MASTER PROTOCOL FOR THE YOUTH CHALLENGE AND JOB CHALLENGE IMPLEMENTATION STUDY

[*This document contains a comprehensive set of questions to be asked during the implementation study site visits; not all questions will be asked of all respondents during both rounds of site visits. Please also see the site visit respondent table to identify which sections contain questions that will be asked of specific respondent types, which again, will vary somewhat based on the two rounds of site visits.*]

I. LOCAL CONTEXT AND ALTERNATIVE SERVICES

A. Local economic context and labor market conditions

- Confirm where in the State youth come from. Describe the labor market conditions in those areas. (e.g., primary employers in the state/local area, industries/occupations in high demand or in decline, economic trends over time, the current unemployment rate for the state/local area, and/or for youth, primary entry level positions and general employment prospects for youth).

- In what ways has the local economic context helped or hindered the Youth/Job ChalleNGe planning and implementation efforts (e.g., new industries looking for workers, skills required beyond what the program can produce)?

B. Educational context

- Describe the schools from which most Youth/Job ChalleNGe participants come.

  - Which schools are these? Describe the communities they are in.

  - What is the reputation of the learning environments?

  - What are the key challenges students from these schools face?

- What other types of educational programs have youth been involved with prior to enrolling in Youth/Job ChalleNGe (e.g., alternative schools, recovery programs)?

C. Court-involved youth/criminal justice system context

- Describe the laws and policies that affect how the courts in the state (or in local areas from which the program recruits) deal with youth (e.g., serving time as adults vs. juveniles, court-mandated services, new legislation governing sentencing, trends in alternative sentencing, etc.).

- If court-involved youth include those incarcerated, describe where serve time? What types of facilities? Where are they located?

- What are the state or local policies on diversion strategies for youth (e.g., family, drug or youth court)?

- Describe the approach and philosophy taken by the courts in working with programs like Youth ChalleNGe or similar youth programs.

D. Alternative services for the target population

• Describe other programs in the State or local area that could serve eligible Youth/Job ChalleNGe participants with somewhat similar sets of services (e.g., alternative education, vocational training, supportive services, etc.).

   - What are the names of these programs and where are they located (e.g., YouthBuild, Job Corps, family and drug courts, WIA youth services, vocational programs offered through the secondary or postsecondary educational system, alternative schools, etc)?

   - What agencies or organizations operate these programs? How are these programs primarily funded?

   - Are these long-standing programs or are they relatively new?

   - Approximately how many youth do they enroll (each year)?

   - In what ways are the youth served by these programs similar to Youth/Job ChalleNGe youth? In what ways are they different? Do any of these programs serve court-involved youth?

   - How are these programs similar to or different from Youth/Job ChalleNGe (e.g., location/accessibility, residential/nonresidential, duration of services, staffing, partners, etc.)? How are they different?

   - Why might youth chose Youth/Job ChalleNGe over these other programs?

II. ORGANIZATIONAL AND ADMINISTRATIVE STRUCTURE OF YOUTH AND JOB CHALLENGE PROGRAMS

A. Description of the program

- Confirm the key features of the Youth ChalleNGe grantee (e.g., name of grantee, type of organization, relevant division or department).

- Describe the physical location(s) of the Youth and Job ChalleNGe programs.

    - Where is each program located (e.g., military base, other facility)? Do the Youth and Job ChalleNGe programs share the same space?

    - What is the nearby area like? What other organizations or programs share the location(s)?

    - If Youth/Job ChalleNGe are co-located, what arrangements were needed to accommodate Job ChalleNGe?

    - If the Youth and Job ChalleNGe programs are in different locations, how was the new location for Job ChalleNGe selected? What arrangements had to be made to secure this new location (e.g., rental or purchase agreements, securing consent from nearby businesses or residents, securing licenses and permits, etc.)?

    - What works well about the current physical locations for the Youth/Job ChalleNGe programs? What is challenging?

B. History and development

- Confirm available information about the history of the Youth ChalleNGe program (e.g., when did the program begin, any breaks in program operation, etc.).

- What major changes (e.g., staffing, services, youth population) have program administrators made to the Youth ChalleNGe program in the past 3-5 years?

- Describe the process of applying for the Job ChalleNGe program grant.

    - What were the primary factors that motivated the grantee to apply?

    - What elements of the Job ChalleNGe program were the most appealing given the existing Youth ChalleNGe program?

    - Did the grantee have to obtain any specific approvals before applying for the grant (e.g., to use a new location for the program, to allow participants to travel off-base for services)? What was this process like? What worked well and what proved challenging?

    - How did the grantee go about securing additional partnerships needed to operate the Job ChalleNGe program? Why seek these partnerships?

    - What additional challenges did the grantee confront in planning and applying for the Job ChalleNGe program?

C. Program goals and objectives

- Describe the goals/objectives of the programs.

- Confirm the goals/objectives of the Youth ChalleNGe program.

- Confirm the goals/objectives of the Job ChalleNGe program.

- Explain any differences between the goals/objectives of the two programs. How did the grantee develop these differently and why?

- In what ways did the Job ChalleNGe program allow the grantee to fill gaps in services not previously addressed? In what ways did the Job ChalleNGe program allow the grantee to expand existing services?

