

YOUNG PARENTS DEMONSTRATION: MENTORING PROGRAM/EMPLOYMENT ASSESSMENT TOOL

The *Mentoring Program and Employment Placement Assessment Tool* was developed to assist third-round Young Parents Demonstration grantees with designing mentoring programs to support low-income young parents participating in workforce development programs. This readiness assessment tool and the action planning tool will help grantee teams assess their organization's mentoring program by looking at progress, priorities, gaps, technical assistance needs, and next steps. This tool is divided into seven core components that are necessary for developing high quality, effective mentoring programs¹: (1) Program Design, (2) Program Management, (3) Mentor Engagement, (4) Participant Engagement, (5) Mentor/Mentee Support and Retention, and (6) Program Evaluation (7) Employment Placement

Using This Tool

The assessment tool is organized under the seven core components and includes corresponding indicators for each component. Your team will examine each indicator to assess your organization's/partnership's progress toward achieving that component. A four-point scale representing the phases of an ongoing development process will help you assess progress. For each indicator, identify the place on the scale that best reflects your current effort and circle the number.

The four-point scale to **assess progress** is based on the following definitions:

1. **Initiation Phase:** The team has discussed this indicator but has not started planning.
2. **Planning Phase:** The team is engaged in a planning process to agree upon the steps necessary to move forward.
3. **Implementation Phase:** The team has completed planning and is in the process of implementing strategies.
4. **Sustain/Enhance Phase:** Strategies have been fully implemented. The team is managing for sustainability and further enhancement of this indicator.

The **priority for action** on any indicator can be ranked as high, medium, or low by circling A, B, or C (respectively) in the far right column.

¹ The six components and associated indicators in this assessment are based on a literature review of quality practices in mentoring programs for young adults and from interviews with experts in the field. We especially want to reference as useful sources the National Mentoring Partnership's *Elements of Effective Practice for Mentoring* (3rd Edition) and *How to Build a Successful Mentoring Program Using the Elements of Effective Practice* available online at http://www.mentoring.org/program_resources/elements_and_toolkits.

Process Instructions

The following instructions will guide your team through the process of using the assessment. We recommend that you complete this assessment during an in-person meeting, involving as many members of your team as possible. Your team should identify a facilitator to guide the process as well as someone to record issues and ideas that come up through discussion.

You may adapt the process to do it via webinar, or have individuals complete the assessment alone and submit to one person for synthesis. Talk with your coach about ideas for conducting this process when meeting in person is not feasible.

Materials

- Printed 8 ½ X 11 copies of the assessment for each team member.
- One printed 24 X 36 black and white oversized copy of the assessment for the group.
- Markers and tape.

Facilitator Instructions

1. Have each team member individually complete the phases of development section of the self-assessment. For each indicator, team members will rate the progress for each indicator using the four-point scale described above.

1 = Initiation Phase 2 = Planning Phase 3 = Implementation Phase 4 = Sustain/Enhance Phase
2. Using the oversized version of the chart on the wall, have each team member make a “dot” next to their responses.
3. Discuss the group’s responses, especially where there are wide differences of opinion on progress. Then, have a discussion about whether any *additional* indicators of progress should be included.
4. Next, each team member will complete the priority section of the self-assessment in the context of a discreet time frame (e.g. the next 6 months). It is helpful to limit the number of high priority activities and to force a few lows in each section.

A = High B = Medium C = Low
5. Again, ask all team members to mark their responses on the wall chart. Discuss priority actions for inclusion in your next steps plan.
6. Finally, evaluate your organization/team’s overall progress towards achieving the key components, and discuss some goals and/or next steps for making greater progress. The items flagged as a “priority for immediate action” may guide you in this last step. You will then use the *Next Steps Tool*, to record your next steps and technical assistance needs.

