

A TOOLKIT FOR EMPLOYERS

**CONNECTING
YOUTH & BUSINESS**

CONNECTING YOUTH & BUSINESS, A TOOLKIT FOR EMPLOYERS

Version 1.0

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This toolkit was created by Gap Inc., a company with a long-standing commitment to developing youth and preparing them for the world of work, in partnership with McKinsey & Company, Corporate Voices for Working Families, and the Taproot Foundation.

January 2012

Finding employment in this economy is challenging, but imagine you're a young person who needs a job and you have no experience. Then imagine you don't have the right education and face other obstacles that make getting that first job seem impossible. There are currently over six million young people in the U.S. today who are not connected to school or work. We believe these young people could begin to change the trajectory of their lives if they were given an opportunity. Businesses can play an important role in making this happen. They can help these disconnected youth get on a pathway to a better future. And businesses can benefit from this work, too: companies involved in these types of programs report increases in employee engagement, customer loyalty, and employee retention.

This toolkit provides step-by-step instructions designed to guide companies on options for supporting, training, and employing disconnected youth. It was created for companies with some experience in nonprofit engagement or community involvement. We had medium to large companies in mind when we created the toolkit, though we believe aspects of this toolkit can be leveraged by a company of any size. We also believe that this toolkit has elements that can be leveraged to support all young people, not just disconnected youth. While developed with them in mind, we believe that the basic tenets of this toolkit would bring value to all youth.

This is Version 1.0 of this toolkit, and it reflects the input of 30 reviewers who have expertise in this arena or are potential users. We will gather additional feedback and issue Version 1.1 in Spring 2012.

Overview of Tools

This toolkit takes users through four key stages to identify and define a program to provide disconnected youth with skills for employment and adulthood. During the first stage, employers take an assessment which will guide them to select one of three “lanes of engagement” (Soft Skills Development, Work Ready Skills Development, or Learn & Earn—see diagram on page 8 for definitions and examples of these lanes). The second stage takes employers through an exercise to define the scope of their company’s work with disconnected youth. The third stage guides users through a plan to build their company’s pilot program. The fourth stage sets employers up for ongoing program development and refinement so that they can transition their pilot to an ongoing program that delivers measurable value to the business and to participating youth.

1.

ASSESS & SELECT

- What does my company have to offer?
- Assess your company’s resources, culture, and readiness for engagement with disconnected 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.

GETTING STARTED

1.

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STEP ONE ●○○○

ASSESS & SELECT

Overview

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

The assessment 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 self-assessment 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 self-assessment seeks to help employers get started and will propose a potential pathway; it is up to you to determine the best way to move forward.

There are three key ways for employers to provide disconnected 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 self-assessment. 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 assessment 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 self-assessment, too. Then, review your scores. How close were you? What did you answer differently? You can use your average score to interpret your results.

PART 1:

Questions to Assess My Company’s Readiness

Scoring System:

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

QUESTION	SCORE
<p>My company’s senior leadership is very interested in preparing youth to be successful in the world of work.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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: having a diverse workforce, a talent pipeline, opportunities for professional development, and employee retention.</p>	
<p>We currently have (or would be willing to create) systems to capture and track data to measure the outcomes of our youth employment programs.</p>	
<p>My company has or is currently running programs that introduce youth to the world of work.</p>	
<p>My company has a culture that values career development. All employees are provided with opportunities to learn and grow.</p>	
<p>Employees in my company can see clear career pathways for themselves. There is an effort to provide transparency around skill attainment, growth, and advancement.</p>	
<p>Total score for Part 1 questions</p>	<input type="text"/>

PART 2:

Questions to Assess 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 related, 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 disconnected 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):

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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 questions	

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 nonprofits serving youth through program or capacity building funding	
Funding to support youths' needs in non job-related areas or wraparound support via a nonprofit (e.g., child care, transportation, etc.)	
Power of the company's own brand and employees as role models to engage, motivate, 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 nonprofits	
Ability to provide or 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 questions	<input type="text"/>

SCORE CALCULATION	
Part 1: Total Score	
Part 2: Total Score	
Part 3: Total Score	
My Final Score	<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 self-assessment 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 \(page 14\).](#)

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 \(page 30\).](#)

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 \(page 48\).](#)

SOFT SKILLS DEVELOPMENT

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STEP TWO ○●○○

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.](#)

<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 nonprofit organizations that work with youth frequently have established trainings to meet this need, and staff instructors are experienced teaching these sensitive issues. This toolkit focuses on work-related soft skill development.