D. Staffing Structure and Program Leadership

[*Note to site visitor: Ask the site to complete the following table ahead of the visit. On site, review the table to make sure the information is correct.*]

Name	Title	Organization	YC FTE	JC FTE	Org Tenure	YC/JC Tenure
John Smith	*Cadre*	*National Guard Bureau*	*0*	*1.0*	*2 years*	*1 year*

- How has the Youth ChalleNGe staffing structure changed in the last five years?

- What changes to the staffing structure, if any, do both programs anticipate in the coming year?

- Is the current level of staffing sufficient to run the Youth/Job ChalleNGe programs? If not, explain.

- Describe the key staffing difference between Youth and Job ChalleNGe programs?

  - What positions are new to Job ChalleNGe that did not exist under Youth ChalleNGe?

  - What organizations provide staff under Job ChalleNGe that did not under Youth ChalleNGe?

  - What factors were important to consider when developing the staffing plan for the Job ChalleNGe program?

  - Describe the hiring process for any new Job ChalleNGe staff. In what ways has it been different from the hiring for Youth ChalleNGe?

  - How many new positions needed to be filled for Job ChalleNGe? Has the program filled them? If not, what positions are still empty? Why?

- Describe staff turnover.

  - How often do staff typically stay with the program?

  - Why do staff leave?

  - What challenges, if any, does the program have with retaining staff?

- - What influence has staff turnover had on the program?
- Describe the management structure of the Youth/Job ChalleNGe program.
  - Describe all individuals that oversee/manage the Youth/Job ChalleNGe programs (e.g., Adjutant General, Program Director, Deputy Director, etc.).
    - ➤ What do their roles entail?
    - ➤ Do these individuals have other roles in the organization? If so, how do they balance these responsibilities with their other roles?
  - Is there a steering committee/advisory board that oversees the Youth/Job ChalleNGe programs? Who serves on this committee/board? How often do they meet? What changes have had to occur due to the implementation of Job ChalleNGe?
  - Describe how the leadership team (for example, advisory team/steering committee) monitors and supports all Youth/Job ChalleNGe grant activities. What changes have had to occur due to the implementation of Job ChalleNGe?
- To what extent have leader(s) at partner organization(s) been involved in the design and/or implementation of the Youth/Job ChalleNGe program? How do these leaders coordinate with Youth/Job ChalleNGe administrators?
- Who on the Youth/Job ChalleNGe team is responsible for the following:
  - Promoting communication about program goals and practices?
  - Direct supervision of program staff?
  - Performance reporting?

E. Staff training and coordination

- What experience do program staff and administrators have when it comes to working with at-risk youth? With youth involved in the criminal justice system?
- Describe the professional development opportunities available to Youth/Job ChalleNGe staff.
  - What training, specific to working with this population, do all staff receive when they begin employment? How many hours? What certifications?
  - What additional types of professional development have staff received in the past year? What is anticipated in the next year?
  - What skills do staff need for Job ChalleNGe that they did not need for Youth ChalleNGe? What skills do staff need for Youth ChalleNGe which are not necessary for Job ChalleNGe?
  - What type of professional development is or soon will be available specifically for Job ChalleNGe staff? Please describe (e.g., focus of the training, vendors and/or curriculum used, length, hours, certifications, when it will be in place, etc.).
  - What type of professional development have or will staff receive specifically around the needs of court-involved youth? Is additional training planned around this topic? Please describe any training (e.g., focus of the training, vendors and/or curriculum used, length, hours, certifications, etc.).

- Describe the ways in which Youth/Job ChalleNGe program staff communicate/ collaborate with one another.

  - How often do program staff formally meet? Which staff members? For what purposes?

  - Provide an example of a successful collaboration between Youth/Job ChalleNGe staff (including Youth/Job ChalleNGe teachers, program coordinators, cadre, RPM coordinator, others) to solve a problem dealing with the delivery of services? With participants?

  - What are some of the key challenges to getting program staff to collaborate with one another?

F. Key program partners

[*Note to site visitor: Ask the site to complete the following table ahead of the visit. On site, review the table to make sure the information is correct.*]

Name	Org Type	Role	Agreement Type	Program	Length of Partnership
Pace	*Community College*	*Work Readiness and Vocational Training Provider*	*Contractual*	*YC and JC*	*4 years (YC); 3 mo (JC)*

- Describe each partnership.

  - How did each partner first get involved with the Youth/Job ChalleNGe? What motivated them to form the partnership? What keeps them involved?

  - Which youth populations does the partner works with (court-involved youth, all youth, other)?

  - What specific services does each partner provide to youth in Youth/Job ChalleNGe? Are any of these services specifically for court-involved youth?

  - How has the partnership evolved recently (i.e., within the last five years)?

  - Describe the communication that occurs between the partner and Youth/Job ChalleNGe program staff? What is the nature of the communication? How often do the partner and program staff meet?

- Which partnerships have proven to be most successful? Why? Is the answer different for the Youth vs. Job ChalleNGe programs?

- Which partnerships have proven to be most challenging? Why? Is the answer different for the Youth vs. Job ChalleNGe programs?

G. Budget/funding

- Confirm the following financial information about the Job ChalleNGe grantee (*available through existing reports*).

- Which agency manages funding for the Job ChalleNGe grant?

- What is the overall grant amount? For how many years? How many total youth are expected to be served?

- Does the program depend on in-kind services or other donations? What is the value of these services or donations? Who provides these services? Please describe these particular services.

- What matching requirements exist? What organizations provide matched funding? Are matched funds in-kind or cash contributions? Are matching funds earmarked for particular services?