1. Program Design

<p><i>Please indicate the phase of implementation and level of priority for each of the key indicators listed.</i></p>	Initiation Phase	Planning Phase	Implementation Phase	Sustain/Enhance Phase	Priority for Action
<p>Conduct Needs Assessment – Core Indicators</p>					
<p>1. A needs assessment has been conducted. Program leadership and key partners assessed the need for a mentoring intervention to serve young parents as part of an existing education, employment, and training program in the community. An environmental scan or comprehensive community needs assessment was conducted. Partners researched gaps in services and explored opportunities for leveraging existing services in order to avoid duplication.</p>	1	2	3	4	A B C
<p>Design Program Parameters – Core Indicators</p>					
<p>2. Young parents are targeted for the program. Program leadership and partners target young parents who need employment training and education services. More specifically, the program will recruit young parents in high-risk categories, including those who are victims of child abuse, children of incarcerated parents, court-involved youth, youth at-risk of court involvement, homeless and runaway youth, Indian and Native American youth, migrant youth, youth in or aging out of foster care, and youth with disabilities.</p>	1	2	3	4	A B C
<p>3. A plan for WIB collaboration has been developed. Program leadership has a plan in place with the Workforce Investment Board partner to provide referrals to the young parent program, access to assessments, employment and other career center resources such as job placement assistance or job development services to ensure the young parents' success in achieving employment goals.</p>	1	2	3	4	A B C
<p>4. Criteria for selecting mentors have been developed. Program leadership has determined criteria for the types of mentors that will be recruited, ensuring that they are equipped to meet the needs of the participants.</p>	1	2	3	4	A B C
<p>5. A mentor mentee matching protocol has been developed. Program leadership have developed a protocol to ensure mentor and mentee matching is successful within the context of operating a program for young parents that includes educational and occupational skills training, case management, supportive services, and post-program transition services that lead to family economic self-sufficiency.</p>	1	2	3	4	A B C

1. Program Design

<p><i>Please indicate the phase of implementation and level of priority for each of the key indicators listed.</i></p>	Initiation Phase	Planning Phase	Implementation Phase	Sustain/Enhance Phase	Priority for Action
<p>Design Program Parameters (continued) – Core Indicators</p>					
<p>6. Mentoring services are defined and can be described by leadership. Program leadership has determined and can describe the type(s) of mentoring services that the program will offer, as the intervention to be evaluated for the demonstration. If the organization currently offers an existing mentoring program, a separate plan and policies have been developed to delineate how the intervention services will be provided and monitored for the random assignment evaluation.</p>	1	2	3	4	A B C
<p>7. Structure for mentoring services has been determined and partner agreements are formalized. Program leadership and partners have determined the structure of the mentoring services as an intervention to supplement education employment and training services, including where all services will be provided and who will provide and supervise services. Memorandums of understanding and other agreements are in place to formalize and institutionalize relationships.</p>	1	2	3	4	A B C
<p>8. Nature of mentoring services and role of mentors has been defined. Program leadership has defined the nature of the mentoring sessions and the roles/functions that mentors will serve, for example: social and emotional support, school-to-career mentoring, academic support, and/or social and leadership development.</p>	1	2	3	4	A B C
<p>9. Frequency of mentoring services has been determined. Program leadership has determined the frequency of mentoring services, where mentoring will take place (at the workplace, at schools, at program site, via email, etc.), and the duration of mentoring matches.</p>	1	2	3	4	A B C
<p>10. Program outcomes and expected accomplishments have been defined. Program leadership and partners have defined and agree upon program outcomes and expected accomplishments and a comprehensive evaluation plan is in place to ensure continuous improvement.</p>	1	2	3	4	A B C
<p>11. Comprehensive marketing plan has been developed. Program leadership and partners have developed and implemented a comprehensive marketing plan tailored to specific audiences in order to raise awareness, develop partnerships, recruit mentors and participants, and support sustainability.</p>	1	2	3	4	A B C

