

BEACON FOUNDATION (National) My Road

Model	Start date	Duration	Target cohort	Funding source
Online mentoring	2016	2 hours	Young women aged 16-19 years in rural, regional and remote areas, low socio-economic areas, young Aboriginal and or Torres Strait Islander women, and young women from culturally and linguistically diverse backgrounds	Various

Many young people may not be aware of the career options available – or have the confidence to pursue them. MyRoad gives young people the opportunity to engage with volunteer mentors from many different jobs and industries. MyRoad provides information and awareness about the career paths available to young people and the changing world of work.

PROGRAM STRUCTURE

MyRoad is a 2-hour online mentoring program aligned to the Australian curriculum that is made up of six modules including work aspirations, technology in the workplace, collaboration and team work.

Modules are delivered via video conference, led by a volunteer industry mentor, who guides a small group of students through the modules. In each module three short videos (30 seconds each) are shown with a diverse range of industry role models. These are then followed by a group discussion led by the mentor using questioning and inquiring techniques (developed during mentor training). During these modules, student engagement and individual and group responses are actively encouraged, with the mentor supporting students to reflect and link to other modules throughout the program.

PROGRAM EVALUATION

The sixth and final module of a MyRoad program is designed to support program monitoring and evaluation.

Teachers monitor module progress and completion and ensure that all students complete their MyRoad evaluation surveys. Students individually complete their evaluation surveys with support from the mentor where needed. Feedback is also collected from teachers and mentors. The MyRoad student survey is comprised of demographic data, a 5-point Likert scale and open-ended questions. The survey questions have been designed to monitor program quality (how well the program was delivered) and to measure outcomes, including how well the session helped students:

- think about choosing a career
- become more aware of the educational and career choices they must make
- think about continuing their studies and keeping up to date with the skills they might need
- realise the skills they currently have that are relevant to the workforce
- become more comfortable talking to people who work in careers of interest to them
- become more confident in their abilities to be successful in different careers and
- have more ideas about how they will take next steps in careers they are interested in.

In 2019, Beacon introduced a three-month follow up survey to measure whether the indicators above have changed for MyRoad participants since the program ended.

GANBINA (Victoria) JOBS4U2

Model	Start date	Duration	Target cohort	Funding source
One-on-one mentoring	1997	12 months and up to 20 years	Aboriginal and Torres Strait Islander people aged 6-25 years old	Donations and Bequests

Aboriginal and Torres Strait Islander children in Australia are severely disadvantaged. Many come from family backgrounds where long-term generational unemployment and welfare dependency are common. 60% of Indigenous youth aged 17-24 are not engaged in post-school education, training or employment (vs. 25% non-Indigenous youth). Gانبina's mission is to support young people into work at the earliest time (16 years in entry level jobs). It's Gانبina's primary belief that if you spend time with a young person nurturing their education that they are more likely to successfully transition into work when they turn 16.

PROGRAM STRUCTURE

Gانبina supports young people to successfully transition from primary to high school and from high school into work. For children aged 6-12 years in primary school, Gانبina works to develop strong relationships with families. This is seen as a key success factor of the program.

When a young person enters Year 7 they begin working with a case manager who develops a client plan specific to needs. Case managers take an honest interest in where a young person is at which helps them to feel like someone is interested in them and that they have someone that they can turn to for help. Young people and their case managers aim to meet 2-3 times per month over the course of the 12-month period. Gانبina also provides financial support to ensure access to resources that are needed to support learning.

There is a three-year leadership program offered at Year 10. With 10 available places per year, candidates go through a lengthy application process culminating in an interview. Successful candidates are offered a scholarship that can be accessed along their education journey. The leadership program exposes young people to corporate relationships, travel, resume writing, training and part-time work.

PROGRAM EVALUATION

Gانبina understands that it's important to be able to prove the benefit of the program and have set themselves up to be able to tell their impact story. The Impact Assessment and Social Return on Investment reports conducted by external stakeholders are used to engage funders and help to separate Gانبina from organisations that don't have similar evidence.

Data is also used to track how Gانبina is progressing against their mission and the indicators below measure success:

- Year 12 attainment: 91% of Gانبina participants graduate year 12
- Employment status: 76% of Gانبina participants aged 25-24 are employed
- Retention rates (year on year)

Data is collected from school reports which are provided to Gانبina case managers. Gانبina also uses an internal assessment tool and an ACER assessment which focusses on careers.

PATHWAYS TO RESILIENCE (Queensland) Empowering Youth to Thrive

Model	Start date	Duration	Target cohort	Funding source
An Empowering YOUTH Initiative	2017	12 weeks	Young people aged 15-24 from Aboriginal, Torres Strait Islander and Pacifica backgrounds	Department of Jobs and Small Business

Empowering Youth to Thrive supports young people who face barriers to employment including limited work history and work skills, low levels of formal schooling or qualifications, poor mental health, anti-social behaviour or poor social and emotional skills.

The program uses neuroscience to build social and emotional wellbeing and engage and educate participants and is based on a fundamental belief that, for young people to have the self-confidence required to be work ready, they need to build foundational social and emotional wellbeing skills.

PROGRAM STRUCTURE

For the first six weeks of the program, participants attend at least 3 days per week and take part in training and activities that integrate a neuroscience approach: regulate (emotional regulation), relate (sense of belonging) and reason (share something). A typical day starts with a fitness program (30 min) which is then followed by drumming (regulation) and a session on strategies to cope with emotions.

For the following six weeks participants undertake 4 days per week completing teamwork and practical skill development which includes: introductions to new opportunities e.g. TAFE, a one-week work experience placement, resume writing, project management and sessions on exploring vocational pathways. Participants are provided with transport, exercise sessions and catering during the daily sessions. In the final phase, participants have access to needs-based coaching and mentoring, including peer-to-peer mentoring and regular check-ins through group activities and events.

PROGRAM EVALUATION

Pathways to Resilience has partnered with Griffith University as a research partner. The tools used to measure the impact of their programs include:

- The Hope Scale
- [Significant Change methodology](#)
- [Warwick Edinburgh Mental Wellbeing Scale](#) (WEMWBS)

The Warwick Edinburgh scale is built into brain training and used as an assessment tool throughout the program. Pathways to Resilience conducts a three month follow up and is still tracking the cohort from the program in 2017 to see how many are employed.

