**WorkforceGPS**

**Transcript of Webinar**

**The Power of Relationships: Workplace Mentoring with Youth**

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JON VEHLOW: Welcome to "Our Journey Together TA Series: The Power of Relationships, Workplace Mentoring with Youth." Without further ado I'd like to turn things over to our moderator today, Maisha Meminger, manpower analyst, U.S. Department of Labor, Employment and Training Administration, Division of Youth Services. Maisha?

MAISHA MEMINGER: Thank you so much, Jon. Welcome, welcome, welcome, everyone. I see you all are coming from all over the country. Many of you are in the workforce field, some of your guys are in the mentoring field, some of you are in the business field; and we are so excited to have you all. We had over 900 people register for this webinar so we are excited to be able to share and to learn – I'm here to actually learn.

I'm about to step aside in a second, but I wanted to let you all know that we are excited about mentoring at the Department of Labor. We know that mentoring is very, very important. I as a professional have a mentor and I'm sure many of you all have mentors as you've gone into different work fields and different areas of your professional development, and our young people need mentors as well.

Many of our young people struggle with various barriers preventing them from going to the next stage of their life, and mentors help guide them and create that positive relationship to get them to that next level and show them new ways of thinking and new ways of doing things.

Mentoring is important. We know that this is actually – January is National Mentoring Month, so we're celebrating mentoring as well, and it's one of our program elements for WIOA.

Today if you have any questions especially pertaining to WIOA, please put them into the chat area. We will be answering those at a later date, but today we really want to focus just on mentoring and building those partnerships to improve business place mentoring and workplace mentoring.

And so without further ado I'm actually going to be sitting here taking notes myself; I'm going to be turning to Dan. Dan is our colleague from MENTOR and he's going to tell us all about his organization, what they do, and he's going to be presenting to us with his business partners on business mentoring. Dan, are you there?

DANIEL HORGAN: Yep. Hey, Maisha. Thank you so much.

MS. MEMINGER: OK. I'm here to learn.

MR. HORGAN: Awesome. I just want to start by saying a big thank-you to Maisha and Sara and Jon from the Department of Labor for the partnership on today's session. I think you're all in for a treat. I know I am thrilled to be with all of you.

I also want to say a big thank-you for taking the time to participate today and to tune in and listen to this particular session. I know that from having worked on the front line of organizations in the field that time is always a challenge to carve out and participate in these types of opportunities, so just thank you for the work that you do every day across the country.

I am, as Maisha said, Dan Horgan. I'm senior director of corporate engagement with MENTOR, the national mentoring partnership, and again, just thrilled to be here in celebration of National Mentoring Month.

There are three perspectives that I've taken in terms of putting today's session together based on different hats that I've worn throughout the course of my career. The first is from the very front line, which I believe – you know, my own working philosophy, I always try to go to the front line in everything that I'm doing to just stay balanced in what's happening in the work itself from participant perspectives.

I started a nonprofit when I was 18 years old and really launched my career in the youth development space, so I look at today's session from a practitioner lens. I also have the fortunate opportunity to work with the Three Rivers Workforce Investment Board out of Pittsburgh, Pennsylvania, working on youth policy, youth employment programming – it was WIA at that time – as well as program evaluation work, and so I look at this work from a workforce development/workforce board standpoint as well.

And then third I had the opportunity to work in corporate social responsibility, managing corporate giving and employee engagement at Capital One for several years. So I've had the opportunity to look at this work from an employer's perspective and from a philanthropic lens as well. Across all those different spaces I've worked in rural, urban, and suburban communities, and so we're going to apply that lens as well to the work that we're going to cover today in our session.

So without much further ado we have an incredible lineup of speakers that are joining me for today's session, and I just want to give them a huge shout-out and a big thank-you for joining me today and prepping for today's session. We are going to ask each of them, starting with Carolina Dominguez from EY to just give what I call a "Twitter-style" introduction, and then they'll have an opportunity to go into much more detail about their unique program a little bit later on in today's session. So Carolina?

CAROLINA DOMINGUEZ: Sure. Thank you so much. Hi, everyone, and thank you again for joining us.

As Dan mentioned, my name is Carolina Dominguez, and as part of my role on EY's America's Corporate Responsibility team I lead all of our community engagement efforts related to education across the Americas region. And today I'll be talking about our College MAP program. How about you, Linda?

LINDA RODRIGUEZ: Thanks, Carolina. My name is Linda Rodriguez and (I lead ?) youth employment for global philanthropy at JPMorgan Chase. It's a pleasure to be here with all of you today.

Like many of the other speakers I have a pretty diverse background, primarily in the nonprofit sector and government before joining corporate philanthropy. We have, I think, a really rich conversation planned for you. I'm going to turn it over to Gail to introduce herself.

GAIL GERSHON: Wonderful. Thank you. Gail Gershon here, sitting in New York City. I am from Gap Inc., which is the parent company of Gap, Old Navy, Banana Republic, Athleta, and Intermix clothing brands, and I hope that all of you have shopped in at least one if not more of one of those clothing stores.

I'm here today to talk about This Way Ahead, which is a first-jobs program primarily designed for 16- to -24-year-old youth from low-income communities, and more on that in a little bit. And I'll turn it over to Matt now.

MATT YBARRA: Thanks, Gail. Hi, everyone. My name is Matt Ybarra. I am the community outreach coordinator at General Motors, so coming to you from here in Detroit, Michigan. I'm excited to share more later today about our GM Student Corps program, which is one of our signature community outreach programs with high school students in Michigan.

MR. HORGAN: Excellent. Thanks, Matt, and thanks, Carolina, Linda, and Gail as well. We have an incredibly diverse audience, as Maisha and Jon both shared at the top of the session, representing lots of different sectors, lots of different perspectives in this work, as well as I would imagine having a lot of diverse and unique needs as well.

So my hope in today's session is to really cover as much content and equip you with as many tools, resources, knowledge as possible; and really encourage active conversation, active questions and answers both in the chat box as well as at the end of the session. We'll be leaving plenty of time for some additional dialogue.

We have three main objectives for today's session. One is we really want to cover how you articulate the business case for youth mentoring. So as you think about going out and trying to build partnerships with companies, how are you going into those companies with the right knowledge, with the right sales pitch, if you will, to begin building those relationships with a long-term focus in mind.

Or you may be sitting in a company and really passionate about partnering with local workforce development organizations that really need to be able to sell the business case up the chain of command, if you will, within your own organization. And so from multiple perspectives, again, we want to make sure that we equip you with some content around articulating the business case for youth mentoring.

The second is we want to align the diversity of mentoring programs with business priorities. We acknowledge that across lots of different industries, all different type-size companies, whether you're in rural America or in urban America or somewhere in between, we want to make sure that you all understand and have an opportunity to dig into some pretty diverse mentoring programs, practices and partnerships that are in play across the country.

And then third, we really want to integrate some effective private sector engagement practices; really equip you with some tools to move from a transactional exchange to much more about relationship building with the private sector so you have longer-term partnerships.

The way that we've organized today's session, it's divided into these three key areas. In each of those areas we're going to spend about 20 minutes first covering some of the latest research and effective practices on that particular topic. We're going to transition to two case studies where we can get a frontline perspective from our speakers today. And then we're going to wrap up each of those sections by equipping you with what I'm calling the toolbox – additional resources, tools with links that you can be able to access and leverage in the programming and the work that you're doing within your community.

Just real quick as a final reminder, that questions can always be delivered in the Q&A box on the left side of your screen. In addition we'll also welcome opportunities to follow up with folks after today's session to dig into more specifics or more individualized questions that you might have. And as Jon mentioned, there'll be a recording and an executive summary that'll be shared after today's session.