1. Program Design

<p><i>Please indicate the phase of implementation and level of priority for each of the key indicators listed.</i></p>	Initiation Phase	Planning Phase	Implementation Phase	Sustain/Enhance Phase	Priority for Action
<p>Necessary/Existing Program Components – Core Indicators</p>					
<p>12. Core program components are in place. The program has existing education, training, and employment strategies in place that focus on providing young parents with skills and credentials relevant to the industries or occupations in demand in the local labor market.</p>	1	2	3	4	A B C
<p>13. Case management provides essential services. The program has an existing case management process in place that includes: the identification, assessment, and enrollment of young parents; the development of a personalized service strategy that may include personal, educational, or employment-related supports; as well as the identification of appropriate supportive services.</p>	1	2	3	4	A B C
<p>14. Case managers understand their role. The program has case managers that understand their central role in ensuring that project participants receive all of the necessary and appropriate services to overcome any barriers to full project participation.</p>	1	2	3	4	A B C
<p>15. Supportive services are provided. The program has existing supportive services aimed at reducing barriers to stable participation in education and employment, and may include child care assistance, transportation assistance, mental or physical health care, substance abuse services, parenting education classes, work-based stipends, or other efforts.</p>	1	2	3	4	A B C
<p>16. Follow-up and transition services are provided. The program has existing follow-up and post-program transition services that include: follow-up and retention services intended to sustain and advance the gains made in education and employment outcomes; individualized, consistent follow-up after training and during the retention period for at least one year; and/or intensive follow-up and retention services such as home visits or employer visits in place of periodic phone calls.</p>	1	2	3	4	A B C
<p>17. Intensive mentoring services are provided. The resources for the mentoring intervention are designed to help youth in three areas: education, career advancement and personal development.</p>	1	2	3	4	A B C

2. Program Management

<i>Please indicate the phase of implementation and level of priority for each of the key indicators listed.</i>	Initiation Phase	Planning Phase	Implementation Phase	Sustain/Enhance Phase	Priority for Action
Program Management – Core Indicators					
1. Management team is in place. Program leadership has selected a management team to supervise the Young Parents Demonstration program operations and support on-going program development and continuous improvement. This includes hiring a mentoring supervisor and an evaluation coordinator in addition to providing ongoing staff training and building on staff members' skills and knowledge.	1	2	3	4	A B C
2. Policies and procedures are in place. The management team has established policies and procedures to be followed by staff, partners, mentors, volunteers, and participants.	1	2	3	4	A B C
3. Financial plan and budget are in place. The management team has developed a financial plan and program budget. Diverse funding sources have been identified in order to ensure long-term sustainability.	1	2	3	4	A B C
4. Program information tracking and archive systems are in place. The program has a comprehensive system for managing program information. This includes the managing of program finances, maintaining personnel records, tracking program activity (e.g. volunteer hours and matches), documenting mentor/mentee matches, managing risk, and documenting program evaluation efforts.	1	2	3	4	A B C
5. System for program monitoring is in place. The organization has a system to monitor both the necessary existing program components and the specific mentoring services of the program. This includes working with the appropriate key partners to review policies, procedures and operations on a regular basis; collecting program information from mentors, mentees, and participants in the control group; and continually assessing the required program elements and services to ensure successful outcomes.	1	2	3	4	A B C
6. Staff development and training plan is in place. The management team has created a staff development plan with all employees and ensures cross-training of staff at partner organizations is provided.	1	2	3	4	A B C

2. Program Management

<p><i>Please indicate the phase of implementation and level of priority for each of the key indicators listed.</i></p>	Initiation Phase	Planning Phase	Implementation Phase	Sustain/Enhance Phase	Priority for Action
<p>Program Management (continued) – Core Indicators</p>					
<p>7. Data collection system is in place. The organization has a plan in place to collect the program data necessary to analyze the required outcomes and performance activity. It has the capacity to enter data into a Management Information System (MIS) that will be provided by the evaluation contractor. Data gathered includes participant-level demographic, service and outcome data. Typically, the data required for an evaluation are similar to the data required for strong program management.</p>	1	2	3	4	A B C
<p>8. Plan for ensuring funds are used to provide mentoring services is in place. The management team has a plan in place to ensure that funds awarded under this demonstration will be used to provide the mentoring services to participants who are randomly assigned to receive such service (the treatment group). Participants who are not a part of the treatment group will be assigned to the control group and must receive services funded by the applicant’s existing program. The plan also describes how up to 25 percent of grant funds for activities related to the existing program will be used, if appropriate.</p>	1	2	3	4	A B C
<p>9. Public relations plan is in place. The program has an established public relations/communications staff position and/or department to promote the program. This includes identifying target markets; developing a marketing plan; gathering feedback from all constituents; developing partnerships and collaborations with other organizations; and recognizing mentors, mentees, other program participants, funders and organizations that sponsor mentoring programs.</p>	1	2	3	4	A B C