- What funding does the program leverage from other grants or program dollars? Who provides these funds and for what purpose?

- Confirm the ways that funding for the Job ChalleNGe program is different than it is for Youth ChalleNGe (e.g., agency, in-kind/cash contributions, match requirements, leveraged funding).

- Is the Job ChalleNGe grant easier or more difficult to manage than the grant for Youth ChalleNGe? Why?

- Considering all the funding sources available for Youth/Job ChalleNGe, are the funds sufficient to support youth in Job ChalleNGe? Why or why not?

III. RECRUITMENT AND ENROLLMENT FOR YOUTH AND JOB CHALLENGE PROGRAMS (AND COURT-INVOLVED YOUTH)

A. Program eligibility

- Describe the Youth ChalleNGe program's eligibility requirements.

  - (From existing materials) Confirm the program's eligibility criteria (e.g., age, sex, educational status, educational level, mental/physical requirements, geographic requirements, court-involved youth or lack thereof, drug-free status, etc.).

  - How did the program define court-involved youth previously? Has that definition changed under Job ChalleNGe? If so, how.

  - Do the current Youth ChalleNGe criteria allow for filling Job ChalleNGe spots? If not, please describe why.

  - To what extent has the Youth ChalleNGe program changed its eligibility criteria in order to serve more court-involved youth? Which criteria worked and which criteria needed changing?

B. Recruitment and outreach

- Describe the Youth ChalleNGe program's outreach efforts.

  - Confirm the ways youth find out about the Youth ChalleNGe program (e.g., presentations by recruitment staff at schools or juvenile justice agencies, presentations by current participants or alumni, radio/TV ads, community events, family or friends, referrals from other agencies, internet, flyers/posters, etc.).

  - Confirm the message conveyed to recruits about Youth ChalleNGe in marketing material or presentations.

  - Confirm the recruitment schedule. When in the calendar year do staff members engage in recruitment activities for each of the two cohorts?

  - Confirm the geographic area targeted for recruitment. If applicable, why does the program only recruit from certain areas?

  - What changes, if any, has the program made to recruitment methods, messages, timing or geographic focus with the implementation of Job ChalleNGe? How have these changes helped recruit youth that will eventually enroll in Job ChalleNGe?

  - What changes, if any, has the program made to recruitment methods, messages, timing or geographic focus around court-involved youth? How have these changes helped recruit additional court-involved youth?

- Describe the key partner agencies, if any, that the Youth ChalleNGe program worked with previously to recruit court-involved youth.

  - [*Note to site visitor: Confirm with the respondent that you captured information about which agencies the program works with to recruit court-involved youth in the partnership table and questions.*]

- What is the process by which these agencies refer or help to identify court-involved youth?

- What challenges, if any, have the grantees and partner agencies experienced in working with each other to recruit court-involved youth?

- Do the Youth/Job ChalleNGe programs plan to engage new partners in recruiting court-involved youth? Do they plan to modify existing relationships? If so, please describe each agency and its role.

- What challenges has the Youth ChalleNGe program encountered in recruiting youth interested in and eligible for Job ChalleNGe? What key lessons have been learned from this process?

- What challenges has the Youth ChalleNGe program encountered in recruiting interested and eligible court-involved youth? What key lessons have been learned from this process?

C. Selection and screening for Youth ChalleNGe

- Discuss the number of applications.
    - Confirm how many youth apply to the Youth ChalleNGe program for each cohort. Does this number tend to vary by cohort?
    - How has this number changed, if at all, with the implementation of Job ChalleNGe?
    - How has this number changed, if at all, with the increased focus on court-involved youth?

- Describe the process of applying for the Youth ChalleNGe program.
    - Review the application form and other application paperwork (obtained prior to visit).
    - When do youth complete an interview? Which staff members conduct the interview? What is the format and purpose of the interview? Is there more than one interview?
    - Is a physical exam required? What must youth do to pass?
    - Do youth need to complete assessments (e.g., the TABE)? Where do they take these assessments? What are the required scores to pass?
    - Do youth need to pass a drug test? Who administers the test? At what point in the sequence of events do they need to pass? Do drug tests ever create issues for youth on prescription medications?

- Confirm the eligibility determination and application review steps.
    - What factors do staff assess?
    - What determines whether a youth moves to the next phase or is accepted?
    - Which eligibility criteria are the most exclusive?

- Has this process changed with the implementation of Job ChalleNGe? If so, how?

- How has this process changed with the additional focus on court-involved youth? What additional screening or assessments must court-involved youth (as compared to all youth) undergo to be admitted into Youth ChalleNGe?

- What factors are most challenging about the application process?

    - For applicants generally?

    - For court-involved youth applicants?

    - Logistically/for the program?

D. Selection for Job ChalleNGe

- Describe the selection process for Job ChalleNGe.

    - Confirm when Youth ChalleNGe participants are first informed about the possibility of joining Job ChalleNGe.

    - Describe the process by which youth apply or express formal interest in Job ChalleNGe.

    - What additional eligibility requirements for Job ChalleNGe must youth meet once enrolled in Youth ChalleNGe (e.g., completing a diploma or GED, obtaining certain scores on various assessments, passing an interview, etc.)?

    - Which staff members determine whether a youth is ready to enroll in Job ChalleNGe? What is the process for making such a decision? What proportion of interested youth are deemed eligible?