So without further ado let's jump into our first section, which is all around the business case for mentoring.

So when we think about making the business case – again, if you're inside an organization, an employer who's trying to sell it up to senior leadership about why you should be hosting young people in the workplace, or if you're out in the community trying to build partnerships with businesses, I like to say first and foremost that we have to keep in mind that business partnerships are not about transactions.

They're not an ATM to be able to just access financial resources. It's not about the transactional scope of just getting jobs for a group of young people or internship opportunities. The business partnerships are just that – they're about building a relationship between multiple entities and in many cases across different sectors.

Similar just to the number one rule of networking for all of us as individuals, we have to show a genuine interest in the other person. We have to take the time that is upfront in that relationship-building stage to really understand what the context of that employer is in order for us to really understand how our particular partnership can plug in and help them move forward some of the goals, some of the objectives that they have for their organization.

Stephen Covey often says – it's one of his seven habits – seek first to understand and then to be understood. If we understand first and foremost what businesses are looking for, we can position our partnerships in a way that they see the win-win from that very first exchange, that very first impression that we make with them.

So there's four key areas from the work that we do with companies that we've identified from our research and from just front line experience that help to make the business case for mentoring. The first is to really engage employees and customers. The importance here is around engaging both audiences with a purpose in mind.

If we just think about our own positions within our own organizations, we want to come to work and feel engaged, feel empowered, feel productive; be able to leave that workday at the end of the day and say this is what I was able to accomplish and this is why it matters. And so when we think about selling the business case for mentoring it's thinking about how are we going to engage employees or engage customers – or both – in a way that is truly meaningful for the young people that we're working with and for those employees, for those customers.

The second is to really think about this from a talent development standpoint. Many, many employers are out there trying to recruit top talent to their organizations, they're trying to develop the talent they already have in-house; and ultimately trying to retain that top-performing talent that they have within their organizations.

Mentoring is, based on all of the research that's been done – and we'll share some of those links for you to be able to leverage in your proposals and partnership agreements – mentoring is a strategy that has been proven to help companies recruit top talent, recruit diverse talent to their organizations; to develop the talent that they have in-house. So those individuals that are serving as employee-mentors, the incredible skills that they're able to gain from that mentoring experience is often cited as one of the top benefits for employees stepping up and engaging in these mentoring initiatives.

And then being able to retain talent. We know from working with companies and looking specifically at HR data that mentoring is a strategy to retain that talent. They will cite it as an opportunity to increase the morale of their employees, increase the satisfaction with their employment; and ultimately increase the loyalty that they have to their employer.

The third point here is to elevate brand recognition – really asking ourselves as organizations, as companies what does our brand really stand for. Mentoring is an opportunity for us to help a company elevate its brand and tell that human interest story.

It's really at the end of the day about how a manager has connected with a young person who's coming into the workplace for their very first job or their very first workplace experience as an intern or someone who's participating in a summer youth employment program, to tell that human interest story. It elevates both the culture and the brand of that organization, that company, both inside their organization and outside. That's a powerful role that we can play as community-based partners for a local employer.

And then lastly is really thinking about employers want to strengthen their communities. It's in their best interest all-around, from being able to recruit top talent to being able to meet their customers' needs to being able to work, live, and play in a community in which all boats are rising. So really being able to talk and articulate the business case for mentoring as a strategy to strengthen communities, from the youth in that community to those adults that are retiring maybe from their careers.

And so the last point here just in terms of business case is that really my charge to you is think about mentoring as an overarching umbrella – broad in scope, that can be zoomed in and focused in based on the employer that you're working on trying to build a partnership with. So again, not every employer is the same in the same way that not every community-based organization is the same. Some employers care more about educational outcomes; so to be able to connect workplace outcomes to education outcomes is going to be key for you to go from that zoomed-out approach to a much more zoomed-in point of view.

Same thing. Some companies care a lot about workforce development and financial literacy – to be able to show how mentoring is a strategy to deliver on workforce development and financial literacy outcomes while at the same time provide young people with an opportunity to grow and learn within the workplace.

So we're going to transition from this introduction to our two case studies under the section of business case for mentoring, and we're going to start by introducing, again, Gail from Gap Inc., who's going to introduce and share the business case for This Way Ahead. Gail?

MS. GERSHON: Fabulous. So four things I will quickly try to cover this afternoon: why we created This Way Ahead, what it is and how it works, our results to-date; and then lastly, potential for collaboration with WIBs and other community-based organizations that I know many of you on the call represent.

Very quickly first, we created This Way Ahead in 2006 because we know that we as a company have very deep experience working with first-time workers, teenagers, and young adults who are really experiencing their first job, their first true pay job with a paycheck in a structured, formal working environment, and that's something that we're just very good at.

We estimated one very conservative study, that we've provided more than one million teenagers with those first jobs. Connected to that, the company and our corporate culture uses the growth mindset approach to professional development; really believing that everybody has a lot of potential. We really want to tap into that and really build and grow our talent. Even when you start as an entry-level sales associate you're a really valuable, critical member of the team.

We also created This Way Ahead because over the years, in our work with probably hundreds of nonprofit organizations, we frequently heard that funding is important and valuable, but really what these nonprofits that worked with – teenagers wanted from us – was introductions to our store managers to figure out if there are ways that these stores could hire youths from the nonprofit. We thought there might be something there that we could add.

So again, in 2006, started This Way Ahead. It is a program that provides true hands-on experience in real jobs, in real paychecks in Old Navy, Gap, and Banana Republic stores. So now you're probably wondering, well, how does it work?

In every city where we run This Way Ahead – and in 2018 we're currently in 20 cities. We'll be adding somewhere close to 20 additional cities in the coming months. Not all 40 have been identified. The 20 original cities, though, are landed and that's best available on the Gap Inc. website if you want to read more about This Way Ahead there.

In every community we partner with a community organization – it might be a nonprofit; it might be a governmental agency – that is offering job training, and then we match up that organization with stores in that community.

We leverage the job training activities already happening and our store employee volunteer their time as mentors and participant in the job training. They do career panels. They bring youth into the store for a behind-the-scenes visit. That element is really critical because we encourage the employees from our stores and the managers to interact with the youth before their meeting for the first time in an interview.

We really wanted to reduce the us-versus-them mentality that we know often happens in interviews, and we know all of us – probably from our own personal experience – people are often very nervous during job interviews. But by meeting and interacting with the person interviewing you, you will likely feel a bit less nervous.

And here's where mentoring comes in. After the youth are hired, there are really three people that support the youth once he or she is placed in the job and up and running.

The first is someone that we call the job coach. That is a paid position that is someone from the nonprofit or community organization who works with the youth on issues that may be tough to cover by the boss at work. Just an example – because I know that's a little confusing – there might be a young person and let's say her family was evicted and therefore she feels like she can't go to work because her family is in crisis and she doesn't know where she's going to be sleeping that night.

So rather than just not going to work and risking getting fired, the job coach can help the youth to understand, you know what, call your boss, say you've had a personal crisis with your family; you're not going to be able to come to work. You don't have to provide the specifics, but if you don't call and you don't show up, that really reflects badly on you as an employee.

Again, the job coach role is really critical and we do partner with nonprofits, and I'm going to talk a little bit later about potential for collaboration. We're hoping this is an opportunity to potentially collaborate with WIBs, potentially leveraging WIOA funding, but more on that a little bit later.

A little bit about our results to date. We just got our most recent evaluation from our third-party evaluator. We learned that based on 2017 participants, 66 percent reported an improvement in work-ready skills. That's things like how to search for a job; apply and interview for a job successfully. Seventy percent reported improvements in the majority of soft skills, including communication, problem solving, decision making, time management; relationship building.

