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# CONNECTING YOUTH & BUSINESS

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**A TOOLKIT FOR EMPLOYERS**

VERSION 1.1

This toolkit was created by Gap Inc. with the support of McKinsey & Company, Corporate Voices for Working Families, and the Taproot Foundation. The toolkit supports the work of the White House Council on Community Solutions. Opportunity Nation, a multi-sector coalition, hosts and maintains the online, interactive version of this toolkit. It is available at [www.opportunitynation.org/youthandbusiness](http://www.opportunitynation.org/youthandbusiness).

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## Message from Hilda L. Solis, U.S. Secretary of Labor

As the nation continues to recover from the deepest recession since the Great Depression, American youth are struggling to get the experience they need for jobs of the future. The recession had a particularly profound impact on youth employment. Last summer, only 45 percent of youth between the ages of 16-24 were employed, including only 33.8 percent of African American youth. This is significantly lower than the 54.5 percent of youth who were employed five years ago and 56.1 percent of youth who were employed 10 years ago.

As Secretary of Labor, my vision is to provide the training, research and grants necessary to make good jobs that pay family-sustaining wages available to all Americans. I believe that we all have an opportunity and a responsibility to help create pathways to employment for low-income and disconnected youth.

In January 2012, I joined President Obama in challenging the private, non-profit, and public sectors to connect low-income youth to summer employment through the administration's Summer Jobs+ initiative.

To support organizations in developing programs for young people, I'm pleased to present *Connecting Youth & Business: A Toolkit for Employers*. This toolkit provides information for businesses to create clear, community-supported, mutually beneficial experiences for young people. Complete with case studies of best practices, the toolkit guides businesses down the pathways that best match the company's assets and readiness to provide youth the skills they need for employment and adulthood.

I encourage you to answer President Obama's call to action to connect low-income and disconnected youth to employment opportunities—for the summer and beyond. You can start right here.

Hilda L. Solis  
*U.S. Secretary of Labor*

## **Message from Patty Stonesifer, Chair, White House Council for Community Solutions**

President Obama created the White House Council for Community Solutions in December 2010 and directed the Council to help identify and raise awareness of effective community-led solutions to our Nation's most serious problems. The Council chose to address an area of critical importance to America's future: putting every young person on a clear pathway to economic opportunity.

Today, 6.7 million 16 to 24 year olds—roughly 1 in 6 in this age group—are disconnected from both school and jobs. Research shows that connecting young people to the labor market early is critical for shaping their skills, attitudes, and outlook on life. But today, millions of young people in America can't find a job. If we don't act, young people will feel the effects of this recession long after the daily media coverage ends and the unemployment rate falls.

Long term, we will all feel the economic burden of youth unemployment. In 2011, taxpayers shouldered more than \$93 billion to compensate for lost taxes and direct costs to support the country's disconnected youth, and that amount will grow to more than \$1.6 trillion over their lifetime.

If companies can offer young people paid jobs, great. But if they can't, they should consider other ways to introduce young people to the business world and the knowledge, skills and attitude that are required to be successful in the workplace. This could take on many forms, from short-term career or job-shadowing days to long-term internships or mentoring programs.

That's where this toolkit comes in. It was created to serve as a roadmap and guide employers on options for engaging with youth who are seeking mentoring, training, or employment.

Whether you're just getting started, or already have a program that serves youth and want to expand it or deepen your impact, we hope these tools will prove useful to you.

Patty Stonesifer  
*Chair, White House Council for Community Solutions*



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## Introduction

Finding employment in this economy is challenging, but imagine you are a young person who needs a job and has no experience. Then imagine you don't have the right education and face other obstacles in your life that make getting that first job seem impossible.

According to a recent report from Columbia University and City University of New York, Queens College,<sup>1</sup> there are currently 6.7 million youth ages 16-24 who are not in school and not working. Finding solutions to re-engage these youth and get them on productive pathways is critical. In 2011 alone, the cost to the United States in lost revenues and social services associated with these youth was \$93 billion.<sup>2</sup> Until recently, these youth have received limited attention in unemployment headlines and policy discussions. Ironically, at a time of high unemployment, America has a skills gap. Surveys of large and small employers tell us they cannot find qualified workers in the U.S. to fill their non-managerial ranks.<sup>3</sup> We can no longer afford to ignore the untapped potential all young people represent and must redouble our efforts to educate and train them.

While many youth become disconnected from education and employment, we believe that with the right interventions and supports, these young people could begin to change the trajectory of their lives. Businesses can play an important role in making this happen and can help these youth get on a pathway to a better future. And businesses benefit from this work, too. Companies already involved in programs that serve this group of youth describe a range of positive outcomes resulting from these activities, including increases in employee engagement, customer loyalty, and employee retention.

A report from Civic Enterprises and America's Promise Alliance<sup>4</sup> provides an in-depth analysis of these youth, and helps us better understand their backgrounds as well as their visions for the future. This research has revealed that most of these youth are optimistic about their futures, they recognize that getting a good education and job is their own responsibility, and they describe the paths forward that are most likely to help reconnect them. These youth are therefore called "opportunity youth" because they represent tremendous opportunities for employers, communities, and the nation. The research tells us that opportunity youth are motivated to overcome the barriers they face, but they need support.

This toolkit is part of a larger effort, driven by the White House Council for Community Solutions, that focuses on re-engaging opportunity youth. The toolkit was created to guide employers, step-by-step, on working with opportunity youth, with the goals of 1) helping youth find pathways that will lead to productive adulthoods; 2) creating benefits to the businesses that engage opportunity youth; and 3) improving community outcomes which can lead to decreasing the financial burden now experienced by the American taxpayer and the United States.



## Who are opportunity youth? What barriers do they face?

Opportunity youth come from varied backgrounds. About 50% of opportunity youth are male, and 50% are female.<sup>5</sup> When asked about ethnicity, 43% described themselves as white, 27% as African American, 25% as Hispanic, 2% as Asian, and 3% identified as something else.<sup>6</sup>

Opportunity youth face many challenges. These challenges begin early: three in five surveyed grew up in poverty, nearly half were raised by a single parent, and very few grew up in households with a parent who graduated from college. More than half of these young people report looking for full-time work; however, they do not have the skills, prior work experience, or education to qualify for the jobs they seek.<sup>7</sup> Though motivated to work, these youth continue to face barriers, including the high cost of education, the need to take care of their families, lack of transportation, difficulties balancing school and work priorities, and not knowing how to apply to college or obtain financial aid. These barriers will continue to block their ability to connect with education and employment, unless they receive support.

## How do opportunity youth view the future? What do they need?

Despite the barriers that opportunity youth face, they remain optimistic, and want to take ownership of their lives. Nearly three in four believe that they will be able to achieve their goals.<sup>4</sup> The boys and young men surveyed want to be policemen, lawyers, athletes, or in the military; the girls and young women want to be doctors, nurses, teachers, and lawyers.<sup>5</sup>

But opportunity youth also recognize that they need help and they know they won't be able to reach these goals alone. They want help from educators who can guide them in their studies. They ask for support from business leaders who can mentor them in the workplace. And recognizing the dual challenge of needing to learn and earn simultaneously to support themselves and their families, nearly eight in ten young people would like jobs that allow them to earn money while attending school and gaining credentials, and seven in ten seek job training and apprenticeships that will give them on-the-job experience.<sup>8</sup>

**77% of  
opportunity youth  
take personal  
responsibility  
for their future  
success.**

**72% of  
opportunity youth  
are very confident  
that they will  
achieve their  
goals.**

Source: Bridgeland and  
Milano, *Opportunity Road*,  
2011

## Opportunity youth are motivated, but they need support.

According to *Opportunity Road*, youth are asking for support in the follow areas:



Many businesses assume that the only way to serve opportunity youth is to provide entry level jobs. But when we look at what youth have told us about the type of support they're seeking, we see there are many ways that a business can engage with youth and help them advance. For example, employees can serve as volunteers, and leverage their experience to mentor or train youth on the skills needed to be successful in the workplace. This can benefit the youth greatly and responds to what opportunity youth have told us they need. These kinds of activities can also benefit the employee and the business: employees who associate their volunteer work with their employer are more loyal and engaged in their jobs.<sup>9</sup> So there are probably lots of ways to get involved, whether or not your company can offer youth entry level jobs.

That's where this toolkit comes in. It provides a roadmap for any company, no matter the size of the business or the industry, and offers step-by-step instructions on creating a new program for youth or upgrading an existing effort. The toolkit begins with a survey that allows a company to self-assess its resources and readiness. Then, based on the survey findings, it suggests one of three "lanes of engagement" for working with opportunity youth.

Your company can provide support through one of these three lanes of engagement:

## LANE 1

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### SOFT SKILLS DEVELOPMENT

Provide youth with work-relevant soft skills via course work and/or direct experience

#### Examples

- Soft skills workshops
- Employee mentors

## LANE 2

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### WORK READY SKILLS DEVELOPMENT

Provide youth with insight into the world of work to prepare them for employment

#### Examples

- Job shadow days
- Career exploration guidance

## LANE 3

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### LEARN & EARN PROGRAMS

Enable youth to develop on-the-job skills in a learning environment while receiving compensation for work

#### Examples

- Paid internships
- Permanent positions that provide on-the-job training or allow for continued learning and development

## Why should my company get involved?

Businesses are focused on creating value and staying ahead of the competition. They are accountable to shareholders, investors, customers, and employees. So given everything else that keeps you busy, why should you prioritize working with opportunity youth?

We can be very focused on what needs to get done today and the things we believe are core to our current business success. But let's consider the consequences of not engaging with opportunity youth and the potential impact that it could have to the future health of our business and communities.

As we think about the country's 6.7 million opportunity youth, we need to remember that they aren't just potential future employees. They are also our potential future customers. As business people, we know our companies rely on having customers with steady incomes who can purchase our services and products. If a young person is out of school or work for an extended period of time, he or she can't simply make up for lost time and get back on track. The individual's lifetime earnings are diminished with each missed year of work at a rate of 2-3% less earnings each year thereafter. Over a lifetime, opportunity youth's earnings are estimated to be \$375,000. That compares to a high school graduate's average lifetime earnings of \$712,000.<sup>10</sup> In addition, the aggregate taxpayer burden of all opportunity youth over their lives is \$1.6 trillion, and the aggregate social burden is \$4.7 trillion.<sup>11</sup> The long-term impact on the private sector and the U.S. economy will affect all of us.

## What are the benefits for my company?

The potential implications for the country are significant, but there are very direct implications for your company, too. Many companies today are challenged to find the talent they need, and have stated that this challenge will only increase in the coming years. Opportunity youth are motivated and ready to work. We can begin to build a talent pipeline by equipping opportunity youth with the skills we know are required for workplace success. We can also increase employee loyalty and engagement through employee volunteer and community investment activities, improve shareholder return, and reduce turnover. There are other business benefits represented by this work (see table on page 11), but they share a common theme: opportunity youth can be an asset to your company.

### BUSINESS BENEFITS: CVS CAREMARK CASE STUDY

To support the significant growth of CVS Caremark over the past ten years, the company needed a steady source of entry-level talent and a way to develop these employees so that they would be ready for advancement. Since 1996, over 80,000 entry-level workers have been hired who were previously recipients of public assistance. Recent research shows that CVS retail stores retain 60% of employees referred from their regional learning centers (which implement this specialized recruitment and training program) compared to 30% retention among regular employees.

## SHAREHOLDERS

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- A company's reputation for growth, attracting talent, and integrity can account for much of the 30-70% gap between the book value of most companies and their market capitalizations.<sup>12</sup>
- Investors consider environmental, social, and governance performance as a proxy for a company's strong management and a demonstration of a business' ability to identify risks and plan for long-term, strategic growth.<sup>13</sup>

## CUSTOMERS

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- The students who dropped out of school in 2010 alone will lose over \$337 billion in wages, and an equivalent spending power over their lifetimes.<sup>14</sup>
- 85% of consumers have a more positive image of a product or company when it supports a cause they care about.<sup>15</sup>

## CURRENT EMPLOYEES

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- Employees who volunteer frequently are more likely to be proud, loyal, and satisfied with their jobs.<sup>16</sup>
- 47% of surveyed executives from multinational companies cite employee satisfaction and decreased turnover as major contributors to long-term shareholder return.<sup>17</sup>

## TALENT PIPELINE

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- Only 40% of employers say they have a strong pipeline of diverse talent.<sup>18</sup>
- 53% of business leaders say their companies face a very or fairly major challenge recruiting non-managerial employees with the skills, training, and education their company needs.<sup>19</sup>

## Okay, you've got my attention. How do I get started?

We hope that as you think about making a positive impact on opportunity youth, weigh the potential business benefits, and consider the national economic implications, you'll be motivated to take action. But you might not know how to get started. That's where this toolkit comes in. It was designed to provide step-by-step instructions that introduce companies to options for supporting, training, and employing opportunity youth. It is meant to serve as a roadmap for starting a new effort, or to upgrade an existing program. The toolkit leverages the experiences of other companies that have tackled this work and takes users through four key stages of developing a training or employment program for opportunity youth:

1.

### ASSESS & SELECT

- What does my company have to offer?
- Assess your company's resources, culture, and readiness for engagement with opportunity youth.
- Select one of the three lanes of engagement in which companies can provide youth with skills for employment and adulthood: Soft Skills, Work Ready Skills, or Learn & Earn.

2.

### SCOPE

- What are my goals and program parameters?
- Scope your program. This will help you understand how to apply your company resources to build a successful program.

3.

### PLAN & PILOT

- What are the key steps to take to launch a pilot?
- Build your plan and create goals and metrics. Try it out with a pilot, get feedback, and understand the impact and the potential business value.

4.

### REFINE & GROW

- How will the program continue to develop?
- Work to refine the pilot based on participant feedback and build a program for the long-term.

# WE WANT TO HEAR FROM YOU

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We hope this toolkit proves useful to you and your company, as you work to create new programs for opportunity youth or build upon existing efforts.

This toolkit was created by learning from existing efforts and we can only make these materials better if you share your experiences, lessons learned, and ideas for innovating.

We welcome your feedback and comments. Please send your emails to [info@opportunitynation.org](mailto:info@opportunitynation.org). We look forward to hearing how your efforts served youth, served your business needs, and served the country.

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# GETTING STARTED

1.

## ASSESS & SELECT

- What does my company have to offer?
- Assess your company's resources, culture, and readiness for engagement with opportunity youth.
- Select one of the three lanes of engagement in which companies can provide youth with skills for employment and adulthood: Soft Skills, Work Ready Skills, or Learn & Earn.

2.

## SCOPE

- What are my goals and program parameters?
- Scope your program. This will help you understand how to apply your company resources to build a successful program.

3.

## PLAN & PILOT

- What are the key steps to take to launch a pilot?
- Build your plan and create goals and metrics. Try it out with a pilot, get feedback, and understand the impact you made and the potential business value.

4.

## REFINE & GROW

- How will the program continue to develop?
- Work to refine the pilot based on participant feedback and build a program for the long-term.

STEP ONE ●○○○

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# ASSESS & SELECT

## Overview

This survey was created to guide you through a review of your company's resources, culture, and readiness for engagement with opportunity youth.

The survey results will suggest one of the three lanes of engagement described in this toolkit: Soft Skills, Work Ready Skills, and Learn & Earn (see diagram below). This survey is not meant to be prescriptive, and each company ultimately knows best what kind of activities match its unique resources, expertise, and level of interest. The main purpose of this survey is to help you get started. While it will point you to a suggested path forward, it is up to you to choose the lane of engagement that is the best fit for your company.

**There are three key ways for employers to provide opportunity youth with the skills needed for employment and adulthood:**

### SOFT SKILLS DEVELOPMENT

Provide youth with work-relevant soft skills via course work and/or direct experience

#### Examples

- Soft skills workshops
- Employee mentors

### WORK READY SKILLS DEVELOPMENT

Provide youth with insight into the world of work to prepare them for employment

#### Examples

- Job shadow days
- Career exploration guidance

### LEARN & EARN PROGRAMS

Enable youth to develop on-the-job skills in a learning environment while receiving compensation for work

#### Examples

- Paid internships
- Permanent positions that provide on-the-job training or allow for continued learning and development

## Instructions

To begin, take the survey. Write down your answer for each question in the scoring sheet that follows, then add up your total to get your final score. The scoring system for this survey uses information from other companies currently offering various types of programs for youth. They told us about the key attributes and resources that they are currently leveraging to be able to offer their programs.

We recommend that you ask two or three colleagues to take this survey, too. Then, review your scores together. Where did you agree? What did you answer differently? You can use your average score to interpret your results.

## PART 1: Exploring My Company's Readiness

**Scoring System:**

1 = strongly disagree; 2 = disagree; 3 = neutral or n/a; 4 = agree; 5 = strongly agree

AREA OF READINESS	SCORE
My company's senior leadership is very interested in preparing youth to be successful in the world of work.	
The person in my company (it might be you, it might be someone else) who will be responsible for leading our work with youth on a day-to-day basis is supported by his/her direct manager. The manager views this work as a priority.	
My company regularly goes through different kinds of changes and innovations; being adaptable and flexible when it comes to new ways of doing business is part of our corporate culture.	
My company's leadership and our corporate culture value social responsibility and corporate citizenship. We believe that to be successful, we need healthy communities in which to do business.	
My company can see the value of engaging with youth and developing programs to help support them. Specifically, we value some or all of the following: a diverse workforce, a talent pipeline, opportunities for professional development, and employee retention.	
We currently have (or would be willing to create) systems to capture and track data to measure the outcomes of our youth employment programs.	
My company has or is currently running programs that introduce youth to the world of work.	
My company has a culture that values career development. All employees are provided with opportunities to learn and grow.	
Employees in my company can see clear career pathways for themselves. There is an effort to provide transparency around skill attainment, growth, and advancement.	
<b>Total score for Part 1</b>	<input style="width: 100px; height: 30px;" type="text"/>

## PART 2: Exploring My Company's Resources

### Scoring System:

- 0 = My company does not have this resource, and/or I do not understand what it is.
- 1 = My company has this resource.
- 2 = My company has this resource, and we can probably leverage it to serve youth.
- 3 = My company has this resource, we can probably leverage it, and we also have complementary resources that we can access if needed.
- 4 = My company has this and complementary resources, and senior management will not inhibit our ability to leverage this resource.
- 5 = I am confident I can leverage this and complementary resources to support opportunity youth.

RESOURCE TO BE ASSESSED	SCORE
Employees to volunteer and work with youth (mentors, tutors, trainers, etc.)	
HR or Learning & Development to develop/adapt curricula to deliver to youth	
HR or Learning & Development expertise in training/facilitation	
HR or employee knowledge regarding basic job readiness skills (e.g., resume development, interview skills, professional etiquette, etc.)	
Employee knowledge regarding soft skills (e.g., financial management, time management, decision making, etc.)	
Specialized knowledge/expertise relevant to my company's industry (i.e., ability to teach technical skills, and knowledge about what education/training youth need to get hired in my industry)	
Funding to incentivize youth to engage in training programs (e.g., transportation reimbursement, stipends, scholarship funding, gift cards, etc.)	
Funding through various corporate functions to cover payroll for youth engaged in jobs programs	
Access to telecommunications, technology, office supplies, hardware, and ability to provide workspace for youth to work, do homework, conduct job search activities, etc.	

*Continued on next page*

## PART 2 (CONTINUED): Exploring My Company's Resources

### Scoring System:

0 = My company does not have this resource, and/or I do not understand what it is.

1 = My company has this resource.

2 = My company has this resource, and we can probably leverage it to serve youth.

3 = My company has this resource, we can probably leverage it, and we also have complementary resources that we can access if needed.

4 = My company has this and complementary resources, and senior management will not inhibit our ability to leverage this resource.

5 = I am confident I can leverage this and complementary resources to support opportunity youth.

RESOURCE TO BE ASSESSED	SCORE
Relationships with vendors, academic institutions, other businesses and members of the community to improve my company's programs and to share learnings	
Ability to coordinate networking activities/events so young people can 1) develop networking skills; 2) increase their professional networks and contact lists	
Entry level jobs appropriate for first-time workers	
Experience supporting and developing first-time workers	
Total score for Part 2	<input type="text"/>

## PART 3: Additional Resources that are Useful, but Not Essential

Give yourself one point for each resource that your company has.