3. Mentor Engagement

Mentor Recruitment – Core Indicators					
1. Resources to support recruitment are budgeted. Adequate resources for developing materials and for staff time are put toward recruitment efforts.	1	2	3	4	A B C
2. A written statement outlining eligibility requirements for mentors has been developed. The program has written policies in place to screen and mentors with personal and work history that supports their ability to work cooperatively, develop a trusting relationship, and keep their 18-month commitment to the matched mentee.	1	2	3	4	A B C
3. A mentor position description has been developed. The program position description for mentors should have a minimum of some college and/or work experience in occupations that are similar to those in which the youths are interested because the mentors will be advising youths about their educational pathway. Mentors as paid staff must also have at least one year of prior experience in providing mentoring/counseling services to similar at-risk youths and be willing to work a flexible schedule to be able to respond to the youths’ needs at various times of the day including weekends.	1	2	3	4	A B C
4. Primary sources for recruiting mentors have been identified. The program has identified organizations and other avenues as primary sources for recruiting potential mentors.	1	2	3	4	A B C
Mentor Orientation and Screening – Core Indicators					
5. Mentor recruitment sessions are conducted. The program conducts recruitment information sessions with potential mentors.	1	2	3	4	A B C
6. A screening protocol for interested mentor candidates has been developed. For example, potential mentors complete a written application, program staff complete reference and background checks, program staff conduct a face-to-face interview with applicants, and a decision panel (made up of staff and participants) reviews potential applicants.	1	2	3	4	A B C
7. A pre-match orientation session for new mentors has been developed. The orientation includes a minimum of six hours of in-depth training before they start meeting with youth. The training covers: 1) the issues that young parents face; 2) all program services the young parents are expected to use; 3) expected interactions between the mentors and program staff; 3) how best to build a trusting relationship with the young parents; and 4) how best to use that relationship to actively move the youths forward by providing advice in an appropriate manner and advocating for the youths with others, including with program staff.	1	2	3	4	A B C

3. Mentor Engagement

Mentor Orientation and Screening (continued) – Core Indicators					
8. Mentor guidelines and written agreements have been developed. The program has developed a written agreement for mentors to formally commit to the program guidelines. The program has determined whether it will include a mentoring service that engages either full-time paid professional mentors or recruit volunteers (who may be paid appropriate compensation) to work with the program’s young parents starting when they enroll in the program and continuing for 18 months.	1	2	3	4	A B C
Mentor Pre-Match Training – Core Indicators					
9. Mentor training is developed. The program has designed pre-match mentor training curriculum that covers at least six hours of training. Training provides mentoring strategies to guide and motivate the youth to complete the educational, employment and other services deemed appropriate, in addition to broader life guidance, parenting, prioritizing other commitments for mentees.	1	2	3	4	A B C
10. Mentor training is coordinated and delivered. Program staff coordinate pre-match mentor training, including: coordinating meeting logistics, developing training curriculum and resources for participants, and preparing trainers and facilitators for their roles during the training.	1	2	3	4	A B C

4. Participant Engagement

<i>Please indicate the phase of implementation and level of priority for each of the key indicators listed.</i>	Initiation Phase	Planning Phase	Implementation Phase	Sustain/Enhance Phase	Priority for Action
Potential Participant Recruitment – Core Indicators					
1. Adequate resources and staff time are put toward recruitment efforts. All parties participating in the recruitment effort are provided with materials and talking points to effectively recruit target populations.	1	2	3	4	A B C

4. Participant Engagement

<i>Please indicate the phase of implementation and level of priority for each of the key indicators listed.</i>	Initiation Phase	Planning Phase	Implementation Phase	Sustain/Enhance Phase	Priority for Action
2. Appropriate program participant recruitment materials have been developed. Recruitment materials are “youth friendly” and clearly communicate program services, expectations, and consistent language about initiative participation in the evaluation.	1	2	3	4	A B C
3. Eligibility requirements have been determined. A written statement outlining general eligibility requirements for potential program participants has been developed. General eligibility requirements are clearly communicated to recruiters to assist them in targeting their recruitment efforts.	1	2	3	4	A B C
4. Primary sources for recruiting potential participants have been identified. The program has identified organizational sources and locations for recruiting potential participants.	1	2	3	4	A B C
5. The program has developed a participant recruitment plan. The program works with recruiters to implement the plan. The plan includes a recruitment monitoring protocol, including the flexibility to adjust recruitment strategies as needed.	1	2	3	4	A B C
6. A screening protocol for potential participants has been developed. An informal screening protocol for potential program participants has been developed to assist all recruiting parties to recruit youth whose needs best match the services offered by the program. The protocol includes language to help potential participants understand the program, including, if assigned to receive mentoring, what mentoring is and what to expect from mentoring relationships.	1	2	3	4	A B C
Potential Participant Orientation and Eligibility Determination – Core Indicators					
7. The program has designed/revised a protocol for determining potential participant eligibility. The protocol should include any necessary changes required by the YPD evaluation, and a method by which program staff determine whether recruited youths’ needs best match the services offered by the program.	1	2	3	4	A B C