Seventy percent reported an increase in confidence. But here's the last one that I think is probably my favorite from last year's results. Ninety-eight percent of participants agreed a little or a lot with this statement, "I feel better about myself overall." So clearly This Way Ahead is not just a work program; it's really much bigger than that.

And just to share a quick anecdote about a participant, a young woman named Iridian (ph) who's from Los Angeles. Iridian moved here with her family when she was very young. Her parents don't speak English. She was her family's translator starting from a very young age. She has a younger sister who has Down syndrome.

Iridian even as a 10-year-old took her parents and went with her parents to many doctor's appointments. And through that – and time that she spent even in hospitals – she decided she wanted to be a nurse, but she didn't really know how to do that, what that meant. She was also very shy; didn't really feel very comfortable about asking for help.

Through her partner nonprofit she heard about This Way Ahead. She signed up; she went through the training; and then she got a job working for Old Navy in Century City. Two years later Iridian is now a college student. She applied to Santa Monica College; was accepted. She's working toward her dream of becoming a nurse. She's still working part-time at Old Navy and she says repeatedly that without This Way Ahead she would be kind of stuck; she just wouldn't have really known how to get there.

But more critically, she probably would have been too shy to ask – to step up and ask for the assistance that she needed. So Iridian is one of thousands of young people that participated in This Way Ahead who we feel really proud of.

I am probably at the end of my time, so I'm going to pass things back to Dan to move us along in the agenda, but I will answer more questions later on during our Q&A session.

MR. HORGAN: Awesome, Gail. I just have one quick follow-up question before we transition over to Carolina at EY.

When you think about This Way Ahead and making the business case to, say, a store manager and to, say, corporate overall, is there a difference in how you would articulate the business case; and if so, what would that difference be?

MS. GERSHON: So what we've seen through running This Way Ahead for the past 10 years is that employees that join the company stay twice as long as their peers. They have some of the highest engagement scores in the company and they're a very diverse talent pipeline, which is really important to Gap Inc. So these are great employees.

You know, this is not a program that we do to be charitable or to do the right thing. This Way Ahead has really become a valuable talent strategy for Gap Inc.

MR. HORGAN: That's great. Awesome. Thanks, Gail.

All right. Carolina over at EY; can you share a little bit about College MAP and particularly how you make the business case for your mentoring program?

MS. DOMINGUEZ: Of course.

So College MAP – which stands for Mentoring for Access and Persistence – is EY's signature volunteer program in education. We launched in 2009 and it's a long-term group mentoring program focused on empowering students in underserved high schools so that they can gain access to college and succeed in higher education.

The way it works is College MAP matches groups of EY volunteer mentors of all levels, backgrounds, fields of study, etc., with groups of local 11th and 12th graders. And what we've found is that the team mentoring has two major advantages.

Multiple mentors provides insight and guidance to students in the program so they get to hear different stories. They get to hear a person that started at a community college, a person who went to a state college; maybe someone who took a gap year. So they get a really varied experience shown to them, and then the group of students becomes its own supportive and encouraging academic community.

As the students progressed, we've also seen them evolve into mentors – or peer mentors within the program itself, supporting their underclassmen.

Currently College MAP has sites in 34 U.S. cities and we have helped more than 1,300 students begin their postsecondary journey.

To implement the program we collaborate with College for Every Student. They've recently changed their name, so they're now known as CFES Brilliant Pathways. Essentially they're a nonprofit committed to raising the academic aspirations of underserved youth, so they focus on the same students that we do.

If you're keeping up with education and workforce readiness in the U.S. you know that there's a crisis in U.S. competitiveness due to an underprepared workforce. Many of our high school students graduate from school but are not college-ready; they're not work-ready; and many of the ones who are college-ready, they don't apply. You know, college has the rap of being expensive and exclusive.

So we started College MAP because the lack of preparedness in our young people disproportionately affects kids from underserved and underrepresented communities. The goal of a college degree for a student who may be the first in their family to attend college is often so abstract that it seems impossible; and we found that mentoring can help clear away some of the prohibitive barriers to college, like access, affordability, and persistence. So there's a clear societal need for this type of work and it's a business imperative.

We have a lot to say about the students who graduate from College MAP, and as we continue to support them throughout college, both through mentoring and through scholarships, in short they recognize that without mentoring their lives would likely have taken very different paths. And now they've become ambassadors to their families and in their communities for the positive impact of education and mentoring.

One quick fact about our kids is 97 percent of College MAP scholars graduate from high school compared to 72 percent in their relevant peer group; and the current U.S. average I think is still 81 percent. And of the ones who graduate from high school, 90 percent of them enroll in college and 5 percent of them enroll in either trade or vocational schools and join the army (sic).

In terms of the business benefits that we've seen, we ask our people how they feel about this work. A third of EY professionals are the first in their families to go to college, so the message does really resonate with our people; the work that we do is important to them.

And we found that globally employees who participate in any type of volunteerism are significantly more engaged. They're prouder to work at EY. They prefer to remain here even if a comparable job were to open up elsewhere. And they recommend EY as a great place to work. But more specifically, College MAP volunteers have – like Gail alluded to – you see that folks who volunteer in mentoring programs have longer average tenures than colleagues in the same ranks. And they're significantly more likely to be higher-rated in their performance.

But we've also found that our people build and practice professional skills that they need to advance their careers; those things – it includes emotional intelligence, conveying authenticity, passion and energy, dealing with ambiguity, networking and helping them build relationships, public speaking, high-performance teaming, and even self-confidence.

Volunteering gives them an option to build the skills that they may not necessarily be able to build in their day job, and to practice them in a safe space.

So for us it's clear that sometimes what's good for the community can be good for business, and mentoring helps us build our brand and our reputation. It connects us more meaningfully to our clients, to our people; and as a company our focus on mentoring really does help us deliver on our fundamental commitment to building a better working world.

(Crosstalk.)

MR. HORGAN: Excellent. Thank you so much. I mean, I think that both Gail and Carolina have shared two solid examples of mentoring at their respective organizations that really brings to life the key points about what we talked about – the four key areas of focus in thinking about making the business case: an opportunity to engage employees and customers; an opportunity to really recruit, develop, and retain talent from a workforce development point of view; the opportunity to elevate brand recognition to really get the company's image and overall brand reputation out there and enhanced; and ultimately to strengthen the communities in which they're operating in.

So we're going to circle back and dig into some of these programs a little bit more in the third section, but as we wrap up the business case for mentoring we want to just share a few resources that again you can put in your toolbox. I'm hoping the idea behind this is that you can take these resources and truly leverage them right when you get off this call with the work that you're doing in building business partnerships as well as maybe grant proposals that you might be working on and partnership agreements as well.

The first is a report that MENTOR put together in partnership with support from EY called " Mentoring: At the Crossroads of Education, Business and Community." The link is available here where you can access that. It's also available on the MENTOR site, which is just mentoring.org.

This report was put out about a year and a half, two years ago. It covers essentially interviews and case studies with 18 companies from across the country, all different industries, all different types of companies in terms of size and scope and their engagement within the mentoring space, but it really hones in on understanding how they have articulated internally and externally the business case for mentoring and the importance of building these cross-sector partnerships. So I really highly encourage you to talk a look at that.

The second is "The Mentoring Effect." This is a report that we put out about a year and a half ago. It is one of the very first reports around mentoring that went straight to youth themselves to ask them what is the impact of being a part of and engaging in these mentoring relationships. "The Mentoring Effect" ultimately helped us to understand from a youth perspective what impact it has on them.

And Gail, you hit the nail on the head when you think about building their sense of confidence, building their sense of possibility; opening their eyes to pathways, to careers, to career advice that they would have never thought of before on their own or had access to without the support of caring adults, without the connection to mentors within their community – both in the workplace as well as out in the community itself.