* 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 disconnected youth work-related soft skills. Based on your results from the assessment 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 assessment survey helped you identify what resources and supports you have available within your company and network to identify the best lane of engagement for your business.

The program scoping worksheet below will help you think about how you want to apply your resources 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 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?

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

I 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? 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.)?

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

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:

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

Key Stakeholders

1. Do you already have a network of nonprofit partners that are knowledgeable about youth development?

Some potential community partners include:

2. HR can help with this program by:

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

Key Stakeholders (continued)

3. My community partner will support this program by:

(e.g., recruiting and selecting youth, recommending curriculum, managing day-of event logistics, administering stipends, 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 nonprofit partners, 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.](#)

<http://corporatevoices.org/system/files/BizToolkit.pdf>

STEP THREE ○○●○

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 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 disconnected youth with an opportunity to learn work-related soft skills and practice these skills in a safe learning environment. Curricula for these workshops already exist and can be leveraged from the web or from a nonprofit partner (for some ideas, see page 24). 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

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

BUSINESS IMPACT

Goal: Businesses help develop skilled youth for their workforce and employees build skills as they engage in the community.

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 skills, while providing Gap Inc. employees with meaningful development opportunities, deeper connections with co-workers and increased loyalty to Gap Inc.

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 nonprofit partner** focused on youth development to identify a small group of youth.
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 nonprofit partner 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 Appendix A 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.

<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, where to get an email service from, and how to communicate properly and safely online. This is an interactive workshop available at

<http://www.gcflearnfree.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 and participant guide is available at

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 and participant guide is available at

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.

<http://www.money-wise.org>

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

AFSA Money Skill: <http://www.moneyskill.org/>

Jump\$tart Coalition Clearinghouse: <http://clearinghouse.jumpstart.org/browse/free>

National Endowment for Financial Education: <http://www.nefe.org/>

Practical Money Skills: <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, marketing, and operations.

<http://www.smckids.com/>

STEP FOUR ○○○●

REFINE & GROW

Overview

Once you've successfully completed one or more pilot workshops, consider whether the Soft Skills Development model 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?
- Were the nonprofit partner or partners you worked with the right match for your company? Would this partner or partners be a great match for a longer-term relationship?

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

From Pilot to Program: Customize and Formalize your Soft Skills Offerings

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 together. This definition process requires input from multiple perspectives—be sure to capture and integrate feedback from past participants, youth development staff experts from local organizations, and senior company stakeholders.

KEY STEPS

- 1. Revisit your original assessment 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 buildout.
- 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 nonprofit partner or partners. With a longer term program, you should plan on providing your nonprofit 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 28);
 - 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 the assessment with a time lag after the program concludes to capture change. Track the number of youth who enter the company as interns 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 Appendix A 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 nonprofit partner 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 THE NONPROFIT 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 disconnected 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, nonprofit and other stakeholders can provide feedback, express concerns and learn about progress.

MORE RESOURCES

Tools

Casey Family Programs' Life Skills Guidebook

<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. Learning to manage your money is a great way to start making the most of your life. Should you invest in your education? How do you start saving money? How can you take charge of your financial future? All the information you need to answer these questions and more are right here.

<http://moneymattersmakeitcount.com/Pages/default.aspx>

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

<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.

<http://www.corporatevoices.org/our-work/workforce-readiness/ready-21/tools-business-leaders>

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

<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.

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 disconnected 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