4. Participant Engagement

<p><i>Please indicate the phase of implementation and level of priority for each of the key indicators listed.</i></p>	Initiation Phase	Planning Phase	Implementation Phase	Sustain/Enhance Phase	Priority for Action
<p>8. The program conducts program information sessions with potential participants. For YPD grantees, this session should include information about the evaluation and random assignment (e.g. informing them that some participants will be randomly assigned to receive mentors and some will not).</p>	1	2	3	4	A B C
<p>9. The program has designed an application for potential participants. The application includes an agreement to participate in all required core program elements, including education, employment, and training; case management; supportive services; mentoring (if assigned); and post-program follow-up. For minors, parent(s)/guardians also must sign the agreement to complete all program requirements.</p>	1	2	3	4	A B C
<p>10. The program has a protocol for confirming eligibility and enrolling participants in the program. This includes a process for reviewing applications and determining if applicants are a match for the program, inviting youth to complete enrollment in the program (including signing all required program and evaluation forms), conducting random assignment (to determine whether the participant will be part of the treatment group or control group), and inputting participant information into the necessary databases.</p>	1	2	3	4	A B C
<p>11. The program has designed an orientation sessions for all new enrollees. For example, this orientation session includes, a program overview and participant guidelines, a description of program expectations and obligations, and information about participating in the random assignment evaluation. In addition, those in the evaluation program group (i.e. those assigned mentors) receive training about what to expect from the mentoring relationship, a description of mentor/mentee roles, and scenario planning. For minors, the orientation session also provides information about expectations for parents/guardians.</p>	1	2	3	4	A B C

5. Mentor/Mentee Support & Retention

<i>Please indicate the phase of implementation and level of priority for each of the key indicators listed.</i>	Initiation Phase	Planning Phase	Implementation Phase	Sustain/Enhance Phase	Priority for Action
Mentor/Mentee Matching – Core Indicators					
1. The program has developed matching criteria to ensure good mentee/mentor matching. For example, when making matches, the program considers its aims, as well as the characteristics of the mentor and mentee (interests, proximity, availability, age, gender, race, ethnicity, personality, and expressed preferences of mentor and mentee).	1	2	3	4	A B C
2. The program has a matching procedure. The program has a step-by-step matching procedure that is followed by all staff members who are making matches.	1	2	3	4	A B C
3. The program schedules initial meetings between mentors and mentees. The program has protocol for arranging and documenting an initial meeting between the mentor and mentee.	1	2	3	4	A B C
Monitoring and Support – Core Indicators					
4. The program has a management plan for support and supervision of the mentors. The mentor supervisors ensure that matches occur on a timely basis and are proceeding well; that solid relationships are formed; that relationships endure and are able to overcome difficulties regarding the length of the program; and that mentors are helping and supporting mentees with educational and career goals. Program staff is encouraged to monitor the match very closely for the first three to six months to ensure that both parties receive the support needed to build a trusting relationship. The program has a plan for program staff who supervise mentors to receive support for themselves.	1	2	3	4	A B C
5. The program assesses its mentor-mentee matches. The program has developed a process to elicit in-depth assessment from the mentor and mentee about the relationship, including developing a protocol for on-going monitoring of the match and a plan to provide support when necessary.	1	2	3	4	A B C
6. The program systematically tracks mentor-mentee relationships. The program has an accessible record keeping system that keeps track of the progress of the relationship and ensures that appropriate documentation is collected on a regular basis.	1	2	3	4	A B C