RESOURCE	SCORE
Funding from various corporate functions (e.g., Recruiting, HR, Corporate Citizenship, etc.) to support partner organization serving youth through program or capacity building funding	
Funding to support youths' needs in non job-related areas or wrap-around support via a partner organization (e.g., child care, transportation, etc.)	
Power of the company's own brand and employees as role models to engage, motivate and inspire youth	
Ability to open free or low-fee savings accounts for youth	
Access to health services	
Professional consulting services around strategy, HR, marketing, finance, etc., to increase the capacity of youth-serving partner organization	
Ability to provide or to access pro bono legal services for youth in foster care, in need of citizenship, or other legal status issues	
Knowledge of proper training/educational pathways for youth to learn the skills that will get them real jobs	
Product (varies by industry type) for in-kind donations that can support youth and/or youth-serving organizations	
Internal trainings offered to your own employees that can be made available to youth (i.e., "open seats" in training sessions when available)	
Total score for Part 3	<input style="width: 100px; height: 40px;" type="text"/>



SCORE CALCULATION	
Part 1: Total Score	
Part 2: Total Score	
Part 3: Total Score	
<b>My Final Score</b>	<input type="text"/>

### What Does My Score Mean?

Based on where you are today—given the resources you can leverage and the various other attributes of your company—here’s how to interpret your score. Keep in mind that your score may change over time. Feel free to come back to take this survey again in the future. And there’s no such thing as a “good” or “bad” score—this is just a system to figure out where your particular set of resources can have the greatest impact. Ultimately, it is up to you to determine which option for engaging with youth best matches your company’s unique resources, expertise, and culture.

**If you got a score of 25 to 63:**

Your resources and attributes seem best suited to one of the programs in the Soft Skills category. [Turn to the Soft Skills Development section to learn more \(page 24\).](#)

**If you got a score of 64 to 103:**

Your resources and attributes seem best suited to one of the programs in the Work Ready Skills category, although your company could probably also be a fit for the Soft Skills category. [Turn to the Work Ready Skills Opportunities section to learn more \(page 40\).](#)

**If you got a score of 104 or more:**

Your resources and attributes seem best suited to one of the programs in the Learn & Earn category, although your company could probably also be a fit for the Soft Skills or Work Ready Skills categories. [Turn to the Learn & Earn Programs section to learn more \(page 58\).](#)

# SOFT SKILLS DEVELOPMENT

1.

## ASSESS & SELECT

- What does my company have to offer?
- Assess your company's resources, culture, and readiness for engagement with opportunity youth.
- Select one of the three lanes of engagement in which companies can provide youth with skills for employment and adulthood: Soft Skills, Work Ready Skills, or Learn & Earn.

2.

## SCOPE

- What are my goals and program parameters?
- Scope your program. This will help you understand how to apply your company resources to build a successful program.

3.

## PLAN & PILOT

- What are the key steps to take to launch a pilot?
- Build your plan and create goals and metrics. Try it out with a pilot, get feedback, and understand the impact you made and the potential business value.

4.

## REFINE & GROW

- How will the program continue to develop?
- Work to refine the pilot based on participant feedback and build a program for the long-term.

STEP TWO ○●○○

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# SCOPE

## Overview

Before youth are ready to enter the workforce, they must develop professional workplace skills and behaviors. This basic skill set—known as soft skills—include a broad set of skills required for workplace situations encountered in everyday adult life. In this toolkit, we’ve chosen to focus specifically on soft skills related to professional development. As an employer you are uniquely suited to help youth build skills related to communications, decision making, time management and relationship building, among others. For more on this topic, see [Are They Really Ready to Work? Employers’ Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce, 2006.](#)

[www.conference-board.org/publications/publicationdetail.cfm?publicationid=1218](http://www.conference-board.org/publications/publicationdetail.cfm?publicationid=1218)

There are numerous soft skills beyond those required for the work place—daily living, home life and personal health are only a few examples. Many community-based organizations that work with youth frequently have established programs to meet these needs, and staff instructors are experienced teaching these sensitive issues. This toolkit focuses on work-related soft skills development.



\* An example of a soft skills workshop is highlighted in the Plan & Pilot section.

## Your Company's Resources and Commitment

The table below was developed based on insights from business leaders who have successfully implemented a program focused on teaching opportunity youth work-related soft skills. Based on your results from the survey, your company likely has the “required” resources and readiness for a Soft Skills Development program. Review the “ideal” and “useful, but not essential” lists for additional ideas.

### RESOURCES

#### Required:

- Employees to volunteer and interact with youth
- Knowledge about the soft skills that will be shared with youth (e.g., how to conduct a job search, professional etiquette, etc.)

#### Ideal:

- Internal expertise to create, then facilitate, a training agenda
- Stipends or other incentives for youth to encourage participation (ideas: snacks, raffle prizes, graduation ceremony upon completion of the training program)

#### Useful, but not essential:

- If youth can come to your company: facilities to host the trainings in your offices (makes it easier on your volunteers and gives youth exposure to a real workplace)
- Relationships with other companies and community organizations to help youth connect and build their networks

### READINESS

#### Required:

- Support from the immediate manager of the person who will be accountable for your soft skills program
- A corporate culture that values growth and development

#### Ideal:

- A corporate culture that values social responsibility and community investment
- A corporate culture that is flexible and comfortable dealing with change
- Your company has or would be willing to create systems to measure the outcomes of your programs

#### Useful, but not essential:

- Your company is already involved in some type of youth serving program (e.g., mentoring or tutoring volunteer program)

## Define Your Program Scope

The survey helped you identify what resources and supports you have available within your company and community networks. This information helped you to choose the best lane of engagement for your business.

The program scoping worksheet below will help you think about how you want to apply your company's resources and your support networks to build a successful program. If you're already working in this realm and seek to expand an existing effort, great. You can use this tool to scope your expansion. If this will be a new effort, we encourage you to start with a modest pilot effort and you can use the worksheet below to scope your pilot.

Complete this worksheet on your own and gather responses from other stakeholders (your immediate supervisor, colleagues, and other business partners whose buy-in you value), or consider holding a working session to gather input from people who are invested in the program.

### Youth

1. How many youth do you want this program to impact?

*We seek to serve \_\_\_\_\_ youth for the pilot.*

*We seek to serve \_\_\_\_\_ youth on an ongoing annual basis.*

2. Are you aiming to help a large number of youth through a small (one-time) intervention or a small number of youth in a deeper, more significant way?

*We want to help as many youth as I can, even in small ways.*

*We want to help a few youth in a significant way.*

### Company Resources

1. What kinds of financial resources do you have to support this program? Explore multiple internal funding sources, e.g., Recruitment, Talent Development, Operations, etc.

*We have a \$\_\_\_\_\_ budget to support this program.*

2. Will you have dedicated staff to manage this program?

*We can dedicate \_\_\_\_\_ employee(s) for \_\_\_\_\_ hours per week to implement and operate this program.*

3. Will employee volunteers be working with youth directly for this program?

*We will involve \_\_\_\_\_ # of employees from \_\_\_\_\_ departments (e.g., HR, Finance).*

**Company Resources (continued)**

4. What unique skills do your employee volunteers have that would apply to this program model (e.g., facilitation, curricula development, financial literacy, leadership, etc.)?

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5. Beyond cash and human resources, we have these unique resources (e.g., partnerships, geographic footprint, entry-level jobs, etc.):

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6. Are there current company programs or strategic partnerships that you could leverage to build this program (e.g., efforts already created by HR, Recruitment, Talent Development, etc.)?

*Programs that I could use as a foundation for this program include:*

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*Partnerships that I could leverage for this program include (e.g., membership or trade associations, Chamber of Commerce, nonprofit and NGO partnerships, etc.):*

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**Key Stakeholders**

1. Do you already have a network of community partner organization that are knowledgeable about youth development?

*Some potential partner organizations include:*

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2. My partner organization will support this program by:

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*(e.g., recruiting and selecting youth, recommending curriculum, managing day-of-event logistics, administering stipends, etc.)*

### Key Stakeholders (continued)

3. HR can help with this program by:

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*(e.g., managing participants, developing training materials, recruiting volunteers, planning on-site events, etc.)*

### Program Objectives

Based on how you've articulated the impact you want to deliver, your resources, and the partnerships you can leverage, you can now think about program goals.

#### **Youth Goals:**

*e.g., number of youth served, skills gained, etc.*

- ---
- ---
- ---

#### **Employee Goals:**

*e.g., number of employees involved, their roles, skills gained, etc.*

- ---
- ---
- ---

#### **Business Goals:**

*e.g., internal/external publicity, commitment to community, talent pipeline, employee engagement and loyalty, professional development, etc.*

- ---
- ---
- ---

**Looking to build more strategic and successful partnerships with partner organizations, and align your community initiatives to increase return on investment?**

Check out [Opportunities in the Workforce Readiness Pipeline: A Community Engagement Toolkit for Business, 2011, Corporate Voices for Working Families.](#)  
[corporatevoices.org/system/files/BizToolkit.pdf](http://corporatevoices.org/system/files/BizToolkit.pdf)



STEP THREE ○○●○

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# PLAN & PILOT

## Overview

Test your plan with a pilot. You'll learn a lot during the pilot phase, and it will give you the flexibility to refine your program gradually.

The purpose of this section is to provide your company with guidelines for creating a Soft Skills Development pilot program. This will allow your company to test this model to ensure that it is the right fit prior to making larger-scale resource commitments. In this toolkit, we provide an outline of a work-related soft skills workshop. There are several other approaches that could work for a soft skills training program (some examples appear in the box on the right). Additional tools are in the "More Resources" section.

### EXAMPLES of Soft Skills Development Approaches

- **Soft skills workshops focused on work-related skills**
- **Mentoring**
- **Assistance in navigating post-secondary educational opportunities**

### Work-Related Soft Skills Workshops

Interactive workshops provide opportunity youth with a chance to learn work-related soft skills and to practice these skills in a safe learning environment. Curricula for these workshops already exist and can be leveraged from the web or from a partner (for some ideas, see page 34). Remember the goal is to keep your program simple at first, so leveraging existing training resources when possible can help simplify the planning process.

### YOUTH IMPACT

**Youth learn work-relevant soft skills such as communication, time management, decision making, teamwork, and business etiquette which are critical to success in the workplace.**

### BUSINESS IMPACT

**Businesses help develop skilled youth for their workforce and employees build skills through volunteerism and community engagement.**

### CASE STUDY: GAP INC.'S PROGRAM, THIS WAY AHEAD

This Way Ahead provides underserved youth with opportunities for skill development and career exploration. This program enables youth to build work-related soft skills, while providing Gap Inc. employees with meaningful development opportunities, deeper connections with co-workers and increased loyalty to Gap Inc.

[www.gapinc.com/content/csr/html/Goals/communityinvestment/our\\_program\\_in\\_action/preparing\\_for\\_adulthood.html](http://www.gapinc.com/content/csr/html/Goals/communityinvestment/our_program_in_action/preparing_for_adulthood.html)

## What does a soft skills workshop look like?

Wondering what a successful pilot workshop might include? Use the outline and sample curriculum below to help plan your event.

### KEY STEPS

1. **Reach out to a partner** focused on youth development to identify a small group of youth. (Need help finding a partner organization? See page 109 for recommendations on how to find a nonprofit or school with which you can partner.)
2. **Identify a workshop topic** (see examples in sidebar).  
Think about employees who will be participating—which topics are they most likely to be comfortable teaching? Do any of them relate to specific and relevant professional talents available at your company?
3. **Define an agenda.** Work with the partner organization to make sure that the workshop topic is relevant to youth and is interactive to fit their learning style. Keep it to two hours or less. Leverage existing training resources where possible.
4. **Hold your event!**
5. **Track your results.** Measure your program impact by tracking a few simple metrics. Begin to quantify how your results contributed to the bottom line. Here are some recommendations to track your program reach and impact. Be sure to also review the Employer Reporting Supplement on page 79 for additional detail on tracking the business value of your program.
  - a. Youth: Capture the number enrolled and the number who complete. Have youth take a “self-assessment” (e.g., development focused questionnaire) before and after the program.
  - b. Employees: Capture the number of employees involved and their roles. Have employees involved as managers, mentors, or coaches take a “self-assessment” (e.g., development or satisfaction questionnaire) before and after the program.
  - c. Company: Track internal publicity surrounding the pilot program, e.g., the number of articles posted on the intranet or in newsletters.
  - d. Overall Resources: Keep careful record of pilot program funds (amounts and sources) and in-kind support (e.g., volunteer hours, catering, facilities usage)—noting where over or under budget.
6. **Integrate your learnings and give it another try.** Rotate the topics offered and involve new employee departments.

### EXAMPLES of Work-Related Soft Skills Workshop Topics

- Career planning
- Communication
- Conflict management
- Decision making
- Etiquette
- Financial literacy/money management
- Leadership
- Presentation skills (formal & informal)
- Time management
- Teamwork

## OFF-THE-SHELF CURRICULUM EXAMPLES

### **Financial Literacy/Money Management Workshop (FDIC's Money Smart)**

The FDIC's Money Smart for Young Adults curriculum helps youth, ages 12-20, learn the basics of handling their money and finances. Money Smart for Young Adults consists of eight instructor-led modules. Each module includes a fully scripted instructor guide, participant guide, and overhead slides.

[www.fdic.gov/consumers/consumer/moneysmart/index.html](http://www.fdic.gov/consumers/consumer/moneysmart/index.html)

### **Email Communication 101 (Goodwill Community Foundation)**

This introductory course will teach youth about the basics about email, including understanding how email works, how to get an email service, and how to communicate properly and safely online. This is an interactive workshop available at:

[www.gcflernfree.org/email101](http://www.gcflernfree.org/email101)

### **Managing Conflict (Gap Inc.'s This Way Ahead Program)**

This workshop is designed to teach participants skills on how to respond to and manage conflict. Throughout the workshop, youth will look at reasons for conflict, different ways to respond to conflict and, in some cases, how to prevent it. Participants will have time to role play these new skills and build confidence. A facilitator guide is available at:

[www.gapinc.com/content/csr/html/Goals/communityinvestment/our\\_program\\_in\\_action/preparing\\_for\\_adulthood.html](http://www.gapinc.com/content/csr/html/Goals/communityinvestment/our_program_in_action/preparing_for_adulthood.html)

### **Decision Making (Gap Inc.'s This Way Ahead Program)**

This workshop is designed to provide youth with a model for making decisions and a forum to practice using the model. A facilitator guide is available at:

[www.gapinc.com/content/csr/html/Goals/communityinvestment/our\\_program\\_in\\_action/preparing\\_for\\_adulthood.html](http://www.gapinc.com/content/csr/html/Goals/communityinvestment/our_program_in_action/preparing_for_adulthood.html)

### **MoneyWi\$e**

A national financial literacy partnership of Consumer Action and Capital One, Moneywi\$e is the first program of its kind to combine free, multilingual financial education materials, curricula and teaching aids with regional meetings and roundtables to train community-based organization staff so that consumers at all income levels and walks of life can be reached.

[www.money-wise.org](http://www.money-wise.org)

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The following links provide access to robust financial education content for older teens and adults:

**AFSA Money Skill:** [www.moneyskill.org](http://www.moneyskill.org)

**Jump\$tart Coalition Clearinghouse:** [clearinghouse.jumpstart.org/browse/free](http://clearinghouse.jumpstart.org/browse/free)

**National Endowment for Financial Education:** [www.nefe.org](http://www.nefe.org)

**Practical Money Skills:** [www.practicalmoneyskills.com](http://www.practicalmoneyskills.com)

### **The Secret Millionaires Club**

AOL's webisodes with Warren Buffet are geared toward youth and give tips on how to run a business, from marketing to operations.

[www.smckids.com](http://www.smckids.com)

STEP FOUR ○○○●

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# REFINE & GROW

## Overview

Once you've successfully completed one or more pilot workshops, consider whether the Soft Skills Development lane of engagement seems to be a good fit for your company.

- Was feedback positive and did the youth report an impact?
- Were you able to involve employees with a range of backgrounds?
- Did you set up, manage, and run the workshops without hitting any major barriers?
- Was the partner organization the right match for your company? Would this partner be a good fit for a longer-term relationship?

If you answered these questions “yes,” consider how to formalize your efforts and how to evolve your pilot into an ongoing program.

### **From Pilot to Program: Customize and Formalize your Soft Skills Development Program**

While moving a program from a pilot phase to a true operating phase means growth, growth doesn't always mean numbers. When you're ready to take the next step in your lane of engagement, defining what “growth” means for you is a critical step in making it your own. While a formal program could mean repeating the workshops from the pilot phase with new youth or in new places, it also might mean bringing the same small group of youth in for more intensive training, or finding a long-term partner to develop new program components. This definition process requires input from multiple perspectives—be sure to capture and integrate feedback from past participants, youth development staff experts from partner organizations, and senior company stakeholders.

### **KEY STEPS**

- 1. Revisit your original assessment survey results and your pilot program scope exercise.**
- 2. Think back to the piloting process.** Where was there opportunity for improvement?  
Make note of areas of feedback and learnings that can be integrated into the next phase of program build-out.
- 3. Using this information, refine your program scope.**
  - a. Youth served
  - b. Company resources leveraged
  - c. Key stakeholders involved
  - d. Program objectives (goals for youth, your employees & the business)
- 4. Build your program.**
  - a. Define roles, responsibilities and shared goals with your partner organization(s).  
With a longer term program, you should plan on providing your partner with a grant to acquire the resources they will need to support this partnership and program.
  - b. Design and draft relevant employee resources, planning tools, and packaged curriculum or training to ensure the program can grow effectively and be sustained.
  - c. Look for opportunities to incorporate best practices (see page 40).
  - d. Give your program a name!

**5. Track your results.** Continue to track metrics from your pilot. Take your measurement from good to great by adding these metrics or evaluation practices to the mix.

- a. Youth: Use an outside evaluator to conduct pre- and post-participant assessments, and conduct an assessment with a time lag after the program concludes to capture change. Track the number of youth who enter the company as interns, part-time, or full-time employees.
- b. Employees: Assign employees involved in the program a “unique ID” in HR system for tracking of career progression (e.g., pay raises, performance reviews) and retention compared to a control group.
- c. Company: Track external press mentions and use in company marketing/outreach materials; if large enough in scale, launch customer satisfaction surveys with targeted questions on reputational/community impact.
- d. Overall Resources: Systematically track start up costs, run rate costs, program offsets (e.g., tax credits, training subsidies), and in-kind support being sure to note sources of funding; resources will likely span business units and budgets so try to keep record of program resources in one location for easy access and accurate reporting.

### WANT MORE ON MEASUREMENT?

See page 79 for useful tools and resources that help you track and measure the business value of your lane of engagement.

## Integrate Program Best Practices

### Define your partnership

Work with your partner organization to define your working relationship. Clearly outline roles and responsibilities (consider the table below). Define goals together. Outline your communications to ensure there's consistency and frequency of contact.

#### WHAT SHOULD YOUR PARTNER BRING TO THE TABLE?

- Connection to the target population
- Ability to select and support youth for the program
- Vibrant community network and existing relationships
- History with and institutional knowledge of the challenges and best practices related to working with opportunity youth
- Stable leadership and infrastructure to support partnership
- Volunteer management history and a track record of successful corporate partnerships is ideal

#### WHAT SHOULD YOU BRING TO THE TABLE?

- The passion and drive to make the program a success
- A commitment that the primary beneficiaries of the program are the youth and the community, but an understanding of how this benefits your company
- Clear understanding of desired goals and “success indicators” for the new program
- Clear understanding of available resources to support the program
- Defined scope, scale, model, and management plan
- Defined roles and responsibilities

**Leadership buy-in:** Secure the buy-in of senior leadership of the company and set realistic expectations.

**Set high expectations:** Set high expectations for the youth and help them meet those expectations.

**Culture of open communication:** Foster open communication so that the youth, partner organization and other stakeholders can provide feedback, express concerns and learn about progress.



## MORE RESOURCES

### Tools

#### Casey Family Programs' Life Skills Guidebook

[www.caseylifeskills.org/pages/lp/LSG%20Version%2012-28-04.pdf](http://www.caseylifeskills.org/pages/lp/LSG%20Version%2012-28-04.pdf)

#### Financial Literacy Money Matters (Boys & Girls Clubs of America in partnership with Charles Schwab Foundation)

Website with interactive tools to plan and learn about money management. Should you invest in your education? How do you start saving money? How can you take charge of your financial future? All the information youth need to answer these questions and more are right here:

[moneymattersmakeitcount.com/Pages/default.aspx](http://moneymattersmakeitcount.com/Pages/default.aspx)

#### Ready by 21 Business Engagement Menu Increasing Communication Between Business and Community Leaders

[www.corporatevoices.org/system/files/Engagement+Menu+FINAL+9.14.10.pdf](http://www.corporatevoices.org/system/files/Engagement+Menu+FINAL+9.14.10.pdf)

#### Ready by 21 Suite of Business and Community Tools

This series of publications and tools, developed in support of the Ready by 21 National Partnership, is for both business and community leaders to help them better engage each other and build sustainable, successful and strategic partnerships, ensuring that all youth are prepared for college, work and life.

[www.corporatevoices.org/our-work/workforce-readiness/ready-21/tools-business-leaders](http://www.corporatevoices.org/our-work/workforce-readiness/ready-21/tools-business-leaders)

### Articles and White Papers

#### Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce

[www.conference-board.org/publications/publicationdetail.cfm?publicationid=1218](http://www.conference-board.org/publications/publicationdetail.cfm?publicationid=1218)

### Case Studies

#### New Options Project Micro Business Case Series

This series of micro-case studies highlights employers who are partnering with nonprofit partners to provide life skills development opportunities and to create enterprising pathways that provide career training for untapped talent. Companies highlighted include: AOL, Accenture, Bank of America, CVS Caremark, Expeditors, Gap Inc., HEB Grocery Company, and Southwire Company.