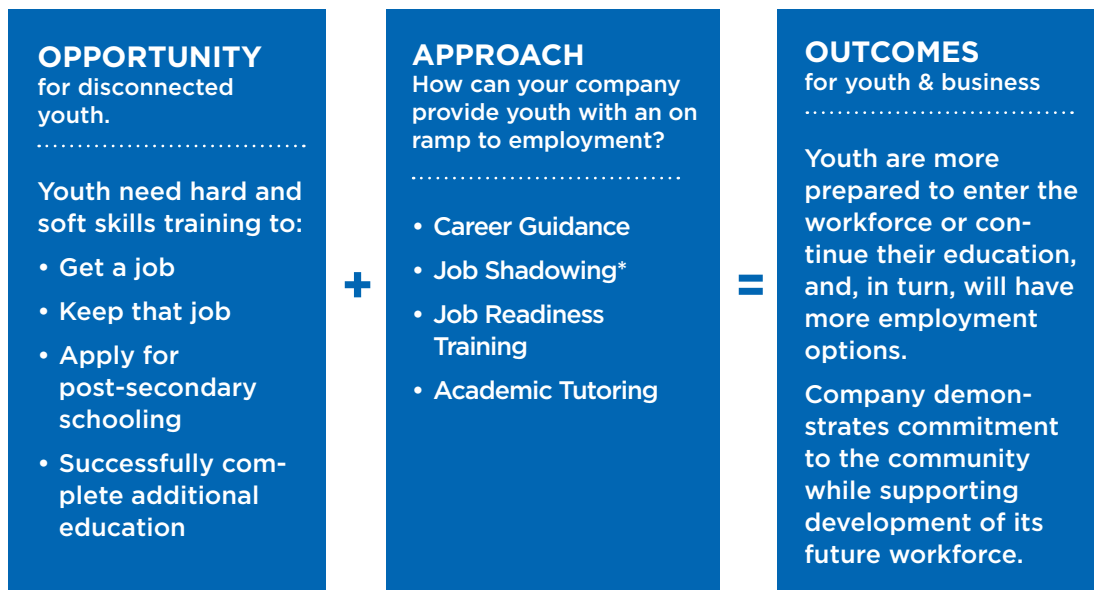
- How will the program continue to develop?
- Work to refine the pilot based on participant feedback and build a program for the long-term.

STEP TWO ○●○○

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 disconnected 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 disconnected youth hard- and soft-skills needed to thrive in the workplace. Based on your results from the assessment 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:

- Employee volunteers 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 assessment survey helped you identify the resources and supports you have available within your company and community network to identify the right lane of engagement for your business.

The program scoping worksheet below will help you think about how to apply your company's resources and your support network 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?

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

I 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.)?

Company Resources (continued)

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

6. Are there current company programs or strategic partnerships that you could leverage to build this program?

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

Partnerships that I could leverage for this program include:

Key Stakeholders

1. Do you already have a network of nonprofit partners that are knowledgeable about youth development?

Some potential nonprofit partners include:

2. HR can help with this program by:

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

3. My community partner will support this program by:

(e.g., recruiting and selecting youth, recommending curriculum, managing day-of events, administering stipends, 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.

<http://www.yearup.org/aboutus/pressandawardfiles/AOLYUCaseStudywithNOPbranding.pdf>

STEP THREE ○○●○

PLAN & PILOT

Overview

Test this model 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 training activities. 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 professional responsibilities.

YOUTH IMPACT

We believe job shadowing is important because it acquaints students with on-the-job experiences and helps tie education to the workplace and motivates them 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 has been instrumental in supporting the development of youth by exposing them to careers in the grocery retail industry and 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

<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 nonprofit partners 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 nonprofit partner.** Confirm the nonprofit with which you'll partner. You can also explore partnering with a school. Then ask the nonprofit or school to identify a small group of youth who would find your job shadow day relevant and valuable.
- 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 nonprofit partner or school 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 Appendix A 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 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
TOTAL TIME	3 hours

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 ○○○●

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?
- Were the nonprofit partner or partners you worked with the right match for your company? Would this partner or partners be a great match for a longer-term partnership?

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 Training 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 local organizations, and senior company stakeholders.

Key Steps

- 1. Revisit your original assessment 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 buildout.
- 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 nonprofit partner or partners. 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 nonprofit 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 43).
 - 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 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 Appendix A 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, a one of a kind program to help 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.