- Who is the ideal candidate for Job ChalleNGe?

- What motivates the youth that continue into Job ChalleNGe? How do these youth differ from the youth who choose not to continue?

- Describe the key obstacles that prevent youth from participating in Job ChalleNGe.

    - What are the key "internal" barriers (e.g., self-esteem, extremely low skills, homesickness, comfort in barrack living, etc.) that impede youth from completing Youth ChalleNGe?

    - What are the key "external" barriers (e.g., court-related issues, pressures from former life) that impede court-involved youth from participating in Job ChalleNGe?

    - Do court-involved youth experience any different barriers?

    - What steps do staff take to ensure that a sufficient number of court-involved youth transition from Youth into Job ChalleNGe?

E. Random assignment and program enrollment

- Confirm the following steps (based on the random assignment procedures established for the study).

    - The point when the program submits eligible applicants for random assignment for Youth ChalleNGe.

    - The point when the program submits eligible applicants for random assignment into Job ChalleNGe.

    - The time at which program staff notify youth of the results of random assignment for Youth and Job ChalleNGe.

- The way in which staff inform youth of their random assignment results for Youth and Job ChalleNGe (e.g., group or individually).

- The referrals the program provides to ineligible youth or youth not selected to enroll in Youth ChalleNGe.

- Any changes the program has made to the random assignment procedures since starting random assignment and why.

- How have youth responded to random assignment? Have those in Youth ChalleNGe responded differently than those in Job ChalleNGe? If so, how?

- What challenges has the program encountered in implementing random assignment?

- What additional steps must youth take prior to starting Youth and Job ChalleNGe programs after getting assigned to the program group (e.g., attend a refresher session, complete additional paperwork, etc.)?

- Do youth sometimes turn down the offer to participate in the program if assigned to the program group? If so, how often and why?

F. Participant characteristics

- Describe the typical Youth/Job ChalleNGe participant.

  - Confirm the demographic composition of Youth ChalleNGe participants (based on existing program data). How does this differ for Job ChalleNGe participants?

  - At what academic level (e.g., six grade reading/8th grade math)) are those entering Youth ChalleNGe? What academic supports do they need? How has this changed by the time they enter Job ChalleNGe?

  - What work experience do Youth ChalleNGe enrollees have, if any? What supports do they need to prepare for work?

  - What motivates youth academically? At work? What gets them excited to learn and change?

  - What challenges do these youth face in their personal lives that may affect their engagement and success in these programs?

  - How do these factors differ for court-involved youth compared to the general population?

- Describe the extent to which the Youth ChalleNGe program worked with court-involved youth prior to the start of Job ChalleNGe.

  - What percentage of Youth ChalleNGe participants (prior to the start of Job ChalleNGe) were court-involved? How has this changed under Job ChalleNGe?

  - How long has the Youth ChalleNGe program worked with court-involved youth?

  - What is the demographic composition of court-involved youth compared to other youth (e.g., race, age, gender, education levels, etc)? Has this changed with the implementation of Job ChalleNGe?

- In what other important ways do court-involved youth differ from the larger Youth/Job ChalleNGe population?

IV. YOUTH CHALLENGE PRE-CHALLENGE PHASE

A. Day one

- Confirm when the program schedules the first day of pre-ChalleNGe, relative to random assignment.

- Briefly describe what happens on "Day One." What tests (drug, medical) and paperwork do youth undergo? What activities do youth engage in?

- How is the "Day One" experience different for youth of different backgrounds (e.g., women, court-involved youth, etc)?

B. Team building

- How does the program assign youth to platoons and/or squads? What factors does the program consider when making assignments? Is court-involved status a factor?

- What is most challenging for youth and staff about creating "Platoon identity?"

- Describe how the cadre (or other staff) encourages team building within squads (e.g., teamwork-building exercises such as marching, fitness competitions, etc.; group discipline, other methods). What impact does each activity have on the squad and individual youth?

- Has the program had to alter its approach to team building activities to better accommodate or respond to the needs of court-involved youth?

C. Readiness assessment

- Describe readiness assessments conducted during the Pre-ChalleNGe phase (e.g., physical fitness challenges, "basics" such as marching, saluting, hygiene, etc.).

- What must youth accomplish to graduate to cadet status?

- How has this process been different, if at all, for court-involved youth?

D. Support and retention during Pre-ChalleNGe

- What factors are most challenging for youth during the Pre-ChalleNGe phase (e.g., dealing with new forms of discipline, being away from family, loneliness, physical endurance/exhaustion, mental health, etc.)?

- Describe the supports youth receive during the Pre-ChalleNGe phase.
    - What do pre-ChalleNGe counseling services look like? Who meets with the youth? How often?
    - What additional supports, if any, does the program provide for court-involved youth for pre-ChalleNGe?

- Describe the youth that leave the program during the Pre-ChalleNGe phase.
    - How many youth leave of their own wishes? Due to parent/guardian request? What reasons do they offer for leaving? Is this different for court-involved youth?

- What strategies do staff employ to convince reluctant youth/parents to stay? What works? What is the process for discussing this issue?

- How many youth does the program ask to leave (i.e., they do not meet program standards, do not pass assessments, etc.)? What happens to these youth? What factors most inhibit participants' success?

- Do youth ever return to the program after leaving? How common is this and why does it happen?