CAREER TRACKERS (National)

Model	Start date	Duration	Target cohort	Funding source
Internship	2009	12 weeks	Indigenous university students and high school students in years 11 and 12.	Sponsorship fees

The goal at CareerTrackers is to create pathways and support systems for Indigenous young adults to attend and graduate from university, with high marks, industry experience and bright professional futures.

The underpinning philosophy at CareerTrackers is 'Students at the Core'. This means every decision that is made in the delivery of the program focuses on the benefit to students.

PROGRAM STRUCTURE

Young people are referred to the program via universities and referral partners. Every participant has an advisor who supports them through the program. Participants are assessed for the program based on their level of commitment / drive and their base skills to complete it (there is no application or test). The average ratio is one advisor to 35 interns.

Interns are taken through a pre-employment training process; a series of activities that test behaviours that employers look for. A minimum of 20 hours of pre-employment training is completed to prepare interns for an interview, including a series of workshops to develop interview skills. Where necessary, pre-employment support is longer, and will be completed when a participant is ready (as observed by the program leader).

Interns are provided opportunities to engage with the world of work. University students share their experience of what it's like to work (peer-to-peer role modelling) and industry professionals run workshops where participants learn about the workplace, how to navigate the workplace, how to build relationships, and survival tips for 'fitting in'.

The final step supports young people to consider and understand the financial elements of employment i.e. starting salary. This provides a value proposition for participants and employer partners.

PROGRAM EVALUATION

The CareerTrackers philosophy when it comes to outcomes measurement: don't over complicate it. CareerTrackers focus on four key performance indicators:

- 90% of participants pass an interview
- 90% of participants complete full 12-week internship
- 90% of participants will return to program the next year
- 80% of internships convert to full-time employment

THE AUSTRALIAN BUSINESS AND COMMUNITY NETWORK (New South Wales and Victoria) InRoads

Model	Start date	Duration	Target cohort	Funding source
Mentoring	2015	Five workshops, then support from recruitment agency	Year 12 students	Business partners

ABCN's vision is for all young people to reach their potential in the future world of work, regardless of background. By the age of 15, students from low SES areas in Australia are typically three years behind their counterparts in Maths and Science. ABCN works with a network of 40 of Australia's leading companies alongside 197 schools in low SES areas to support students from these schools that are experiencing a range of difficulties.

The InRoads program is designed to provide at risk youth in Year 12 who are not planning on attending further education, with the skills and workplace exposure needed to pursue employment and traineeships.

PROGRAM STRUCTURE

ABCN's programs are built around three core pillars: connections, confidence and aspirations. Mentors work with young people to build connections and focus on their strengths and goal setting. Doing so supports young people to develop their confidence without which employment would not be sustainable. Feedback received from young people and mentors is that it is these connections that impact young people the most (in addition to confidence and aspirations).

Over five workshops, Inroads' participants work with industry mentors to develop enterprise and employment skills, including how to use social media in their job search and develop their CV and interview skills. These skills were identified with input from businesses as to which are most relevant for employment. Workshops are delivered to a group of 20 students with approximately eight mentors and facilitators. Workshops are based in a workplace which encourages young people to get out of their comfort zone and experience first-hand the world of work.

ABCN also partners with TalentRise, a non-profit recruitment agency, to support students to make job applications. Recruiters continue to check-in with young people following the workshop series. Over 90 job placements have been achieved supported by the InRoads Program

PROGRAM EVALUATION

ABCN's outcomes measurement is rooted in an organisational Program Logic which includes outcomes that are common across the organisation's suite of programs. Support to develop this and an outcomes measurement framework was provided by external consultants.

At the end of every program, young people are asked to complete a series of survey questions which ask them to think about themselves before and after the program. On program completion, ABCN follows up with groups of students to identify quantitative (highest level of education attained, employment status, salary) and qualitative (what they remember from the program) data. ABCN uses the data they collect to better understand what works in programs and to further design programs.

EMPLOYMENT OPTIONS (South Australia) Pathfinder

Model	Start date	Duration	Target cohort	Funding source
An Empowering YOUTh Initiative	2017	6 weeks	Young people aged 17-24 years who have disengaged from school and/or who have no clear employment goals.	Department of Jobs and Small Business

Pathfinder is an interactive career exploration game which was developed by Employment Options in response to young people needing better information about individual jobs as well as career advice. Pathfinder is a complementary service that works alongside Government youth employment services (eg TTW) and was designed to engage and motivate participants to set, and reach, their employment goals and develop employability skills to build their confidence and enter the workforce.

PROGRAM STRUCTURE

Young people are referred to the Pathfinder from third party services such as Transition to Work, Disability Employment Services, and Flexible Learning Options (FLO).

Twice a week, a group of 6-10 participants come together with a mentor and career practitioner for a three-hour session involving virtual and face-to-face activities that support them to explore career options. The sessions cover topics including:

- identifying strengths and aspirations
- employability skills
- industry and employer visits; and
- career planning.

The game is supported by a learning management system which follows the Australian Blueprint for Career Development.

Pathfinder uses the “choose – get – keep” model of employment support, which, along with the gamification (earning points and progressing levels), keeps young people engaged. Young people choose an avatar that depicts their future self. They are supported to choose their own employment goals, are in control of their own experience and tasks are tailored to them. The tight knit nature of the groups means that trusted relationships can be formed. At the end of the program, a young person has a clear understanding of the type of job they want, and they have a resume. The young person is then supported to transition into a job service providers with an action plan for next steps.

PROGRAM EVALUATION

Employment Options use the Work Star, the Outcomes Star for work and learning, to measure short-term outcomes. The Work Star looks at seven key areas that are important to a person’s journey into work. At the beginning of the program, young people and the worker agree on where the person is at on a scale of 1-10 for each of the seven areas. At the end of the program, they rate themselves again to see what has changed.

On average, participants in the Pathfinder program progress 2 points on the Work Star at the end of the six-week program. The expected change for the Work Star is 2 points in 12 months.