The third that I highlighted here is a much newer piece of research that came out that was highlighted in the Wall Street Journal a few weeks ago. It's "Creating a Culture of Mentorship." I love this particular set of research.

A couple of the key points that I would just highlight for you. It essentially talks to you about 1,200 individuals from all different types of companies across the United States to understand the impact that mentoring has within the workplace. Some of the key findings in this report included, number one, the significant number of employees who are mentored or build mentoring relationships with their managers.

So the importance of the manager relationship is really highlighted here. Sixty percent of the individuals surveyed identified that the manager was their key mentor, even beyond the particular roles in which they connected with that manager initially. So they may go on to different career paths within that same organization or even outside of that employer, but that manager connection and manager relationship was key.

The second is the importance that this research around formal and informal mentoring in the workplace. Number one, it's really highlighting the importance of formal mentoring programs for women, minorities, and high-potential talent; really encouraging companies to think how they can formalize their mentoring initiatives for these particular audiences in particular, because it helps them to build networks within the organization as well as helps them to gain access to more senior-level management that they – from this data reported – did not have access to otherwise.

It also emphasize, lastly, the importance of creating a culture of mentoring – outside of formal mentoring programs, really training people around interpersonal skills. Both Gail and Carolina hit on this as key elements to their particular programs. And really, the interpersonal skill development that you can have with all employees enables them to be better partners when young people are coming into the workplace. So again, it's an opportunity to both cultivate existing talent while building those talent pipelines.

So again these are just three resources. There's lots more out there but we wanted to be able to highlight in each of the sections some key things that might be helpful for you in the work that you're doing in your community.

We're going to transition now to the second section of today's session, which is all around the diversity of corporate engagement in youth mentoring, and in particular I'm going to highlight four key things.

So from our work I work with dozens of companies across the country around developing, enhancing, or scaling mentoring initiatives. What we have found with our work with companies is that it really comes down to four key activities that companies are engaging in when it comes to mentoring.

The first is add mentors themselves – really engaging employees and customers as mentors and doing that in a variety of different ways. It could be the traditional one-on-one model. It could be group or team-based mentoring. We're seeing this as a growing trend with companies, particularly companies that have employees that travel a lot or have significant time commitments that may be pulled in at the last minute – thinking about the legal profession, for example, or professional services.

When a client needs something they've got to be able to move in the direction of what that client is needing. So team or group-based mentoring helps to make sure that that young person is not left by themselves or is let down because their mentor didn't show; that it really makes sure there's a network of support, a web of relationship support for that young person in the workplace.

And then virtual mentoring as well. We've seen an uptick in terms of companies engaging in virtual mentoring to help individuals prepare for both their first work experience as well as once they transition into that job or into an internship experience, how do they continue to get the support that they need to be successful in that and really take advantage of all that that brings with it, that opportunity.

The other thing I would just highlight quickly in this mentoring space is the importance of thinking about mentoring from more of a project-based mentoring perspective. I've worked with a number of companies and there's a great book out, Patty Alper wrote the book, "Teach to Work," which gives almost a blueprint for organizations and companies to leverage around how do you develop a project-based learning that has a defined scope of work – clear beginning, middle, and end.

And that idea – project-based mentoring, particularly in the workplace – is really suited to – in many companies we hear things called "sprints" where a group of people from multiple functions within the organization come together and work on a particular project from a defined beginning, middle, and end. This idea of bringing people together and having them work on a very specific project within a very specific timeframe can be very advantageous to you all in building some of those employer relationships.

Again, whether you're in a rural community or in a urban community, project-based mentoring could be a valuable strategy for you to consider.

The second is just leveraging communication channels to advocate for and promote mentoring. We work with companies to really think about how do they use their social media to amplify stories of existing mentoring activities within their workplace between a manager and a mentee.

We also work with them to think about how they can leverage their own assets; for example, stores. How can they leverage some of that in-store communications, whether it's through signage at the register or on a receipt; really encouraging people to think about how they can support mentoring programs for young people.

We encourage them to think about their emails – whether they do email newsletters or emails out to customers or people who've subscribed to their particular brands; how can they use those channels to be an advocate for mentoring, as well as their websites and their intranets.

We've worked with a number of companies including Deloitte to develop an internet site so that mentors who are supporting these initiatives have access to a portal where they can get training, they can get all the latest research around mentoring, and they can sort of build a community of practice within their company about their own mentoring experiences.

The third is when you think about engaging companies in youth mentoring, this idea of capacity building, whether it's through helping to fund the research, for example, the EY support for the research on the Business Case for Mentoring was huge to helping the field think differently about how we engage with companies.

Pro bono skilled-based volunteerism, how are we leveraging the expertise of HR professionals, for example, to come in and do workshops with your organizations around mock interviews, around informational interviews, how do you best prepare young people to take advantage of those opportunities. Board leadership and in-kind donations, thinking about how do we work with companies to create rewards or incentives for mentors or for youth who are participating in these types of programs as a starting point to a deeper relationship.

And then last is obviously, the financial investment in both mentoring programs as well as the broader mentoring field and that can be through challenge grants where you're providing a match or it can be through a percentage of sales that goes to support the mentoring work, the workforce development work that you're doing in your local community.

Overarching, I would just highlight in closing that creating a continuum of engagement is really, really key to thinking about corporate engagement in youth mentoring, particular workplace mentoring. So what I mean by that is if you think about just basic fundraising 101, it's all about donor cultivation over a long haul. It's not about going from no donation from an individual to all the sudden them being your million-dollar donor.

And so the same is true when you think about building business partnerships. Think about how do you create a continuum of engagement or a roadmap, a series of steps that you can take to cultivate that business partner.

I love what Gail had shared from the Gap in the work that they do with This Way Ahead, that they engage the Gap employees early on in the process in terms of building relationships, whether it's coming out and leading workshops, reviewing resumes, inviting them behind the scenes in the store, all of that just helps to sort of lay the groundwork for that relationship to be established between those young people in that Gap store, which again, it's just a starting point to then a deeper engagement, deeper, longer-term relationship down the road.

So think about in the context of diverse engagement, think about how you engage companies in reviewing the resumes of youth in your program, how do you engage them as workshop speakers, how do you engage them in job shadowing or behind-the-scenes tours or informational interviews and then ultimately, how do you engage them as job hosts, either for short-term project-based mentoring opportunities, workplace mentoring or longer-term, part-time or full-time jobs.

So in order for us to dig into all the diverse ways that companies are engaging in mentoring, we're going to do two different case studies. I am going to turn it over to Linda from JPMorgan Chase who is going to talk about the diverse way that JPMorgan Chase, through the Fellowship Initiative, is engaging in mentoring. Linda.

MS. RODRIGUEZ: Great. Thank you, Dan. And thank you, again, to everyone who joined the call today. We're delighted to be a part of this webinar, because mentoring is so aligned with our priorities, which include helping more people contribute to and share in the rewards of a growing economy.

Each year, about 50,000 JPMorgan Chase employees provide over 325,000 hours of volunteer service in communities around the world and many of them are serving as mentors, including over 300 who have made an extraordinary three-year commitment to supporting high school students in an intensive college and career readiness program created by the firm called The Fellowship Initiative or TFI.

Today, I would like to just share a little bit about TFI, how we recruit mentors and how we use our internal employee groups and communication system to build a mentoring culture.

For those of you who are not familiar with the program, TFI is a holistic college and career readiness model. We recruit high school students in the academic middle. In other words, students who may not already be on a college-going track and we provide them with a range of support to prepare them for college and career, including academic instruction, college prep, mental health and wellness support, leadership development, global learning and career and professional development with a heavy focus on mentoring.