[newoptionsproject.org/sites/default/files/pdf/111011CaseStudies\\_FINALrev.pdf](http://newoptionsproject.org/sites/default/files/pdf/111011CaseStudies_FINALrev.pdf)

# WORK READY SKILLS DEVELOPMENT

1.

## ASSESS & SELECT

- What does my company have to offer?
- Assess your company's resources, culture, and readiness for engagement with opportunity youth.
- Select one of the three lanes of engagement in which companies can provide youth with skills for employment and adulthood: Soft Skills, Work Ready Skills, or Learn & Earn.

2.

## SCOPE

- What are my goals and program parameters?
- Scope your program. This will help you understand how to apply your company resources to build a successful program.

3.

## PLAN & PILOT

- What are the key steps to take to launch a pilot?
- Build your plan and create goals and metrics. Try it out with a pilot, get feedback, and understand the impact you made and the potential business value.

4.

## REFINE & GROW

- How will the program continue to develop?
- Work to refine the pilot based on participant feedback and build a program for the long-term.

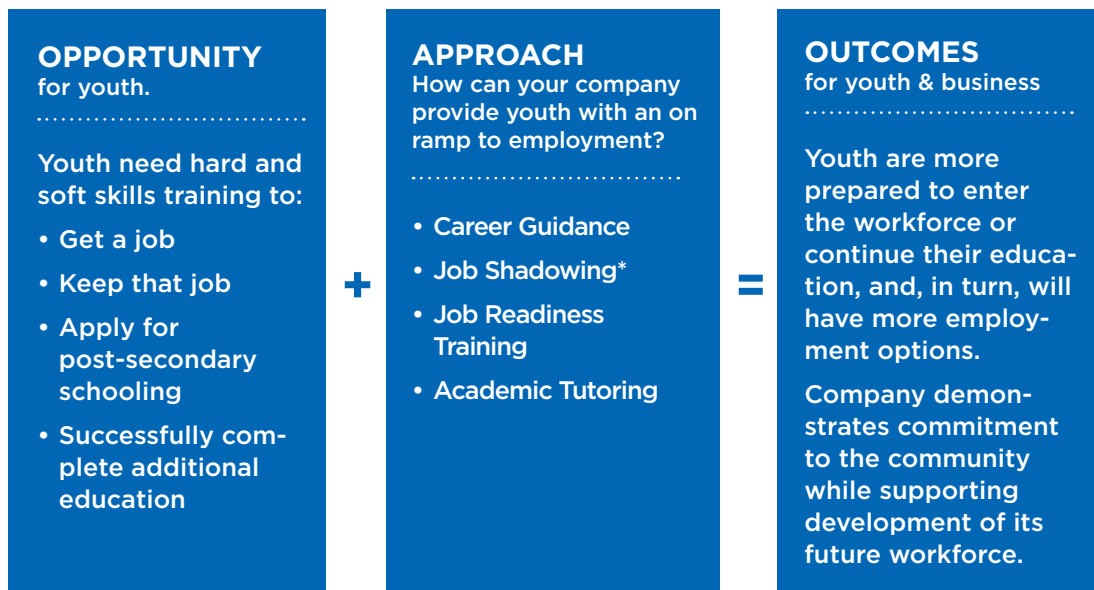
STEP TWO ○●○○

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# SCOPE

## Overview

Most teens and young adults need to learn about the workplace and what it takes to be successful. Getting a glimpse into this world before you get a job can set a young person up for greater success. The “Work Ready Skills” lane of engagement equips youth with the skill and knowledge required to secure and maintain employment and an understanding of the schooling needed for many fields. In this section of the toolkit, we focus on helping opportunity youth acquire the skills needed to keep a job and apply to and participate in post-secondary education.



\* An example of a job shadow approach is highlighted in the Plan & Pilot section

## Your Company's Resources and Commitment

The table below was developed based on insights from business leaders who have successfully implemented a program focused on teaching opportunity youth hard- and soft-skills needed to thrive in the workplace. Based on your results from the survey, your company likely has the “required” resources and readiness for a Work Ready Skills program. Review the “ideal” and “useful, but not essential” lists for additional ideas.

### RESOURCES

#### Must:

- Employees to volunteer and interact with youth
- Knowledge of the skills needed to get an entry level job in your company's industry, and ability to teach those skills to a young person

#### Ideal:

- Networking activities so that youth can practice their networking skills and develop their own professional networks
- Incentives for youth (could be through stipends, but could also be transit cards, graduation celebrations, raffle prizes, etc.)

#### Useful, but not essential:

- Facilities to engage with youth on site at your company to give youth exposure to a real workplace

### READINESS

#### Must:

- A corporate culture that values professional growth and development
- Directional support from your leadership

#### Ideal:

- A corporate culture that values social responsibility and community investment
- A corporate culture that is adaptable and readily experiences change
- Your company has or would be willing to create systems to measure the outcomes of your program

#### Useful, but not essential:

- Your company is already involved in some type of youth serving programs (e.g., mentoring or tutoring volunteer program)

## Define Your Program Scope

The survey helped you identify the resources and supports you have available within your company and community networks. This information helped you to choose the best lane of engagement for your business.

The program scoping worksheet below will help you think about how you want to apply your company's resources and your support networks to build a successful program. If you're already working in this realm and seek to expand an existing effort, great. You can use this tool to scope your expansion. If this will be a new effort, we encourage you to start with a modest pilot effort and you can use the worksheet below to scope your pilot.

Complete this worksheet on your own and gather responses from other stakeholders (your immediate supervisor, colleagues, and other business partners whose buy-in you value), or consider holding a working session to gather input from people who are invested in the program.

### Youth

1. How many youth do you want this program to impact?

*We seek to serve \_\_\_\_\_ youth for the pilot.*

*We seek to serve \_\_\_\_\_ youth on an ongoing annual basis.*

2. Are you aiming to help a large number of youth through a small (one-time) intervention or a small number of youth in a deeper, more significant way?

*We want to help as many youth as I can, even in small ways.*

*We want to help a few youth in a significant way.*

### Company Resources

1. What kind of financial resources do you have to support this program?

*We have a \$\_\_\_\_\_ budget to support this program.*

2. Will you have dedicated staff to manage this program?

*We can dedicate \_\_\_\_\_ employee(s) for \_\_\_\_\_ hours per week to implement and operate this program.*

3. Will employee volunteers be working with youth directly for this program?

*We will involve \_\_\_\_\_ # of employees from \_\_\_\_\_ departments (e.g., HR, Finance).*

4. Do your employee volunteers have unique skills that would apply to this program model (e.g., facilitation, curricula development, financial literacy, leadership, etc.)?

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**Company Resources (continued)**

5. Beyond cash and human resources, we have these unique resources  
*(e.g., partnerships, geographic footprint, entry-level jobs, etc.):*

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6. Are there current company programs or strategic partnerships that you could leverage to build this program (e.g., efforts already created by HR, Recruitment, Talent Development, etc.)?

*Programs that I could use as a foundation for this program include:*

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*Partnerships that I could leverage for this program include (e.g., membership or trade associations, Chamber of Commerce, nonprofit and NGO partnerships, etc.):*

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**Key Stakeholders**

1. Do you already have a network of partner organizations in the community that are knowledgeable about youth development?

*Some potential partner organizations include:*

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2. My partner organization will support this program by:

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*(e.g., recruiting and selecting youth, recommending curriculum, managing day-of-event logistics, administering stipends, etc.)*

3. HR can help with this program by:

---

---

*(e.g., managing participants, developing training materials, recruiting volunteers, planning on-site events, etc.)*

### Program Objectives

Based on how you've articulated the impact you want to deliver, your resources, and the partnerships you can leverage, you can now think about program goals.

#### **Youth Goals:**

*e.g., number of youth served, skills gained, etc.*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### **Employee Goals:**

*e.g., number of employees involved, their roles, skills gained, etc.*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### **Business Goals:**

*e.g., internal/external publicity, commitment to community, talent pipeline, employee engagement and loyalty, professional development, etc.*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### CASE STUDY: AOL AND YEAR UP

With the imperative to provide innovative products and valuable services to multiple customer lines, AOL looks for skilled talent to join their workforce, particularly among technically savvy youth. Since partnering with Year Up, AOL has been able to draw talent from a previously untapped pool of vetted, trained, diverse, and enthusiastic young people who come to them first as interns. The Year Up organization provides guaranteed successful intern matches, giving AOL a fixed-price, cost competitive opportunity to explore entry-level talent on a risk-free trial basis. This partnership with Year Up helps AOL explore future talent risk-free and develop this talent with the skills and education needed to succeed in the company.

[www.yearup.org/pdf/AOLYUCaseStudywithNOPbranding.pdf](http://www.yearup.org/pdf/AOLYUCaseStudywithNOPbranding.pdf)



STEP THREE ○○●○

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# PLAN & PILOT

## Overview

Test your plan with a pilot. You'll learn a lot during the pilot phase, and it will give you the flexibility to refine your program gradually.

The purpose of this section is to provide your company with tools to pilot your Work Ready Skills program. This will allow your company to test this model to ensure that it is the right fit prior to making larger-scale resource commitments. In this toolkit, we provide an outline of a job shadow day. There are several other approaches that could work for a Work Ready Skills training program (some examples appear in the box on the right). Additional tools and weblinks can be found in the "More Resources" section.

### EXAMPLES of Work Ready Skills Training Approaches

- Job Shadow Day
- Career Guidance
- Academic Tutoring
- Job Readiness Training
  - Writing a resume
  - Interviewing skills
  - Job applications

### Job Shadow Day

Job shadowing can be an important first step in giving youth an opportunity to explore various careers. An event as simple as sending a guest speaker to a classroom or an after-school program can encourage youth to pursue careers in your industry. Hearing about job requirements from your company's employees helps youth relate their experiences, education and interests to the workplace and start planning their career paths. While your employees will inspire youth to "dream big," targeted trainings on how to be a successful professional will also prepare youth for those new responsibilities.

### YOUTH IMPACT

Through a job shadow day, youth are exposed to real on-the-job experience, which helps to tie education to the workplace and motivates youth to stay in school.

### BUSINESS IMPACT

Job shadowing promotes interest in specific careers and helps to create a talent pipeline for your business. In addition, working with youth can re-inspire your employees, and remind them why they entered their professional fields in the first place.

### CASE STUDY: HEB GROCERY COMPANY

HEB Grocery Company supports the development of youth by exposing them to careers in the grocery retail industry and by supporting their growth and mobility within the company. The company's commitment to young people extends well beyond that of a single program. Instead, it has developed a comprehensive set of offerings, including job shadow and career awareness programs, tuition reimbursement programs, scholarship assistance programs, skill enhancement programs, internship programs, the School of Retail Management, and the School of Retail Leadership. These programs engage youth in learning and provide essential skills and job training, while HEB fosters new talent and realizes higher retention rates. Read more at:

[www.heb.com/sectionpage/about-us/our-company/careers/retail/1800009](http://www.heb.com/sectionpage/about-us/our-company/careers/retail/1800009)

## What does a job shadow day look like?

Is it your first time hosting a job shadow day? Starting small is the best way to ensure your first events are successful. Your partner organizations may also have experience running this type of event for their youth—ask them for tips and support during the planning process.

### KEY STEPS

- 1. Identify a partner organization in the community that is** focused on youth development to help you recruit a small group of youth. (Need help finding a partner organization? See page 109 for recommendations on how to find a nonprofit or school with which you can partner.)
- 2. Invite your speakers.** Consider employees from a variety of departments or employees from similar backgrounds as the youth. Position this to your employee volunteers as a leadership development opportunity.
- 3. Confirm your venue.** Will the youth join you at an office or a retail location? Is there conference room space available? Will they be able to tour the office building or the retail location? What can you do to ensure they see a variety of positions at your company?
- 4. Define your agenda.** Work with the partner organization to make sure that the workshop topic is relevant to youth and is interactive to fit their learning style. Keep it to 3 hours or less. (Stuck? Check out the sample agenda on the next page.)
- 5. Hold your event!**
- 6. Track your results.** Measure your program impact by tracking a few simple metrics. Here are some recommendations to track your program reach and impact:
  - a. Youth: Capture the number enrolled and the number who complete. Have youth take a “self-assessment” (e.g., development focused questionnaire) before and after the program.
  - b. Employees: Capture the number of employees involved and their roles. Have employees involved as managers, mentors, or coaches take a “self-assessment” (e.g., development or satisfaction questionnaire) before and after the program.
  - c. Company: Track internal publicity surrounding the pilot program (e.g., the number of articles posted on the intranet or in newsletters).
  - d. Overall Resources: Keep careful record of pilot program funds (amounts and sources) and in-kind support (e.g., volunteer hours, catering, facilities usage)—noting where over or under budget.
- 7. Integrate your learnings and give it another try.** Rotate the topics offered and involve new employee departments.

### WANT MORE ON MEASUREMENT?

.....  
 See page 79 for useful tools and resources that help you track and measure the business value of your program.

### WHAT DOES A JOB SHADOW DAY LOOK LIKE?

Welcome youth to the office/retail location & divide into small groups	15 min
Conduct an icebreaker	30 min
Give youth a tour of the office/retail location	30 min
Conduct three 20-minute sessions on the different areas of the office or retail location OR Hold a career panel and ask speakers to share their career paths	60 min (@ 20min each)
Question & answer (prep some participants with questions)	30 min
Wrap Up & Feedback Survey	15 min
<b>TOTAL TIME</b>	<b>3 hours</b>

### CONSIDER ADDING THESE EXTRAS:

- Refreshments
- Notepad and pen with your company's logo
- Small prizes or company product as raffle prizes or giveaways
- Show your company video

STEP FOUR ○○○●

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# REFINE & GROW

## Overview

Once you've successfully completed one or more pilot events, consider whether the Work Ready Skills lane of engagement seems to be a good fit for your company.

- Was feedback positive and did the youth report an impact? Did your employees report an impact?
- Were you able to involve employees with a range of backgrounds?
- Did you set up, manage, and run the events without hitting any major barriers?
- Was the partner organization you worked with the right match for your company? Would this partner be a great match for a longer term relationship?

If you answered yes to any of these questions, you should consider how to formalize your efforts and evolve your pilot into an ongoing program.

### From Pilot to Program: Customize and Formalize your Work Ready Skills Program

While moving a program from a pilot phase to a true operating phase means growth, growth doesn't always mean numbers. When you're ready to take the next step with your lane of engagement, defining what "growth" means for you is a critical step in making it your own. While a formal program could mean repeating the workshops from the pilot phase with new youth or in new places, it also might mean bringing the same small group of youth in for more intensive training, or finding a long-term partner so you can develop new program components together. This definition process requires input from multiple perspectives—be sure to capture and integrate feedback from past participants, youth development staff experts from partner organizations, and senior company stakeholders.

### KEY STEPS

- 1. Revisit your original survey results and program scope exercise.**
- 2. Think back to the piloting process.** Where was there opportunity for improvement? Make note of areas of feedback and learnings that can be integrated into the next phase of program build-out.
- 3. Using this information, refine your program scope.**
  - a. Youth served
  - b. Company resources leveraged
  - c. Key stakeholders involved
  - d. Program objectives (goals for youth, your employees & the business)
- 4. Build your program.**
  - a. Define roles, responsibilities and shared goals with your partner organization. Refer to the partnership guide (in the program best practices section) for factors to consider. With a longer term program, you should plan on providing your partner with a grant to acquire the resources they will need to support this partnership and program.
  - b. Design and draft relevant employee resources, planning tools, and packaged curriculum or training to ensure the program can grow effectively and be sustained.
  - c. Look for ways to apply best practices (see page 54).
  - d. Give it a name!

**5. Track your results.** Continue to track metrics from your pilot. Take your measurement from good to great by adding these metrics or evaluation practices to the mix.

- a. Youth: Use an outside evaluator to conduct pre-and post participant assessments, and conduct an assessment with a time lag after program concludes to capture change; run WorkKeys assessments (ACT designed evaluations) to track skill development with respect to specific types of training provided through your program.
- b. Employees: Assign employees involved in the program a “unique ID” in HR system for tracking of career progression (e.g., pay raises, performance reviews) and retention compared to a control group.
- c. Company: Track external press mentions and use in company marketing/outreach materials; if large enough in scale, launch customer satisfaction surveys with targeted questions on reputational/community impact.
- d. Overall Resources: Systematically track start up costs, run rate costs, program offsets (e.g., tax credits, training subsidies), and in-kind support being sure to note sources of funding; resources will likely span business units and budgets so try to keep record of program resources in one location for easy access and accurate reporting.

#### WANT MORE ON MEASUREMENT?

See page 79 for useful tools and resources that help you track and measure the business value of your program.

#### CASE STUDY: SOUTHWIRE

Southwire is a privately held wire and cable manufacturer headquartered in Georgia whose commitment to improving the communities in which it operates has put it on the leading edge of education initiatives for decades. Southwire’s dedication to improving the education and skill level of their employees prompted the creation of 12 for Life. This one of a kind program helps at-risk youth graduate from high school and make successful transitions to work and postsecondary education. Through contextualized work-based learning, a robust support system, and a paycheck, Southwire’s 12 for Life program gives at-risk students a pathway to success by completing 12 years of school while meeting Southwire’s high production standards and filling the company’s talent needs. Learn more at:

[www.12forlife.com](http://www.12forlife.com)

**Video:** [www.southwire.com/news-media/videoplayer.htm?videoPath=12\\_for\\_Life.flv](http://www.southwire.com/news-media/videoplayer.htm?videoPath=12_for_Life.flv)

## Integrate Program Best Practices

### Define your partnership

Work with your partner organization to define your working relationship. Clearly outline roles and responsibilities (consider the table below). Define goals together. Outline your communications to ensure there's consistency and frequency of contact.

#### WHAT SHOULD YOUR PARTNER BRING TO THE TABLE?

- Connection to the target population
- Ability to select and support youth for the program
- Vibrant community network and existing relationships
- History with and institutional knowledge of the challenges and best practices related to working with opportunity youth
- Stable leadership and infrastructure to support partnership
- Volunteer management history and a track record of successful corporate partnerships is ideal

#### WHAT SHOULD YOU BRING TO THE TABLE?

- The passion and drive to make the program a success
- A commitment that the primary beneficiaries of the program are the youth and the community, but an understanding of how this benefits your company
- Clear understanding of desired goals and "success indicators" for the new program
- Clear understanding of available resources to support the program
- Defined scope, scale, model, and management plan
- Defined roles and responsibilities

**Leadership buy-in:** Secure the buy-in of senior leadership of the company and set realistic expectations

**Set high expectations:** Set high expectations for the youth and help them meet those expectations

#### Educational support:

- Lend financial or classroom support for youth pursuing a GED
- Provide financial support of post-secondary education or college credit for time spent learning on the job



## MORE RESOURCES

### Tools

#### Best Buy Job Shadow Day with Junior Achievement

[www.youtube.com/watch?v=Z9bhwI1\\_sZ0](http://www.youtube.com/watch?v=Z9bhwI1_sZ0)

#### Virtual Job Shadows

[www.virtualjobshadow.com/taproot](http://www.virtualjobshadow.com/taproot)

#### Job Shadow Day Agendas (Cisco Systems)

[www.cisco.com/web/learning/netacad/career\\_connection/promoteIT/GJSD/GJSDagendas.html#a1](http://www.cisco.com/web/learning/netacad/career_connection/promoteIT/GJSD/GJSDagendas.html#a1)

#### Young Persons' Guide to Getting & Keeping a Good Job

[www.amazon.com/Young-Persons-Getting-Keeping-Second/dp/1563705559](http://www.amazon.com/Young-Persons-Getting-Keeping-Second/dp/1563705559)

#### Mock Interview Workshop (Hands On Network's Get Hands On Campaign)

- Project Overview Kit, including interview guide & feedback form  
[www.handsonnetwork.org/files/recipes/pdf/Lead\\_a\\_Mock\\_Interview\\_Workshop.pdf](http://www.handsonnetwork.org/files/recipes/pdf/Lead_a_Mock_Interview_Workshop.pdf)
- How to Organize a Mock Interview Workshop—Interactive Video  
[community.handsonnetwork.org/member/journal/entry/?id=playbook\\_7](http://community.handsonnetwork.org/member/journal/entry/?id=playbook_7)

#### Resume Preparation Workshop (Hands On Network's Get Hands On Campaign)

- Project Overview Kit, including resume critique workbook and resume examples  
[www.handsonnetwork.org/files/recipes/pdf/Resume\\_Preparation.pdf](http://www.handsonnetwork.org/files/recipes/pdf/Resume_Preparation.pdf)
- Project Playbook—Interactive Video  
[community.handsonnetwork.org/member/journal/entry/?id=playbook\\_6](http://community.handsonnetwork.org/member/journal/entry/?id=playbook_6)

#### For guidance on creating beneficial and sustainable partnerships with business:

Supporting the Education Pipeline: A Business Engagement Toolkit for Community-Based Organizations to understand how to identify potential partners, set realistic goals, and create partnerships for long-term success.