DISMANTLE (Western Australia) BikeRescue and Renew Properties

Model	Start date	Duration	Target cohort	Funding source
Mentoring and social enterprise	2011	10 weeks	Young people who face disadvantage	Philanthropic funding & commercial contracts

BikeRescue uses bicycles as the vehicle to provide mentoring and support to young people as they develop knowledge, thinking skills, attitudes and behaviours that support their transition to education and employment and increase their social and emotional wellbeing. Dismantle has now launched an enterprise where select graduates from BikeRescue can work, learn and earn with the support of their trusted BikeRescue mentors – Renew Properties.

PROGRAM STRUCTURE

BikeRescue provides participants the opportunity to develop their social skills and build confidence in themselves. The process involves disassembling and rebuilding two bikes each with the support of qualified and experienced youth mentors. The first bike is donated to charity to earn the second for themselves. Along the restoration process, 'BikeRescue Mentors' engage with the participants to identify their challenges, their education, training or employment aspirations and provide support in how they can get there. At the end of the program each participant graduates with an individualised pathway plan and is connected to support agencies that further assist participants achieve their goals.

Dismantle's new business unit, ReNew Properties, is a property maintenance social enterprise developed to facilitate work readiness and employment opportunities for BikeRescue Graduates who are at-risk of long-term unemployment. Underpinned by delivery of a range of entry level gardening and property services, ReNew Properties' target market is large community, commercial and local government clients who require regular maintenance performed on their respective properties. Work readiness for youth trainees is structured as 10-week paid work experience, with wrap-around support available through Dismantle's existing Youth Team and pathway employment / training opportunities.

PROGRAM EVALUATION

One of Dismantle's guiding principles when it comes to monitoring, evaluation and learning is that any data collection and outcomes measurement must be relevant to the young people they support and is used to make improvements to the program for the young people first. Dismantle has a program logic which outlines the outcomes they are trying to achieve related to education, wellbeing and employment.

At the end of each program, young people are asked a set of three survey questions that Dismantle staff use to track whether what they are doing is having an impact. Dismantle also uses attendance records, case notes and end of program satisfaction questions to track how well they are implementing their program. In 2019, Dismantle has implemented baseline and follow-up surveys to measure impact of BikeRescue on criminal justice, mental health and wellbeing, and engagement with education, training and employment.

WAYSIDE CHAPEL (New South Wales) The Wingspan Project (New South Wales)

Model	Start date	Duration	Target cohort	Funding source
Hybrid Enterprise	2018	9 months	Young people aged 17-25 at risk and unemployed	

In 2018, Wayside Chapel embarked on a review of their youth services which resulted in the development of a new social enterprise (Heart Café) designed to provide authentic work experience for participants of The Wingspan Project, a holistic employment program to support high risk young people to successfully transition into sustainable employment.

PROGRAM STRUCTURE

Based on research and their own experience, Wayside designed a six-month pre-employment program that is delivered to a group of 12-15 young people. The activities empower young people to improve their physical and mental wellbeing, foster stronger relationships, and develop their self-confidence and resilience. This pre-employment phase includes one-on-one case management which is person-centred and holistic. This phase includes personal development activities (including participation in community-based projects and an outdoor adventure program), community and cultural engagement, formal learning (accredited training modules with Statements of Participation to demonstrate experience and competence to prospective employers) and work experience.

The next phase was initially designed to be a 12-month traineeship (Cert 2 in hospitality). However, a pilot of the program found that this component did not give young people the flexibility that was required. Given that the objective is to provide young people with an opportunity to experience the world of work, it was decided that instead, every participant (up to seven at a time) would be offered up to nine months paid casual work at the Heart Café. Longer term, Wayside hopes to be able to offer employment opportunities within their op-shop or in other areas such as IT, with the aim to align work with an individual's interest area. A young person will be supported to transition into mainstream employment or further education with an additional 12 months of ongoing support to maintain the change.

PROGRAM EVALUATION

The two key metrics that indicate whether a young person is ready for employment include completion of minimum 10 hours per week of activities and the completion of 23 weeks of pre-employment activities.

The key areas of impact that Wayside will be looking to measure and quantify in future are:

- Gaining and sustaining employment
- Maintaining independent housing
- Reduction in criminal behaviour
- Reduction in social isolation and marginalisation
- Reduction in welfare dependency
- Reduction in medical admissions (acute and A&E presentations)

Visual diaries, attendance and tracking of program completion, feedback from workers and continuous reflection are all used to monitor a participant's progress and the quality of support being provided. Wayside also uses the World Health Organisation Quality of Life Survey.

AIME (Global)

Model	Start date	Duration	Target cohort	Funding source
Mentoring	2005	45 hours per participant p.a.	High school students aged 12-18 years	Multiple

AIME was initially developed to close the gap in education between Indigenous high school students and their non-Indigenous peers in Australia. It has now evolved into a revolutionary model of structured mentoring for young and marginalised youth globally. AIME exists to support young people to develop their self-identity, resilience, growth mindset and aspirations for the future. In turn, it increases Year 12 attainment and post school education, training or employment for its target cohort.

PROGRAM STRUCTURE

AIME is a structured group mentoring program that connects university students as mentors with disadvantaged high school students as mentees. The program is guided by a curriculum and underpinned by imagination, with an AIME mentor helping to facilitate the delivery of the content.

Over the course of a year, AIME delivers, per mentee, 20 one-hour developmental Theatre of Education sessions at the university campus and 25 one-hour academic tutor squad sessions at the high school campus. The program is structured, with a clear start and end. The unique design includes a session called 'Failure Time', coupled with a program rule 'No Shame at AIME', where all participants are challenged to try new activities such as imagining themselves as their country's prime minister or learning a local Indigenous language. Students rotate among these Failure Time stations which are run by local community members, embracing failure as a necessary step to learning and success. This is designed specifically to act as an antidote to shame amongst kids from marginalised communities, whilst allowing the community to come together to educate the mentees.

For young people in year 12, AIME also offers one-on-one support for six months during and post school completion to support their transition into further education or training, or employment.

PROGRAM EVALUATION

AIME has embedded a culture of continuous improvement with internal reflections occurring after every mentoring session and independent program evaluations occurring annually to both refine the delivery of the model and track the program's impact.

