to find out how well the employee receives critical and constructive feedback BEFORE WE HIRE THEM…so you may consider asking the following questions:

Tell me about a time when one of your supervisors gave your constructive performance criticism. What did he/she say and how did you respond to your manager?
If your manager was not specific enough about his/her criticism, how did you get to the specifics of his/her comments?
Did you ever receive criticism you believe was unwarranted? How did you communicate this to your supervisor?
Have you ever been invited by a supervisor to give the supervisor feedback about his/her management style? If so, what did you say to them?

4. PREPARING FOR AND CONTROLLING THE INTERVIEW

Sophisticated and savvy candidates have learned to recognize a hiring manager who is NOT in control of the interview process and take advantage of this fact by taking control of the interview. You don't want this to happen to you because not only does it make you look unprepared and unprofessional, but more importantly you'll probably end up hiring the wrong candidate. To ensure this doesn't happen to you, you need to prepare for the interview by doing the following things:

Check to make sure your job description is up to date.
Determine the SKA's and TALENTS the candidate needs to have to be successful on the job
Write a list of well crafted job-related questions to test for SKA's and TALENTS and Emotional Intelligence.
Identify potential "deal breakers" and be prepared to discuss these during the phone screen with each candidate so you don't waste time bringing them in if they can NOT, for instance, perform… weekend work, lot's of travel, lot's of over-time, etc.
If you want to do a little rapport building before your questioning begins, you may ask the candidate why he/she applied for the job and what they know about the company. Hopefully they'll be able to tell you…if not are they really interested in your job?
As you start your phone screen tell the candidate how the interview is going to go, that you have a list of job-related questions you will be asking to determine their SKA's, and that you will be **asking all candidates the same list of questions**. Repeat this when you invite candidates in for face-to-face interview to re-establish your control of the process. Explain to the candidate that they will have ample time to ask questions of you at the end of the interview.
At this point **DO NOT TELL THEM ALL ABOUT THE JOB** …just launch into your list of questions and tell them **you will be taking notes**…and take notes. If you mistakenly tell them all about the job you relinquish control of the interview and they end up telling you why they are the perfect candidate for your job because you handed them the job description and definition of the perfect candidate on a platter.
Listen carefully to the answers you are hearing from the candidate and if you're getting a lot of non-specific responses, **ask open ended follow-up (and probing questions)** to get to the answer you need. If you can't get specific answers from this candidate…thank the candidate for talking with you and move on to the next candidate. Some candidates are all flash and no substance and you don't want to find yourself being snowed by someone who has mastered the art of the superficial answer. The following is an example of a non-specific response that turned into a specific response because the manager **PROBED**:
Hiring manager: "So tell me about your past job experience as a CA".
Candidate: Well I did CA work for five years and it was interesting. (**Way too non-specific.)**
Hiring manger: Can you tell me what you liked about CA work more specifically and what made you good at it?
Candidate: Well, I really like working with people.
Manager: Well, cruise directors work with people…what about CA work is particularly meaningful for you?
Candidate (finally): Well I can't think of a more personally rewarding thing to do than to help somebody get a job…particularly someone who has been out of work for a while and may have lost their self-confidence. I get to help them get back on their feet, maybe teach them some new skills and then I get to coach and counsel them to ensure their continued success. I placed 450 people in jobs when I was at the ABD Company (that's more like it!)

The interview is the first opportunity you have to build trust with the applicant. When you demonstrate that you were prepared and in control of the interview, it serves as proof that you are a professional manager, and that you are treating all your applicants fairly. Being a good listener during the interview also helps to build trust with your potential new employee.

Remember, don't ask questions that can be answered with a simple "yes" or "no." Asks questions that elicit an in depth response. Make sure that once the candidate has answered your questions that you offer the candidate time to ask question…and then you listen to them and answer their questions.

You've already read that questions should be **job related** and if you stick to that rule, you will never find yourself in trouble with the law. As long as you can start an interview with "This job requires that you do…" or "In this job you'll need to be able to do….", you're asking a legal question. If you can't put those words in front of the question, don't ask it. You will notice that the above questions to test coach-ability do not start with those words, but they are legitimate questions as we are trying to assess a candidate's ability to listen and respond to performance feedback…an essential in any job.

Examples of questions you should not ask:

Gee, you look so young (old)…how old are you?
You're obviously a newly wed…planning on having kids?
Gosh, that's a swell accent…where are you from?
Do you have a driver's license…own your own car (unless this is a job requirement in which case it's an absolute necessity that you ask this question)
How are you going to get to work?
What do you do in your free time? (you can ask if they have done any workforce development volunteering as that is job related and important to our work)
Are you gay?