[www.corporatevoices.org/businessengagement](http://www.corporatevoices.org/businessengagement)

#### This tool provides guidance on developing/expanding your partnerships.

Ready by 21 Business Engagement Menu Increasing Communication Between Business and Community Leaders, 2010, Corporate Voices for Working Families.

[www.corporatevoices.org/system/files/Engagement+Menu+FINAL+9.14.10.pdf](http://www.corporatevoices.org/system/files/Engagement+Menu+FINAL+9.14.10.pdf)

#### Looking to strategically align your community initiatives with business goals to increase return on investment?

Check out Opportunities in the Workforce Readiness Pipeline: A Community Engagement Toolkit for Business, 2011, Corporate Voices for Working Families.

[corporatevoices.org/publication-toolkits/opportunities-workforce-readiness-pipeline-community-engagement-toolkit-busines](http://corporatevoices.org/publication-toolkits/opportunities-workforce-readiness-pipeline-community-engagement-toolkit-busines)

#### Career Planning Assessment (Goodwill Community Foundation)

For those who are new to the world of work, this tutorial will walk learners through three simple steps to a plan their career. Youth will take a self-assessment, research potential careers and write a career plan. This is an interactive workshop available at

[www.gcflearnfree.org/careerplanning](http://www.gcflearnfree.org/careerplanning)

## Case Studies

### **New Options Project Micro Business Case Series**

This series of micro-case studies highlights employers who are partnering with nonprofit partners to provide life skills development opportunities and to create enterprising pathways that provide career training for untapped talent. Companies highlighted, to date, include: AOL, Accenture, Bank of America, CVS Caremark, Expeditors, Gap Inc., HEB Grocery Company, and Southwire Company.

[newoptionsproject.org/sites/default/files/pdf/111011CaseStudies\\_FINALrev.pdf](http://newoptionsproject.org/sites/default/files/pdf/111011CaseStudies_FINALrev.pdf)

## Articles and White Papers

### **A Profile of Young Workers (16-26) in Low-Income Families, Corporate Voices for Working Families, 2011**

In the wake of the Great Recession, young employees (ages 16-26) in low-income families continue to struggle to balance their need to work while obtaining the education they must have to succeed in today's complex and challenging economy. This research provides a comprehensive profile of these low-income young employees, many of them are youth who are disconnected from school and work.

[www.corporatevoices.org/publication-toolkits/profile-young-workers-16%E2%80%9326-low-income-families](http://www.corporatevoices.org/publication-toolkits/profile-young-workers-16%E2%80%9326-low-income-families)

### **Ready by 21 Suite of Business and Community Tools, Corporate Voices for Working Families, 2010-2011**

This series of publications and tools, developed in support of the Ready by 21 National Partnership, is for both business and community leaders to help them better engage each other and build sustainable, successful and strategic partnerships, ensuring that all youth are prepared for college, work and life.

[www.corporatevoices.org/our-work/workforce-readiness/ready-21/tools-resources-business-community-leaders](http://www.corporatevoices.org/our-work/workforce-readiness/ready-21/tools-resources-business-community-leaders)



# LEARN & EARN PROGRAMS

1.

## ASSESS & SELECT

- What does my company have to offer?
- Assess your company's resources, culture, and readiness for engagement with opportunity youth.
- Select one of the three lanes of engagement in which companies can provide youth with skills for employment and adulthood: Soft Skills, Work Ready Skills, or Learn & Earn.

2.

## SCOPE

- What are my goals and program parameters?
- Scope your program. This will help you understand how to apply your company resources to build a successful program.

3.

## PLAN & PILOT

- What are the key steps to take to launch a pilot?
- Build your plan and create goals and metrics. Try it out with a pilot, get feedback, and understand the impact you made and the potential business value.

4.

## REFINE & GROW

- How will the program continue to develop?
- Work to refine the pilot based on participant feedback and build a program for the long-term.

STEP TWO ○●○○

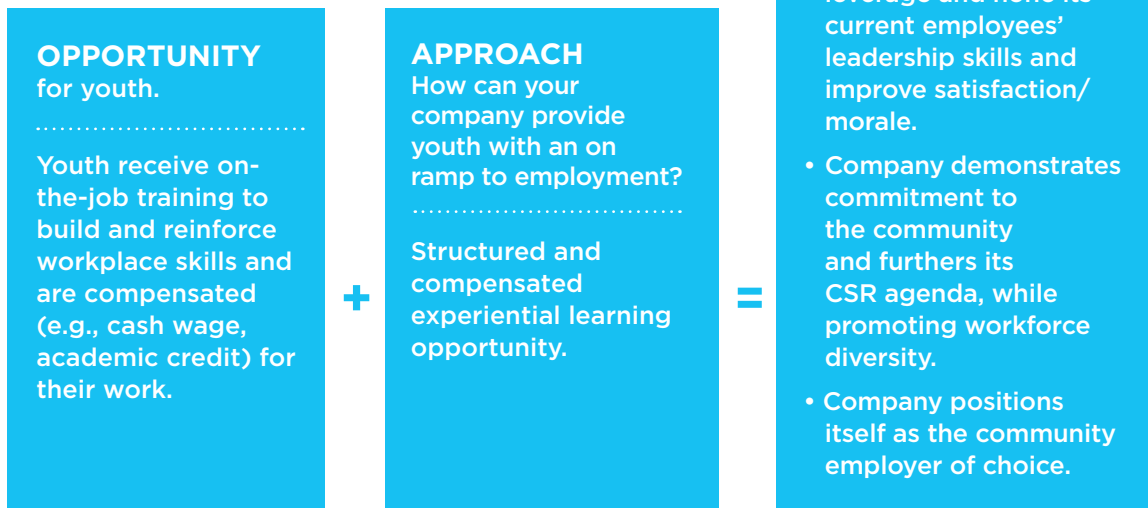
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# SCOPE

## Overview

Think back to your first job. You'll likely remember a challenging transition during your first few months. As you learned the ropes, it became easier through practice and experience. Now think about what this transition could be like for opportunity youth. Even with work-specific training, the transition into the workforce can be challenging for these young people.

Applying new skills in a real work environment is a valuable reinforcement of earlier training and often serves as an important stepping stone to permanent part-time or full-time employment. Learn & Earn experiences also help youth develop their resumes and gain exposure to workplace dynamics. At the same time, they get compensated for their work. These experiences are referred to differently across industries: internships, experiential learning, apprenticeships, etc. Ultimately the end goal is the same: provide opportunity youth with the chance to learn in an actual work environment and receive compensation for the work they perform.



A Learn & Earn program requires thoughtful consideration and commitment from a company. This kind of commitment will create a meaningful and lasting impact on a young person, and perhaps change the trajectory of his or her path in life. Programs such as this can also have a positive impact on your employees, helping them improve leadership skills, connect with their community, and deepen their pride in their employer. And as a company, Learn & Earn programs are a valuable way to build a talent pipeline, improve diversity and inclusion practices, and build a more robust community of employees and customers.

**YOUTH IMPACT**  
 Youth are more prepared to excel within their workplace or education, and in turn, will have increased opportunities for employment and education pathways.

**BUSINESS IMPACT**  
 Company builds and improves its talent pipeline for enhanced employee retention and performance.

**CASE STUDY: EXPEDITORS**

Expeditors, a Fortune 500 company, delivers global logistics management solutions for all aspects of supply chain management to customers such as Walmart, General Electric, Cisco Systems and Target. Using a future-focused strategy, in 2008 Expeditors launched Opportunity Knocks, a programmatic commitment to supporting the career development of opportunity youth. By providing professional skills development, part-time to full-time employment and support for continuing education, Expeditors leverages its resources to fit its business needs.

*[www.expeditors.com/sustainability/social-responsibility/index.asp](http://www.expeditors.com/sustainability/social-responsibility/index.asp)*

## Designing Your Program: The Four Fundamentals

Learn & Earn programs may ultimately look different on the surface, but they all share four fundamental ingredients that operate as key pillars for any successful program.

### 1. PARTNER ORGANIZATION

- Recruits youth participants
- Selects youth participants based on specific criteria (e.g., G.P.A., leadership, potential for change/improvement, resilience, etc.)
- Prepares youth for program entry with a time tested job readiness program, including soft skills training and on-the-job basics
- Staff serves as job and life coaches—supporting youth before, during and after program completion
- Job placement support upon program completion
- Access to wrap-around support services (e.g., legal counsel, health care, GED program, food and shelter, etc.)

### 2. COMPANY RESOURCES

- **Financial Resources:** grant to support partner organization, payroll or scholarship funding, etc.
- **Human Resources:** program manager, intern managers, intern buddies, trainers, onboarding for managers of interns, etc.
- **Other Resources:** facilities, catering, equipment, training materials, gift cards for clothing, uniforms, recognition events, etc.

### 3. THE “LEARN”

- Defined project/experience with clear and measurable output(s)/outcome(s)
- Time bound (hours/week and total internship length)
- Supportive learning environment with an emphasis on coaching for continued development
- Flexible scheduling to accommodate ongoing educational needs
- Ideally, if there is more than one intern, there is an opportunity for the interns to spend structured time together (e.g., speakers, group activity, company event, etc.)
- Set any other parameters to distinguish from similar permanent part-time or full-time positions

### 4. THE “EARN”

- Compensation for the work youth performs
- Cash wages are highly recommended for this population, though compensation could take other forms (e.g., scholarship, college credit, etc.)
- Setting high performance expectations and coaching youth to meet those standards



## Define Your Program Scope

Using the four program fundamentals as a guide, this next section will help you define the scope of your program. This exercise will help you build a thoughtful program and increase the likelihood that your pilot will be a success.

This exercise can be done on your own or with a team of people who will likely contribute to the success of the program. Your partner organization should be a part of this discussion too.

## Partner Organization

Ideally, your partner is an organization you've worked with before, serves opportunity youth and has past experience placing youth in company internship programs.

If you don't have a partner identified for your Learn & Earn program, see the sidebar for some helpful tips or see page 109.

Once you have a partner organization selected, work with your partner to identify the youth who will be served through this Learn & Earn opportunity.

### QUICK TIPS

What can your partner organization provide?

- Connection to the target youth population
- Vibrant community network and existing, thriving relationships
- Knowledge of challenges and best practices related to working with opportunity youth
- Stable leadership team and positive track record
- Mission or program goals that align with improving youth success in the workplace
- Prior experience working with corporate volunteer programs
- Prior experience with internship program management

### Youth Goals and Profile

1. How many youth do you want this program to impact?

*We seek to provide \_\_\_\_\_ internships to youth for the pilot.*

*We seek to provide \_\_\_\_\_ internships to youth on an ongoing annual basis.*

2. Who are the youth you will serve? Define your selection process.

*We seek to engage youth who are:*

*(check all that apply and then rank in order of priority, for your program)*

EDUCATION	EMPLOYMENT	DEMOGRAPHICS	GEOGRAPHY
<input type="checkbox"/> in HS/pursuing GED (w/ G.P.A. minimum?)	<input type="checkbox"/> unemployed	<input type="checkbox"/> low income	<input type="checkbox"/> urban
<input type="checkbox"/> not currently enrolled in school or post-secondary	<input type="checkbox"/> first job	<input type="checkbox"/> underserved community	<input type="checkbox"/> rural
<input type="checkbox"/> HS diploma/ GED equivalent	<input type="checkbox"/> underemployed (short term & low wage)	<input type="checkbox"/> specific age range: ____—____ years	<input type="checkbox"/> suburban

*We seek to serve motivated candidates who meet these screenings requirements (check all that apply):*

- Resume*
- Application*
- Interview*
- Letter(s) of recommendation*
- WorkKeys assessment*  
*(<http://www.act.org/workkeys/assess/>)*
- Background screening*  
*(e.g., exclusion from school, criminal record, citizenship/immigration status, etc.)*

## Company Resources

1. What kind of financial resources do you have to support this program? Explore multiple internal funding sources, e.g., Recruitment, Talent Development, Operations, etc.

*We have a \$\_\_\_\_\_ budget to support this program.*

2. Will you have dedicated staff to manage this program?

*We can dedicate \_\_\_\_\_ employee(s) for \_\_\_\_\_ hours per week to implement and operate this program.*

3. Will employee volunteers be working with youth directly for this program?

*We will involve \_\_\_\_\_ (#) of employee volunteers from \_\_\_\_\_ departments (e.g., HR, Finance, etc.).*

4. What unique skills do your employee volunteers have that would apply to this program model (e.g., facilitation, curricula development, financial literacy, leadership, etc.)?

\_\_\_\_\_

5. Beyond cash and human capital, we have these unique resources:

\_\_\_\_\_

*(e.g., partnerships, business presence/offices in local communities, training facilities, entry-level jobs, etc.)*

6. Are there current internship/apprenticeship, internal training programs or strategic partnerships that you could leverage to build this program (e.g., efforts already created by HR, Recruitment, Talent Development, etc.)?

Programs that I could use as a foundation for this program include:

\_\_\_\_\_

Partnerships that I could leverage for this program include:

\_\_\_\_\_

7. HR can help with this program by:

\_\_\_\_\_

*(e.g., managing participants, developing training materials, recruiting volunteers, planning on-site events, etc.)*

Looking to build more strategic and successful relationship with partner organizations, and align your community initiatives to increase return on investment? See *Opportunities in the Workforce Readiness Pipeline: A Community Engagement Toolkit for Business, 2011, Corporate Voices for Working Families.*

[corporatevoices.org/system/files/BizToolkit.pdf](http://corporatevoices.org/system/files/BizToolkit.pdf)

## The “Learn”

1. Which department(s) or retail site(s) will host these interns?

\_\_\_\_\_ (#) department(s)/site(s) will serve as host(s) for these interns.

This will include \_\_\_\_\_ (#) managers and \_\_\_\_\_ (#) buddies.

2. How will the interns’ time be focused? What project(s) will they be responsible for? Will this also include a group project? What soft skills do you want them to walk away with? **Use the project scoping worksheet to source projects from department on the next page.**

*The projects available for the interns are:*

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*Interns will also work on a group project focused on:*

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*At the end of the internship, youth will have enhanced these skills:*

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*Note: An intern project does not need to fill all the hours of an internship as there will likely be opportunities for less structured learning, observation time, and group activities. However, it is a best practice to have a specific project or experience that you identify for the youth.*

3. How long is the internship commitment? When will the internship take place to best support your business (e.g., summer months, holiday, etc.)?

The duration of our pilot internship is \_\_\_\_\_ (#) weeks; \_\_\_\_\_ (#) days per week;  
\_\_\_\_\_ (#) hours per day.

The internship will take place \_\_\_\_\_.

*Internships can vary in duration. Some internships are as short as two weeks and some are as long as six months. Choose the length of time that is right for the project you’ve scoped, the commitment of your intern managers, and the availability of your other company resources. It’s better to have a shorter internship well-implemented, than a longer internship that lacks focus and engagement by all parties. For a pilot, we recommend starting with a shorter duration internship and then use feedback to determine the appropriate length for your company as you move forward.*

### Project Scoping Worksheet

*(Designed to help you think about managing participants, developing training materials, recruiting volunteers, planning on-site events, etc.)*

Department:

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Manager:

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Project Topic:

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Purpose of Project (relevance to company):

*The purpose of this project is to* \_\_\_\_\_

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Specific project content expectations:

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Estimated hours for project completion:

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Timeline:

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## The “Earn”

### 1. What will interns “earn” and how is the compensation delivered?

Interns will earn \_\_\_\_\_.

We will partner with \_\_\_\_\_  
(HR, nonprofit partner, school, etc.) to distribute this compensation via

\_\_\_\_\_  
(payroll, stipend from a grant contribution, credit verification, etc.)

*Remember that payment doesn't always mean cash. Work with your HR team to understand policies and procedures around financial compensation and any government regulations. Direct paychecks may be the answer, but others models could include scholarships, stipends distributed by the nonprofit from a grant contribution, or academic credit from an accredited educational institution.*

### 2. How will you assess the performance of each intern?

Interns set goals with their manager at the beginning of the internship. Managers will meet with interns on a \_\_\_\_\_ (frequency) basis to check in on progress towards goals.

Managers will assess interns on their progress on their project and key skills areas:

\_\_\_\_\_  
\_\_\_\_\_

(e.g., time management, communication, decision making, problem solving, goal setting, etc.).

*When you are being compensated for your performance, there is an expectation that you will earn your pay. This is reflective of the real world and a value that is important to teach opportunity youth. These expectations will likely not be met without your support, coaching, patience and belief in them. But when the youth meet the standards that are expected of them, they will experience the sense of satisfaction that comes from achieving a challenging goal. This cycle of challenge and reward will encourage youth to push themselves to aspire to even more.*

### 3. How will managers provide feedback (e.g., oral, written, formal, informal, etc.)?

Managers will provide \_\_\_\_\_ (formal/informal/both) feedback.

We will encourage managers to use \_\_\_\_\_ (oral/written/both/other) communication to deliver their feedback.

STEP THREE ○○●○

---

# PLAN & PILOT

## Overview

You've reviewed the four program fundamentals. You have defined how these will translate for your program. You've carefully planned your pilot to ensure you have a strong foundation for this program. It's time to move to program implementation: launch your pilot.

## Launch Your Pilot

Learn & Earn programs involve a lot of moving parts. Ultimately it involves three key phases:

- 1. Program Preparation:** Getting the youth and the managers & buddies ready for the experience.
- 2. Internship:** Providing the Learn & Earn opportunity, with coaching support for the interns and operational support for the managers & buddies.
- 3. Post-Internship:** Collecting feedback from all involved and providing appropriate next steps and support.

## WHAT HAPPENS WHEN THE RUBBER MEETS THE ROAD?

KPMG LLP, the U.S. audit, tax and advisory services firm, recognizes that competition for top talent is tough. To help address this issue, KPMG created a recruitment program that is aligned with its corporate responsibility platform, with a goal of developing a diverse and inclusive workforce that contributes to the sustainability of its enterprise. Through Future Diversity Leaders, KPMG partners with historically Black colleges and universities, to develop a pipeline of culturally diverse and talented students interested in pursuing a career in public accounting, with the goal of inviting them to build a career with the firm. Through this Learn & Earn model, KPMG has been able to increase the diversity of its workforce while building a pipeline of vetted and skilled talent.

[www.kpmgcampus.com/fdl/fdl.shtml](http://www.kpmgcampus.com/fdl/fdl.shtml)



## Launch Your Pilot (continued)

Divide and conquer with your partner organization to ensure you have clear roles and responsibilities.

### PARTNER ORGANIZATION

#### Program Preparation

- Recruit & select youth
- Provide youth with job readiness training and coaching

#### Internship

- Provide interns with ongoing coaching, as needed
- Monitor intern progress and performance
- Provide wrap-around support, as needed
- Act as the intermediary between interns and the company as needed

#### Post-Internship

- Celebrate!
- Provide youth with follow-on support and coaching (one year or more is a best practice based on research)
- Place youth in permanent part-time or full-time jobs
- Share learnings and experience with the appropriate internal and external audience

### COMPANY

#### Program Preparation

- Source internship opportunities internally and define project/experience
- Set criteria for youth participation and communicate to partner
- Determine “earn” compensation and process
- Identify & train intern managers and buddies

#### Internship

- Provide interns with onboarding training
- Facilitate weekly meetings between managers & interns and buddies & interns
- Monitor intern progress and performance
- Support operations, as needed (e.g., compensation systems)

#### Post-Internship

- Celebrate!
- Provide youth with recommendations and confirm their satisfactory program completion, as appropriate
- Collect feedback from all participants
- Track results

## Make It Even Better

As you take your pilot on its first official road test, make sure you collect feedback and track your results along the way. This will set you up for success as you continue to refine and grow your program.

**Collect feedback.** Collect feedback from youth, local partner staff and employees. Ask about how the interactions went and what each participant got out of it and what could be improved upon next time. This could be in the form of short surveys or informal debrief conversations.

**Track your results.** Measure your program impact by tracking a few simple metrics. Here are some recommendations for tracking your program reach and impact:

- **Youth:** Capture the number enrolled and the number who completed the internship. Track the number of part- or full-time employment offers extended and the number of youth who accept these offers and join the company. Have youth take a “self-assessment” (e.g., development focused questionnaire) before and after the program; solicit feedback from managers on the interns’ performance and development.
- **Employees:** Capture the number of employees involved and their roles. Have employees involved as managers or buddies take a “self-assessment” (e.g., development or satisfaction questionnaire) before and after the program.
- **Company:** Track diversity information for program participants (part- or full-time hires); track internal awareness of the pilot program.
- **Overall Resources:** Keep careful records of pilot program spending (amounts and source of funds) and in-kind support (e.g., employee hours, facilities usage, catering)—noting where over or under budget.

### WANT MORE ON MEASUREMENT?

.....  
See page 79 for additional tools and case studies that will help you track and assess the business value of your program.

STEP FOUR ○○○●

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# REFINE & GROW

## Overview

While moving a program from a pilot phase to an ongoing operating phase means growth, growth doesn't always mean numbers. When you're ready to take the next step with your Learn & Earn program, defining what "growth" means for you is a critical step in making it your own. While a formal program could mean repeating the Learn & Earn experience with new youth or in new places, it also might mean bringing the same small group of youth in for more intensive training or another internship experience within a different part of your business.