AIME uses two key indicators to measure and demonstrate impact: year 12 attainment, and post-school transition to education, training or employment. A suite of qualitative indicators and quantitative data is available on their [impact page](#), as well as in [various reports](#) (including for example, an impressive [SROI of 8.9x as at 2018, KPMG](#))

All mentees and mentors are surveyed at the beginning of the program as part of the initial assessment, at the end of the program and six months after the program. Data is collected by lead mentors and is entered and stored in a purpose-built data collection system. In addition to the internal tracking by AIME's impact teams, data is also used by AIME's university research partners for formal evaluation.

SYC (National) Sticking Together

Model	Start date	Duration	Target cohort	Funding source
Coaching	2017	60 weeks	Young people aged 18-24; jobseekers identified as Jobactive Stream B&C	NSW Govt. Social Impact Bond

Sticking Together is an evidence-based and innovative approach to tackling youth unemployment beyond the Government 26-week outcome. The Sticking Together Project aims to help young people into work as quickly as possible, (with reference to their readiness to work) and then to keep them engaged in the labour market consistently over a 60-week period.

PROGRAM STRUCTURE

Young job seekers are referred to Sticking Together by their Jobactive provider and are paired a dedicated coach. Coaches and young people have weekly contact, either face to face (ideal and necessary at the beginning to build rapport) and then via text or on the phone. Individuals and coaches work on:

- persistent employment engagement,
- individual skill building,
- personal development,
- use of digital technology,
- employability skills tailored to the aspirations of the young person and
- personal wellbeing and resilience.

Activities include (but are not limited) to: phoning potential employers, approaching potential employers in person with a resume, interview preparation, work trial placements (a few hours or a day) and work like activities such as volunteering.

Work experience is sometimes facilitated through employers with whom SYC has a relationship but not always as it is very much driven by the goals of the young person. At the end of the program, coaches identify local resources (a lot of times these are resources the young people are already linked in with) and provide the young person with an information pack of relevant job services and other services such as the local library that help the young person to stay connected. At the end of the program there is a 3-way meeting between the young person, their coach and their job active employment consultant or their employer so that the employment consultant can continue to support the young person.

PROGRAM EVALUATION

Data collection, data management and reporting processes have been developed into an app for use by participants, coaches and program managers, replacing Excel spreadsheet-based processes. Young people are reminded by their coaches to enter job placements, work hours and hours in work-like activities into the app on a weekly basis. The app also pushes personal actions and results back to the young person so that they can track their own progress.

The PERMA profiler is used to measure wellbeing and was chosen because it is internationally validated, not too long and simple to understand. SYC also developed two tools that use a 9-point Likert scale to track wellbeing and measure employability skills.

Data analysis is automated as part of the app. Weekly data is used by coaches and young people for goal setting and action planning, and evaluation data is used to engaged investors.

YOUTHWORX (Victoria) Youthworx Media and Youthworx Production

Model	Start date	Duration	Target cohort	Funding source
Traineeship and social enterprise	2008	6-12 months	Young people 15-25 who are homeless or at risk of homelessness	Department of Health and Social Security

Youthworx aims to use creative media production to engage young people, build their self-confidence, employability skills and provide employment. Youthworx Production aims to employ as many young people as possible.

PROGRAM STRUCTURE

Youthworx Media offers a Certificate 2 and 3 - Creative Industries. It is delivered in partnership with Melbourne Polytechnic. Certificates are attained over a six-month period with participants provided with wraparound support by a Youth Worker and industry professional who complement work done in the classroom.

Each semester, eligible graduates of Youthworx Media are given the opportunity to interview for a 12-month paid traineeship as a Production Assistant with Youthworx Production. At the beginning of the traineeship a young person completes a needs assessment (employment, training, housing etc.) and a goal plan which helps to shape the support they receive. The young person is also paired with a mentor. The youth worker checks in with a young person at least every three months and up to monthly, alongside their mentor. Flexibility, and the relationship between a young person and their youth worker and mentor are integral to the success of the program. Where beneficial, a young person is also linked with a counsellor (third party service).

At the end of the traineeship, the trainees are offered ongoing work as a casual with Youthworx Production. They are supported to link in with industry contacts via their mentors. Some go on to do freelance work, or work, volunteer or intern with a Youthworx Production partner organisation.

PROGRAM EVALUATION

Youthworx use several tools to track a young person's progress through the program and to get feedback from the young people they work with:

- Needs assessment which measures the six domains of resilience – completed at the beginning of the program and periodically throughout the program
- Warwick-Edinburgh Mental Wellbeing Scale

Data is collected online using an iPad and is aggregated using a platform that has been designed in-house and is used both as a reporting function and internally, to monitor and review the program, supporting continual improvement.

**MISSION AUSTRALIA in partnership with Suncorp Insurance and the National Motor Vehicle Theft Reduction Council (Victoria)
Synergy Automotive Repairs Program**

Model	Start date	Duration	Target cohort	Funding source
Pre-apprenticeship social enterprise	2014			Corporate philanthropy

The Synergy Automotive Repairs Program (Synergy Program) is a diversionary social enterprise aimed at positively impacting the lives of young people involved in motor vehicle offending. The aim of the program is to reduce the risk of further motor vehicle offending and fill the skills shortage within the automotive industry by offering genuine employment opportunities for graduates of the Program.

PROGRAM STRUCTURE

Young people are referred to the Synergy Program from Mission Australia, Victoria Police or Juvenile Corrections. A group of up to eight young people participate in a pre-apprenticeship training program one day per week on site where they complete modules of a Certificate 2 - Panel Beating. Young people also gain on-the-job training and work experience alongside auto industry professionals and are supported by a team of training and employment specialists.

In addition to formal education and training, the Synergy Program focuses on building participant life skills and personal development. Employment and Training Officers provide participants with practical support for any personal issues they may be experiencing including meeting mandated justice obligations and attending appointments with other service providers.

The length of time that a young person spends in the program is dependent on their skills and ability. Once the young person has gained the requisite skills they are supported to transition into a four-year apprenticeship with an employer. Synergy, through its relationship with Suncorp has access to a network of repairers most of whom have made a commitment to take on apprentices after graduating from the program. The young person can continue to receive program support and mentoring for two years post-graduation. If their placement breaks down, the young person is given the opportunity to return to Synergy for further support.