V.   YOUTH CHALLENGE RESIDENTIAL PHASE

A.   Eight core components

For each of the eight core Youth ChalleNGe components—leadership/followership, physical fitness, life skills, health and hygiene, job skills, education, service to the community and responsible citizenship—please confirm or elaborate on information about the following.

- What are the goals of the program component?

- What do youth gain through this component?

- Describe the key elements of the component.
    - Confirm which staff are responsible for/instruct this component.

    - What partners, if any, are involved in delivering this component? What is their role?

    - Clarify which specific activities or topics are taught (e.g., which secondary academic coursework, which types of job skills or health and hygiene components, etc.).

    - What is the setting for delivery of this component? Where does it take place? Is any training off-site? If so, how do youth attend?

    - What is the instructional approach (e.g., tailored/individualized, independent, caring, strict)?

    - What is the instructional schedule? Each day/week? Over the course of the program? How many total hours?

    - What (nationally recognized) curriculum do the instructors use, if any?

    - Has the program had to modify this component for youth who will be enrolled in Job ChalleNGe? If so, how?

    - Has the program had to modify this component to better accommodate court-involved youth? If so, please describe.

- Describe how youth respond to this component.
    - What is most challenging for youth? What are their key barriers? How does the program support these needs?

    - What do youth seem most excited about learning for this component?

    - Do Job ChalleNGe bound youth approach this component differently? If so, how?

    - Do court-involved youth respond differently than other youth? If so, how?

- What is the most challenging aspect of this component for staff?

B.   Assessments and certifications

For each of the eight core program components—leadership/followership, physical fitness, life skills, health and hygiene, job skills, education, service to the community and responsible citizenship—please confirm or elaborate on information about the following.

- Describe how cadets show mastery in each of the eight areas.

  - How are skills evaluated (e.g., through specific tests or assessments, observation and feedback)?

  - For each of the eight areas, what assessments are used? How often are they administered? What levels or gains must youth demonstrate to pass?

  - What is the minimum level required for youth to graduate from the program?

  - What happens to youth who do not demonstrate success in a core component?

  - Are the standards different for youth planning to continue on to Job ChalleNGe? If so, how? How was the decision to establish different standards reached?

- For each of the eight areas, describe the credentials offered.

  - What credentials or certificates are offered? Are any industry-recognized or recognized by outside agencies?

  - Which credentials have been easiest for youth to obtain? Why?

  - Which credentials or certificates have been most challenging for youth to obtain? Why? Does this vary for court-involved youth?

- How does the residential nature of the program affect youth success (e.g., easier to focus, greater number of hours of instruction, etc.)?

- How do other program factors (e.g., physical fitness focus, discipline, and squad model) affect success?

C. Discipline

- What is the Youth ChalleNGe program's approach/philosophy to discipline? What about rewarding positive behaviors?

- Which staff are primarily responsible for disciplinary measures? How are other staff involved, if needed?

- Describe the program's disciplinary policy.

  - Confirm the guidance provided on discipline in the program handbook or other written documentation (e.g., level of infractions, types of infractions documented, punishments for different types of infractions, etc.).

  - What instructions around discipline are conveyed to youth verbally? When does this occur?

- What tools (e.g., behavior cards) does the program use to handle discipline?

- How does discipline evolve over the course of the program? For Job ChalleNGe?

- What is the program's approach to mass discipline? Is it used? Under what circumstances?

- Does the program have some kind of board or review procedures for more serious infractions? How does this system work?

- What works well about the program's approach to discipline?

- How might the program improve the current approach?

- Do court-involved youth respond differently to discipline? If so, how? In what ways does the program respond?

VI. YOUTH CHALLENGE POST-RESIDENTIAL PROGRAMMING

A. Mentoring/Job ChalleNGe enhancements to mentoring

- Describe the mentor selection process that begins during Youth ChalleNGe.
  - How does the mentor nomination process work?
  - What makes someone eligible/ineligible to be a mentor (e.g., age, gender, geography, relationship to participant)? What is the rationale for any restrictions?
  - What screening process must prospective mentors undergo (e.g., an application, references, background check, interview, etc.)? Who conducts the mentor screenings? What is the process for reviewing/approving a mentor?
  - How many prospective mentors are screened out? For what reasons?
  - What if a youth does not find/nominate an eligible mentor?

- Describe the mentoring relationship.
  - When do youth first connect with their mentor as part of the Youth ChalleNGe program?
  - What is the goal of this relationship? How should this relationship change over time?
  - How long does the mentor relationship officially last (not counting ongoing communication that youth may have with mentors apart from the program)?
  - How often must youth meet with mentors? While still in the residential program? In the post-residential phase? Do some youth meet more frequently with mentors than suggested by program guidelines?
  - What are the topics of conversation?
  - In what formats can youth connect with mentors (e.g., phone, text, in-person, email, letters, other)?
  - What rules govern the relationship?

- Describe how the mentor relationship is monitored and supported.
  - Are mentors required to participate in mentoring training? If so, what curriculum is used? Is the training in-person or remote?
  - Are mentors required to consult or report to program staff?
  - Does this change from residential to post-residential?
  - What additional support, if any, do mentors receive from the program?

- Provide some examples of how mentoring relationships have been successful in the past. What impact have mentors had on youth?

- What have been the challenges or drawbacks associated with mentoring?

- Describe any changes being made to mentoring under the Job ChalleNGe program?
  - Around the selection process or criteria for becoming a mentor?