<http://www.12forlife.com/>

Video: http://www.southwire.com/news-media/videoplayer.htm?videoPath=12_for_Life.flv

Integrate Program Best Practices

Define your partnership

Work with your nonprofit partner 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 THE NONPROFIT 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 disconnected 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 w/ Junior Achievement

http://www.youtube.com/watch?v=Z9bhw1_sZ0

Virtual Job Shadows

<http://www.virtualjobshadow.com/taproot>

Job Shadow Day Agendas (Cisco Systems)

http://www.cisco.com/web/learning/netacad/career_connection/promoteIT/GJSD/GJSDagendas.html#a1

Young Persons' Guide to Getting & Keeping a Good Job

<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
http://www.handsonnetwork.org/files/recipes/pdf/Lead_a_Mock_Interview_Workshop.pdf
- How to Organize a Mock Interview Workshop - Interactive Video
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
http://www.handsonnetwork.org/files/recipes/pdf/Resume_Preparation.pdf
- Project Playbook—Interactive Video
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.

<http://www.corporatevoices.org/businessengagement>

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

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

<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.

<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

<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.

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 disconnected youth.

<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.

<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 disconnected 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.

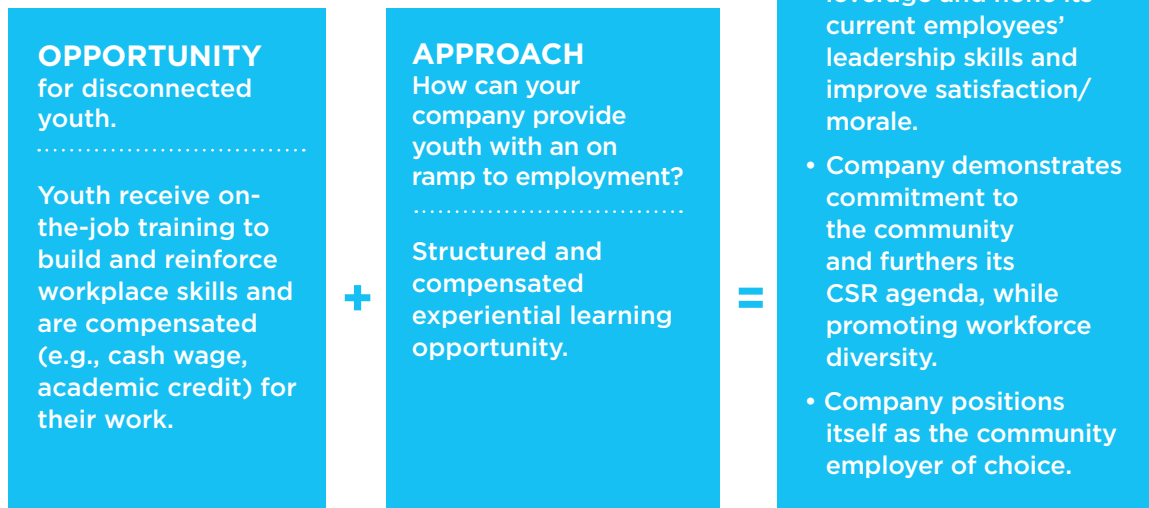
STEP TWO ○●○○

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 disconnected 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 opportunities also help youth develop their resumes and gain exposure to workplace dynamics. At the same time, they get compensated for their work. These opportunities are referred to differently across industries: internships, experiential learning, apprenticeships, etc. Ultimately the end goal is the same: provide disconnected youth with the opportunity 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 disconnected 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.

<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. NONPROFIT PARTNER

- 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 nonprofit 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 nonprofit partner should be a part of this discussion too.

Nonprofit Partner

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

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

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

QUICK TIPS

What can your nonprofit partner provide?

- Connection to the target youth population
- Vibrant community network and existing, thriving relationships
- Knowledge of challenges and best practices related to working with disconnected 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., expulsion 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 or 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 partnerships with nonprofit partners, 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.](#)

<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:

Interns will also work on a group project focused on:

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

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:

Manager:

Project Topic:

Purpose of Project (relevance to company):

The purpose of this project is to _____

Specific project content expectations:

Estimated hours for project completion:

Timeline:

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 disconnected 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.

<http://www.kpmgcampus.com/fdl/fdl.shtml>

Launch Your Pilot (continued)

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

NONPROFIT PARTNER

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 nonprofit 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, nonprofit/ 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 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 Appendix A for additional tools and case studies that will help you track and assess the business value of your program.

STEP FOUR ○○○●

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—Nonprofit Partner, 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.

Nonprofit Partner

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

<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.

<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 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.

<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.

<http://www.corporatevoices.org/our-work/workforce-readiness/ready-21/tools-resources-business-community-leaders>

Internship Institute

The Internship Institute is a non-profit 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.