PROGRAM EVALUATION

As a purpose-driven organisation, Mission Australia uses data to understand whether they are meeting the needs of their clients and to inform program improvement. An organisational outcomes hierarchy has been developed with the intention that a program logic is developed at the service level.

All Mission Australia clients are asked to complete the Personal Wellbeing Index (PWI) survey and with programs complementing this with other tools relevant to their service. The PWI is usually completed on intake and every 16 weeks thereafter to track change over time. However, this depends on the length of a program, so if a program is more than 12 months, then the survey is asked every six months.

In 2016, Mission Australia engaged Swinburne University to conduct a process evaluation of the Synergy Program. The evaluation focussed on participants' and staff perceptions on program effectiveness via a series of interviews with participants and Synergy staff; and an analysis of participant needs and experiences via a quantitative survey.

YOUTH PROJECTS LTD (Victoria) Good2Go

Model	Start date	Duration	Target cohort	Funding source
Social Enterprise	2014	4 -6 weeks	Young People	Philanthropic

Powered by Youth Projects, Good2Go is in the heart of Melbourne's CBD, and provides a training platform for young people in customer service and hospitality, confidence and skills so that they are "good to go" into the job market. Good2Go was established in September 2014 to help disadvantaged young people gain access to real work experience.

Surplus proceeds support Youth Project's wide range of support services for people experiencing homelessness and disadvantage.

PROGRAM STRUCTURE

Young people aged 16 to 24 years can undertake a placement at Good2Go by their own request and generally need to accessing support from Youth Projects range of youth specialised outreach, transition and employment programs which also engage young people at Good2Go.

A typical placement at Good2Go lasts for four weeks, 15-20 hours per week. Young people are placed in either the coffee shop and/or the op-shop retail space for on-the-job training. Young people can engage in pre-placement training such as food handling, barista skills etc to give them confidence if they choose.

The program has a big focus on flexibility and young people have the choice to the do the pre-placement training or not and choose to work in either hospitality, retail or both. A key objective of Good2Go is to provide a young person the opportunity to gain experience in an area of interest, while also working on areas that they are not too confident with. They each have a Youth Coach and are supported by Youth Projects Good2Go team (Co-ordinator and Barista's) and all work together to create a mentoring and support plan based around what the young person wants to get out of participating in a placement at Good2Go.

A young person is supported intensively throughout their placement and has access to a range of supports from wider Youth Projects programs and services. A young person maintains regular contact with their coach during, and post, their placement at Good2Go to maximise what they have obtained from their Good2Go experience to enhance their future pathways into employment.

PROGRAM EVALUATION

Youth Projects currently tracks trainee engagement KPI's and outcomes (post Good2Go placement into employment or education). They ideally want to track the journey once young people complete their placement and be able to measure if the program has positively impacted their employability if they don't get placed. Currently 60% get placed external to Good2Go post placement and enhancements to employability are tracked and measured anecdotally.

Good2Go currently uses spreadsheets to capture basic data but anticipates a need for more detailed data collection that can show improvement in employability as well as employment outcomes.

STREAT (Victoria) Entrée, Main Course and STREATs Ahead

Model	Start date	Duration	Target cohort	Funding source
Social enterprise	2010	Up to 12 months	Disadvantaged/marginalised young people aged 16-24	75% self-funded from STREAT's 9 business 24.3% from donations and grants 0.7% government funding

STREAT provides tailored and supported pathways to work readiness within an integrated self-funded hospitality social enterprise. STREAT strives to support young people to thrive and feel they belong with a strong sense of self, work and home. STREAT works with some of the most marginalised young people in Melbourne to provide individually tailored holistic support, work experience, training and supported employment pathways.

PROGRAM STRUCTURE

STREAT offers a range of activities and programs for young people including Entrée and Main courses.

Entrée is an individually tailored 8-week work experience program for young people wanting to access hospitality focused work-experience as an on-ramp to employment and for young people who need some support and structure before moving into Main Course. Main Course is a closed, small group 20-week program that provides work experience and on-the-job training in real hospitality businesses, a Cert II in Hospitality, individually tailored holistic support, work readiness and life skills curriculum, group activities and excursions, case management and specialist referral as needed. The trainees experience genuine wrap around support from an integrated team.

STREAT's Ahead is a supported employment program for suitable graduates of Entrée and Main Course. STREAT has several carefully selected partner employers who offer employment opportunities. STREAT provides comprehensive post-placement support for six months to both the graduate and the employer to ensure a successful transition into open employment.

PROGRAM EVALUATION

STREAT has an impact measurement framework that sets out their impact (vision), purpose (mission) and goals. They aim to help young people thrive and belong with a healthy sense of self (social and emotional wellbeing), home (housing), and work (accreditations, work experience, employment or further training). These outcomes are measured by tracking progress towards the trainee's individual work and personal goals.

Young people and workers complete a small 'pack' of psychometrically-validated survey tools¹ that take a maximum of 30 minutes to complete at the start and end of the program. These individual responses provide a metric of overall progress towards the long-term goals, while also informing case work support for the trainee. A structured interview at intake, case notes, a workplace learning checklist and case managers' professional judgement are also used to monitor a young person's wellbeing, learning and performance. STREAT has a Chief Impact Officer who conducts an evaluation with the trainees at the end of each Main Course program. In this session the trainees give their 'report card' on all aspects of the program and the deidentified responses are used to improve the program, as well as for reporting purposes. STREAT has also just commenced a 10-year review going back out to former trainees to evaluate the long-term impact of the Main Course program.

¹ Tools include: Homelessness Outcomes Star, Kessler Psychological Distress Scale (K6), World Health Organisation Quality of Life Survey, Connor Davidson Resilience Scale, General Belongingness Scale and Rosenberg Self-Esteem Scale.

WHITELION AND PAWS (Victoria) Picking and Warehousing Solutions (PAWS)

Model	Start date	Duration	Target cohort	Funding source
Social enterprise & case management	2015		Disengaged young people aged 16-25	Goods and services

PAWS was developed to support young people into sustainable employment by providing disengaged young people access to work experience. Work experience is one of the first things employers look for and can be difficult for some young people to access. PAWS is a work experience hub that enables young people to learn both practical and non-technical skills. PAWS manages picking and packing contracts for community-minded corporate clients, with proceeds funding operations.