## Program Fundamentals

During the original program scoping exercise you worked through the four fundamentals of a Learn & Earn program—Partner Organization, Company Resources, The "Learn" and The "Earn." You defined these fundamentals for your pilot program. Based on the feedback you captured and learnings you experienced during the pilot phase consider:

- What would you change or refine?
- What would you add?
- What would you stop doing?

## Stuck?

Here are some examples of options for your program to refine or to grow. Remember, growth doesn't always mean numbers—it can also mean depth of impact, expanding or tailoring program offerings and so on.

### Partner Organization

- Recruit more youth
- Expand/reduce selection criteria
- Grow the scope of partnership with the organization by providing additional complementary services
- Expand to an additional site
- Bring on an additional partner

### Company Resources

- Engage employee trainers in developing a job readiness curricula
- Expand the type of training youth receive (e.g., soft skills training) while on-site by involving HR or other coaches
- Collect and package relevant employee resources, planning tools, and training to ensure the program can grow effectively and be sustained

### The “Learn”

- Expand internship opportunities (e.g., number of offices/retail locations participating)
- Focus the internship opportunities on the more successful departments
- Extend the length of each internship to last for a full summer or semester
- Provide rotation opportunities within different departments during current internship timeframe
- Deepen impact on a select group of youth by bringing them back for multiple internship roles

### The “Earn”

- Shift the compensation model from a stipend provided through a grant to a wage provided via payroll
- Offer the opportunity for interns to transition to a permanent part-time or full-time position after their experience
- Work with your partner organization to integrate incentive-based goal setting into its job readiness training program (that is, tie financial rewards to performance targets); youth can begin to learn pay for performance behaviors earlier

## Measure your Impact

Continue to track metrics from your pilot. Take your program from good to great by adding these suggested metrics or evaluation practices to the mix.

- **Youth:** Consider using an outside evaluator to conduct pre- and post-assessments, and conduct assessment with a time lag after the program to really capture change; run WorkKeys assessments (ACT designed evaluations) to track skill development at various points in training program.
- **Employees:** Assign employees involved in the program a “unique ID” in HR system for tracking of career progression (e.g., pay raises, performance reviews) compared to a control group.
- **Company:** Assign youth a “unique ID” in HR system for tracking of career progression (e.g., pay raises, trainings attended, certifications achieved, part-time offer converted to full-time); track external press mentions and use in company marketing/outreach materials; if large enough in scale, launch customer satisfaction surveys with targeted questions on reputational/community impact.
- **Overall Resources:** Systematically track start up costs, run rate costs, program off sets (e.g., tax credits, training subsidies), and in-kind support being sure to note sources of funding; resources will likely span business units and budgets so try to keep record of program resources in one location for easy access and accurate reporting.

#### WANT MORE ON MEASUREMENT?

.....  
See page 79 for additional tools and case studies that will help you track and assess the business value of your program.

## MORE RESOURCES

### Tools

#### **WorkKeys®**

This is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce.

[www.act.org/workkeys](http://www.act.org/workkeys)

#### **U.S. Labor Department, Offices of Apprenticeships**

Employer Apprenticeship Guidelines outlines benefits, training, cases studies and FAQs related to apprenticeships.

[www.doleta.gov/oa/employer.cfm](http://www.doleta.gov/oa/employer.cfm)

#### **JobSTART 101**

This workbook, JobSTART 101: Smart Tips and Real World-Training, serves as the written companion to the college edition of the online course. Provided at no cost by Business Roundtable and HR Policy Association to help college students better understand employers' expectations before they enter the workforce.

[www.jobstart101.org](http://www.jobstart101.org)

#### **Ready by 21 Suite of Business and Community Tools, Corporate Voices for Working Families, 2010—2011**

This series of publications and tools, developed in support of the Ready by 21 National Partnership, is for both business and community leaders to help them better engage each other and build sustainable, successful and strategic partnerships, ensuring that all youth are prepared for college, work and life.

[www.corporatevoices.org/our-work/workforce-readiness/ready-21/tools-resources-business-community-leaders](http://www.corporatevoices.org/our-work/workforce-readiness/ready-21/tools-resources-business-community-leaders)

#### **Internship Institute**

The Internship Institute is a nonprofit whose mission is to assure the quality, integrity and success of internships. This organization provides employers with resources and thought partnership to develop internship programs.

[www.internshipinstitute.org](http://www.internshipinstitute.org)

#### **Career Philly—Internship in a Box**

Planning guide that includes tips on implementation, best practices, evaluation forms and special considerations.

[www.careerphilly.com/PDFs/Internship-in-a-Box.pdf](http://www.careerphilly.com/PDFs/Internship-in-a-Box.pdf)

#### **University of Nevada, Las Vegas**

Employers' Guide to Building a Quality Internship Program

[hire.unlv.edu/pdf/employersinternship.pdf](http://hire.unlv.edu/pdf/employersinternship.pdf)

## Case Studies

### **Learn and Earn Micro-Business Case Series, Corporate Voices for Working Families, 2009-2011**

Corporate Voices is committed to identifying and spotlighting businesses and business practices with the intent of replicating and scaling those practices that make significant contributions to postsecondary education completion through progressive Learn & Earn talent development models. More than 20 companies have been highlighted to date, which include: Bright Horizons Family Solutions, Crest Cadillac, Georgia Power, KPMG LLP, McDonald's, Pacific Gas & Electric, UPS, Verizon Wireless, and Walmart.

[www.corporatevoices.org/our-work/pse/micro\\_cases](http://www.corporatevoices.org/our-work/pse/micro_cases)

### **City/Government Program—Milwaukee's 'Earn & Learn' Program**

[city.milwaukee.gov/EarnLearn/View-a-video-about-Earn--Learn.htm](http://city.milwaukee.gov/EarnLearn/View-a-video-about-Earn--Learn.htm)

### **ASI/Lane Community College's Co-Op Program Case Study**

[www.lanec.edu/cooped](http://www.lanec.edu/cooped)

## Articles and White Papers

### **Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century, Harvard Graduate School of Education, February 2011**

[www.gse.harvard.edu/news\\_events/features/2011/Pathways\\_to\\_Prosperty\\_Feb2011.pdf](http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf)

### **From an "Ill-Prepared" to a Well-Prepared Workforce The Shared Imperatives for Employers and Community Colleges to Collaborate, Corporate Voices for Working Families, 2010.**

[www.corporatevoices.org/publication-toolkits/ill-prepared-well-prepared-workforce](http://www.corporatevoices.org/publication-toolkits/ill-prepared-well-prepared-workforce)

### **"Building Business and Education Partnerships: Creating Pathways to Employment"**

Chapter by Corporate Voices for Working Families from Elements of Successful Organizations Achieving Strong Leadership, Smart Management, and an Engaged Workforce, Kronos. Dec 2011.

[www.workforceinstitute.org/books/](http://www.workforceinstitute.org/books/)

### **Across the Great Divide Perspectives of CEOs and College Presidents on America's Higher Education and Skills Gap**

[civicenterprises.net/reports/ED%20-%20across%20the%20great%20divide.pdf](http://civicenterprises.net/reports/ED%20-%20across%20the%20great%20divide.pdf)





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# EMPLOYER REPORTING SUPPLEMENT

## CONTENTS:

- PART 1: Why Reporting Matters
- PART 2: Metrics for Each Lane of Engagement
- PART 3: Additional Resources



PART 1

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# WHY REPORTING MATTERS

## Introduction

Tracking and reporting your program outcomes will give you critical data to communicate your program's value, track your program's results against goals, and make smart decisions about improving or expanding your program. Tracking results and capturing data also increases the sustainability of your program: if you can demonstrate the value that your program is bringing to the youth involved, to the employees engaged in the program, and to your company overall, your program will be more likely to continue to operate if leadership changes or resources become limited.

## Getting Started with Reporting and Measurement

In the pages that follow, we offer ideas for first steps on reporting to capture basic metrics and results. We recommend that as you design your program, you include measurement and reporting in your thinking: what metrics do you need to track to confirm that you've delivered the results you articulated when you launched your initiative? Tools in this appendix will help you capture basic data to assess results in a few areas including:

- How many youth were engaged, and whether, based on assessment by partner organization staff and your employees, the youth developed new skills and knowledge due to their involvement in your initiative
- How many employee volunteers were involved and whether, based on self-assessment, they developed new skills, feel greater loyalty to your company, and/or are more engaged in your company
- How much visibility is your program getting, internally and externally, as measured by the number of published articles, blogs, or website postings

## Take Reporting to the Next Level

We believe that there are many reasons to track your impact by capturing hard data, and reporting out the benefits that your program is bringing to youth, to your company, and to the broader community. We also recognize that capturing some of these more in-depth impacts and benefits may require more sophisticated tools and systems than we have provided here. We encourage you to visit the websites listed at the end of this section (under Additional Resources) which will provide more information and suggestions for next steps. You may also want to consider partnering with an internal business function with expertise in this or related areas (e.g., Consumer Insights) or you may want to hire an external firm that can assist you. Some suggested areas for this next level of measurement are included. As you think about your program, consider which of the following areas of impact you may want to assess:

- Building and improving your local talent pipeline
- Increasing employee retention
- Improving employee performance and the company-wide benefits that result from increased employee motivation
- Increase customer satisfaction by building a motivated workforce that represents the diversity of the community
- Receiving financial incentives (e.g., tax credits if available for the population you're serving)
- The impact of your contributions to society more broadly (e.g., decreased spending on public assistance programs; increased earning power and tax revenue for the youth in your program)
- Enhanced reputation within the community (e.g., CSR agenda, diversity objectives) leading to measurable impact (e.g., increased foot traffic, increased sales)

PART 2

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# METRICS FOR EACH LANE OF ENGAGEMENT



REPORTING ON YOUR  
.....  
**SOFT SKILLS**  
**TRAINING PROGRAM**

## SOFT SKILLS PROGRAM REPORTING IDEAS

### Youth Impact

#### Quick Start

- Capture the number of youth enrolled and the number of youth who complete the program
- Have youth take a self-assessment before/after the program to measure the changes they experience

#### Refine

- Continue to track the number of youth enrolled and the number of youth who complete the program
- Evolve your tracking by using an outside evaluator to conduct pre-and post program assessments for participants, and conduct assessments with a time lag after the program concludes to capture longer-term changes

---

### Impact on Employees Supporting Your Program

#### Quick Start

- Capture the number of current employees involved in the program and their roles (e.g., mentor, manager)
- Have employees involved as managers, mentors, or coaches take a self-assessment before and after the program to measure the changes they experience.

#### Refine

- Continue to track the number of current employees involved in the program and their roles
- Evolve your tracking by:
  - Using an outside evaluator to conduct pre-and post assessments of employees involved, and conduct assessment with a time lag after the program concludes to capture longer-term changes
  - Assigning current employees involved in the program a 'unique ID' in the HR system for tracking of career progression (e.g., pay raises, performance reviews) and compare the control group (non-program employees)



## SOFT SKILLS PROGRAM REPORTING IDEAS (CONTINUED)

Company-wide Impact

### Quick Start

- Track internal publicity surrounding the pilot program (i.e. the number of articles posted on the intranet or in newsletters)

### Refine

- Continue to track internal publicity and evolve your tracking by:
  - Tracking external press mentions, awards, and use in company marketing/outreach materials
  - If large enough in scale, launch customer satisfaction surveys with targeted questions on reputational and community impact
  - Assign youth involved in the program a ‘unique ID’ in HR system for flagging and tracking if employed (full- or part-time) in the future

Resources

### Quick Start

- Keep careful record of pilot program spending (amounts and sources of funding) and in-kind support (e.g., current FTE hours)—noting where over or under budget

### Refine

- Continue to keep careful record of pilot program funds (amounts and sources) and in-kind support (e.g., FTE hours), noting where over or under budget
- Evolve your tracking by systematically tracking start up costs, run rate costs, program off sets (e.g., tax credits, training subsidies), and in-kind support being sure to note sources of funding; try to keep record of program resources in one location for easy access & reporting



# Soft Skills Program Scorecard: Sample Template

Data on this scorecard covers the following time period: \_\_\_\_\_

## YOUTH

Number of youth enrolled in program:	
Number of youth completing program:	
Program completion rate (calculate from data above):	
Percent of program completers noting skill development via pre/post program self-assessment:	

## IMPACT ON EMPLOYEES SUPPORTING YOUR PROGRAM

Number of current employees involved in program:	
Role distribution (percent of total) of employees involved:	
- Mentor	
- Manager	
- Trainer	
- Administration	
- Other	
Percent of employees electing to remain involved with program during next cycle:	
Percent of employees involved in program reporting skills development via pre/post program self-assessment:	

## COMPANY-WIDE IMPACT

Number of internal press mentions (e.g., intranet/newsletter articles, internal communications)	
Number of mentions in external company marketing/outreach materials	
Number of external press mentions (e.g., articles, blogs)	
Number of external awards received	

*continued on next page*

RESOURCES		
Total program spend:		
In-kind support (e.g., FTE hours):		
Funding sources	AMOUNT	% OF TOTAL
Source A: _____		
Source B: _____		
Source C: _____		
Source D: _____		

REPORTING ON YOUR

---

# WORK READY SKILLS TRAINING PROGRAM

## WORK READY SKILLS PROGRAM REPORTING IDEAS

### Youth Impact

#### Quick Start

- Capture the number of youth enrolled and the number of youth who complete the program
- Have youth take a self-assessment to measure skill development before and after the program

#### Refine

- Continue to track the number of youth enrolled and the number who complete the program, as well as any certifications (e.g., GEDs, credentials) received
- Evolve your tracking by:
  - Using an outside evaluator to conduct pre- and post program assessments of participants, and conduct the assessments with a time lag to capture longer-term changes in youth skills and behaviors
  - Running WorkKeys assessments (ACT designed evaluations) to track skill development for the specific type of training provided by the program

---

### Impact on Employees Supporting Your Program

#### Quick Start

- Capture the number of current employees involved in the program and their roles (e.g., mentor, manager)
- Have employees involved as managers, mentors, or coaches take a 'self-assessment' before and after the program to measure skill development

#### Refine

- Continue to track the number of current employees involved in the program and their roles
- Evolve your tracking by:
  - Using an outside evaluator to conduct pre-and post-assessments of employees involved, and conduct with a time lag to assess longer-term changes
  - Assigning current employees involved in the program a 'unique ID' in the HR system for tracking of career progression (e.g., pay raises, performance reviews) and compare to control group (non-program employees)

## WORK READY SKILLS PROGRAM REPORTING IDEAS (CONTINUED)

Company-wide Impact

### Quick Start

- Track internal publicity surrounding the program (i.e. the number of articles posted on the intranet or in newsletters)

### Refine

- Continue to track internal publicity surrounding the program (i.e. number of articles posted on the intranet or in newsletters)
- Evolve your tracking by:
  - Tracking external press mentions, awards, and use in external company marketing/outreach materials
  - If large enough in scale, launching customer satisfaction surveys with targeted questions on reputational/community impact
  - Assigning youth involved in the program a 'unique ID' in HR system for flagging and tracking if employed (full- or part-time) in the future

---

Resources

### Quick Start

- Keep careful record of pilot program spending (amounts and sources of funding) and in-kind support (e.g., current FTE hours)—noting where over or under budget

### Refine

- Continue to keep careful record of pilot program funds (amounts and sources) and in-kind support (e.g., FTE hours), noting where over or under budget
- Evolve your tracking by systematically tracking start up costs, run rate costs, program off sets (e.g., tax credits, training subsidies), and in-kind support being sure to note sources of funding; try to keep records of program resources in one location for easy access & reporting





# Work Ready Skills Program Scorecard: Sample Template

Data on this scorecard covers the following time period: \_\_\_\_\_

## YOUTH

Number of youth enrolled in program:	
Number of youth completing program:	
Program completion rate (calculate from data above):	
Number of youth receiving certification (e.g., credentials, GED) through program:	
Percent of program graduates reporting skill development via pre/post program self-assessment:	

## IMPACT ON EMPLOYEES SUPPORTING YOUR PROGRAM

Number of current employees involved in program:	
Role distribution (percent of total) of employees involved:	
- Mentor	
- Manager	
- Trainer	
- Administration	
- Other	
Percent of employees electing to remain involved with program during next cycle:	
Percent of employees involved in program noting professional development via pre/post program survey:	

*continued on next page*

### IMPACT ON EMPLOYEES SUPPORTING YOUR PROGRAM

Number of internal press mentions (e.g., intranet/newsletter articles, internal communications)	
Number of mentions in company marketing/outreach materials	
Number of external press mentions (e.g., articles, blogs)	
Number of external awards received	

### RESOURCES

Total program spend:		
In-kind support (e.g., FTE hours):		
Funding sources	<b>AMOUNT</b>	<b>% OF TOTAL</b>
Source A: _____		
Source B: _____		
Source C: _____		
Source D: _____		

REPORTING ON YOUR  
LEARN & EARN  
PROGRAM

## LEARN & EARN PROGRAM REPORTING IDEAS

### Youth Impact

#### Quick Start

- Capture the number of youth enrolled and the number who complete the program
- Have youth take a self-assessment before and after the program
- Track number of full or part-time employment offers extended
- Solicit feedback from managers of youth hired on youths' skill development from start to end of Learn & Earn program

#### Refine

- Continue to track number of youth enrolled and number of youth who complete the program, as well as any certifications (e.g., GEDs, credentials) received; solicit feedback from managers; track full- and part-time employment offers extended
- Evolve your tracking by:
  - Using an outside evaluator to conduct pre-and post program assessments, and conduct the assessments with a time lag to assess longer-term impact
  - Running WorkKeys assessments (ACT designed evaluations) to track skill development for the specific type of training provided by the program

---

### Impact on Employees Supporting Your Program

#### Quick Start

- Capture the number of current employees involved in the program and their roles (e.g., mentor, manager)
- Have employees involved as managers, mentors, or coaches take a 'self-assessment' (e.g., development or satisfaction questionnaire) before and after the program

#### Refine

- Number of employees enrolled and their roles in the program
- Evolve your tracking by:
  - Using an outside evaluator to conduct pre-and post assessments of employees involved, and conduct assessment with a time lag to capture change over time
  - Assigning current employees involved in the program a 'unique ID' in the HR system for tracking of career progression (e.g., pay raises, performance reviews) and compare to control group (non-program employees)

## LEARN & EARN PROGRAM REPORTING IDEAS

### Company-wide Impact

#### Quick Start

- Track internal publicity surrounding the program (i.e. the number of articles posted on the intranet or in newsletters)
- Track simple metrics for program participants compared to peers (e.g., on-time arrival for work; retention; positive feedback from colleagues or customers; manager feedback on skill development)

#### Refine

- Continue to track internal publicity surrounding the program (i.e. number of articles posted on the intranet or in newsletters)
- Evolve your tracking by:
  - Tracking external press mentions, awards, and use in company marketing/outreach materials
  - If large enough in scale, launching customer satisfaction surveys with targeted questions on reputational/community impact
  - Assigning youth a “unique ID” in HR system for tracking of performance and retention (e.g., pay raises, certifications achieved, part-time offers converted to full-time, turnover rates, ‘on time,’ meeting of manager expectations)

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### Resources

#### Quick Start

- Keep careful record of pilot program spending (amounts and sources of funding) and in-kind support (e.g., current FTE hours)—noting where over or under budget

#### Refine

- Continue to keep careful record of pilot program funds (amounts and sources) and in-kind support (e.g., FTE hours), noting where over or under budget
- Evolve your tracking by systematically tracking start up costs, run rate costs, program off sets (e.g., tax credits, training subsidies), and in-kind support being sure to note sources of funding; try to keep record of program resources in one location for easy access & reporting



# Learn & Earn Program Scorecard: Sample Template

Data on this scorecard covers the following time period: \_\_\_\_\_

## YOUTH

Number of youth enrolled in program:	
Number of youth completing program:	
Program completion rate (calculate from data above):	
Number of youth receiving certification (e.g., credentials, GED) through program:	
Percent of program graduates reporting skill development via pre/post program self-assessment:	
Number of full- or part-time employment offers extended to program participants:	

## IMPACT ON EMPLOYEES SUPPORTING YOUR PROGRAM

Number of current employees involved in program:	
Role distribution (percent of total) of employees involved:	
- Mentor	
- Manager	
- Trainer	
- Administration	
- Other	
Percent of employees electing to remain involved with program during next cycle:	
Percent of employees involved in program reporting skills development via pre/post program self-assessment:	

*continued on next page*

### COMPANY-WIDE IMPACT

Number of internal press mentions (e.g., intranet/newsletter articles, internal communications)	
Number of mentions in external company marketing/outreach materials	
Number of external press mentions (e.g., articles, blogs)	
Number of external awards received	
<b>For youth hired through the Learn &amp; Earn Program:</b>	
Avg. on time (percent of days without absence or tardy):	
Avg. tenure (months):	
Percent that improved skills during program (via staff or supervisor assessment):	
Percent that 'meet manager's expectations':	