5. Mentor/Mentee Support & Retention

<i>Please indicate the phase of implementation and level of priority for each of the key indicators listed.</i>	Initiation Phase	Planning Phase	Implementation Phase	Sustain/Enhance Phase	Priority for Action
Monitoring and Support (continued) – Core Indicators					
7. The program has established supervision expectations. Expectations include: at least two or three support and/or supervision activities of mentors during the first quarter following the match. Activities may include supervisor follow-up calls with the mentor to discuss relationship development; observations of the mentor/mentee interactions and feedback; and quarterly supervisor contact with mentees. Supervision activities are documented by the recordkeeping system.	1	2	3	4	A B C
8. The program supports mentors and mentees. Support includes on-going advice, problem-solving, and training opportunities for the duration of the relationship. The program provides mentors and mentees access to resources in a variety of formats (in-person, print publications, on-line, etc). The program provides additional ongoing training for mentors on specific areas of importance to young parents or to provide peer support opportunities for mentors to discuss challenges and/or share best practices.	1	2	3	4	A B C
9. The program celebrates the mentor-mentee relationship. The program has developed opportunities for mentoring relationship milestones to be celebrated. The program provides resources to support mentor/mentee activities, and/or facilitates group activities for mentors and mentees.	1	2	3	4	A B C
Closure – Core Indicators					
10. The program assesses mentor/mentee relationship duration. The program explores opportunity to continue the mentor/mentee match after the initial 18 months required by the YPD.	1	2	3	4	A B C
11. The program has procedures to manage unanticipated match closures. Procedures include a system for a mentor or mentee rematch.	1	2	3	4	A B C
12. The program conducts and documents an exit interview with mentor and mentee. The program has developed a protocol for exit interviews for both mentors and mentees.	1	2	3	4	A B C

6. Program Evaluation

<p><i>Please indicate the phase of implementation and level of priority for each of the key indicators listed.</i></p>	Initiation Phase	Planning Phase	Implementation Phase	Sustain/Enhance Phase	Priority for Action
<p>Program Evaluation – Core Indicators</p>					
<p>1. The program has developed a plan to measure program progress. Measures include indicators of program implementation viability and mentor fidelity. Indicators of success on those measures might include number of training hours, meeting frequency, and relationship duration.</p>	1	2	3	4	A B C
<p>2. The program has developed a plan to measure expected outcomes. The plan includes a system for collecting and managing data. The plan includes specified outcomes, measurement method (e.g. survey, one-on-one interviews), and an evaluation design.</p>	1	2	3	4	A B C
<p>3. The program regularly assesses its own progress. Progress is assessed through formal or informal evaluation and assessment. This may include having participants and mentors complete activity evaluations or surveys regarding their experiences, conducting exit interviews with mentors and participants upon program exit, and/or conducting focus groups with participants and mentors to gather group feedback.</p>	1	2	3	4	A B C
<p>4. The program created a process to reflect on and disseminate evaluation findings. The process includes a plan for addressing program improvement based on findings. Dissemination methods are designed for key figures: program constituents, funders, and the media.</p>	1	2	3	4	A B C

7. Employment Placement

<p><i>Please indicate the phase of implementation and level of priority for each of the key indicators listed.</i></p>	Initiation Phase	Planning Phase	Implementation Phase	Sustain/Enhance Phase	Priority for Action
Planning – Core Indicators					
<p>1. Program is utilizing labor market information from the local WIB. Program has a process for getting timely labor market data from the local Workforce Investment Board and is utilizing this data in the development of employment placement and business engagement strategy.</p>	1	2	3	4	A B C
Program Design/Management – Core Indicators					
<p>2. Program has a process for assessing participants’ strengths and assets, needs and challenges, interests and goals for the purpose of job matching. The assessment tools are comprehensive and exploratory and involve both informal and formal assessment. The assessment is ongoing and allows for opportunities to reassess progress and barriers. Assessment tools might include intake questionnaires, interviews, mental and physical ability assessments, interest measures, work and personal values measures, personal inventories, occupation-specific assessments.</p>	1	2	3	4	A B C
<p>3. There is a process for developing individual employment plans (IEP) or career plans for participants. The program uses information from assessments, current labor market information, job development information from the local American Job Centers and participant interests to work with participants to develop a career plan. Case managers are incorporating participant work experience and on-the-job training into employment strategies for participants.</p>	1	2	3	4	A B C
<p>4. The program has a screening process for young parents seeking employment. Screening practices might include background checks, drug tests, testing for adequate basic academic skills, time in work experience situation that would permit observations of general work ethic and work habits.</p>	1	2	3	4	A B C