The below table will help you understand the legality of interview questioning:

SUBJECT	**ILLEGAL**	**LEGAL**
Sex	Are you male or female? Who do you live with?	**NONE**
Residence	Do you own or rent?	HR captures only address
Race/Color	What is your race?	**NONE (**Voluntary EEO info collected**)**
Age	What is your date of birth?	HR captures this information
National Origin	What is your nationality?	Only if the job requires that a candidate speak a second language you may ask the question.
Marital Status & Family	Are you married? What provisions have you made for child care? Does your spouse travel? Are you pregnant? How many children do you have? Would your husband object to your traveling for the job?	A hiring manager may ask **job related** questions regarding the candidates ability to travel; work over-time; spend time away from home **making sure to ask all applicants the same questions.**
Arrest & Convictions	Have you ever been arrested?	HR will background check for convictions.
Religion	What religion are you?	If the job routine requires weekend work, the hiring manager should say that the job requires weekend work and is there any reason the applicant can't do weekend work. **This question should be asked of each applicant.**

Disabilities	Are you disabled?	HR will determine if the candidate can meet the basic requirements of the job with or without reasonable accommodation.
Citizenship	Are you a US Citizen?	HR will determine if the applicant has is eligible for work in the United States

6. REFERENCE CHECKING – MAY BE THE MOST IMPORTANT STEP

So you've just invested all this time preparing for and facilitating interviews in an effort to find the candidate who can best do the job and the last thing you want to hear is anything other than a stellar reference from a former manager**. But you do want to hear what the former manager has to say!**

Just a few recommendations about reference checks…THIS IS THE MOST IMPORTANT STEP IN THE INTERVIEWING PROCESS! What is said to you by a former manager who is aware of the applicant's performance and capabilities can either help you hire a "winner" or keep you from making a huge hiring mistake…so listen carefully to both what is said, and what is not said and then make your decision.

If a reference says anything to you that raises a red flag…"Yeah, she's a really good gal, but she has trouble focusing on her work some of the time."…**Don't let that hang out there**…ask specifically what he means by that comment and LISTEN…and then decide if you want to continue considering this person who probably has a real problem focusing on their work or the former manager would not have mentioned it.

Another question I routinely ask is how the applicant got along with their team and what would the team say about the applicant?...and if you get "Well **I-i-i-** really got along with her."… that reference is telling you that the applicant's team didn't have much good to say about her and then steer clear if being a strong team member is one of your "must-haves" for success on the job.

Some other things to consider:

Do not accept job reference letters from applicants as testimony…nine times out of ten the applicant wrote the letter himself because the manager was too indifferent to write it and/or didn't want to be used for a phone reference.
Listen for what is "not" said as well as what is said.
If none of the reference people call you back when you call them and leave a message this is not a good sign. Call the applicant and tell the applicant that their reference people are not returning your calls and ask the applicant to call their references. If you still don't get call, see this as the **omen** it is and don't hire this applicant.
If you get two stellar references and one neutral reference, you're probably safe…not all managers will have the same take on an employee and some managers may have unrealistic expectations BUT listen carefully in any case and ask questions.
If none of the references are stellar, then the candidate is apparently out of touch with reality and doesn't know that they are calling upon former managers who don't have anything good to say about them…this is not good!

7. TWO LAST PIECES OF ADVICE

1. Take one more serious and long look at the way the applicant completed the job application and you will know how they will do their work. If the candidate has thoroughly completed the application neatly, with all the T's crossed and all the I's dotted; if they have not said "see resume" when asked to tell you about pervious work experience; if they have written legibly; if they have filled in all necessary requests for information including their salary history, you can pretty much count on this being the type of work product you're going to get from them.

My long experience in recruiting has proven to me time and time again that a sloppy, carelessly incomplete, and illegible application is the sign of things to come. BEWARE!

2. Most interviews spend way too much time talking and not nearly enough time listening which really hampers their ability to figure out who is the best candidate. **You should only be talking 25% of the time and listening 75% of the time**. Stick to asking questions and LISTEN!!

New Hire Orientation and HR Partners

Onboarding is more than orientation; it is part of an overall talent development strategy and includes a process for providing a range of integrated, well-planned, and highly tailored support for both external new hires and internally promoted employees. The goal of onboarding is to ensure successful assimilation into the organization's culture, shorten the time to productivity, minimize turnover and
maximize impact with the goal of achieving long-term success.