### RESOURCES

Total program spend:	
In-kind support (e.g., FTE hours of employees):	
Funding sources	<b>AMOUNT</b> <b>% OF TOTAL</b>
Source A: _____	
Source B: _____	
Source C: _____	
Source D: _____	



## PART 3

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# ADDITIONAL RESOURCES

## Overview of selected industry tools and resources

### TOOLS AND RESOURCES

#### 1. Workforce Strategies Initiative (Aspen Institute)

Business Value Assessment Toolkit and case studies

##### Overview

- Business value calculator for ‘offering basic skills training to employees and engaging in corporate philanthropy’
- Targeted towards workforce development intermediaries to measure the ROI for services they provide to employers
- Case studies of current success stories
- Sample employee and program participant questionnaires

##### Location

- Planning and business value excel tool:  
[www.aspenwsi.org/wsiwork-bvatool.asp](http://www.aspenwsi.org/wsiwork-bvatool.asp)
- Example case studies:  
[www.aspenwsi.org/WSIwork-BVAexample.asp](http://www.aspenwsi.org/WSIwork-BVAexample.asp)
- Sample questionnaires:  
[www.aspenwsi.org/WSIwork-BVAexample.asp](http://www.aspenwsi.org/WSIwork-BVAexample.asp)

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#### 2. Cost of turnover calculators for employers

##### Overview

- Online, interactive portals for company to determine average turnover cost per employee and the resulting potential savings for the organization

##### Location

- University of Wisconsin:  
[www.uwex.edu/ces/cced/economies/turn.cfm#calc](http://www.uwex.edu/ces/cced/economies/turn.cfm#calc)
- Wyoming Department of Workforce Services:  
[www.wyomingworkforce.org/resources/tools\\_turnover.aspx](http://www.wyomingworkforce.org/resources/tools_turnover.aspx)
- HR consulting portals:  
[www.drakeintl.com/us/engage/turnovercost.aspx](http://www.drakeintl.com/us/engage/turnovercost.aspx)

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#### 3. Corporate Voices for Working Families

Detailed Learn & Earn case studies and micro business cases

##### Overview

- Document that outlines business case, reporting metrics, and company specific ROI case studies

##### Location

- ROI highlights and case studies:  
[corporatevoices.org/system/files/ROI%20Business%20Case%20InDesign%209%2019%2011%20Final%20CROA.pdf](http://corporatevoices.org/system/files/ROI%20Business%20Case%20InDesign%209%2019%2011%20Final%20CROA.pdf)

## TOOLS AND RESOURCES

### 4. Corporate Voices

'Return on Investment' (ROI) materials

#### Overview

- Document that outlines business case, reporting metrics, and company specific ROI case studies

#### Location

- ROI highlights and case studies:  
*corporatevoices.org/system/files/ROI%20Business%20Case%20InDesign%209%2019%2011%20Final%20CROA.pdf*

### 3. McKinsey on Finance

'Valuing social responsibility programs'

#### Overview

- Article that discusses valuing corporate responsibility, including many examples of companies driving positive financial value

#### Location

- Article available online (pg. 11):  
*corporatefinance.mckinsey.com/\_downloads/knowledge/mckinsey\_on\_finance/MoF\_Issue\_32.pdf*

## **WORKFORCE STRATEGIES INITIATIVE (ASPEN INSTITUTE): BUSINESS VALUE ASSESSMENT TOOLKIT**

### **What resources does it have?**

1. Comprehensive assessment planning guide and resource overview
  - Planning your assessment
  - How to use the tools
  - How to develop effective questionnaires
2. Planning your assessment
  - Sample worksheet
3. Capturing your results
  - Interactive Excel tool
  - Sample participant and program questionnaires
4. Additional resources
  - Sample case studies of workforce development programs

### **Where can I find it?**

Online at: [www.aspenwsi.org/wsiwork-bvatool.asp](http://www.aspenwsi.org/wsiwork-bvatool.asp)

## EMPLOYER BUSINESS CASE COMPILED BY CORPORATE VOICES FOR WORKING FAMILIES FOR THE READY BY 21<sup>®</sup> NATIONAL PARTNERSHIP

### What resources does it have?

1. Comprehensive summary of research and findings for investing in workforce readiness
  - Synthesis of business case research and findings of companies engaged in workforce readiness programs
  - Three case studies of employers involved in this space who actively measure their programs' financial returns to their companies
2. Overview of the types of benefits to businesses and how to capture them
  - 'Grow your Own' talent research overview and findings (i.e., companies investing in workforce readiness skills of their new hires)
  - Existence of both monetized and non-monetized benefits
  - Importance of data capture
  - Need for a customized approach to measuring business impact
3. High level ROI tool for companies to reference
  - 'Return on Investment' calculation tool for employers

### Where can I find it?

Online at: [corporatevoices.org/system/files/ROI%20Business%20Case%20InDesign%209%2019%2011%20Final%20CROA.pdf](https://corporatevoices.org/system/files/ROI%20Business%20Case%20InDesign%209%2019%2011%20Final%20CROA.pdf)



## A THANK YOU TO OUR COLLABORATORS



## ADDITIONAL WORKS CITED

- Corporate Voices for Working Families. Learn and Earn Micro-Business Case Series. 2011. [www.corporatevoices.org](http://www.corporatevoices.org)
- Corporate Voices for Working Families. Building the Business Case for Investing in Tomorrow's Workforce: Employers See Positive Returns from Community Partnerships. 2011. [www.corporatevoices.org](http://www.corporatevoices.org)
- McKinsey Quarterly. "Making the most of corporate social responsibility". 2009. [www.mckinseyquarterly.com](http://www.mckinseyquarterly.com)
- Workforce Strategies Initiative, Aspen Institute. Business Value Assessment Toolkit. [www.aspenwsi.org](http://www.aspenwsi.org)

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# PARTNER ORGANIZATIONS FOR CONSIDERATION

## Overview

We believe the three lanes of engagement described in this toolkit will have the greatest success if your company partners with a nonprofit organization or school. Your partner organization can manage recruitment, can collaborate with you on program design and implementation, and will bring valuable youth development expertise to your work. We encourage you to spend time thoroughly researching potential partners. The list below was created as a starting point only—there are many additional nonprofit organizations you might want to consider, or you may want to explore a partnership with a high school, community college, or other type of educational institution—but we hope this will begin to give you a sense of some of the organizations working in this arena. The list that follows was developed by United Way Worldwide, working in collaboration with the United Way affiliates in each of the cities listed. The organizations listed below meet the following criteria:

- Focus largely, if not primarily, on underserved youth
- Have at least one established program focused on supporting youth in their pursuit of employment
- Have experience partnering with businesses on youth employment programs and have demonstrated success

Whether you choose to partner with one of the organizations listed below, or a different organization, we strongly encourage you to undergo a thorough due-diligence review and ensure that you and your partner organization are aligned on expectations before committing to an engagement.

Please note that there are many other organizations that meet the above criteria but are not included. This is not an intentional exclusion. Instead, we view this list as a starting point and will add more organizations to this list over time. We plan to add more multi-site nonprofits as well as local and regional organizations in future versions of this toolkit. Please feel free to reference the website ([www.opportunitynation.org/youthandbusiness](http://www.opportunitynation.org/youthandbusiness)) for the most up-to-date version of this list.

## Considerations for Selecting a Partner

In exploring a potential partnership with an organization, here are some questions to help guide your conversation. These questions should serve solely as a starting point to help you think about the conversation. Please consider these questions as a supplement to questions specific to your organization's area of interest, resources and desired outcomes.

- Has the organization ever partnered with a corporation before, beyond receiving a cash grant?
- How aligned is the type of program your company is hoping to implement with the partner organization's mission and programming?
- Is the organization effectively set up to work with a corporate partner? Does the organization have staff dedicated to managing partnerships?
- Do the organization's programs demonstrate strong impact and overall success?
- If you were to partner, who would be your primary point of contact within the organization? How would you partner with this person on an ongoing basis? Does the potential partner's organizational structure align with your company's vision for engagement and partnership?
- Is the organization expecting a grant for the engagement? If yes, ask your contact to prepare a proposal based on the program scope you have discussed.



## Locations Represented

National or Multi-State	Lantana, FL	Richmond, VA
Alexandria, VA	Las Vegas, NV	San Diego, CA
Asheville, NC	Memphis, TN	San Francisco, CA
Baltimore, MD	Miami, FL	Sanford, NC
Boston, MA	Nashville, TN	Tacoma, WA
Brooklyn, NY	New Orleans, LA	Tampa, FL
Chicago, IL	New York, NY	Toledo, OH
Denver, CO	Oakland, CA	Washington, DC
Dover, DE	Orlando, FL	West Palm Beach, FL
Houston, TX	Philadelphia, PA	Wilmington, DE
Indianapolis, IN	Phoenix, AZ	
Jacksonville, FL	Portland, OR	

## National or Multi-State

### Boys and Girls Club of America

[www.bgca.org](http://www.bgca.org)

For more than 100 years, Boys & Girls Clubs of America (BGCA) has enabled young people most in need to achieve great futures as productive, caring, responsible citizens. Today, nearly 4,000 Boys & Girls Clubs serve over four million children and teens through Club membership and community outreach. Clubs are located in cities, towns, public housing and on Native American lands throughout the country, and serve military families in BGCA-affiliated Youth Centers on U.S. military installations worldwide. Clubs provide a safe place, caring adult mentors, fun and friendship, and high-impact youth development programs on a daily basis during critical non-school hours. BGCA's vision is to provide a world-class club experience that ensures success is within reach of every young person who walks through its doors, with all members on track to graduate from high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle.

**Locations:** National

### CORPS Network

[corpsnetwork.org](http://corpsnetwork.org)

The Corps Network is a proud advocate and representative of the nation's Service and Conservation Corps. Their number one goal is to sustain and grow the Corps movement. The majority of Corps members join the Corps looking for a second chance to succeed in life. Guided by adult leaders, who serve as mentors and role models as well as technical trainers and supervisors, crews of 8-12 Corps members carry out a wide range of conservation, urban infrastructure improvement and human service projects. In return for their efforts to restore and strengthen their communities, Corps members receive: 1) a living allowance; 2) classroom training to improve basic competencies and, if necessary, to secure a GED or high school diploma; 3) experiential and environmental service-learning based education; 4) generic and technical skills training; 5) a wide range of supportive services; and 6) in many cases, an AmeriCorps post-service educational award.

**Locations:** National

## City Year

[www.cityyear.org](http://www.cityyear.org)

At City Year's 21 locations across the United States, teams of diverse young people serve full-time in schools for 10 months working to improve student attendance, behavior and course performance in English and math. As tutors, mentors and role models, City Year members are uniquely able to help students and schools succeed through: Academic Support—providing one-on-one or small group tutoring before, during and after school; attendance and positive behavior encouragement leading energetic morning greetings, making attendance and positive phone calls home and leading mentor groups; community and school improvements, organizing and leading activities, celebrations and projects to improve the community and school environment which includes performing physical service such as: painting murals, planting community gardens, renovating schools and refurbishing community centers.

**Locations:** Arkansas, California, Colorado, Florida, Illinois, Louisiana, Massachusetts, Michigan, New Hampshire, New York, Ohio, Pennsylvania, Rhode Island, South Carolina, Texas, Washington, Washington D.C., Wisconsin

## Girls Inc.

[www.girlsinc.org](http://www.girlsinc.org)

Girls Inc. is a nonprofit organization that inspires all girls to be strong, smart, and bold through a network of local organizations in the United States and Canada. Research-based curricula, delivered by trained professionals, equip girls to achieve academically, lead healthy and physically active lives, manage money, navigate media messages, and discover an interest in science, technology, engineering, and math.

**Locations:** National

## Goodwill® Industries

[www.goodwill.org](http://www.goodwill.org)

Goodwill® generates opportunities for people to achieve economic stability by offering job training and other community-based programs, including financial literacy, youth mentoring and tax preparation for people who have disabilities, lack education or job experience, or who face challenges to finding employment. Goodwill functions as a social enterprise by selling donated clothes and household items at Goodwill stores, online, and through contract services, and then uses the revenue to fund employment placement programs and other community-based programs for more than two million people a year.

**Locations:** National

## Jobs for America's Graduates

[www.jag.org](http://www.jag.org)

Jobs for America's Graduates (JAG) is a state-based national nonprofit organization dedicated to preventing dropouts among young people who are most at-risk, serving 42,000 students and graduates enrolled in nearly 900 programs in 33 states. JAG programs reach a diverse range of youth—Middle School (6th-8th grades), Multi-Year

(9th-12th grades), Out-of-School (dropouts), and Early College Success (2/4 year colleges). High school graduates (and GED completors) receive 12 months of follow-up services. JAG is a data rich organization that can produce summary reports providing decision-makers with immediate access to (a) students served, (b) services delivered, and (c) outcomes achieved.

**Locations:** National

### **National Academy Foundation**

*naf.org*

The National Academy Foundation (NAF) is active in the movement to prepare young people for college and career success. For nearly 30 years, NAF has refined a proven educational model which includes industry-focused curricula, work-based learning experiences, and business partner expertise in five career themes: Finance, Hospitality & Tourism, Information Technology, Engineering, and Health Sciences. Employees of more than 2,500 companies volunteer in classrooms, act as mentors, engage NAF students in paid internships and serve on local Advisory Boards.

**Locations:** National

### **Network for Teaching Entrepreneurship**

*www.nfte.com*

The Network for Teaching Entrepreneurship's (NFTE) mission is to provide programs that inspire young people from low-income communities to stay in school, to recognize business opportunities and to plan for successful futures. NFTE trains public school teachers to deliver its project-based curriculum to disadvantaged young people and supports each classroom with a myriad of services including deploying volunteers as guest speakers, coaches and mentors. The program has been shown to raise young people's expectations for themselves and inspire them to pursue further educational opportunities and in some cases launch small businesses as well. NFTE sows the seeds that will result in the next generation of entrepreneurs and helps build the skills-based workforce vital to a robust economy.

**Locations:** California, Connecticut, Florida, Illinois, Maryland, New England, New York, Pennsylvania, Texas, Washington D.C.

### **Spark**

*www.sparkprogram.org*

Spark's mission is to provide life-changing apprenticeships to youth in underserved communities across the United States. Spark addresses the dropout crisis by connecting volunteer professionals with underserved youth in workplace apprenticeships to "spark" their potential. Students identify a "dream job," and Spark matches that student with a mentor doing that job. These apprenticeships are complemented by a Leadership Class, which helps students connect apprenticeship learning to school. As students explore the school-to-career connection, they build skills critical for academic success, gain a strong appreciation for the relevance of their education, and become motivated to work hard to achieve their dreams. Spark matches at-risk youth in 7th and 8th grades with volunteer professionals in a wide range of careers, enabling students to become apprentices in those workplaces.

**Locations:** California, Illinois

## Summer Search

[www.summersearch.org](http://www.summersearch.org)

The mission of Summer Search is to find resilient low-income high school students and inspire them to become responsible and altruistic leaders by providing year-round mentoring, life-changing summer experiences, college advising, and a lasting support network. Each piece of the Summer Search model builds upon the others to provide opportunities and support that few low-income youth would otherwise receive: year-round mentoring by full-time trained staff builds students' resilience, helping them learn to cultivate relationships, become self-reflective, and navigate the challenges in their lives; full scholarships to summer experiential education programs like Outward Bound and the National Outdoor Leadership School strengthen students' follow-through, leadership, and problem solving, all of which translates to success in high school and college; individualized college and financial aid advising helps students pursue post-secondary school; resources for students in and after college support strong academic performance, college persistence, and career exploration.

**Locations:** California, Massachusetts, New York, Pennsylvania, Washington

## Year Up

[www.yearup.org](http://www.yearup.org)

Year Up's mission is to close the opportunity divide by providing urban young adults with the skills, experience, and support that will empower them to reach their potential through professional careers and higher education. Ultimately Year Up's goal is to create and implement a scalable model that will enable them to effectively serve tens of thousands of urban young adults across the country. Year Up's high-expectation high-support program for urban young adults, ages 18-24, combines marketable job skills, stipends, corporate internships and college credits. They address students' social and emotional development and provide support to place these young adults on a viable path to economic self-sufficiency. During the first six months, students attend classes at Year Up, learning technical and professional skills that prepare them for success in a corporate environment. During the second six months, students gain experience in leading companies.

**Locations:** California, Georgia, Illinois, Massachusetts, New York, Rhode Island, Washington, Washington D.C.

## YMCA of the USA, A.K.A. National Council of Young Mens Christian Associations of the USA

[www.ymca.net](http://www.ymca.net)

YMCA of the USA is the national resource office for the nation's 2,686 YMCAs (953 incorporated associations and their chartered branches), which serve 21 million people each year, including nearly 10 million children under the age of 18. Through a variety of programs and services focused on the holistic development of children and youth, family strengthening, and health and well-being for all, YMCAs unite men, women and children of all ages, faiths, backgrounds, abilities and income levels.

**Youth Build U.S.A.**

*www.youthbuild.org*

The mission of YouthBuild USA is to unleash the intelligence and positive energy of low-income youth to rebuild their communities and their lives.

YouthBuild USA seeks to join with others to help build a movement toward a more just society in which respect, love, responsibility, and cooperation are the dominant unifying values, and sufficient opportunities are available for all people in all communities to fulfill their own potential and contribute to the well-being of others.

**Locations:** National

**Alexandria, VA****Liberty's Promise, Inc.**

*www.libertyspromise.org*

Liberty's Promise supports young immigrants, ages 15-21, while encouraging them to be active and conscientious American citizens. Liberty's Promise programs aim to make the immigrant experience an affirmative one for young newcomers while instilling in them a sense of pride and support for American ideals of democracy and freedom. Through collaboration with government agencies, businesses and non-profit organizations, the organization offers internships for young immigrants and promotes active community involvement. Liberty's Promise seeks to reaffirm the fundamental egalitarian and democratic traditions for future generations. Liberty's Promise has placed youth at more than 120 host organizations in the Washington, DC metro area.

**Asheville, NC****Green Opportunities, Inc.**

*www.greenopportunities.org*

Green Opportunities, Inc. (GO) is a nonprofit organization dedicated to improving lives, communities and the health of the planet through innovative "green-collar" job training and placement programs. GO is committed to empowering low-income neighborhoods by preparing youth and adults for well-paying jobs, completing hands-on projects that make neighborhoods safer and more sustainable, and by linking the residents of these neighborhoods to jobs and other community resources that lead to greater empowerment.

## Baltimore, MD

### **Living Classrooms Foundation**

*www.livingclassrooms.org*

Living Classrooms Foundation is a Baltimore-Washington based nonprofit educational organization with a distinctive competency in experiential learning. Its mission is to strengthen communities and inspire young people to achieve their potential through hands-on education and job training, using urban, natural, and maritime resources as “living classrooms.” Living Classrooms Foundation’s programmatic efforts are centered on three core areas: 1) educating students within its charter school, after-school and supplemental education programs, and environmental experiences, with special emphasis on serving students who live in high-risk environments; 2) eliminating barriers to success for young adults and families through community development, workforce preparation, and life skills training; and 3) educating the general public, and students in particular, about the significance of the region’s maritime heritage and its role in shaping a community and the nation at-large.

### **The Family League of Baltimore City, Inc.**

*www.flbcinc.org*

The Family League of Baltimore City, Inc. is a quasi-governmental nonprofit organization that works with a range of partners to develop and implement initiatives that improve the well-being of Baltimore’s children, youth and families. The Family League’s work touches the lives of tens of thousands of Baltimore families each year.

## Boston, MA

### **United Teen Equality Center**

*www.utec-lowell.org*

United Teen Equality Center’s (UTEC) promise is to ignite and nurture the ambition of Lowell’s most disconnected youth to trade violence and poverty for social and economic success. The model begins with intensive street outreach and gang peacemaking and then pairs youth with transitional coaches who work with them on a wide set of goals. Youth develop skills in UTEC’s workforce development program via multiple job creating social enterprises and resume their education through academic classes. Values of social justice and civic engagement are embedded in all programming, with special emphasis on local and statewide organizing and policy making work. UTEC also provides enrichment activities for youth so that they have a safe place to enjoy themselves and each other’s company when not in school or at work.

## Boston, MA (Chelsea, MA)

### **Roca, Inc.**

*www.rocainc.org*

Founded in Chelsea, Massachusetts in 1988, Roca’s mission is to help disengaged and disenfranchised young people, ages 17-24, move out of violence and poverty. Based on a belief that everyone belongs and can succeed in the world, Roca helps young people through its comprehensive and strategic intervention model designed to support sustainable behavior changes that enable high-risk young people and young parents to move toward the outcomes of economic independence and living out of harm’s way.