7. Employment Placement

<i>Please indicate the phase of implementation and level of priority for each of the key indicators listed.</i>	Initiation Phase	Planning Phase	Implementation Phase	Sustain/Enhance Phase	Priority for Action
<p>5. Job readiness training has been designed for young parents. The program has designed job readiness training activities to help participants acquire basic skills for getting and retaining a job. Job readiness training services might include skills needed to conduct individual job searches, write resumes, understand timesheets and payroll, proper work behavior and etiquette, and mock interviews. If program does not directly offer such services a referral system is in place.</p>	1	2	3	4	A B C
<p>6. Program is utilizing performance management systems and agreements to secure wage records and credential for those participants that are placed in employment and/or post-secondary education and training.</p>	1	2	3	4	A B C
<p>Program Design/Management – Core Indicators</p>					
<p>7. Strategies are in place to support job retention and advancement and postsecondary retention if appropriate. These strategies should include a procedure for following-up with participants and employer to assess any challenges/barriers that would prevent the participant from retaining the job or advancing or staying in postsecondary education, i.e. issues with transportation, additional skill building etc. Follow-up would occur quarterly for a year from the time of employment or entrance into post-secondary institution/training program.</p>	1	2	3	4	A B C
<p>8. Career training/education services are offered to young parents that will help with sustainable employment. If program does not offer on-site career specific job training a referral system exists to direct participants to appropriate training/education programs. The program has a process in place to assess if participant has any barriers that would prohibit successful completion of an education/training program or from finding viable employment post completion.</p>	1	2	3	4	A B C

Employer Engagement – Core Indicators					
<p>9. Plan for establishing and developing relationships with employers is in place. The program has staff or a department whose primary function is to establish relationships with employers and market young parent participants as potential employees. This individual might be in the position of job developer and would also work with employers to screen and place applicants.</p>	1	2	3	4	A B C
<p>10. Marketing is in place. The program has marketing and outreach strategy for engaging employers. The team has a pitch that communicates to key employers the value and benefits of participating as active partners in the program. This may also include practices for sustaining engagement with business/employers including things like setting up internship programs; involvement in hiring/screening process, tax breaks (DYOTC), public recognition, and demonstrating benefits to employers' bottom line etc.</p>	1	2	3	4	A B C
<p>11. The program has a process and individual responsible for understanding the current labor market in the region. This might include a process by which the organization has developed sources of information for understanding where the most sustainable employment opportunities are, emerging markets, the educational and skill requirements for those jobs, where the jobs are geographically located, if there is a career ladder/pipeline for youth and who the main employers are in those markets in their service area.</p>	1	2	3	4	A B C
Employer Engagement – Core Indicators					
<p>12. Organization is engaged in collaboration with key employers including partnership with chamber of commerce, economic development agencies, Job Corp centers and employment agencies to create pathways for job referrals, job listings and placement. This might include the creation of a more formal employer or industry council.</p>	1	2	3	4	A B C
<p>13. Organization has outlined key roles for employers to contribute to the career pathways system. This might include involving employers in vetting foundational academic, work readiness and technical skills, abilities and knowledge that are chosen as required for key occupations. Vetting the certificates and credentials that are required. Collaborating with training institutions to design education and training programs. Participate in skill certification/credentialing process. Serve as mentors. Serve as job shadowing site. Provide paid or unpaid internships.</p>	1	2	3	4	A B C

Evaluation – Core Indicators					
<p>14. Organization has a process for getting feedback from participants. There is a process for engaging young parents in providing feedback into the program that allows them to be a part of creating solutions evaluating and refining the program to best meet the needs of young parents. This might involve the creation of a young parent council or advisory group, suggestion forms, and informal opportunities to share feedback with case managers.</p>	1	2	3	4	A B C
<p>15. Organization has a process for getting feedback from employers/business partners on job placement process including screening, training, on boarding, and employee selection etc.</p>	1	2	3	4	A B C
<p>16. Continuous improvement. Program can make timely, continuous improvements, including staff responding quickly to problems and finding solutions as well as evaluating the program and planning on ways to improve it. Opportunities are created within the program to learn from problems, challenges and successes on a continuous basis.</p>	1	2	3	4	A B C