- Will the program provide additional or different training?

- Will the mentoring conditions/requirements change?

- Will monitoring or support of mentors change?

- In what ways might the mentoring program be different for Job ChalleNGe participants? When are they matched with a mentor? Is the timing for mentoring activities different? Does mentoring still occur during Job ChalleNGe activities?

- In what ways might mentoring be different for court-involved youth? Are there different requirements around who can serve as mentors or the terms of the mentoring relationship? If so, please describe.

B. Post-residential planning activities

- When does planning for the post-residential phase begin? Does the timing differ for those planning to continue on to Job ChalleNGe? If so, how?

- Which staff are involved in this activity?

- Does the program develop a Post-residential Action Plan (P-RAP)? If so, what does this plan include (e.g., mentor selection, employment goals, plans for future education, plans for housing, plans for military service, continuation into Job ChalleNGe, etc.)?

- What is the goal for creating this plan? How can it benefit youth? What outcomes from the plan would be considered a success? Why?

- Describe how youth work with staff to develop such a plan. Are parents or others involved in developing the plan?

- What challenges arise in making plans for post-residential activities?

- In general, how closely do youth keep to their plans?

   - In what ways do youth typically deviate from their plans?

   - What support do program staff provide to help youth stick to their plans?

C. Placement-related assessments

- What assessments do youth take in planning their post-residential plans (e.g., interest inventories, Armed Services Vocational Aptitude Battery, college placement exams)?

- Are youth required to take any particular tests?

- What tests does the program encourage or recommend for all youth? Why?

- Who explains the results of these tests to youth?

- How do youth incorporate any results into their plan?

- What have been the challenges to using any existing assessments?

- In what ways, if any, is the placement-related assessment process different for Job ChalleNGe participants?

D. Education and employment placement services

- What are the program's goals around education and employment placement?

    - Does the program emphasize a particular post-residential approach to youth (i.e., education, employment, Job ChalleNGe)?

    - Does the program specify particular goals it would like youth to achieve regardless of the direction (e.g., placement in any job, jobs with a particular wage level, jobs in a career pathway, education within a particular career)?

    - How are the ages of youth taken into account with respect to education and employment placements?

- How are placement services structured?

    - What does the program consider "acceptable" post-residential placements?

    - Which staff members manage these services?

    - When in the program cycle do youth start to meet with placement staff?

    - Do youth meet one-on-one or in groups with placement staff members?

    - How many hours of meetings are expected? Per week? In total?

- What partnerships has the program fostered with employers and educational institutions to support placement? How do these partnerships differ from Job ChalleNGe partnerships?

- How do placement staff foster and build these relationships with employers and educational providers?

- How do program staff help youth through the placement process?

- What assistance does the program provide to assist participants (e.g., transportation, payment for exams, college visits, helping enroll in tests, coordinating with mentors)?

- How do placement staff (or others) track youth once they are placed into education or employment? Are youth expected to check in?

- What challenges do programs face in placing youth in educational opportunities? In employment?

- Describe the employer experience in hiring Youth ChalleNGe graduates.

    - What types of employers hire youth?

    - For what positions?

    - How satisfied have employers been? Do youth have the skills necessary for the job?

    - What more could Youth ChalleNGe do to prepare youth for employment?

- In what ways, if any, are the delivery of education and employment placement services different for Job ChalleNGe participants than for those in Youth ChalleNGe? Do Job ChalleNGe participants engage in these services at all? If so, when?

VII. JOB CHALLENGE PROGRAM ELEMENTS

A. Orientation to Job ChalleNGe

- Is there a first day of Job ChalleNGe similar to the first day of Youth ChalleNGe? Is there some type of orientation process? If so, describe. What activities do participants engage in during this orientation?

- What are the goals of orienting participants to Job ChalleNGe? How are these different than they were for Youth ChalleNGe?

B. Individualized career and academic counseling

- Confirm the staff members that will provide career and academic counseling for the Job ChalleNGe program using the previously completed staffing table.

- Describe how counseling staff are assigned to Job ChalleNGe participants.

  - What is the process for matching students with counselors?

  - Do staff work with the same youth they did under Youth ChalleNGe?

  - What is the student/counselor ratio for Job ChalleNGe?

  - How do counselors coordinate with any previous Youth ChalleNGe staff that worked with Job ChalleNGe participants?

- How is the career and academic counseling for Job ChalleNGe different than it is for Youth ChalleNGe?

  - What are the goals of academic and career counseling for Job ChalleNGe (especially as compared to Youth ChalleNGe counseling)?

  - When do youth first meet with their counselor(s)? How often are they required to meet?

- Describe the Individual Development Plan (IDP) process.

  - What does the IDP tool look like? What elements does it contain? (*Obtain a copy of a blank tool.*)

  - Is the IDP new to Job ChalleNGe or does it build off of an IDP developed for Youth ChalleNGe?

  - When in the program sequence do youth first complete/update their IDP? What is the process for updating it? How often does this occur?

  - What staff are responsible for completing/updating the IDP? How often is it updated and through what process?

  - How do staff ensure that the IDP is aligned with the opportunities that the Job ChalleNGe program can offer?

  - In what ways, if any, is the IDP process for different for court-involved youth?

- Are there any youth needs the program has difficulty addressing through Job ChalleNGe? If so, please describe.