## Brooklyn, NY

### **CAMBA, Inc.**

*www.camba.org*

CAMBA is a community-based organization founded in 1977 as a merchants' block association. Today, CAMBA provides services to 45,000 individuals and families annually through an integrated set of six program areas: Economic Development, Education and Youth Development, Family Support Services, HIV/AIDS Services, Housing Services and Development, and Legal Services. Through a comprehensive continuum of care, CAMBA connects people with opportunities to enhance their quality of life. CAMBA prepares jobseekers to compete in the 21st century economy and provides a sustainable workforce for employers in growth industries. Each year, CAMBA places nearly 900 eligible jobseekers into unsubsidized, full-time employment. CAMBA's training programs assist low-income clients in obtaining positions in high demand fields that offer competitive wages, good benefits, and opportunities for career advancement.

## Chicago, IL

### **Teen Living Programs, Inc.**

*www.teenliving.org*

Teen Living Programs' (TLP) mission is to create hope and opportunity for youth who are homeless by assisting them to permanently leave the streets, secure stable housing, and build self-sufficient, satisfying lives. The programs offered by TLP provide a wide variety of support services and training for homeless teens. Programs focus on education, vocational training, counseling, healthcare, nutrition and life skills.

## Chicago, IL (Evanston, IL)

### **Youth Job Center of Evanston, Inc.**

*www.youthjobcenter.org*

The Youth Job Center's (YJC) mission is to prepare youth between the ages of 14-25 for success in the workplace. For nearly 30 years, the Youth Job Center has provided job placement assistance and work-readiness training to youth in Evanston, Chicago and surrounding suburban communities. The Youth Job Center offers a variety of programs and an integrated service delivery model which includes: 1) Intake and Assessment; 2) Employment Counseling and Skill Development; 3) Job Placement and Career Path Development; and 4) Post Placement and Job Retention Support. The Youth Job Center works collaboratively with more than 350 employers who host paid internships and provide permanent jobs and career pathway opportunities for the many youth served annually by the YJC.

## Denver, CO

### **Urban Peak**

[www.urbanpeak.org](http://www.urbanpeak.org)

Urban Peak is a multi-service agency primarily serving homeless and runaway adolescents and young adults in the Metro Denver region. Established as a private, nonprofit program in 1988, the agency provides year-round street outreach, overnight shelter, transitional housing, GED instruction at two locations, job readiness training and employment services, strengths-based case management, access to individual and family counseling, clinical healthcare, and resources to other agencies in the region that provide supportive services. Urban Peak serves approximately 2,000 youth and young adults annually.

### **Servicios de la Raza, A.K.A. Servicios Housing, Inc.**

[www.serviciosdelaraza.org](http://www.serviciosdelaraza.org)

In 1972, a dozen advocates came together to form Servicios de La Raza, a bilingual human service organization, to serve Denver's Latino/a population. Since its inception, Servicios de La Raza has worked to provide a wider array of wrap-around services. For over 38 years, Servicios has responded to the unmet needs of the Latino community by offering programs for youth, victims of domestic violence, individuals living with HIV/AIDS, Basic Emergency Services (BES) and benefits acquisition.

### **YouthBiz, Inc.**

[www.youthbiz.org](http://www.youthbiz.org)

YouthBiz advances the social and economic prosperity of youth through a focus on entrepreneurship, education and community leadership. Specifically, YouthBiz addresses the current and future un- and under-employment of youth by employing three core strategies: 1) Young people are employed through incentive and wage-based learning programs. Youth are able to earn incentives based on their performance and follow through in the program and at school in YouthBiz's basic learning program; 2) YouthBiz works to develop the skills and qualities that are required to become workforce leaders. Youth go through a continuum that begins with basic business skills, college/career mapping, communication and leadership skills to an actual social venture launch; and 3) YouthBiz supports youth-led venture start-up and ownership that creates jobs and opportunities in the community. YouthBiz strives to move beyond the confines of the traditional workforce readiness methodology that prepares young people for low-skill and entry-level jobs. Instead, YouthBiz works to increase the scope of opportunities and prepare young people for careers as dynamic business, educational, and community leaders.

## Dover, DE

### **Jobs for Delaware Graduates, Inc.**

[www.jobsdegrads.org](http://www.jobsdegrads.org)

Jobs for Delaware Graduates, Inc. (JDG) is a nonprofit organization dedicated to serving students whose barriers to high school graduation may best be met by intensive work/life preparatory assistance. Founded in 1979, JDG programs are located in high schools throughout the state. This mission of JDG is to enable students to achieve academic, career, personal, and social success. JDG is based on the belief that students have the ability to learn and be successful given the



right environment and encouragement. The team work of the entire organization and utilization of available resources to students creates a successful partnership between school, home, and student. JDG staff serve as positive role models and assist students in setting realistic goals for their future. JDG provides opportunities in community service, social growth, leadership, and career development. Through the employability skill curriculum instruction, JDG encourages acceptance of personal responsibility and habits of diligence and persistence. As supported by data collected, JDG is a school to graduation to career transition program that brings many positive outcomes to the students served.

## Houston, TX

### **Genesys Works**

*[www.genesysworks.org](http://www.genesysworks.org)*

Genesys Works is a nonprofit organization that gives economically disadvantaged high school seniors the knowledge and opportunity to work and succeed in a corporate environment before they graduate from high school. The mission of the organization is to enable these students to enter and thrive in the economic mainstream by providing them the knowledge and work experience required to succeed as professionals. Throughout the program, students realize firsthand that they can thrive in a corporate environment and that pursuing a professional career can help them achieve a much higher standard of living than they are accustomed to. With this knowledge and continuous guidance from the Genesys Works staff, they significantly redefine their long-term goals and set plans to pursue them. In fact, over 95% of Genesys Works graduates enroll in college immediately after high school, and most are the first in their family to do so.

### **Career and Recovery Resources, Inc.**

*[www.careerandrecovery.org](http://www.careerandrecovery.org)*

Career and Recovery Resources, Inc. (CRR) is a nonprofit organization with a mission to help people identify and overcome barriers to employment and has served the Houston community for 65 years. The clients of CRR come from all walks of life and have experienced personal barriers that deter them from employment and financial self-sufficiency. They include people who are homeless, disabled, literacy-challenged, older workers, and at-risk adolescents. Some clients have attended college and/or may be highly skilled, but may lack work experience or have become displaced workers.

### **SER-Jobs for Progress of the Texas Gulf Coast Inc.**

*[www.serhouston.org](http://www.serhouston.org)*

SER Jobs for Progress of the Texas Gulf Coast is a community-based nonprofit organization whose mission is to enhance the quality of life in the Hispanic community and other communities in need by providing education, training, and employment services that empower individuals, businesses, and communities. SER provides an array of wrap-around services to low-income at-risk youth, 16 to 21 years old. The agency's services are designed to help out-of-school youth who possess one or more employment barriers acquire the soft, hard, and life skills needed to secure or enhance employability skills and compete in today's workforce.

## Indianapolis, IN

### **JAG Indiana (Jobs for America's Graduates, Inc.-Indiana Department of Workforce Development)**

[www.in.gov/dwd/2446.htm](http://www.in.gov/dwd/2446.htm)

JAG (Jobs for America's Graduates) is a school-to-career program implemented in 700 high schools, alternative schools, community colleges, and middle schools across the country and United Kingdom. JAG's mission is to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities, or to enroll in a postsecondary institution that leads to a rewarding career. JAG Programs are in 52 schools in the State of Indiana. This program gives students credit towards graduation and also offers them the opportunity to expand their horizons through business contacts, unpaid and paid internships, guest speakers, mentors, and community service opportunities. Blackford, Connersville and Muncie Central JAG programs are a part of the Region 6 Eastern Indiana Regional Workforce Board and are funded by the Workforce Investment Act.

## Jacksonville, FL

### **PACE Center for Girls, Inc.**

[www.pacecenter.org](http://www.pacecenter.org)

PACE Center for Girls provides girls and young women the opportunity for a better future through education, counseling, training and advocacy. PACE's purpose is to intervene and prevent school withdrawal, juvenile delinquency, teen pregnancy, substance abuse and welfare dependency in a safe and nurturing environment. PACE programs provide the following services: academic education, individualized attention, a gender-specific life management curriculum (SPIRITED GIRLS®), therapeutic support services, parental involvement, student volunteer service projects and transition follow-up services. Every girl at PACE sets individual educational and social goals that are focused on earning a high school diploma or GED, re-entering public school, attending college, getting vocational training, joining the military or entering the private workforce. After program completion, PACE continues to monitor each girl's educational and personal development with three-years of follow-up case management.

### **The Bridge of Northeast Florida, Inc.**

[www.bridgejax.com](http://www.bridgejax.com)

The Bridge of Northeast Florida, Inc. is a 30-year-old community-based organization targeting youth and their families in Jacksonville's at-risk urban neighborhoods. The organization's mission is to promote the development of healthy, productive, self-sufficient youth and families by providing comprehensive educational, social, and health programs to those in need. The Bridge, located in the city's urban core, provides a holistic array of programs including academic assistance, health instruction, enrichment activities, and job skill training/employment programs. The Bridge is the main teen-serving Jacksonville nonprofit agency focused on job skills training and paid internships for high school students.

## Lantana, FL

### **Jeff Industries, Inc.**

*www.jeffindustries.org*

Jeff Industries Inc. is committed to providing void-filling services to persons with chronic and persistent mental illnesses, including those who also have a coexisting secondary disorder, and youth with mental health and emotional disabilities, as well as at-risk persons/families. The organization provides services which add to the stability and integrity of these persons' lives while allowing them to survive in the environment of choice with the least amount of professional intervention. Jeff Industries staff members continuously monitor, evaluate, and improve services and program structures to meet state-of-the-art standards, core competencies, and best practices in the field of psychosocial rehabilitation.

## Las Vegas, NV

### **Nevada Partners, Inc.**

*www.nevadapartners.org*

Nevada Partners is a community-based organization providing workforce development services to adults and youth in Southern Nevada. The programs focus on youth populations that face significant barriers such as homelessness, parental incarceration, pregnancy, and extreme poverty. In keeping with a firm commitment to holistic, client-centered services, Nevada Partners implements a multipronged program service strategy comprised of several program elements including college and career counseling services, supplemental education assistance, support services, youth development activities, psychosocial services, leadership development and mentoring activities, intensive job placement assistance, occupational skills training, and subsidized and unsubsidized work experiences. Nevada Partners' mission is to build a healthy, sustainable community where all residents achieve their full potential through effective education, meaningful employment, safe and affordable housing, and vibrant civic and cultural engagement.

### **Culinary Academy of Las Vegas**

*www.theculinaryacademy.org*

The Culinary Academy of Las Vegas is dedicated to its vision of reducing poverty and eliminating unemployment by providing employability and vocational skills to youth, adults and displaced workers. Each year, the Academy trains several thousand people in eleven classifications for the local hospitality industry including baker's helper, bar back, bar porter, bus person, food server, guest room attendant, house person/utility porter, professional cook, sommelier, and wine server.

## Memphis, TN

### **Memphis Catholic Middle & High School**

*[www.memphiscatholic.org](http://www.memphiscatholic.org)*

Recognizing its responsibility to a diverse community of students, Memphis Catholic combines contemporary educational innovations with personal accountability. This is designed to shape both the educational development of the students, their dependability in the workplace, and their character. Awakening a student's academic potential, coupled with exposure to a professional work environment, enhances a student's preparedness for life after high school. Memphis Catholic provides a challenging, co-ed, college preparatory education. There is a strong commitment to providing an education that works. Every student who passes through Memphis Catholic's doors has the opportunity to sharpen his/her intellect, increase civic involvement, grow spiritually, and develop a strong work ethic.

## Miami, FL

### **Big Brothers and Big Sisters of Greater Miami**

*[www.wementor.org](http://www.wementor.org)*

Big Brothers and Big Sisters of Greater Miami, Inc.'s (BBBS) mission is to provide children facing adversity with strong and enduring, professionally supported one-to-one relationships that change their lives for the better, forever. BBBS provides mentoring to children between the ages of 5 and 18 through three distinct programs: the Community-Based Program, Bigs Inspiring Scholastic Success Program, and the School to Work Program.

### **Youth Co-Op, Inc.**

*[www.ycoop.org](http://www.ycoop.org)*

Youth Co-Op, Inc. is a nonprofit organization incorporated in Florida in 1973 which serves over 68,000 individuals annually, consisting of children, youth, adults, families, and recent immigrants. The mission of Youth Co-Op, Inc. is to promote the social well-being of South Florida's families in need through education, employment and empowerment. By addressing these fundamentals, Youth Co-Op continues a tradition of quality programs and excellence in service as the progress and development of Miami's communities are advanced.

### **Suited For Success, Inc.**

*[www.dfsmiami.org](http://www.dfsmiami.org)*

Suited for Success (SFS) was established in 1994 as a nonprofit organization serving welfare recipients in Miami-Dade County. Over the last 18 years, SFS has assisted over 35,000 adults and youth as they prepare to enter the workforce. SFS focuses its efforts on providing assistance and programs that meet community needs while ensuring alignment between these services and the agency's mission. Programs have evolved to provide employment/life skills training and professional business clothing to welfare-to-work participants, ex-offenders, transitional housing clients, low-income high school students, youth in the foster care system, and other individuals who are struggling to secure and retain employment.

## Nashville, TN

### **Oasis Center, Inc.**

*www.oasiscenter.org*

Founded in 1970 to provide community-based care for youth experiencing alcohol and drug problems, Oasis Center offers safety and support to Nashville's most vulnerable and disconnected youth. The Oasis Center works with over 2,400 Middle Tennessee youth a year, offering a range of services from counseling and basic life skills, to job readiness programs for homeless youth participating in transitional living programs.

### **Bethlehem Centers of Nashville**

*www.bethlehemcenters.org*

Bethlehem Centers of Nashville (BCN) has a 118-year history of providing social services to the Nashville community. Today, BCN remains dedicated to the community through a strong mission of service to the children, youth, families and elderly who reside in two of Nashville's highest poverty level neighborhoods. BCN's goal is to help children, teens, adults, seniors, and families move to the next, productive stage in their lives. Their mission is to promote self-reliance and positive life-choices for children, youth, and adults, by delivering and advocating quality programs and services.

## New Orleans, LA

### **Limitless Vistas, Inc.**

*www.limitlessvistas.org*

Limitless Vista, Inc. (LVI) is a nonprofit community-based agency, chartered in New Orleans in 2006 and dedicated to serving the needs of disadvantaged youth between the ages of 18-24. LVI's overall mission is to help disadvantaged young people complete their education and learn the necessary skills to become gainfully employed while building a hopeful future for themselves, their families, and their communities. LVI achieves its mission by training young people for entry-level jobs and providing education through community environmental and construction service learning projects. This multifaceted effort enables students to learn to give back to their communities, develop a sense of pride, and become stewards of their communities - all while developing job, social, and life skills.

### **Reconcile New Orleans, Inc.**

*www.reconcileneworleans.org*

Reconcile New Orleans, Inc. transforms the lives of young adults and the community through the ministry of reconciliation. With a mission is to fight the system of generational poverty, violence and neglect in the New Orleans area, Reconcile New Orleans carries out its work by encouraging personal growth, providing workforce development and training, promoting entrepreneurship, and working with businesses, nonprofits, and people of faith to support transformation.

## New Orleans, LA (continued)

### **Covenant House-New Orleans**

*www.covenanthouseno.org*

Covenant House New Orleans provides shelter and services to homeless, runaway and at-risk youth ages 16-21. Since 1987, Covenant House New Orleans has touched the lives of over 17,000 youth, providing them with food, shelter, clothing, medical attention, individual and family counseling, substance abuse management, educational assistance, vocational and job training and living skills. Covenant House seeks to rebuild and reunite families whenever possible, or offer youth the opportunity and the tools they need to build healthy, independent and productive lives.

## New York, NY

### **The Door-A Center of Alternatives, Inc.**

*www.door.org*

The Door is a comprehensive youth development agency based in New York City, serving more than 11,500 youth per year with a range of services, including healthcare, legal support, counseling, arts and recreation, crisis services, college advisement, and career and education services. All services are free, confidential and under one roof. Every year over 3,000 young people access The Door's array of career and education programs, geared towards in-school and out-of-school youth. Providing high-quality career and education programs alongside services that address essential needs—like clothing, food, counseling and health—makes The Door unique in its approach, and a vital resource for many of the city's most vulnerable youth.

### **Henry Street Settlement**

*www.henrystreet.org*

Henry Street Settlement's mission is to open doors of opportunity to enrich lives and enhance human progress for Lower East Side residents and other New Yorkers. Founded in 1893, Henry Street provides comprehensive social services, healthcare, and arts programs across 17 neighborhood sites, benefiting approximately 50,000 New Yorkers annually, from toddlers to senior citizens. Each year, over 5,000 youth and other low-income community members, benefit from the agency's robust youth and workforce development programs, which provide soft-skills/life skills, training, internships, job placements, and GED, college preparation, and other educational and supportive services.

### **CityKids Foundation, Inc.**

*www.citykids.com*

The mission of The CityKids Foundation (CityKids) is to empower urban young people, ages 13 to 19, through arts and educational programs to develop the knowledge, skills, and confidence to succeed in school, the workplace, and in life. With a focus on continuity of services, CityKids programs offer comprehensive support from freshman year through graduation and transition into college or employment.

### **Good Shepherd Services**

*[www.goodshepherds.org](http://www.goodshepherds.org)*

Good Shepherd Services' mission is to surround at-risk youth and their families with a web of supports that promote a safe passage to self-sufficiency. Serving 20,000 participants annually in the Bronx, Brooklyn and Manhattan, Good Shepherd programs include: community-based youth development, education, and family service programs; multiple pathways to graduation; group homes for adolescents; foster care and adoption; and professional training services. Critical to breaking a cycle of negative outcomes and achieving self-sufficiency is professional stability. To that end, workforce development activities are infused into all of Good Shepherd Services' programs to build those skills necessary for youth to lead healthy, independent lives.

### **The Children's Aid Society**

*[www.childrengroups.org](http://www.childrengroups.org)*

The Children's Aid Society helps children in poverty succeed and thrive through comprehensive supports to children and their families in targeted high-need New York City neighborhoods. The Children's Aid Society's programs for teens and young adults guide youth in their journey towards independence by teaching them the skills and knowledge necessary to function in the adult world. Children's Aid programs help create a ladder to adulthood for teens, providing a graduated series of experiences that encourages teens to take initiative, and allows them to grow. Problem solving, collaboration, conflict resolution, peer education, leadership, and mentoring are stressed. By encouraging these skills, Children's Aid empowers socially and economically marginalized young people to develop the resiliency, self-reliance and the self-confidence required to succeed in adulthood.

### **SCAN New York-Volunteer Parent-Aides Association**

*[www.scanny.org](http://www.scanny.org)*

SCAN-NY (Supportive Children's Advocacy Network) is the largest provider of youth services in East Harlem and the South Bronx, serving over 5,000 children and 100 families each year through an array of academic enrichment and social service programming. SCAN's services can be grouped into seven categories: youth employment; educational programming; early childhood education; after-school programming; youth counseling; family counseling and support; and community partnerships. All of SCAN's programs strive to empower the children and families served, helping them overcome an assortment of socio-economic obstacles to realize their full academic, social, and professional potential. SCAN's mission is to provide at-risk families and children living in East Harlem and the South Bronx with integrated family-focused programming that uses a positive approach, harnesses individual strengths and fosters responsibility, self-esteem, initiative and the development of life skills.

## Oakland, CA

### Youth UpRising

[www.youthuprising.org](http://www.youthuprising.org)

Youth UpRising's (YU) mission is to transform East Oakland into a healthy and economically robust community by developing the leadership of youth and young adults and improving the systems that impact them. YU serves Alameda County youth and young adults ages 13-24 who often lack positive adult relationships as well as live at the epicenter of violence and poverty. YU's approach is grounded in a comprehensive case management model designed to nurture youth's personal transformation while facilitating their efforts to improve their communities. Each year, YU offers culturally relevant programming with wraparound supports to more than 2,000 youth, providing services in four core areas: Career & Education, Health & Wellness, Arts & Expression, and Civic Engagement.

## Orlando, FL

### Workforce Central Florida A.K.A. Central Florida Regional Workforce Development Board Inc.

[www.workforcecentralflorida.com](http://www.workforcecentralflorida.com)

Workforce Central Florida is a nonprofit organization focused on workforce planning, programs, and the labor market. WCF connects employers to talent in the area and provides worker resources and training. WCF prepares its community's residents for careers that meet local businesses' demands for today and into the future, and offers innovative solutions to assist Central Florida businesses to succeed in today's workforce, while providing the tools job seekers need to find or advance in their current career.

### Orlando Community & Youth Trust, Inc.

[www.orlandotrust.org](http://www.orlandotrust.org)  
[www.cityoforlando.net](http://www.cityoforlando.net)

The City of Orlando's Families, Parks and Recreation (FPR) Department operates Orlando's afterschool, athletics, fitness, cultural arts, nature, and educational programs. To leverage philanthropy and public and private grants that expand and enhance programs not funded through the City budget, FPR operates a sister nonprofit organization, the Orlando Community & Youth Trust, Inc. (OCYT). Through OCYT, FPR employs hundreds of youth ages 15 to 24 as lifeguards and after school counselors in the summertime when programming expands upon the opening of pools and summer camps. OCYT also operates Parramore Kidz Zone Workz, a comprehensive youth employment project that includes job training, placement, youth stipends, and mentoring/retention services.