<http://www.internshipinstitute.org>

Career Philly—Internship in a Box

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

<http://www.careerphilly.com/PDFs/Internship-in-a-Box.pdf>

University of Nevada, Las Vegas

Employers' Guide to Building a Quality Internship Program

<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 and 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.

http://www.corporatevoices.org/our-work/pse/micro_cases

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

<http://city.milwaukee.gov/EarnLearn/View-a-video-about-Earn--Learn.htm>

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

<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

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.

<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.

<http://www.workforceinstitute.org/books/>

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

<http://civicenterprises.net/reports/ED%20-%20across%20the%20great%20divide.pdf>

APPENDIX A

EMPLOYER REPORTING SUPPLEMENT

CONTENTS:

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

APPENDIX A, PART 1

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? 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 nonprofit 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)

APPENDIX A, PART 2

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	AMOUNT	% OF TOTAL
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)

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	
For youth hired through the Learn & Earn Program:	
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	AMOUNT % OF TOTAL
Source A: _____	
Source B: _____	
Source C: _____	
Source D: _____	

APPENDIX A, PART 3

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:
<http://www.aspenwsi.org/wsiwork-bvatool.asp>
- Example case studies:
<http://www.aspenwsi.org/WSIwork-BVAexample.asp>
- Sample questionnaires:
<http://www.aspenwsi.org/WSIwork-BVAexample.asp>

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:
<http://www.uwex.edu/ces/cced/economies/turn.cfm#calc>
- Wyoming Department of Workforce Services:
http://www.wyomingworkforce.org/resources/tools_turnover.aspx
- HR consulting portals:
<http://www.drakeintl.com/us/engage/turnovercost.aspx>

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:
<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:
<http://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):
http://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: <http://www.aspenwsi.org/wsiwork-bvatool.asp>

EMPLOYER BUSINESS CASE COMPILED BY CORPORATE VOICES FOR WORKING FAMILIES FOR THE READY BY 21[®] 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: <http://corporatevoices.org/system/files/ROI%20Business%20Case%20InDesign%209%2019%2011%20Final%20CROA.pdf>



A THANK YOU TO OUR COLLABORATORS



NewOptions



ADDITIONAL WORKS CITED

- Corporate Voices for Working Families. Learn and Earn Micro-Business Case Series. 2011. <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. <http://www.corporatevoices.org>
- McKinsey Quarterly. "Making the most of corporate social responsibility". 2009. <http://www.mckinseyquarterly.com>
- Workforce Strategies Initiative, Aspen Institute. Business Value Assessment Toolkit. <http://www.aspenwsi.org>

APPENDIX B

NONPROFIT PARTNERS 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 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 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 demonstrated success
- Have multi-state reach

Whether you choose to partner with one of the nonprofits listed below, or a different organization, we strongly encourage you to undergo a thorough due-diligence review and ensure that you and your partner 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 nonprofits 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.

Considerations for Selecting a Partner

In exploring a potential partnership with a nonprofit 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 grant?
- How aligned is the type of program your company is hoping to implement with the nonprofit's mission and programming?
- Is the nonprofit 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 nonprofit'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.

Boys and Girls Club of America

<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

<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

<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, make attendance and positive phone calls home and lead 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.

<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

<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 and 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

<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

<http://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

<http://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, Philadelphia, Texas, Washington D.C.

Spark

<http://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 apprentice in those workplaces.

Locations: California, Illinois

Summer Search

<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, Washington

Year Up

<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.

Youth Build

<http://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

WE WOULD LIKE TO THANK THE FOLLOWING ORGANIZATIONS FOR CONTRIBUTING TO OR REVIEWING THIS TOOLKIT:

Abbott
Accenture
The Aspen Institute
Baxter International Inc.
Boys & Girls Clubs of America
Carlson
Office of the Mayor of the City of New York
Children's Aid Society
Corporate Responsibility Officers Association
The Door: A Center of Alternatives
Expeditors
Forum for Youth Investment
Goodwill Industries International, Inc.
McDonald's
Marriott International
Return on Inspiration Labs | New Options Project
Southwire Company
The TJX Companies, Inc.
United Way Worldwide
Worksource Partners
Year Up
Yum Brands, Inc.