C. Secondary education and occupational skills training

- Describe any secondary school coursework that youth participate in as a part of Job ChalleNGe. How is it different than what youth do in Youth ChalleNGe (e.g., coursework, certifications, the provider, schedule and total hours, etc.)?

- What portion of Job ChalleNGe youth engage in secondary or GED coursework?

- What are the major secondary educational challenges facing Job ChalleNGe youth and how do they differ from those in Youth ChalleNGe?

- Describe the Job ChalleNGe program's occupational skills training component. [*Note to site visitors: Obtain a copy of any training topics if available.*]

  - What are the goals of the occupational skills training?

  - When during Job ChalleNGe do youth begin training?

  - In what fields does Job ChalleNGe provide training?

  - What educational or other training do youth need to complete before beginning occupational skills training? What pre-requisites are there?

  - Does the training program follow a specific, nationally-recognized curriculum (e.g., OSHA for safety, HBI PACT for construction, etc.)?

  - What degrees or certifications are provided in each field?

  - What is the schedule for each field offered? How long is the program? How many hours do youth need to complete?

- Describe the organization(s) that provide(s) the Job ChalleNGe program's occupational skills training. [*Obtain a copy of any training topics if available.*]

  - What organizations provide training? What types of organizations are these? Where are they located?

  - If a partner provides these services, describe the agreement that governs the delivery of training services.

  - What experience do the providers of the training have working with youth like those in Job ChalleNGe? What about with court-involved youth?

  - Where are the classes offered (e.g., the base or a college campus)? If classes are not "on base," how do youth get to classes?

  - Are classes dedicated to just Job ChalleNGe participants or are youth in classes with the general public?

- How does the training differ from any training provided through the Youth ChalleNGe program?

- What accommodations, if any, does the Job ChalleNGe program need to make around court-involved youth when it comes to education and training?

- What are the biggest challenges facing youth that have begun the occupational skills training component of the program?

D. Leadership development activities

- Describe the leadership opportunities that the Job ChalleNGe program provides to youth. [*Obtain a copy of any training topics if available.*]

    - Do youth engage in peer mentoring?

    - Can youth serve as team leaders?

    - Is there a youth council or youth governing body?

    - Are there speaking or public appearance opportunities?

    - Do youth engage in leadership coursework?

    - Do youth engage in team building exercises?

E. Work readiness and life skills training

- Describe the Job ChalleNGe work readiness training. [*Obtain a copy of any training topics if available.*]

    - When does this training occur in the Job ChalleNGe program cycle?

    - How long is the training? What is the schedule for delivering it? How many hours?

    - What topics does the training cover (e.g., resume development, interviewing techniques, mock interviews, time management, dress for success, work ethic, etc.)?

    - Which staff are responsible for providing work readiness training?

    - What curriculum is used for delivering work readiness training? Is it a publically available or nationally recognized curriculum?

    - What assessments of work readiness does the program use, if any?

- Describe any life skills or other training designed to produce positive social behaviors that the Job ChalleNGe program provides to participants.

    - When does this training occur in the Job ChalleNGe program cycle?

    - What is the length of the training? What is the schedule for delivering it? How many hours?

    - What topics does the training cover (e.g., financial literacy, physical health, sexual health, conflict resolution, anger management, parenting, time management, etc.)?

    - Which staff are responsible for providing this training?

    - What curriculum is used for delivering life skills training? Is it a publically available or nationally recognized curriculum?

    - What assessments of life skills training does the program use, if any?

- How do work readiness and life skills training services provided during Job ChalleNGe differ from those provided during Youth ChalleNGe? What challenges do youth face in this aspect of their training?

- What accommodations, if any, does the Job ChalleNGe program need to make around court-involved youth when it comes to work readiness and life skills trainings?

F.   Employer engagement

- Describe how the Job ChalleNGe program has engaged employers.

  - What types of employers or industries does the program target? Why?

  - What strategies has the program used to engage employers (e.g., engaging other employers, political connections, staff time dedicated to the effort, former employers of youth, etc.)?

  - What is the message about the Job ChalleNGe program goals it communicates to employers?

  - How does the program communicate to employers the prominent role of court-involved youth? How are employers trained on this role?

  - What methods does the program use to formalize relationships with employers (e.g., MOU, contracts, etc.)?

  - What challenges does the program face in retaining employers?

- Describe the employers that work closely with the Job ChalleNGe program (*Confirm these employers are listed on the partner organization chart*).

  - What are the names of these employers? What types of industries do they represent? Where are these employers located?

  - How did these employers get involved with the Job ChalleNGe program?

  - What motivated them to work with the program and this population? What are the benefits of doing so?

  - What is the experience of employers in working with this population?

  - What challenges do employers anticipate or have they experienced in working with this population? With the Youth or Job ChalleNGe program? With court-involved youth?

  - How satisfied are employers with Job ChalleNGe youth? Do they plan to hire/sponsor these youth again in the future?

- Describe the role employers play in the Job ChalleNGe program.

  - What types of work experiences do employers provide (e.g., job shadowing, on-the-job training, internships, full employment, etc.)?

  - What kind of additional support do they provide?

    ➢ Do employers help in the planning of work related services (e.g., work readiness)?

    ➢ Do they provide help or guidance in education or training planning?

    ➢ Do they provide classroom instruction or training (e.g., occupational skills training)?

  - Are there opportunities for employers to play an advisory role in program development (e.g., on a board or advisory group)? If yes, please describe what this role entails and the influence employers have had the program.