## Philadelphia, PA

### Philadelphia Youth Network

[www.pyninc.org](http://www.pyninc.org)

The Philadelphia Youth Network (PYN) is a nonprofit organization that serves as a catalyst for collective action by developing and delivering models that change systems and improve educational and economic outcomes for youth. PYN's vision is that all of Philadelphia's young people will take their rightful places as full and contributing members of a global economy. To pursue this vision, PYN supports a



range of programming that occurs in three primary settings: in the workplace (e.g. work-ready internships offer career exposure, connection to caring adults, and on-the-job experience in businesses across the region); in schools (e.g. Student Success Centers help youth design their post-secondary readiness plans and coordinate services within neighborhood high schools); and in the community (e.g. GED-to-College programs help youth who have dropped out of school build the skills and make the connections they need for college and career success.)

### **Youth Empowerment Services (YESPhilly)**

*www.yesphilly.org*

The mission of YESPhilly is to develop a broad base of opportunities for Philadelphia's out-of-school youth (high school dropouts). Since inception, YESPhilly has provided over 2,000 youth with a combination of academic, media arts, and technology skills training which is complemented by counseling supports. The YESPhilly program develops students' academic, technical, personal, and critical thinking skills so that they can pass the GED test and meet standards required for both post-secondary education and quality employment in today's economy. Intensive academic courses are combined with media arts studio courses that motivate students, access their creativity, and develop their technology literacy skills.

## **Phoenix, AZ**

### **Arizona Opportunities Industrialization Center**

*www.azoic.org*

The Opportunities Industrialization Centers (OIC) are a network of comprehensive employment training programs across the nation established on the belief that education thrives in a community bound by moral and ethical values and devotion to lifelong learning. OIC accepts the responsibility and responds to the needs of the people in local communities who desire to fulfill their potential in life. Arizona OIC's main objective is to assist clients with identifying, obtaining, and maintaining employment. Clients meet with a qualified employment specialist who assists them with specific jobseeking needs.

## **Portland, OR**

### **SE Works, Inc. A.K.A. WorkSource Portland Metro SE**

*www.seworks.org*

Established in 1997, SE Works is a community-based workforce development organization providing employment, training, and supportive services. The mission of SE Works is to strengthen the economic health and well being of the diverse southeast Portland community by increasing access to employment, educational, and supportive services.

## Portland, OR (continued)

### **Oregon Tradeswomen, Inc.**

*www.tradeswomen.net*

Oregon Tradeswomen, Inc. is dedicated to promoting success for women in the trades through education, leadership, and mentorship. Started in 1989 as a small support group led by four tradeswomen (an elevator constructor, two carpenters and an operating engineer), OTI was founded on the principles that women deserve and can attain economic self-sufficiency through pursuing careers in the building, mechanical, electrical, and utility trades while helping and encouraging the trades industry build up a diverse workforce. Today the organization is comprised of nearly 400 members, three programs, an annual trades career fair for women and girls, and the support of trades industry employers.

### **Outside In**

*www.outsidein.org*

The mission of Outside In is to help homeless youth and other marginalized people move towards improved health and self-sufficiency. Outside In provides youth with the hope, confidence, and skills necessary to build stable lives. Clients are treated with respect. Services include: housing; education; employment; counseling; medical care; healthy meals; recreation and art; and safety off the streets.

### **Worksystems, Inc.**

*www.worksystems.org*

Worksystems, Inc. (WSI) is a nonprofit agency that accelerates economic growth by pursuing and investing resources to improve the quality of the workforce. Worksystems designs and coordinates workforce development programs and services delivered through a network of local partners to help people get the skills, training, and education they need to go to work or to advance in their careers. Partnerships include employers, labor groups, government, community colleges, high schools, community-based and economic development organizations. The mission of the organization is to coordinate a regional workforce system that supports individual prosperity and business competitiveness.

## Richmond, VA

### **F.I.R.S.T. Contractors, Inc.**

*www.firstcontractors.org*

F.I.R.S.T. Contractors Inc. was established to address the critical issues facing young adults who are transitioning out of foster care and/or the court systems. The purpose of F.I.R.S.T. Contractors Inc. is to increase the opportunities for success along the continuum of employability and life. The goal of F.I.R.S.T. Contractors is to provide a range of developmental opportunities in three major areas: job readiness and skill development training; supportive employment; and life skills training. F.I.R.S.T. Contractors' objective is to use the introduction to enterprise, construction industry trades, office management, data entry, and inventory control as vehicles to promote transferable employability and life management skills.

## San Diego, CA (Escondido, CA)

### North County Interfaith Council Inc. A.K.A. Interfaith Community Services

[www.interfaithservices.org](http://www.interfaithservices.org)

North County Interfaith Council was founded in 1979 by a group of diverse faith communities to address the needs of low-income, homeless, and underserved populations. Over the years, Interfaith has evolved into a continuum of programs and services that provide the tools and resources people in crisis need to stabilize and rebuild their lives. Interfaith programs are organized into five main areas: basic needs, housing, counseling, employment services, and drug & alcohol rehabilitation.

## San Francisco, CA

### MatchBridge

[matchbridge.org](http://matchbridge.org)

MatchBridge, a program of United Way of the Bay Area, has a mission of helping young people find a path out of poverty by connecting their education to the labor market. This is accomplished through work-based learning experiences such as jobs, internships and other projects. These experiences offer youth a chance to see how their education is connected to the work world and MatchBridge helps light the path for successful educational outcomes, leading to self-sufficient lives. Youth who are ready for a work-based learning experience are referred from other youth program partners throughout the San Francisco area who have trained and prepared the youth for a work environment. MatchBridge then works with business partners to find a good match for each young person's skills and interests. MatchBridge hosts skill-building workshops on topics such as resume writing, interviewing, and job search strategy. Through building a strong network of business partners, community-based youth organizations and education systems, MatchBridge is strengthening the link between education and the labor market.

### Larkin Street Youth Services

[www.larkinstreetyouth.org](http://www.larkinstreetyouth.org)

Larkin Street Youth Services provides homeless, runaway, and at-risk kids between the ages of 12 and 24 with the help they need to rebuild their lives. Each year, more than 3,600 kids walk through Larkin Street's doors seeking help. Staff provide them with the care, nurturing, and support they need to resolve the immediate crises in their lives and take steps toward a brighter future beyond the streets. The service continuum at Larkin Street is comprehensive; it is designed to meet the myriad and evolving needs of kids without a safe place to call home.

## San Francisco, CA (Los Gatos, CA)

### TeenForce

[www.teenforce.org](http://www.teenforce.org)

TeenForce's mission is to build a self-sustaining nonprofit organization that helps teens, ages 14-20, gain work experience. Partnering with over fifty Silicon Valley employers, TeenForce is a nonprofit staffing agency that makes it convenient and cost effective for employers to hire teens and implement their commitments to the Department of Labor's Summer Jobs+ initiative. TeenForce also provides work readiness training, job search training, and work skills development classes through a network of community training partners. Youth working with TeenForce are placed in a variety of paid work experiences, including jobs in health care, tech support, programming, food service, accounting, auto repair, graphic design, and social media marketing.

## Sanford, NC

### Lee County JobReady Partnership Council

[www.leecountyjobready.org](http://www.leecountyjobready.org)

Created in 1996, the Lee County JobReady Partnership Council is a grassroots organization supporting career and technical education in middle and high schools. The council is affiliated with Lee County Schools and works closely in partnership with Central Carolina Community College, Lee County Economic Development and other local organizations. Members locate and arrange apprenticeships, internships, job shadowing, and other educational opportunities for students outside of the classroom. Working through student organizations, JobReady helps students participate in real-world competitions, leadership-building events, and career development activities.

## Tacoma, WA

### The Reach Center

[www.reachtacoma.org](http://www.reachtacoma.org)

REACH (Resources for Education and Career Help) Center provides career, education, and personal development services for young adults, ages 16-24, in the Tacoma/Pierce County area. At the REACH Center, young people have access to computers, internships (paid and unpaid), job fairs, job corps, tutoring services, on-site GED classes, and high school completion programs. Through this unique and extensive collaboration, the REACH Center provides easy access to services otherwise largely inaccessible to Pierce County's young people. Over 4,500 young people with diverse backgrounds and needs have come to the REACH Center.

## Tampa, FL

### AMIkids Miami-Dade (F.K.A Dade Marine Institute)

[www.amikids.org](http://www.amikids.org)

AMIkids Miami-Dade is a program for adjudicated youth referred through the Department of Juvenile Justice. While partnering with Miami-Dade County School Board, Department of Juvenile Justice, and United Way of Miami-Dade County, AMIkids finds solutions for juvenile crime issues that face Miami-Dade County through a low-risk, non-punitive marine guided environment for approximately 3-9 months.

## Toledo, OH

### Harbor

[www.harbor.org](http://www.harbor.org)

Harbor, a nonprofit agency, is the largest area provider of mental health services to youth in Northwest Ohio. Offering community case management, life skills classes, counseling, behavior coaching, psychiatric services, alcohol and drug prevention, and alternative schooling, Harbor has had a 100-year history of providing community services designed to support youth in the community.

### Toledo Botanical Garden Board, Inc.

[www.toledogarden.org](http://www.toledogarden.org)

Toledo Botanical Garden is a public/private partnership between the Toledo Botanical Garden Board, Inc. and the Metroparks of the Toledo Area in collaboration with the City of Toledo. Programs provide youth transitioning out of detention a thorough curriculum of skills designed to make them employable and better prepared to be successful as productive members of the broader community. Youth receive hands-on experience with carpentry, machine maintenance, animal husbandry, landscaping and urban agriculture. Staff members work with youth to find appropriate job placement when possible, and provide on-going support as they transition into a regular job setting.

### Partners In Education of Toledo

[www.partnerstoledo.org](http://www.partnerstoledo.org)

Since 1994, Partners In Education of Toledo has worked in collaboration with area businesses to enhance student success through community engagement. Each partnership is uniquely tailored to meet the needs of the students, school and the business. Partnership models have included supervised student internships, tutoring, mentoring, and post-secondary preparation. The children and youth served through Partners In Education come from urban areas, are eligible for free and reduced lunches and are potential first generation college students. Partners' goal is for students to have a plan and to be prepared for life beyond high school.

### The Young Mens Christian Association of Greater Toledo

[www.ymcatoledo.org](http://www.ymcatoledo.org)

The YMCA of Greater Toledo is focused on strengthening the community through youth development, healthy living, and social responsibility. The organization does this by building an integrated living community-based system that addresses the needs of low-income, at-risk youth ages 14-18, most of whom are living in generational poverty. Participants improve educational achievement, prepare for and succeed in employment, and develop their potential as citizens and leaders. Services including tutoring, paid/unpaid work experience, occupation skills training, leadership development, and adult mentoring are provided year-round.

## Washington, DC Metro Area

### **Latin American Youth Center, Inc.**

*www.layc-dc.org*

The Latin American Youth Center (LAYC) offers multi-service, comprehensive, and bilingual enrichment, prevention, intervention programs and opportunities in education, workforce readiness, housing, community building, mental health services, arts, and healthy recreation to over 4,000 individuals each year. While LAYC initially worked with diverse Latino youth, today all youth are supported by the LAYC.

### **Martha's Table**

*www.marthastable.org*

Established in 1980, Martha's Table helps 1,100 people a day deal with the immediate effects of poverty and finds long-term solutions with education, nutrition, and family support services. Martha's Table addresses emergency needs with food and clothing programs and breaks the long cycle of poverty with education and family strengthening programs. Martha's Table works to create positive outcomes with: 1) tutorial, educational, job training and recreational programs during the school year and the summer for approximately 250 children and youth, ages 3 months to 22 years; 2) family support services, including groceries, a clothing distribution center, screenings and referrals; 3) meals to the homeless every day of the year at numerous sites throughout the city as well as meals for senior shut-ins; and 4) collaborations with 200 other organizations to coordinate efficiently a variety of services.

## Washington, DC (Vienna, VA)

### **SkillSource Group, Inc.**

*www.myskillsource.org*

The SkillSource Group, Inc. is the nonprofit fiscal agent of the Northern Virginia Workforce Investment Board, and supports both Northern Virginia jobseekers and businesses. The largest workforce area in Virginia, SkillSource represents over 1.9 million residents and thousands of businesses in Fairfax, Loudoun, and Prince William counties and the cities of Fairfax, Falls Church, Manassas, and Manassas Park at its five One-Stop SkillSource Employment Centers. SkillSource offers workforce services to diverse segments of the Northern Virginia community to increase access to employment opportunities, particularly low-skilled or low-income youth and young adults encountering multiple barriers to employment.

## West Palm Beach, FL

### **Urban Youth Impact, Inc.**

*www.urbanyouthimpact.com*

Urban Youth Impact's vision is to empower youth and young adults with barriers to employment to be employable, eager, and employed for good. As a provider of a comprehensive, integrated and holistic mix of services, Urban Youth Impact promotes proper character transformation, enhanced academic achievement, successful graduation or GED completion, job attainment skills, entry into post-secondary education and/or career pathways and ultimately gain employment.

## Wilmington, DE

### **Delaware Futures**

*[www.delawarefutures.org](http://www.delawarefutures.org)*

Delaware Futures provides academic, social, motivational support, and cultural enrichment that empowers economically disadvantaged high school students to recognize and fulfill their unrealized potential and become matriculated college students. Delaware Futures is a longitudinal program over four years of high school that increases academic success and preparation for secondary education. Its purpose is to prepare students who might otherwise not gain admission to college. Serving its students year round, it is an intensive experience that provides individual attention and support for each student.





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# GLOSSARY OF TERMS

## Overview

Listings in the glossary are selected terms and names appearing frequently in the text of the toolkit. These definitions are for the purposes of this toolkit, unless otherwise noted by a direct source.

### **APPRENTICESHIP**

An apprenticeship is a system of training a new generation of workers in a skill within a specific trade. Apprentices or protégés (or the student/learner) build their careers from apprenticeships. Most of their training is done while working for an employer who helps the apprentices learn their trade, in exchange for their continuing labor for an agreed period after they become skilled. Education may also be involved, informally via the workplace and/or by attending vocational schools while still being paid by the employer. Apprenticeship programs in the United States are regulated by the Smith-Hughes Law (1917), The National Industrial Recovery Act (1933), and National Apprenticeship Act, also known as the “Fitzgerald Act.” (See also: Registered Apprenticeships.)

### **CAPACITY-BUILDING**

Interventions, actions, or supports that improve a nonprofit effectiveness: organizational and financial stability, program quality, and program growth. (Foundation Center)

### **COMMUNITY-BASED ORGANIZATION**

Private, nonprofit organizations which are representative of a community or significant segments of a community and provide educational or other services to individuals in the community. (US Code)

### **DISCONNECTED YOUTH**

See Opportunity Youth.

### **DISENGAGED YOUTH**

See Opportunity Youth.

### **EDUCATION PATHWAY**

A program, series of activities, or planned experiences designed to steer opportunity youth on a trajectory to advance their education and meet their academic goals.

### **EMPLOYMENT PATHWAY**

A program, series of activities, or planned experiences designed to steer opportunity youth on a trajectory to advance their employment qualifications and ultimately lead to stable, long-term opportunities.

### **INTERNSHIP**

A formal, structured position where a youth works directly with an employer for a defined period of time with the goal of gaining basic job skills and specific expertise related to the field of employment. This learning opportunity is broad in scope and it not focused on a specific trade-skill development (see Apprenticeship). Typically includes some form of compensation (e.g. academic credit, hourly wage, work stipend).

### **JOB SHADOW DAY**

A single-day event (can be as short as a few hours) where opportunity youth spend time on-site with the employees of a single company or profession. The experience is designed to introduce youth to a single career or employer, and should include opportunities for them to learn from professionals in a specific field or function. Youth may also be paired with a single employee for a true “shadowing” experience where they observe day-to-day responsibilities of that professional.

**LANE OF ENGAGEMENT**

One of three models through which a company might engage youth with a goal of building employment opportunities. Includes: Soft Skills Development, Work-Ready Skills, and Learn & Earn opportunities.

**LEARN & EARN PROGRAM**

A lane of engagement that allows youth to develop on-the-job skills in a learning environment while receiving compensation for work. Examples include internships, apprenticeships, or other paid, non-permanent employment. (See also: Lane of Engagement, Soft Skills Development, Work-Ready Skills Development.)

**OPPORTUNITY YOUTH**

Youth that are not currently enrolled in school or are not employed. Described as “disconnected youth” in recent social science literature, these youth are vulnerable to negative outcomes as they transition to adulthood. Opportunity youth are looking to reconnect to school and work, build strong families, and make a difference but significant barriers, including lack of education or work experience, stand in the way. (Bridgeland, J. & Milano, J. (2012.) Opportunity Road: The Promise and Challenges of America’s Forgotten Youth. Retrieved from [www.civicenterprises.net/reports/opportunity\\_road.pdf](http://www.civicenterprises.net/reports/opportunity_road.pdf))

**OUTCOMES MEASUREMENT**

Outcomes refer to the changes that an organization brings about in the behavior, attitudes or condition of its customers or clients. Outcomes measurement is the act of identifying the indicators of a defined set of desired outcomes and tracking overall performance of the program or organization against those outcomes. For Youth Employment Programs, outcomes might include youth becoming more prepared to enter the workforce, for the company to be an employer of choice, or for employees involved with the program to stay with the company for a longer tenure. (TDCorp)

**PARTNER ORGANIZATION**

Refers to the nonprofit agency or school with which you develop and execute your youth-serving program. Other phrases used: community partner, community-based organization.

**PILOT STAGE**

The process of implementing, testing and refining a new program or initiative. This includes an initial small-scale opportunity to gain comfort with programs involving youth before rolling out a larger, scaled effort.

**READINESS FACTORS**

Characteristics or features of a business that suggest it would be well prepared to be successful in the launch of a new youth employment program. Often includes intangible factors such as a corporate culture that values professional growth and development, or leadership support of new undertaking.

**REFINE AND GROW STAGE**

The process of expanding on an initial offering; this phase includes evolving the curriculum, model, design, eligibility or overall scale of a program. A key component of this stage is reflecting on your initial program offerings and identifying areas that would benefit from adjustments or revisions to the structure, supporting tools, or method of delivery.

### **REGISTERED APPRENTICESHIPS**

Registered Apprenticeships are special kinds of learn-and-earn programs that are officially regulated by the Department of Labor. Registered Apprenticeship programs meet the skilled workforce needs of American industry, training millions of qualified individuals for lifelong careers since 1937. Registered Apprenticeship helps mobilize America's workforce with structured, on-the-job learning in traditional industries such as construction and manufacturing, as well as new emerging industries such as health care, information technology, energy, telecommunications and more. Registered Apprenticeship connects job seekers looking to learn new skills with employers looking for qualified workers, resulting in a workforce with industry-driven training and employers with a competitive edge. (Department of Labor, [www.dol/eta.gov/oa](http://www.dol/eta.gov/oa))

### **SOFT SKILLS DEVELOPMENT**

A lane of engagement that provides youth with work-relevant skills via course work and/or direct, interactive experiences. Education areas might include communications, problem solving, interpersonal skills, decision making, time management and relationship building. (See also: Lane of Engagement, Work Ready Skills Development, Learn & Earn.)

### **TALENT PIPELINE**

A defined, sustainable process for sourcing and developing qualified talent for an organization or business.

### **WORK-READY SKILLS**

A lane of engagement that provides youth with insight into the world of work to prepare them for employment through training and experiences tailored around exposure to job-related responsibilities. Work ready skills include preparing youth to conduct a job search, understand potential career options, build a resume, interview successfully or apply for post-secondary school. Activities to support this development might include job shadow days, job search coaching, or academic tutoring. (See also: Lane of Engagement, Soft Skills Development, Learn & Earn.)

### **WORKSHOP**

An educational experience (typically lasting a few hours or less) built around a set curriculum, led by one or more instructors, and designed to share specific skills, lessons, or practical trainings with attendees on a focused subject.

### **WRAPAROUND SUPPORT**

Services designed to complement a youth employment program and provide holistic and robust support to participating opportunity youth, effectively increasing the chance for youth success. Examples include housing, transportation, counseling, education, mentoring or other social services.

### **YOUTH EMPLOYMENT PROGRAM**

A series of interactions, trainings, or curriculum designed to enable a company, normally in partnership with a community based organization, to provide supporting services, trainings, or compensated work opportunities to opportunity youth. These programs are driven by the goal of ensuring youth develop the skills needed for long term success in education and the workplace. Can include multiple offerings presented under the same name or umbrella, or might entail a recurring event or opportunity that is replicated. Always includes services provided to multiple youth or clients over time.

### **YOUTH DEVELOPMENT**

The process which young people, from ages 10 until 24, acquire the cognitive, social, and emotional skills and abilities required to navigate life. Simply put: the development process through which youth transition from adolescence to young adulthood.

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