

Phase II: Making the Pieces Fit

1. Establish a Planning Team

Define Workforce Development Team

Goal(s):

Objectives:

Outcomes:

2. Select a Project/Program

What is perceived to be the purpose of the activity?

Is there a specific problem to address?

Yes

No

If yes, what is the problem?

Is there a budget restriction?

Yes

No

If yes, what is the restriction?

Is there a facility restriction?

Yes

No

If yes, what is the restriction?

Is there a limited amount of staff time to devote to activity?

Yes

No

If yes, list time constraints

List potential projects and programs, rank each by level of interest

Projects

	High	Moderate	Low
	High	Moderate	Low
	High	Moderate	Low
	High	Moderate	Low
	High	Moderate	Low
	High	Moderate	Low
	High	Moderate	Low
	High	Moderate	Low
	High	Moderate	Low
	High	Moderate	Low

Programs

	High	Moderate	Low
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	High	Moderate	Low
	High	Moderate	Low
	High	Moderate	Low
	High	Moderate	Low
	High	Moderate	Low
	High	Moderate	Low
	High	Moderate	Low
	High	Moderate	Low
	High	Moderate	Low

Select top two projects and programs

Projects

Programs

Make final selection based on Task Force recommendations, focus of the Team, need, any known restrictions and interest level.

Selection: **Project** **Program**

Activity Title:

Sample Program



IT'S ACADEMIC WORK-BASED MENTORING EXPERIENCES

Build a Home, Build a Career promotes and supports partnerships that bring together schools, parents, businesses, and other members of the community in order to increase student learning and stimulate interest in the residential construction industry and related fields.

It is a goal of the program to increase the number of students considering careers in the residential construction industry. With the help of state and local HBAs – educators, students, and parents will not only change attitudes and perceptions about the industry, but their awareness about the diverse career opportunities and skills needed will also be improved.

HBAs have an opportunity to promote mentoring experiences for students that support academic achievement and career exploration. Students interested in careers in residential construction will be able to enter the job market with a broad range of workplace competencies and experiences and/or continue on with their postsecondary endeavors due to the innovative *Build a Home, Build a Career* mentoring program partnership.

As stated on the *Save the Children* web site. . .

A mentor is someone who cares, listens, and offers encouragement. Mentors are partners in change, they help youth develop their strengths and talents by supporting the efforts of other significant people such as parents and teachers.

GETTING STARTED

Select a Task Force that will:

- Identify possible school partners
- Determine program goals and objectives
- Determine the parameters of the program –
 1. Number of mentors
 2. How to recruit mentors
 3. Number of youth being mentored
 4. Criteria for youth being mentored
 5. Type of mentoring program such as
 - a. on the school site during school hours as part of a residential construction program
 - b. at the workplace during school hours or after school
 6. Suggested time commitments for mentoring sessions – once a week for the school year, by weekly for a semester, etc. (what is realistic for mentors & beneficial for youth being mentored)
 7. Evaluation criteria for mentors and youth being mentored to learn whether goals have been met
 8. Set up mentoring guidelines for mentors and youth being mentored



9. Contact The National Mentoring Partnership for information on training mentors to determine how much and what kind of training is required

Taking the Next Step:

1. Select school partner(s)
2. Select a key person (each partner should have a program contact) as contact/decision maker for the mentoring program
3. Decide if the committee's parameters for the program need to be adjusted to meet the needs of the partnership
4. Decide the minimum time commitment for mentors (weekly, bi-weekly, monthly, etc.); the duration of the program (one semester, a full school-year); include the process/criteria for terminating mentorship (by mentor or youth being mentored) prior to end of program
5. Discuss liability issues with the school if you are planning on using hands-on mentoring projects – as part of a school project, the school should cover students in the program
6. Discuss academic credit for students who meet all the required criteria for a completed hands-on construction mentoring project – credit can be in the form of extra classroom credit towards graduation or certification if there is an articulation agreement with a 2-or 4-year technical school, college or university.
7. Solidify the program particulars in a signed Memorandum of Understanding with the school
8. Meet with mentors and school personnel as a group to explain the program, provide guidelines and answer questions
9. Provide necessary mentoring training for mentors
10. Meet with young people who will be mentored and their parents as a group to explain program, provide guidelines, and answer questions
11. Carefully match mentors and youth being mentored

References:

The National Mentoring Partnership
Washington, DC 20005

www.mentoring.org

Office of Juvenile Justice and Delinquency Prevention (OFFDP)
Washington, DC 20531

www.ojjdp.ncjrs.org

Save the Children
Westport, CT 06880

www.savethechildren.org

Define activity goal(s) and objectives (circle if long or short term)

Goal(s)

	Long-term	Short-term
	Long-term	Short-term
	Long-term	Short-term
	Long-term	Short-term
	Long-term	Short-term
	Long-term	Short-term
	Long-term	Short-term
	Long-term	Short-term
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	Long-term	Short-term
	Long-term	Short-term

Objectives

	Long-term	Short-term
	Long-term	Short-term
	Long-term	Short-term
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	Long-term	Short-term
	Long-term	Short-term

State activity goal

State activity objectives

1)

2)

3)

4)

5)

State evaluation criteria for each objective

1)

2)

3)

Evaluation continued

4)

5)

State strategies to meet the objectives

1)

2)

3)

4)

5)

State tasks to accomplish each strategy and responsible person

Task

Responsible Person

1)

2)

3)

Tasks continued

Task

Responsible Person

4)

5)

Anticipated outcomes

Determine number of sub-committees needed to accomplish goals and objectives

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Define staffing needs as they relate to type and scope of program

Budget Preparation

See sample form – page 15

Identify type of special needs and sources required to meet the need (grant funds, in-kind materials, volunteers)

Special Needs	Type

3. Partnership Development

Identify Partners and what they will bring to the table

Partner Name	Partnership
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Develop Partnership Parameters

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Identify potential funding

What information/research is required prior to requesting funding (area statistics, area demographics, etc.)?

Type of information/research	Responsible person

List Funding Prospects

Project/Program Implementation

Comments/Suggestions

[illegible]

4. Sample Form – Budget Expenditure List

[illegible]