PROGRAM STRUCTURE

PAWS is delivered to a small group of six to 10 young people work around a production line packing boxes, cutting foam etc. Young people attend work 3-4 days per week. Young people can come and go from the program a couple of times if they need and are referred by partner agencies.

The model is flexible and focussed on outreach to build relationships, trust and engagement with the young people. Throughout the program, young people are supported by a case manager to work through any issues.

Young people also start learning and working from the first day. They start as a volunteer and then move onto paid work. At first young people are paid a volunteer/youth rate and then progress to being paid industry rates. They learn soft skills (working together, showing up on time, communication skills, confidence and resilience, and empathy). Working in a small group helps young people to feel part of a team and like they're contributing. Spending time with their peers and peer support is invaluable.

Once a young person has demonstrated that they have developed their employability skills, and their case manager thinks they are ready, the move into employment with a larger venture. This is either done through the Jobs Victoria Employment Network (JVEN), who engages them with other companies, or they can get roles within the warehouse where the program is run. Case managers support young people when they transition into employment at a ratio of 1:15.

PROGRAM EVALUATION

Case managers collect feedback and case studies from young people using forms and surveys to track changes to:

- Personal wellbeing; and
- Behavioural change

Whitelion also track when a young person is placed into work.

WORKVENTURES (New South Wales) Traineeships and KickStart Academy

Model	Start date	Duration	Target cohort	Funding source
Social enterprise and traineeships		12 -24 months	Young people aged 15-25	Goods and Services

WorkVentures is Australia's longest running social enterprise championing social inclusion through technology. WorkVentures provides training and support to people entering work. Traineeships offer young people an alternative pathway to sustainable employment by providing practical hands-on training. WorkVentures takes a person-centred approach to traineeships, ensuring that they respond to the individual needs and aspirations of a young person.

PROGRAM STRUCTURE

The KickStart Academy is a work readiness program which involves intensive work readiness training and a variety of work experiences. At the end of the program, young people might go on to traineeships with WorkVentures, further study or find employment.

WorkVentures also places young people in traineeships, which last 12-24 months. Most young people apply through traditional recruitment methods such as job boards (SEEK) or hear about the program via word of mouth or youth programs who refer them. Young people complete an application form and attend an interview, both with WorkVentures and then with a potential host employer, to become a trainee. Most trainees are 18 and have finished school within the last 18 months.

As a registered Group Training Organisation (GTO), WorkVentures works within the VET ecosystem, collaborating with Registered Training Organisations (GTOs) such as the Australian College of Commerce and Management (ACCM), Australian government agencies and host employers to deliver the traineeships. Some trainees are placed internally with WorkVentures, but most are placed with external employers incl. law firms, accounting firms, private schools, not-for-profits and Government departments. WorkVentures leads and coordinates each young person's development including support from the RTO, the host employer and other wrap-around services, where necessary.

PROGRAM EVALUATION

WorkVentures track the number of young people that complete a traineeship and receive a qualification. While this signifies success, WorkVentures acknowledge that success is different for everyone. For some trainee's success may be moving into further education or employment. For others that are facing more complex barriers to employment, success may be the fact that they have stuck with the program for several months. Measuring this type of success is something that WorkVentures are currently exploring as they draft their new evaluation framework. WorkVentures captures information on skills, attitudes and aspirations. For example, young people are asked at the beginning, end and throughout the program about how hopeful they are about the future. The change in responses shows the impact of the traineeship. WorkVentures is currently migrating to a digital data collection system. This includes the collecting and aggregating of data from job applications, interview notes, three monthly performance reviews and exit interviews. The outcome will allow for better information flow across business practices to highlight impact as well as understand areas for improvement. WorkVentures uses standard Office tools, CRM system and in-house systems to manage information and data.

GEN Z EMPLOYMENT (Queensland) Transition to Work

Model	Start date	Duration	Target cohort	Funding source
Case management / coaching		12 months	Young people aged 15-24 who are early school leavers and/or unemployed	Department of Employment, Skills, Small and Family Business

The Gen-Z's Transition to Work (TtW) service uses the Advantage Thinking Approach to support young people to build on their skills and talents, engage in the world of work and achieve their personal employment goals. By the end of the program the goal is for the young person to have an employment and/or learning outcome that is matched to their strengths and aspirations. This includes a clear vision for what they want to achieve in the future, an address book of people and places to help get there, knowledge of how to navigate the world of work and experience through real world opportunities.

PROGRAM STRUCTURE

Transition to Work (TtW) is a service which is tailored to the young person and is based on four different phases: Guidance and Exploration, Work Preparation, Workplace Opportunities and Post Placement Support. Within the service, Gen-Z offer a five-week rotation of a suite of programs that are dependent on the needs of the young person. When they are ready, the young person progresses to the next phase.

Young people are referred to TtW from Centrelink and through direct referrals from parents and schools. When a young person enters TtW they have an initial 1:1 meeting with a Youth Development Coach. The relationship between a young person and their coach is important and they meet at least once a week throughout the program.

The young person develops a vision for their life, what is important and why. They are supported to identify their talents and skills, including areas that they would like to develop further. The program supports young people to connect with experts and people in the community who can help them with their goals (such as, employers, TAFE teachers, professionals, creative mentors, tutors and social networks), and participate in real world opportunities (such as work tasters, work experience, mentoring). Once a young person has started a job or enrolled in further education, they receive ongoing support for up to six months to address any issues via face to face, phone and online coaching. A young person can always return to the program if needed.

PROGRAM EVALUATION

Tracking whether a young person is progressing through the phases supports Gen Z to ensure that the program is providing them with the skills, networks, and connections that are going to sustain them beyond their first job. Gen Z collect data every 6 months and use the data to implement changes as to what is or isn't working.

At the end of the program, they measure whether a young person has achieved a sustainable outcome in their chosen area (education or employment), which is both fulfilling and beneficial to them. As Transition to Work is an Australian Government initiative, data is collected according to Government requirements.