To provide those services, we engage a wide range of partners, such as mentors and local nonprofit organizations that have expertise in those areas. We also work across the business to engage our colleagues in mentoring. And so we have, really, a diverse set of strategies around how to build that culture of mentoring and make sure that our employees understand the kinds of opportunities that are available for them to support young people in their communities.

I'll start with two just, I think, relatively obvious, but maybe it's worth spelling out and providing concrete examples in terms of how we engage our employees. The first is in every city where we do this work, we try to find two to three people who will serve as champions for the work outside of the nonprofit sector or our philanthropy group. We're really looking for employees in the business who say, this is important, I want to invest in it and hopefully they're senior enough where they say, I want my whole team to become involved in this.

And so those folks are really critical to our efforts to promote this work and get their colleagues involved. They help to amplify our messaging and the importance of investing in young people. The second thing we always try to do is make it as easy as possible for employees to volunteer as mentors.

This means almost creating a template for everything that we do, every piece of material, every email that goes out. Frankly, some people may even consider it overcommunicating about the kinds of opportunities that exist for them to get involved, but people are busy and one thing that we've learned is that sometimes it takes several attempts before they respond.

And so just making sure that you're constantly informing your colleagues about opportunities to get involved. If you're not sure where to start, one thing that has been very helpful is looking at who is already volunteering. So people tend to volunteer – people who volunteer tend to volunteer a lot; right?

So usually there are lists within companies of employees who are volunteering. So if there's a way for you to work either with the company's corporate responsibility team, their employee volunteer group or even their foundations, those are good opportunities to learn more about who is already volunteering and maybe willing to serve as a mentor.

Other strategies that have worked really well for us include looking at internal employee groups and systems. So examples of that include what we call business resource groups. These are groups of employees who come together either because they have a community focus or another focus within the business. Examples are groups, for example, of black and Latino employees who are oftentimes – (inaudible) – first gen and want to volunteer in their communities and give back.

Another group is focusing on LGBTQ issues in communities and they have helped us provide training for young people on creating a safe space, being allies to their peers and of course, they themselves have also stepped up as mentors. Another example in this category is our veterans group. We have a number of employees who are veterans and they have also volunteered initially to lead workshops for young people, but over time, once they're exposed to the work that we're doing with young people, they have also stepped up to become mentors.

So that's another strategy is to start out with a lighter ask and then build from there. Some companies also have what we call affiliate groups. These are groups of employees who maybe share membership with another organization.

So one example for us is we have a number of students who graduated from Year Up and have created their own group within the firm and they oftentimes reach out for opportunities to volunteer. So this is another kind of natural employee base for youth volunteer and mentorship programs.

Finally, I just want to highlight, Dan mentioned as an introduction, our youth of internal communication systems as a way to build positive buzz and generate employee interest in mentoring. This includes newsletters, company homepage, displays, events. Most companies, if you're already a partner to the company, would be willing to consider these kinds of requests, because they're good for the culture; right?

So anything that you can do that supports the culture the company is doing is usually welcomed, especially if it's a positive story about employees who are trying to give back to their communities. And in fact, we use those systems often to recognize our mentors, which in turn, leads to more employees signing up to serve as mentors.

We've worked with the national mentoring partnership, MENTOR, to develop resources for other organizations and companies to implement these strategies and I know Dan is planning to provide more information about that in a bit. So I'll turn it back over to you, Dan, to keep the conversation going.

MR. HORGAN: Awesome. Thanks so much, Linda. I mean, I love – Linda just shared so many great insights in terms of how do you build a connection and the diverse ways that JPMorgan Chase is engaging in this mentoring work. I think one of the key takeaways that Linda just covered was the importance of creating relationships with multiple champions within an organization.

I know we always get – Linda, and I've talked about this before, we always get the question, who's the person I need to talk to, and it always blows my mind, it's like who's the one person in maybe a company that has 30,000 employees that you need to talk to. It's really about who are the people that can be champions for the work that you're doing in your local community and how can you create diverse communications, diverse relationships – (inaudible) – of stakeholders that have been there as employers to really not only build your case, but to build a long-term relationship.

So Linda, thank you so much for that great insight. I know we're going to circle back to some additional tips that you have for folks as well. At this point, I'm going to transition over to Matt. And Matt, I'm going to reintroduce you and welcome you back from General Motors to share the incredible intergenerational program that takes place at GM in Detroit called Student Corps.

MR. YBARRA: Thanks, Dan. Hi, everyone. Again, this is Matt Ybarra from General Motors. I am the community outreach coordinator and specifically in charge of the GM Student Corps program, which I'm happy to say is a workforce development program that I am actually a product of.

So GM Student Corps, I'll start with the journey and the program inception. It really began in General Motors getting involved in school systems in Southeast Michigan and that was through a partnership with United Way. And in Detroit, Flint and Pontiac where there was a lot of need in the school system, GM was contributing a grant to United Way to help out with a lot of different school supports, but then beyond that, GM started asking, and specifically leadership, a series of questions, such as how else can GM contribute to the development of students, what are students doing when they aren't in school, how can GM provide the job opportunity of value.

And a lot of these how and what and what-if questions really led to we have so much mentoring and so much going on from our volunteers and employees going out into the schools, but how could we be more directly involved in workforce development and that is where we created the GM Student Corps program.

And just as Dan and Linda made a great point around having multiple champions, the key of this program that I'm about to describe is really partnership, both inside and outside of the organization, because there's so many reasons why a program like this isn't something that would typically happen at a large corporation, like General Motors, but rather than letting that stall us, how can we solve those problems to make sure that we're really getting to those that we're trying to serve, which is our youth and our students. So GM Student Corps is a summer internship program that was created for high school students, specifically in the Metro Detroit area.

So we are now in 15 high schools between Detroit, Pontiac and Flint. And really, the assignment – and we hire about 150 high school students each year as General Motors direct employees and their assignment, in teams of 10 students, is to design and execute projects to make a difference in your school and/or community. And we really leave that very open-ended, but really, the secret sauce to the program that Dan hinted at is our intergenerational mentoring.

This is really meant to be a first job experience for a couple of the other speakers mentioned, the target of the academic middle, which is really who we're directing at as well. And what we do is we partner these high school interns with our General Motors retirees, many being retired executives in their networks and then also tapping into local colleges and universities as mentors. So again, when we hire these students, a cohort of 150 will be broken down into teams of 10 high school students, two to four GM retirees and one college student.

Each of these sub-teams is then responsible, as I said, for creating and executing their own projects to serve their communities and schools. So teams can get extremely creative. We see a lot of park renovations where high school students grow up in a neighborhood and they remember that when they were a kid, they loved to play at this park, but it's no longer safe for their siblings and the young people in their community go to.

So they decide to spend their summer rehabbing a park. We see historical landmark preservations. One school actually created an entire recycling program for a small city called Hamtramck near Detroit, a lot of athletic facility restorations and these projects really are meant to be open-ended and to give youth a voice in determining and really being able to be the change that they want to see in their community.

On top of the assignment itself, this program is really designed around mentoring and preparing students for the next steps in their life, whether that be college after graduating high school, whether that be a trade school, whether that be going directly into the workforce.

It's really trying to prepare them with the soft skills that they will need as they're completing their high school careers. So we take them on a series of tours, we go to the GM design center, the Renaissance Center, manufacturing plants, dealerships, locally-owned businesses in Detroit, to financial – (inaudible) – to college campuses, really trying to give them a wide array of experiences that they might not otherwise get to visit and to have the opportunity to have insight into different possibilities that are out there if they're able to land there after graduating high school.