G. Work-based learning and exposure to the world of work

- Describe the work experiences of Job ChalleNGe youth. Describe for each type of activity: job shadowing, internships, on-the-job training, apprenticeships, other.

    - When in the sequence of Job ChalleNGe does the work experience occur (e.g., at a certain period in the cycle, on weekends)?

    - How are youth matched with opportunities?

    - How long does it last (number of weeks)? How many days per week? How many hours per day? How many total hours?

    - Is it paid? If so, how much?

    - What types of activities do participants do?

    - How does the Job ChalleNGe program assess progress on the job? Who provides that assessment?

- Describe how the program supports youth in their work experiences?

    - What specific supports do Job ChalleNGe participants need to succeed in their work experience?

    - To what extent is the program able to provide these supports?

    - To what extent does the employer communicate participant progress with Job ChalleNGe program staff (such as counselors)?

    - How does the Job ChalleNGe program ensure that learning at the worksite is connected to training youth have received?

- Who supervises youth during the experience? For apprenticeships, to whom are students apprenticed? Is it a registered apprenticeship (connected to a union or trade group) or a pre-apprenticeship?

- What challenges has the Job ChalleNGe program encountered, if any, to offering work experience opportunities (e.g., union rules, licensing requirements, other labor laws involving youth workers)?

- What accommodations, if any, does the Job ChalleNGe program need to make around court-involved youth when it provides work experiences?

- How will employers assess youth work readiness skills after the work experience is complete? Will they use a particular tool? If so, please describe.

IX. OUTCOMES AND LESSONS LEARNED

A. Participant outcomes

- Describe how the Youth/Job ChalleNGe programs track and manage participant outcomes.

    - What performance measures does the Youth ChalleNGe program track (*list out each measure and describe/obtain screen shots of data entry tools*)? How has the program modified these measures for Job ChalleNGe?

    - What performance measures are the programs required to report to DoD and DOL?

    - What measures does the grantee collect that go beyond any ChalleNGe reporting requirements?

    - Describe the Management Information System (MIS) or other data tracking or reporting systems used to track outcome measures for both programs. Who has access to these tracking systems?

    - What capacity do the Youth and Job ChalleNGe programs have to generate reports from the participant data collected? Describe any reports (*collect examples if possible.*).

    - What data must program partners provide? At what intervals do partners provide this information?

    - What reports have the Youth and Job ChalleNGe programs prepared that include participant data (obtain a copy)?

- How are participant outcomes captured (e.g., employer verification, participant self-reports, administrative data)?

- What challenges does each program face in capturing participant outcomes?

- What challenges has each program encountered in interpreting or fulfilling any grant-related performance reporting requirements?

- Which outcomes are easy for participants to achieve? Why? Does this vary by program (e.g. Youth or Job ChalleNGe)? Does this vary by type of participant (e.g., men vs. women, court-involved youth or not, etc.)? Please describe any differences.

- Which outcomes are more difficult for participants to achieve? Why?

- Describe some positive outcomes of the programs.

    - What are the main ways Youth ChalleNGe helps participants?

    - What are the main ways Job ChalleNGe helps participants?

    - What are the main ways both programs help court-involved youth?

    - What particular benefits does Youth ChalleNGe and/or Job ChalleNGe provide to participants that other similar programs do not?

    - Describe one or two success stories from both programs.

B.   Overall implementation of Job ChalleNGe

- Where is the current Job ChalleNGe program in regards to its proposed implementation schedule? What additional steps must the grantee take to fully implement the program as planned?

- What have been the grantee's biggest accomplishments in implementing the Job ChalleNGe program so far?

   - With regard to participants?

   - With regard to building/establishing the program?

   - With regard to creating and maintaining partnerships?

- What have been some of the grantee's biggest challenges in implementing the Job ChalleNGe program so far?

   - With regard to participants?

   - With regard to building/establishing the program?

   - With regard to creating and maintaining partnerships?

   - With regard to implementing the evaluation?

- What lessons can the grantee share about implementing a Job ChalleNGe program?

C.   Overall adaptations to serving court-involved youth

- What have been the grantee's biggest accomplishments in serving court-involved youth?

   - With regard to participants?

   - With regard to building/establishing the program?

   - With regards to creating and maintaining partnerships?

- What have been the grantee's biggest challenges in serving court-involved youth?

   - With regard to participants?

   - With regard to building/establishing the program?

   - With regards to creating and maintaining partnerships?

   - With regard to implementing the evaluation?

- What lessons can the grantee share about serving court-involved youth?

D.   Sustainability of Job ChalleNGe/additional court-involved youth

- What else would the program like to accomplish with Job ChalleNGe during the remainder of the grant?

- What else would the program like to accomplish with regards to serving court-involved youth during the remainder of the grant?

- What plans does the program have to continue Job ChalleNGe or serving additional court-involved youth when the current round of DOL funding ends?

- Describe the reputation of the Youth ChalleNGe program in the state/local area. How has this reputation changed with the implementation of Job ChalleNGe?

- What funding sources, besides DOL, might the grantee access?

- In what ways might the program need to be modified to be sustainable?

- What other obstacles to sustainability are there besides funding (e.g., authority from the local governments or the public, space constraints, etc.)?

- How, if at all, will the experience of implementing Job ChalleNGe influence the design and delivery of future cohorts of Youth and Job ChalleNGe?