BACKTRACK (New South Wales)

Model	Start date	Duration	Target cohort	Funding source
Wellbeing, education, training, housing and employment	2006	Not fixed	High risk young people in regional areas aged 12-19 years	Philanthropy

The goals of BackTrack are keeping kids alive, out of jail and helping them chase their hopes and dreams. The young people that arrive at BackTrack have disengaged from education and training, often experiencing some form of homelessness, are in regular contact with the law, often have high levels of past trauma, and have little prospect of employment in the future. Many are from families experiencing multi-generational unemployment. BackTrack enables young people who have lost their way to reconnect with education and training, become work ready and secure meaningful employment. Most importantly BackTrack helps young people to “get back on track” by developing strong, happy and healthy foundations that result in positive life pathways and full participation in their communities.

PROGRAM STRUCTURE

The approach taken by BackTrack is holistic, flexible and long-term, and addresses both emotional and physical wellbeing needs, education and training, work readiness and ultimately pathways into employment. Young people progress according to their own needs and support is tailored. BackTrack’s education and training programs focus on the development of ‘soft skills’ needed for employment. Initially the focus is predominately on wellbeing needs and gradually over time the proportion of support aligned to technical skills grows. The focus remains on addressing the most critical issues facing youth in the moment.

BackTrack’s core education and training programs provide young people with hands on work experience on real jobs, on real work sites. These opportunities are aligned to the local agricultural and trade sectors and involve close collaboration with the local community and industry. BT Works, BackTrack’s employment social enterprise, is then able to provide supported employment transitions through labour hire and contract work. Traineeships, apprenticeships and contract employment positions are all on offer and BT Works partners with TAFE and training providers to deliver qualifications. Alongside this, the wellbeing needs remain a core focus including support to deal with emotional and physical health needs, housing, and legal requirements.

PROGRAM EVALUATION

BackTrack has developed an evaluation strategy based on their organisational program logic, which focusses on individual progress related to emotional and physical wellbeing, education and training and employment. Employment outcomes predominately focus on ‘soft skills’ and include: employability skills (incl. initiative, self-management, communication), life aspirations and employment, grit (the ability to endure or persevere repetitive tasks), and vocational training. BackTrack uses several tools to monitor and evaluate their impact including: a risk reduction survey to measure wellbeing (first three months and then every six months), case notes, transition plans, daily attendance, employer feedback, and employment metrics. BackTrack has also developed ‘Mastery Units’ which track non-accredited work readiness skills. This tool provides high frequency feedback to both staff and youth. These tools are used to monitor whether they have achieved what they set out to, to better support young people by motivating them and identifying improvements to the program, and to report to funders. Youth actively engage with evaluation processes and results are shared with them.

APPRENTICESHIP EMPLOYMENT NETWORK (Victoria) Multi Industry School Based and Pre-Apprenticeship Support Pilot Project (MIP)

Model	Start date	Duration	Target cohort	Funding source
Pre-apprenticeship	2017	Minimum 12 weeks	High school students in years 10-12 and young people aged 15-24 not in employment, education or training	Department of Education and Training

The Multi-industry pre-apprenticeship support project is a two-year pilot giving young people real vocational experience in 3-4 different industries through a series of short-term work experience placements. The goal is to create resilient young people that are committed to completing apprenticeships, traineeships and work because they are pursuing a career that suits them.

PROGRAM STRUCTURE

Group Training Organisations (GTOs) from Victoria, New South Wales and Tasmania designed courses to provide participants with a range of work experiences. These were based on local employment opportunities and crafted to meet employer needs. GTOs were funded through the MIP project.

At the beginning of the program, young people spend time with the GTOs and Multi Industry Field Officers to discuss what they would like to do and what they already know about the different industries. They then go into training and work experience which includes modules of either a Certificate 1 or 2, or unaccredited training and a block of work experience based on the industry they have chosen. There are various structures for this component, but most programs run for 3-4 days per week for a minimum of 12 weeks. The accredited training modules are delivered in partnership with TAFE. In this component a minimum of three trades are introduced. Young people are taught work ready skills including language, literacy and numeracy, resumes, and interview training. There are also different models for the work experience. A GTO might provide information and advice on how to get work experience while others match or connect young people to employers directly.

PROGRAM EVALUATION

Tracking retention rates are the key indicator used to monitor how well the program is being delivered, specifically, the number of young people that:

- complete training and go on to work experience.
- go into an apprenticeship or traineeship after the program.

Both young people and employers provide feedback via survey monkey. The surveys used are from the Transition to Work Best Practice Guide.

Young people are asked two questions at the beginning of the program and again at the end to measure change.

- understanding of careers
- understanding of apprenticeships and traineeships

The data collected is aggregated and provided to the GTOs so that they can benchmark.

SCARF (Victoria)

Model	Start date	Duration	Target cohort	Funding source
Social enterprise	2010	10 weeks	Young people aged 18-28 seeking protection or from refugee/migrant background	65% self-funded, 35% from grants and donations

Scarf creates a nourishing, supportive and inclusive space for trainees to gain confidence, skills, knowledge and networks. They foster connections in the hospitality industry to create equitable employment opportunities for young people facing barriers to work. They include those who are long-term unemployed, specifically young people seeking asylum (waiting on a protection outcome) and young people from a refugee or migrant background.

PROGRAM STRUCTURE

Scarf provides young people with training, paid work experience and 1:1 mentoring to build both the hard and soft skills required for landing a job in the hospitality industry. Scarf's core program runs for 10-weeks with eight trainee positions each season. Scarf runs three 10-week seasonal programs per year; each taking place at a partner restaurant which hosts a series of Tuesday Night Scarf Dinners. Participants apply online to join the Scarf program and are often referred by a case worker or via word of mouth from friends or family who have previously completed the program. Potential participants go through a two-stage interview process to assess eligibility and suitability before joining the program.

Trainees take part in a weekly two-hour training session (unpaid) followed by a paid 4-5-hour dinner service shift, participating for a total of six to 10 contact hours per week for the 10 weeks. Each young person is paired 1:1 with a volunteer mentor. Trainees gain practical work experience by working on the floor during Tuesday Night Scarf Dinners alongside their volunteer mentor. Trainees complete a goal setting diary at the start and end of each shift, working with their mentor to set goals and identify areas for improvement. As a young person's confidence and skills increase, they take on more responsibility, eventually working as an independent wait staff at the end of the 10-week program. Weekly training sessions take place at restaurant venues where trainees learn hospitality skills. There are also sessions on resume writing, interview skills and 'Work Rights in Australia'. Trainees have weekly check-ins with a Wellbeing and Job Readiness worker from Scarf to ensure they have the support required and to address any issues that come up personally or professionally. Graduates continue to be supported by a Wellbeing and Job Readiness worker for up to 8 weeks following the program. Graduates remain connected to a Scarf via a private Facebook group in which Scarf staff and mentors share employment and training opportunities. Graduates are also encouraged to stay connected to one another, to self-organise and engage in peer support during job-seeking.