Onboarding process: Coordinate dates of New Hire; Facilitate New Hire-Human Resources/Personnel and Benefits			

Refer to Corporate Policy and Procedure, Subject: New Hire Orientation and Human Resource Partners

Staff Development

It is our intention and commitment to work with each KRA employee to help identify and develop professional skills and experiences needed to be successful in their position and in the Workforce Development field. This is done by encouraging staff to create a Professional Development Plans with their supervisors. Working with their supervisor, the employee maps out goals and action steps that will align them with their independent goals. Employees are asked to describe the kind of support they will need to implement their personalized plan. Their plan will indicate what professional development activities they will commit to for the year. Supervisors weave the plan into their ongoing supervision discussions throughout the year. A professional development request for training, seminars, workshops and or classes can be submitted to their immediate supervisor for approval, funding restrictions may apply.

Facilities

One major concern when looking for commercial space to lease is finding a place that fits within your budget. You should know, based on your financial projection, your monthly expenditures. Research average lease costs in your area to make sure the amount you budgeted for leases makes sense given the cost of commercial space in your area. Brokers and agents can be good sources of information on costs in various neighborhoods. They will generally give you an average figure for the cost of commercial space per square foot, per year, in a given area. Once you have this figure, you can compare it to the costs of other spaces you are considering.
Keep in mind that the location you choose needs to be legally acceptable for the type of business you will be conducting there (zoning restrictions). You should never sign a lease without knowing whether you will be permitted to operate your business in that space. If your zoning board has a problem with any of your business activities, and it is not willing to work out a way to accommodate your business, you may want to look elsewhere.
The key to picking a location is determining the factors that will increase customer volume for your business. Spend some time figuring out the habits of the customers you want to attract, and then choose a location that fits. A few things to think about:
Will more customers come if I locate near other similar businesses?
Will the reputation of the neighborhood or even of a particular building help draw customers?
Will customers drive? If so, where will they park?
Refer to Corporate Policy and Procedure, Subject: Office Security

Equipment, Leases, Maintenance, Repairs

There are a number of equipment leasing, maintenance and repair vendors. It is your responsibility to review and understand which services are included with your contract and which are not.

Office equipment can consist of but not limited to:

- CPU's
- Monitors
- Phone
- Chairs
- Faxes
- Copier
- Shelving
- Desks
- Projectors
- Smart Boards
- File cabinets
- File Storage

Refer to Corporate Policy and Procedure, Subject: Corporate File Retention & Off-Site Storage

Section 4-Partners and Stakeholders

Stakeholders can be defined broadly to include, community action agencies, community based organizations, state and local workforce investment boards, community colleges, housing and community development agencies, economic development organizations, businesses, elected officials, job seekers and policy makers. This section will include methods and techniques to building valuable relationships, and partnerships in your WIB region and when it is necessary to incorporate Memorandums of Understanding (MOU).

Building a competitive workforce development organization depends on a strong working relationship with your partners and stakeholders. Partnerships are necessary to ensure that training and education systems remain relevant to the needs of business and industry, job seekers and, therefore, the local economy.

Employer/Industry/Stakeholder Partnerships

Employer Partnerships are necessary to ensure that training and education systems remain relevant to the needs of business and industry and, therefore, the local economy. Other important employer contributions can include leading partnership activities, reviewing curricula, providing feedback on training programs, and offering internships and work-based training opportunities.

Industry Partnerships provide industry-led, employer-driven solutions to meet the needs of workers and employers. These partnerships are formed at the regional level to ensure that employers in key industry sectors can connect with each other, identify shared needs of an industry, and work with partners to design new systems that will solve the identified problems. As a result, Industry Partnerships help employees get the skills they need to grow, and help job seekers connect with the skills they need to succeed. Dynamic partnerships from regional driver industries are critical to the region's workforce development efforts

Stakeholders can be defined broadly to include, but not limited to community action agencies (CAAs), community based organizations (CBOs), state and local workforce investment boards (WIB), one-stop career centers, community colleges, housing and community development agencies, workforce development agencies, economic development organizations and businesses, elected officials, and policy makers. The following lists some of the above mentioned stakeholders in workforce development and their respective roles.

Building Bridges

Start-up should not be a case of starting from scratch, but instead working to build connections or bridges between various partners and stakeholders to create stronger and more viable workforce development programs.