Also, the retirees lead once a week life skill sessions and really, this is a key component of the program. Again, since this is the first job for many students and it is a paid internship for these high school students, there's so much for them to learn, such as resume writing and money management. So if this is a paid job, many of these students don't even have their own bank accounts.

So how do you go about opening a bank account, talking about budgeting money and saving money, talking about how do you handle a situation if you are the most reliable paycheck in your family, how do you handle it when family members and friends and random people in the community know that that paycheck is coming and they approach you for a piece of it?

So really, a lot of those life skills, life skills, such as public speaking, conflict resolution, how to be a part of a team, how to show up for a job on time. Again, we have high expectations for these student interns and we hold them to them, but we definitely – as an entry level job, we definitely want to meet them where they are and bring them up to prepare them for those next steps in their life so that they're able to apply to college and apply to more jobs upon program completion.

At the end of the program, it's really one of my favorite days where, again, with the multiple champions of the GM Student Corps program within General Motors, where we have all 15 teams come together and deliver the project results in a presentation format to GM executive leadership.

And just seeing what these students are able to do, not just what they present in terms of the projects, but just the fact that they're able to get on the stage and present to an audience of over 300 people, many being, again, executive leadership within GM is – it's amazing to see how far they can come in this 10-week program.

So again, talking about some of the students that we work with and being the academic middle, some of the partnerships that we have are with United Way and then directly we work a lot with these high schools. So we rely a lot on the school principals and administration for high school student election. We're really looking for students with grit, not necessarily the top of the class, but who may need that extra push and who may need that exposure to different careers and possibilities that are out there. And again, if I can just highlight one more time the intergenerational component of this program and how it does utilize GM retirees, which was really an untapped –

It was untapped prior to this program, but really, we have these outstanding individuals with decades of both professional and personal experience that we're looking for a way to give back. So this was really a perfect match for us to involve them and they have so much wisdom that they are able to impart on these students and the relationships that they build last far beyond those 10 weeks.

So actually, we have seen this pipeline developing where when the relationship extends beyond the 10 weeks, the students go into their junior and senior year of high school, they continue these conversations with retirees, they go on college visits together and now being just wrapped up the 5th year of the program in 2017, we have high school students who graduated high school, went off to college, are being successful in college, have maintained contact with their retirees and are now returning to General Motors as college interns to mentor those next wave of students.

And as I mentioned, I myself am a product of the program, as I started at River Rouge High School as a college intern, graduated from Detroit Mercy with my master's in business administration and was hired into General Motors in the corporate giving team to work directly with the GM Student Corps program.

Then one last thing I'll touch on before I turn it back to Dan to keep us moving is some of our lessons learned, and a lot of those, again, with a first paid job for students, is around how to open a bank account, how we're able to pay these students.

So if they don't have a bank account, how can we accommodate and make sure that we're using a pay card rather than checks if they have nowhere to deposit that. Some of the lessons learned around operations is with transportation being extremely difficult for students and this is being their first job, how can we manage to get them to and from work.

So really, the solution we landed on there was to have the main meeting place where each day starts and ends is their school as they're already established their own pattern for how to get to and from school every day. That's where we meet them and we make sure to start and end every day there.

And then one last point around onboarding, again, with this being a first job, we've learned that a lot of these high school students do not have an original birth certificate, they might not have access to online systems for onboarding. So we walk them through the entire process all the way from their application through their interview, through onboarding.

We meet them at the school with laptops to walk through this is what an onboarding process looks like, we walk through how to obtain an original birth certificate. And I think it's so important to make sure that every step of the way in a program like this is a learning experience and to not have unrealistic expectations that students find their own way there, but really to help guide them.

So not only will they be successful in this job, but now they have the toolkit to move forward into their future. And with that, I'll turn it back over to you, Dan. Thank you.

MR. HORGAN: Awesome. Thanks so much, Matt. I mean, I just have – I applaud Matt. I met him two years ago now and I always continue to highlight the Student Corps program just for its innovation of thinking about programming outside of a typical workforce development initiative.

They're really engaging teams of youth with retirees, with college interns out in the community while also focusing in on those really important details that Matt emphasized at the end. So as we transition to the second section, I want to just highlight a few things that you can put in your toolbox.

One is the impact webinar series, which is a webinar series that we offer at MENTOR where if you have been enjoying the case studies that Gail, Carolina, Linda and Matt have shared with you, we run a monthly webinar series throughout the course of the year where we take one company and we dive deeply, in the course of an hour, into their particular program.

So we sort of uncover all the program details in terms of design and then we understand sort of what the results have been, the lessons learned. And so definitely encourage you to check that out, because it'll give you insight into a number of different companies, again, representing diverse industries, different sizes, it'll give you insight into sort of how they're working in this mentoring space and give you some tips in terms of building your own local partnerships as well.

The second resource that I would encourage you to put in your toolbox here around diverse corporate engagement is a toolkit called connecting youth in business, a huge shout out to Gail and the team at Gap for making this resource available. One highlight that I will just share is that I find incredibly helpful about the way this guide was developed is it really helps employers through the first step, which is helping them do a self-assessment around sort of their own lane of engagement, if you will.

So how they engage in soft skill development, how they would engage in work-ready skill development or in Learn and Earn programs and then really walks the company through developing a clear scope, understanding how they would do a pilot and then what they can continue to learn from that pilot initiative as they continue to refine their programs.

And so definitely would encourage you to check out this particular resource at the link that's provided here on the screen. We are transitioning now with – we've got about 22 minutes left. And so I know we're covering a lot and hopefully you're finding all this is helpful in the work that you're doing. We're going to transition now into our third and final section. We've been getting some amazing questions. So we're going to make sure we have at least 10 to 12 minutes at the end for Q&A. So without further ado, just a couple things to highlight to kick us off here.

Effective corporate engagement practices in youth mentoring, one thing that I would really, really encourage everybody to check out is over MENTOR's history, we're over 25 years old as a national organization supporting the mentoring movement across the country, we have developed what's called the Elements of Effective Practice in Mentoring and it really is, I would say, the gold standard for all mentoring programs.

And there are six core standards that are highlighted here on the screen. The link right below the chart is where you can access the full Elements of Effective Practice in Mentoring report. The important thing to note here is that these are all research-based practices that have been practitioner improved. And so we are in our fourth edition of the Elements of Effective Practice and also offer supplements to the elements of effective practice. One supplement is the guide to mentoring boys and young men of color.

We're working on an additional supplement that'll be out in early 2018 on STEM-based mentoring programs and then we're also working in partnership with Big Brothers Big Sisters on an additional supplement around mentoring youth that identifies LGBTQ. And so again, this is, again, the gold standard. There's a checklist as well as tangible actions that programs can take to integrate these effective practices into your program. So I highly encourage you to check those out.

This next slide I won't spend too much time on, I just wanted to highlight it. As we think about building partnerships, I use this often in workshops to help organizations think differently about how they go about identifying business partnerships or employer partnerships within their community for young people.

And so again, if you're rural, suburban, urban-focused, this will apply, because there are multiple lens that we can apply to both our partnerships and to our programming. And so as you see on the screen, for example, industry alignment, you might be in a rural community and say, we just don't have that many big businesses in our community and therefore, have limited opportunities to engage employers with our young people.

And what I encourage them to do, for example, is to think about you have schools and every one of those schools and that as a district, you have vendors that support those schools in terms of education programs and materials that are being provided from food services to the books that are being used in the classroom.

If there's a way for you to build partnerships between those school vendors and the young people in your program for say, virtual mentoring opportunities to help them think about alternative career pathways or think about soft skill development as they prepare for their first job. When we think about corporate giving alignment, this is an area where, again, we can say maybe there is a gym in town, but it's a small business, how can we partner with that business to create a project-based workplace mentoring opportunity for young people where say, for a course of 10 weeks over the summer, a team of young people come together under the management of say, the head of that local gym and their goal is to develop a marketing campaign to drive gym memberships.