PROGRAM EVALUATION

Trainees self-evaluate at the start and end of the program rating themselves on confidence, hard skills and knowledge gained. The Mentors and Trainers are also involved in evaluation throughout the course so that they can work together to set and achieve goals. Scarf use google forms to capture the survey information, which is used for continuous improvement to the program. More thorough, independent program evaluations have also been completed to assess the program's effectiveness, and in late 2018 a focus group was run with a group of six Scarf graduates to explore 'job readiness' means to them. Feedback and ideas from this session were used to make integral changes to Scarf's post-program support and improve new graduates' experience immediately following the program.

HOMIE (Victoria) HoMie Pathway Alliance

Model	Start date	Duration	Target cohort	Funding source
Internship and social enterprise	2015	8 months	Young people aged 18-25 years old	Self-funded and philanthropy

HoMie envisions an Australian society free of homelessness. Its primary mission is to build confidence and provide job skills for young people and in doing so, create unique pathways out of homelessness and hardship. HoMie believes in giving young people the tools to pull themselves out of high-risk situations, so they're empowered and accountable for their lives.

PROGRAM STRUCTURE

The HoMie Pathway Alliance is HoMie's own accredited retail training and education program for young people (18-25) affected by homelessness or hardship. Every year, 10 young people are selected to participate in an eight-month paid on-the-job work experience at the HoMie street store or a HoMie Alliance trained business.

HoMie invites young people through youth-focused homelessness support services to Pathway Alliance information sessions which aim to promote, inform and receive applications for the upcoming program. Young people apply for an internship, are shortlisted and then interviewed for a place in the program. HoMie works with two major retail partners to place interns. HoMie trains and support these organisations and their Managers' in supporting young people to grow their skills in retail and overcome barriers during their 6-month work-placement. The three to four young people with the highest barriers are placed with HoMie (as they offer the most hands on support) and the other interns are placed in different stores with the other two partner businesses.

Throughout the program Interns complete four hours a week of paid personal development to build improved confidence, resilience, self-aspirations and life-skills, as well as completing CERT III training. The paid personal development training is delivered by RTO, KnowledgeSpace and HoMie's Social Impact team and is delivered in two classes of five young people each. In months two to six, interns take part in paid work placements with either HoMie or one of their retail partners. Upon successful completion, HoMie interns graduate with: A Certificate III in Retail; six-months retail work-experience; and eight months personal development training. Many of the participants receive job offers from the stores where they have trained.

PROGRAM EVALUATION

Demographic, profile measurement, and impact data is collected at intake (application stage), start (beginning of personal development), mid-term and at the end of the internship. An informal performance feedback session is conducted at 1 month into the work-placement and 4 months into the work placement, with the Intern, intern's Manager and is facilitated by HoMie. HoMie continues to collect data 6 months post-graduation; and remains in contact via HoMie Alumni events.

A young person provides feedback on their manager, the experience and themselves, and their manager does the same. There is also a bi-weekly catch up for staff as support. HoMie tracks and measures accommodation and wellbeing and the young person keeps a gratitude journal throughout the program. HoMie has found that the soft skills are the most valuable in post program life.

SAVE THE CHILDREN (Victoria, Tasmania, New South Wales, Queensland) Hands on Learning

Model	Start date	Duration	Target cohort	Funding source
Project based/ flexible learning	1999	One day per week, ongoing no fixed duration	Young people aged 10-15 years old (school years 5-10)	School Student Support Resource Package investment, philanthropy, partnerships

Hands on Learning is an in-school early intervention program that uses creative construction and hospitality projects to increase the attendance and retention of primary and high school students in Years 5 to 10 that are regarded as at risk of disengagement and/or early school leaving. By keeping young people engaged in education, Hands on Learning also supports students to transition successfully into post-school education, training and/or employment.

PROGRAM STRUCTURE

Hands on Learning currently runs in over 100 schools across Australia. Schools identify young people as suitable for inclusion in the Hands on Learning program, based on a range of social and academic indicators of disengagement or risk. Hands on Learning runs one day a week in school and is facilitated by two artisan teachers for a group of 10 students (mix of 10-15 years old). Artisan teachers are employed by the school and are supported by the Save the Children Hands on Learning School Support Team who provide the program methodology, structure and ongoing training and professional development. Students stay in the program for as long as it is benefiting their educational journey.

A Hands on Learning program typically begins with the collective construction of a hut or shelter that serves (a) as a home base for staff and students, and (b) as a 'safe' space where students feel accepted and that they belong. Other Hands on Learning projects include things like landscaping and construction, café skills and other activities involving hands on tactile skills. Each Hands on Learning day starts with 'focus plans' which are personalised positive statements that identify an area of behavioural change for students to focus on with the support of the Hand on Learning team. Through encouragement and feedback from both staff and peers' students help each other to learn the key social skills of teamwork, cooperation, and participation. Each students' focus plan is relayed to relevant teachers so they can also use them to build positive relationships with students in the traditional classroom setting.

PROGRAM EVALUATION

Save the Children supports Hands on Learning schools and artisan teachers with program quality and provides a qualitative and quantitative data measurement framework to measure the experiences of young people.

Hands on Learning use the [Enabling Spaces](#) shared measurement framework, which uses the principles of connection, capacity and meaning to better understand the impact of educational programs on student engagement. Data is collected from students using two simple surveys which supports program staff to better understand a young person's point of view and to measure engagement, capabilities, communication and problem solving. Parents are also asked to complete a short five-minute survey comprising 20 questions to measure changes in a young person's behaviour.

A [case study](#) on Hands on Learning published by the Australian Council for Educational Research states that post-school 92% of students moved into apprenticeships or further study following the program.