The first step in building bridges is often to start asking questions, gathering information and identifying the key stakeholders.

- Who in your city, county and region is involved in workforce development?
- How do they interact with the local workforce investment board and local one-stop career centers?
- Where are the local community colleges?
- Non-profits and community based organizations?
- Do city and other proposed partners regularly communicate with the local business community about its current and future workforce needs?

The next is to implement the step listed in the Stakeholder Outreach Manual (refer to SOP)

Marketing

Print media such as local newspapers can be a very effective marketing tool. The use of print media advertisement can be used also as a screening tool for prospective clientele. “Want ads” strategically place in the “Classified” section of the local or community newspaper can enable those who are willing to work and prepared to utilize the workforce development “system” to locate our program.

Word of mouth has been and remains the most effective marketing tool. The best way to secure word of mouth advertisement for any program is through program success! Word of mouth spread by successful participants, satisfied employers and committed stakeholders can, depending upon the contract, generate greater numbers of referrals from public and community agencies, increased in walk-ins and contracts.

Social media if used correctly can prove to be a very effective marketing tool. Social media can be a place to increase our company brand, an outlet to advertise our services, and a hub for customer service communication. For more information on the use of social media and technology refer to SOP.

Focus groups with potential employers can provide the program with valuable information such as:

- Current and future employer need(s)
- Preferred skills and or education
- Industry specialization and training focus
- Necessary certifications and licenses
- Industry and labor market trends

Job fairs and Hiring events can be used not only to connect customers with potential employers, but also as a means of program promotion, increased customer participation as well as opportunities to conduct pre-event career workshops.

Section 5-Supportive Services and Community Resources

Every Contract contains differing versions of the definitions of and policies for administering supportive services. It is critical to have a clear understanding and interruption of the supportive services policies and procedures of your contract. Community and faith based organizations also provide additional needed assistance to their residents in most regions. This section will describe types, acquisition, management and corporate policies for supportive services and the methods of identifying key resources in the community.

A. Project Policies

Supportive Service and Incentive policies will vary from project-to-project. It is critical that Project Managers, along with other key staff, have a clear understanding of the local policy in their region prior to implementing of any type supportive service/incentive program. If not provided upfront, local policies can be obtained by contacting the local client for whom KRA is providing services for. Comprehension of local policy will allow a basis of understanding for the types of allowable supportive services.

It is important to consider and incorporate several key factors when developing a project-based Supportive Service Policy or Standard/Center Operating Procedure. Several of these factors include, but aren't limited to:

1. What types of Supportive Services are allowable?
2. Which method(s) of payment will be used (personal checks, give/Visa cards, bus tokens, etc.)
3. Which population(s) will the supportive services apply to?
4. Eligibility criteria for supportive services, and maximum allowable amount of services available for each customer.
5. Which staff will administer and monitor the delivery of supportive services?
6. What type of systems (databases, spreadsheets, etc.) will be implemented for accurate tracking and record keeping?
7. What will be the step-by-step procedure for the issuance of supportive services from determination of eligibility to disbursement?

It is recommended that start-up projects connect with existing projects who offer similar services prior to creating project policies and SOP's. This may be beneficial to start-up projects as certain SOP's from more experienced programs may also be appropriate for other KRA projects.

B. Corporate Policies

In the implementation of supportive service programs it is essential that start-up projects have a clear understanding of corporate policies pertaining to supportive services and incentives. Understanding corporate policies is essential as there are certain company-wide requirements and expectations regarding supportive service programs. These requirements range from data tracking systems, reporting tools, forms management, etc. Corporate policies can be located on KRA's Electronic Cabinet (E-Cabinet).

Refer to Standard Operating Procedure ACC-007, Subject: Gift Card Distribution and Inventory Tracking

C. Supportive Service and Incentive Vendors and Providers

It is important to consider several factors in the process of identifying supportive service/incentive providers once the type of allowable supportive services and incentives have been determined. Several of these factors include, but aren't limited to:

1. Cost—What administrative cost will the project incur to use the vendor? Activation fees are often associated with purchasing company gift cards and pre-paid debit cards. It's important to understand how these fees, based on the forecasted need for the entire program year will affect your contracts budget.

2. Feasibility—From the vantage point of the customer, it is important to determine if the vendor is prevalent and/or conveniently located in the local area. As many of our customer experience barriers related to transportation, it is imperative that the vendor is easily accessible to customers. For example, gas cards for transportation should be purchased from vendors with multiple locations throughout the local area.