So they are getting access to local leadership of local businesses, they're getting a workplace mentoring/workforce development experience and they have a tangible project that they are working on with a defined scope of work, beginning, middle and end, that they can add to their portfolio and add to their resume that they've worked on, that they can be able to track very specific results.

So again, thinking outside of the box. Even if we don't have a big, huge business, how do we work with some of those local businesses to build these types of partnerships for youth. Just going down the list a little bit later we talk about customer alignment. Say there's a local ice cream shop, how can we partner with that local ice cream shop to celebrate the mentors from workplaces within our communities that are working with young people.

So maybe you run a Learn and Earn program, a summer youth employment program. At the end of the summer, invite all the youth participants to nominate managers who have gone above and beyond in supporting them as they've transitioned for their first work experience and then the local ice cream shop rewards those mentors and maybe even the mentees as well with some recognition.

There's all these different ways, different lens, again, as we think about partnerships, as we think outside of the box in terms of our traditional youth internship or summer youth employment opportunity for us to think about how we foster and cultivate these relationships with youth. I cannot emphasize enough, again, just the importance of really, at the end of the day, building a continuum of engagement.

So starting with what's one activity that I can engage some of the employees from this local company in the work that I'm doing in preparing youth for the workforce that over time I can cultivate maybe hiring or bringing those young people into the workplace in a more structure way.

But thinking about it in those milestones or in those smaller steps will ultimately help you to build longer lasting, deeper relationships with businesses. I did highlight earlier the – we did some research with companies, 18 companies we surveyed and did case studies on to understand some of those effective practices that were in play, three very quick ones that I would highlight. One is just a strong commitment from leadership is so key.

And when I say "leadership," I mean from the top down, from the bottom up and from the middle both to the top and down. And so just to emphasize that it's important to have senior leadership buy-in in the work that we're doing with young people in the workplace, but it's equally as important to have leadership buy-in from the very front lines. So having those store managers at the Gap that Gail mentioned be champions of This Way Ahead is critical to that young person's success and to the overall program's success.

Same thing, but my experience at Capital One middle management is so key. You can get senior leadership on board, championing initiatives like this, you can get frontline managers who are working directly with Youth on Board, but the middle level managers are really key, in my opinion, to the long-term sustainability.

All of that just to say, again, focus on building multiple champions, multiple relationships for the sustainability of your programs. The second point here is just thoughtfully developed partner relationships. Every single one of our speakers today, Carolina at EY, Linda, Gail, Matt all emphasized the importance of partnerships.

The key here is to focus not just on what the partnership is doing in your work together, but also focus on the how of the partnership. So taking time as partners to step back from the day to day and ask yourselves, how are we working, what's working effectively, what could we improve on, how do we continually learn both from the impact that we're having, but on the process of how we're working together.

And the more time that we take to reflect and learn ultimately will set ourselves up for longer-term success. And then last but not least is just genuine and targeted employee engagement. Again, all of our speakers have emphasized a key point here, which is to make sure you have multiple options for employees, for individuals to get connected and engaged.

I always like to say make sure there's low, medium and high effort. Think of high effort as the manager who hosts that youth in the workplace for the first time. Low effort is the individual who reviewed the resumes. Medium effort is the individuals who come out and lead a soft skills development workshop for the youth that are in your program. If you can cultivate employee engagement across that spectrum, again, you create and position yourself to have multiple champions within your organization.

I'm just going to ask as we – we have about 15 minutes or so left. I'm just going to ask a few quick – I'm going to call this the power round. So Carolina, Linda, Gail, Matt I'm going to ask for your flexibility here. If we can answer these couple questions in say, 60 seconds or less just so that we can get to some of the Q&A, that would be ideal.

Linda, I'm going to start with you and I'm going to ask you if you can share one tangible example of how you've engaged the most senior leadership of JPMorgan Chase in the support of your workplace mentoring initiative.

MS. RODRIGUEZ: Sure. Thanks, Dan. Sixty seconds or less, okay, good thing I'm a fast-talking New Yorker. So we have our senior leaders send thank-you emails. Like we had Jamie Dimon send a thank-you email to all of our mentors.

We also acknowledge them during town hall meetings and we've done team building service activities with teams of employees in different lines of business and young people together and that's just a great way of recognizing the mentors, but also sparking an interest for new mentors.

MR. HORGAN: Awesome. Thanks, Linda. Gail, I'm going to jump over to you. I'm going to ask you can you share just a little bit about the criteria for the partners that you work with in each of your cities for This Way Ahead?

MS. GERSHON: Sure. We are looking for organizations that have proven job training workforce programs focusing on 16 to 24-year-olds that have the capacity to recruit youth to do some coordination so that I have staffing available for the behind-the-scenes work that needs to happen, that have people that can serve as job coaches and will be looking for that partner organization to cover the salary of those job coaches.

If you have all of those things and you're interested in partnering in this way – (inaudible) – we then provide the volunteers, a process for interviews, the actual jobs, the other forms of support that youth receive then. I apologize that I said there were three ways the youth are supportive and I only spoke about one of the three. The other two people are that individual's manager in the store as well as someone that we call the big sib, which is essentially a buddy. It's a peer in the store who helps the youth get started.

So we provide that side of the equation. If you organization provides all those other elements that we've mentioned and you're interested in partnering, you can connect with Dan who will put you in touch with me.

MR. HORGAN: Awesome. Thanks, Gail. Matt, I'm going to jump to you. And I'm curious, with the GM Student Corps program, one of the questions that we got, which aligns here to effective corporate engagement practices is if a student in the program is interested in more of the skilled trades that General Motors may have a career pathway for, how do they explore that pathway as part of the program?

MR. YBARRA: Thanks, Dan. Yeah. That's a great question. So in addition to the work assignment itself and doing the work in the school and the community, as I mentioned, we go on several tours and life skills experiences and we do further break down – each team further breaks down, as they get to know their students more and more, into category buckets and those students interested in a particular field will go on visits with students across the entire program with those similar interests.

So we do have several who are interested in skilled trades and engineering who go out to our Milford proving grounds and get an introduction to some of those jobs. And we have had instances where that's led to a job shadow. An example would be nursing is a really popular field for – that a lot of our high school students find they have an interest for. So a sub-team of the program will go out to a hospital and shadow nurses and get to hear from a panel of them.

So that's one of the ways that we further break down as we get to know the students throughout the summer and pair them with their interests.

MR. HORGAN: Awesome. Thanks, Matt. Carolina, going over to you with the college math program, the fact that it is designed to be a group mentoring experience. Can you talk a little bit about how you train and support the mentors that are involved in the program across the cities?

MS. DOMINGUEZ: Sure. So it is a group mentoring program, we've built it that way not only because we feel like the students would get more out of the experience, but also because it adds a little bit more flexibility in terms of attendance in these in-person sessions, etc. for our people.

So it's beneficial to them and even people who travel are able to participate. But in terms of training, there are several parts. The first part of it happens via webinar and we let everybody know about our strategy and what the dos and don'ts of the program is, what the core principles are, how to navigate some of the systems that we've got in place.

So sort of the basic how-to portion of the program and an outline of what we expect out of mentors; right? So we want them to be engaged and we want them to be attentive during the sessions. Just because you show up at a session doesn't mean you're actually meant to leave there.

So just making sure that you turn – so generally, some of the practices that we see are important to building relationships. And then the second portion of that training happens in person in partnership with the high school that we work with and that's where the mentors learn about the students that they'd be working with.

They learn the history of the high school, they learn a little bit more about the demographics, what's the make-up of the school, what are the challenges that the administration sees on campus and how can EY support some of the areas where they need help.

