## Transition Year Checklist

### OPTIONS FOR THIRD YEAR SCHEDULE AND BUDGET ALLOWED IN THE GRANT

<table>
<thead>
<tr>
<th>Task</th>
<th>Yes</th>
<th>NO</th>
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</thead>
<tbody>
<tr>
<td>Formal Calendar documented and accessible to all staff that ensures required full enrollment by the end of initial quarter that begins Year Two</td>
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<tr>
<td>Placement, Retention, and Follow-Up Plan containing detailed activities for staff and youth to complete Year Three within the initially approved grant timeframe</td>
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<tr>
<td>Request to Federal Project Officer to realign budget items to Year Three if there are funds left over from active programming period</td>
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<tr>
<td>Request to Federal Project Officer for a no-cost time extension (generally one additional quarter) to the grant—THIS REQUEST MUST BE ACCOMPANIED BY A STRONG, SOUND JUSTIFICATION!</td>
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<tr>
<td>Review with Federal Project Officer to ensure clarity on allowable costs, if proposing changes</td>
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<tr>
<td>Review with Federal Project Officer changes in staffing (reduction in time, change in Scope of WORK [SOW])</td>
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<tr>
<td>Review with Federal Project Officer all proposed incentives (including monetary and goods) for participants who have been or will be successfully exited</td>
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</tbody>
</table>
Transition Year Checklist

<table>
<thead>
<tr>
<th>Task</th>
<th>Yes</th>
<th>NO</th>
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</thead>
<tbody>
<tr>
<td>Finish educational testing (TABE, CASAS) that needs to be completed by end of 12 month period from entry of participant into the MIS</td>
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<tr>
<td>Log all recidivism results into the MIS within the 12 month time limit from date of entry into MIS</td>
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<tr>
<td>Placement, Retention, and Follow-Up plan complete with all detailed activities and contacts for handling the young people who exit immediately at the end of Year One operations</td>
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<tr>
<td>Placement, Retention, and Follow-Up plan complete with all detailed activities and contacts for handling the young people who exit immediately at the end of Year Two operations</td>
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<tr>
<td>Complete a calendar of the remaining quarters for youth activity including required check-ins and documentation presentation for files and reporting purposes and determine how each staff will need to track these remaining quarters</td>
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<tr>
<td>Plan for handling the following items as PSE placement plans are finalized (the following is a partial list only): Financial aid, scholarships, bridge or transition programs, FAFSA, dual credits, incentives such as laptops, etc.</td>
<td></td>
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<tr>
<td>Already have an FPO approved Incentive Policy in place or know the process for drafting and obtaining approval for a Transition Year Incentive Policy from program’s FPO</td>
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</tbody>
</table>
## BUDGET AND DATA

<table>
<thead>
<tr>
<th>Task</th>
<th>Yes</th>
<th>NO</th>
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</thead>
<tbody>
<tr>
<td>Planning for the Year Three budget takes place at mid-Year Two</td>
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<tr>
<td>At the start of Year Three, staff review, refine, and implement the Year Three budget</td>
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<tr>
<td>Clear, consistently administered changes to methodology for capturing and recording data correctly as youth will not be attending daily in the Year Three (systems in place, contact with MIS Help Desk, files maintained, required documentation gathered)</td>
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<tr>
<td>Equipment, tools, and other supplies have been determined to be eligible/allowable for purchase in the Year Three</td>
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<tr>
<td>Match that will be procured in Year Three aligns with the budget expenditures for Year Three and documentation on file to support that match</td>
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</tbody>
</table>

## PARTNERS

<table>
<thead>
<tr>
<th>Task</th>
<th>Yes</th>
<th>NO</th>
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</thead>
<tbody>
<tr>
<td>Program has determined the partners that will be critical to the program and possibly to program match in the transition Year Three</td>
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<tr>
<td>Program has a clear detailed plan for how to work with these partners differently in transition Year Three</td>
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<tr>
<td>Task</td>
<td>Yes</td>
<td>NO</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>Program has a clear, appropriate philosophy and scope of work for</td>
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<tr>
<td>full-time staff who remain full-time, or full-time staff who move</td>
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<tr>
<td>to part-time in the transition and follow-up year</td>
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<tr>
<td>Program has determined which staff are eligible still be engaged in</td>
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<td></td>
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<tr>
<td>Year Three</td>
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<tr>
<td>Program has transition and follow-up year job descriptions that</td>
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<td>have been modified to focus on allowable post program placement</td>
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<tr>
<td>retention and follow-up</td>
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<tr>
<td>Program has strategies and expectations for youth to return to the</td>
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<tr>
<td>program at required times during Year Three and made these</td>
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<tr>
<td>expectations clear to youth</td>
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<tr>
<td>Outreach</td>
<td></td>
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<tr>
<td>INCENTIVES</td>
<td>Yes</td>
<td>NO</td>
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<tr>
<td><strong>Task</strong></td>
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<tr>
<td>Appropriate changes have been</td>
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<td>made to the program's Years</td>
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<td>One and Two incentive policy</td>
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<td>to reflect the programmatic</td>
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<td>and monetary changes of Year</td>
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<td>Three</td>
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<td><strong>Task</strong></td>
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<td>Ensure program has clear</td>
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<td>written policies and rules</td>
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<td>around stipends and incentives</td>
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<td>and that youth understand the</td>
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<td>difference between stipends</td>
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<td>and incentives and when and</td>
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<td>how they can receive these</td>
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<td>things</td>
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<td><strong>Task</strong></td>
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<td>Specific calendar for issuing</td>
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<td>incentives in Year Three and</td>
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<td>identification of types of</td>
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<td>incentives that are allowed/</td>
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<td>appropriate during placement</td>
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<td>and follow-up</td>
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<table>
<thead>
<tr>
<th>DOCUMENTS AND REPORTING</th>
<th>Yes</th>
<th>NO</th>
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<tbody>
<tr>
<td><strong>Task</strong></td>
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<tr>
<td>Program has identified the</td>
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<td>paperwork that will be</td>
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<td>necessary to be collected in</td>
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<td>the Transition Year and Year</td>
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<td>Three and a process for</td>
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<td>acquiring that paperwork for</td>
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<td>required file maintenance</td>
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<td><strong>Task</strong></td>
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<td>Program has made clear to the</td>
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<td>youth the documents they will</td>
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<td>be required to provide as proof</td>
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<td>of placement and retention as</td>
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<td>well as the process for</td>
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<td>providing those documents to</td>
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<td>the program for completion of</td>
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<td>each participant's file</td>
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