D. Community Resource Identification

Community Service Organizations can provide additional services for customers and fill gaps and needs that may not be covered by supportive services. Local areas often have Community Resource Guide's with a comprehensive listing of all community-service organizations in the area. Community Resource Guides can often be located in local One-Stops, Social Service Offices, or within local community service agency offices.

Resources and services provided by certain Community Service Organizations may duplicate services offered through KRA's supportive service program(s). These services may include those related to transportation assistance, childcare assistance, and clothing assistance. However, as supportive services are based upon funding, identifying these organizations will benefit customers in the event that supportive service funding is exhausted or discontinued at any-point. It is also important to locate Community Service Organizations that render services not allowable through the supportive service/incentive policy. These services can include, but aren't limited to: utility assistance, rental/mortgage assistance, etc.

In addition to the identification of Community Resources/Organizations, it is critical that the Program/Project Manager connect and develop positive relationships with the leaders of these community-based organizations. These individuals can also be categorized as key stakeholders (see Partners & Stakeholders section) in your local area.

E. Supportive Service Management

Management of supportive services is most critical when administering any supportive service and/or incentive program. Mismanagement in these areas can result in disallowed payments, increased client scrutiny, and the loss of contracts. Therefore it is critical to have concise supportive service/incentive procedures along with accurate and efficient tracking systems and methods. As mentioned in section A, it is recommended to connect with your support system which consist of other KRA Program Managers, along with staff at the corporate level (Corporate Quality Assurance and Operations Managers), for additional assistance regarding best-practices in supportive service management.

Attachment 1- Corporate Forms

KRA Corporation

KRA Forms Management Inventory

Table of Contents

November 16, 2012

Section	Title	Ownership
4.6	Forms Management	
HR1	Confidentiality Agreement	HR
HR2	Handbook Acknowledgement Receipt	HR
HR4	Internal Job Application	HR
HR5	Performance Appraisal	HR
HR6	Performance Improvement Plan	HR
HR7	Personal Data Sheet	HR
HR8	New Employee Onboarding Checklist	HR
HR9	Employee Counseling and Progressive Discipline Warning Notices	HR
HR10	Employee Termination	HR
HR11	Employment Application	HR
HR12	Candidate Reference Checklist	HR
HR13	Termination Checklist	HR
HR14	Separation Letter	HR
HR15	Professional Development Request	HR
HR16	Personnel Requisition	HR
HR17	Business Card Order	HR
HR18	Relocation Reimbursement Agreement	HR
HR20	Personnel Transaction Change	HR
HR21	Employee Referral Bonus Request	HR
OB1	Welcome Letter And Instructions	HR
OB2	New Employee Unpaid Time-off Request	HR
OB3	Employee Direct Deposit Request	HR
OB4	Offer Letter Exempt Final	HR
OB5	Promotion Letter Final	HR
OB6	Background Investigation Information Request - Medical Express	HR
PM1	Accounts Payable Cover Sheet	Accounting
PM2	Check Request	Accounting
PM3	JSR Labor Correction	Contracts
PM4	JSR ODC Correction	Contracts
PM6	Consultant/Subcontractor Services Agreement Request	Contracts
PM7	Consultant/Vendor Direct Deposit	Accounting
PM8	Invoice for Professional Services	Accounting
PM9	Document Review and Approval	Contracts
PM10	Property Receipt Acknowledgement	Contracts
PM11	Employee Expense Report	Accounting
PM12	Batch Coversheet	Accounting

PM14	Credit/Charge Card Expense Coversheet	Accounting
PM15	Travel Advance Coversheet	Accounting
Provider	W-9	PM
Provider	I-9, Employment Eligibility Verification	HR
Provider	W4 - Federal Tax Withholding	HR
Provider	401k Beneficiary	HR
Provider	401k Hardship Distribution	HR
Provider	401k In Service Withdrawal	HR
Provider	401k Loan Application	HR
Provider	401k Termination Distribution Request	HR
Provider	Additional TASC Card Request	HR
Provider	Blue Choice Claim	HR
Provider	Blue Preferred Claim	HR
Provider	Dental Claim	HR
Provider	Kelly Benefits Election	HR
Provider	Kelly Member Termination/Change	HR
Provider	Life Insurance Claim	HR
Provider	Portability Form for Voluntary Life & LTD Group Insurance	HR
Provider	Rx Direct Reimbursement Claim	HR
Provider	Short Term Disability	HR
Provider	Background Disclosure/Release/Authorization	HR