And so they get a more holistic vision of how it works at EY, what it means to the school and then they work with their local leaders to build some of the skills that they'll need to build relationships. And then the rest is really dedication, like you've got to show up, you've got to have the difficult conversations, you have to be brave and present to a group of teenagers who have been sitting in class all day and don't want to listen to you; right?

You've got to engage that audience. So some of the training is practice, but a lot of the training is sort of philosophical and theoretical. A lot of it is prepping them to build relationships with people that they may not normally be building relationships with in their everyday work.

MR. HORGAN: Absolutely. Thanks, Carolina. I mean, I think you just hit a really important key point here, which is we obviously encourage and really promote, as an effective practice, the importance of training mentors as well as managers who are going to be working with youth in the workplace and also provide that technical assistance and follow-up support beyond that initial onboarding training.

From our experience, we just see that that is where you build that community of practice and once they get that firsthand experience working and supporting youth in the workplace, they start to have questions, they start to have experiences that they need to debrief and that's really where the richness of the training and the support ultimately comes in. To round out this third section around effective corporate engagement and practices, as I promised, we wanted to give you a few additional tools to put in your toolbox here.

The first I've already highlighted the Elements of Effective Practice is another link just to reemphasize the importance of checking out that resource. Again, there's an abridged checklist version that you can use with sort of doing a self-assessment of your program and then there's additional tips and recommendations from practitioners and researchers that you can integrate into your program design.

The second is the Growth Mindset Toolkit. Gail, I love that you mentioned Growth Mindset being such a core element of This Way Ahead earlier on in our discussion today. The Growth Mindset Toolkit is an amazing resource.

I use it all the time in the trainings that I do with mentors as well as with youth and it really is chalked full of both learnings in terms of just building our knowledge around what is a growth mindset versus fixed mindset and it's also chalked full of some tangible activities and resources that you can leverage and integrate into your trainings and into your support for mentors and mentees.

There are sections – just for informational purposes, there are sections of the book that's designed for parents, teachers and mentors. And the last resource I would highlight is a great collaboration that we had with Linda and her team on what's called Finding the Greatness Within we published last year.

It's a guide for mentors, particularly in thinking about how do we prepare young men of color for college and careers, and it breaks down college pathways, and career pathways into two different sections, and gives you very tangible tools, resources that you can integrate into your training, and it really is an amazing handbook that you can provide even to mentors for them to leverage in providing college or career guidance to the youth that they're mentoring.

So at this point and time, I want to jump to some of our Q&A and just touch on a couple other key questions in the last few minutes that we have together. We got a number of questions, in particular, about young people that have been involved in the juvenile justice system.

And so I'm just curious if any of our speakers would want to jump in and provide any thoughts, any recommendations for individuals that have been involved in the juvenile justice system, how do they build partnerships with local employers. Anybody want to share some thoughts or insights there?

MS. GERSHON: I can share. So we don't have a box, we don't ask applicants to share anything about their records. I think once people are given job offers, we do conduct background screens. It is both for the purpose of insuring that colleagues within the store safe given what someone's background might be and then people are placed in appropriate jobs if there are issues that we need to think about.

So for example, if an individual has a record of theft, probably not a great idea to have them working at the cash register, however, that individual might do a good job working in the stock room or having a different kind of job. So for us, we are open to hiring people even if they have records.

MR. HORGAN: Great. Just to tag on, Gail, from the experience I – I'm working with a number of employers right now on a project in which individuals with engagement or history within the juvenile justice system are eligible to participate and one of the keys that we have found is, and this will sound super-simple, but a really important point, help them just build and expand their web of support.

In other words, give them similar opportunities to connect with individuals who are working professionals in different career pathways to understand the choices that they made to get to where they are in their careers, give them an opportunity to have the same types of supports that other youth in programs have and if they connect with somebody who they really form a solid relationship with in a mentoring capacity, oftentimes what we have seen is that opens the door for that individual to become an advocate for them and to really help them navigate the system in terms of finding their first job or helping to navigate within an employer a viable career pathway that also aligns to their own career goals.

So really acknowledging that that young person, although they may be involved in the juvenile justice system in the past, they also have career goals and aspirations. And so how do we best connect them with individuals that are going to be willing to mentor, support, advocate for them both at an individual company as well as within the broader community context. So making sure you're opening those windows of opportunity and expanding those networks is key.

We had a few – a number of questions – and Gail, I'm going to toss it back to you real quick, because we've got a lot of folks that are saying sort of how do we get connected to This Way Ahead or how do we connect locally to a local Gap store or to a local partner. In general, what would be the best advice for folks that are interested in learning more or getting connected?

MS. GERSHON: Sure. So for the broader Gap, Inc. approach and across all 3,000 stores, I definitely encourage you to call the local store, ask to speak with the community leader – every store has someone that we call the community leader. That person may not be working when you call.

So you may need to leave a message or call back another time, but once you reach that person, tell him or her about what your organization is doing and your need for volunteers and potentially mentors. Please know that we encourage every store to pick one nonprofit or community partner. We use an analogy. We say date, but then get married so that you really double down and have a long-term, thoughtful, high impact relationship when it comes to volunteerism, that the store employees and the nonprofit are really in it for the long haul. So they may tell you, sorry, we already have a nonprofit partner and if so, I would say ask about that.

They might be with another nonprofit that is doing employment-related activities that you could refer the youth that you're serving too. So that's a way to kind of begin the relationship, but the other thing is just in general, we are always hiring. I mean, there are just tons of needs for entry level employees. Jobs are posted on the career site on Gapinc.com, but I'd encourage you to follow our brands on LinkedIn.

They often do larger hiring events, especially around seasonal hiring and then people get hired and that's really a great pool that stays on for permanent jobs. So using LinkedIn is a really good way to connect with us. Specifically about This Way Ahead, which is in a subset of those 3,000 stores, as I shared earlier when Dan asked the first question, if you have the job training, the recruitment capacity, the job coaching capacity, etc., please reach out to Dan.

I think, Dan, there was a slide that had your email showing. So I imagine people will have a way to reach out to you.

MR. HORGAN: Yeah. Perfect transition there, Gail. I just want to thank, again, one last time, Carolina, Linda, Gail, Matt for partnering with us today on today's session, for sharing your incredible program overviews as well as your insights, tips and recommendations.

We obviously ran out of time in terms of answering everyone's questions, but we will definitely make sure that if there's particular ways – particular questions that folks have about their individual programs and partnerships, I believe there are sort of two different options, one of which is you can certainly reach out to me and I can help field those particular question to our speakers and then also, I'm going to toss it back over to Maisha as well for some additional follow-up and instructions.

MS. MEMINGER: Well, thank you so much. I want to thank everybody's presentation, it was amazing, learned a lot of tips, a lot of resources on mentors. So go to that website, check out all those tools that they have, those step-by-steps, kind of get people in the door.

Also, Dan has provided his email address here. If you want some more information, please email him in regards to the presenters today and of course, CC us, let us know how we can help as well. And if you have any additional WIOA questions or questions that were not answered that were programmatic to WIOA, please let us know on youth.services@dol.gov.

And we are looking forward to having some upcoming webinars on other topics, such as foster care, and trauma-informed care, and Title I and Title II. So keep your eyes opened on WorkforceGPS for those upcoming webinars as we work very hard and diligently to build these partnerships to get the TA to you.

Again, thank you, Dan, thank you, Linda, thank you, Gail, thank you to the entire team for your time and energy. And if there are any other questions, please put them in the chat feature. And I think that would be it, Jon, if you want to wrap us up. Thanks, again.

MR. VEHLOW: Great. Thanks, Maisha.

(END)