Supplementary Program Guide

EDGE Pilot Program

NOVA SCOTIA

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1   EDGE PILOT PROGRAM OVERVIEW

EDGE Pilot Implementation 2018-2020
- In 2018, Employment Support and Income Assistance (ESIA) introduced targeted employment-focused programming for ESIA youth clients. The EDGE Pilot program provides immediate supports to clients with the intention that independence from ESIA will be more quickly and more sustainably attained.
- The Department of Community Services selected two service providers to deliver a one-year EDGE pilot program for youth ESIA clients, ages 18-26, who were able to focus and commit to an intensive job search/job readiness program. The two pilot sites, one in the Halifax Regional Municipality (HRM) and one outside of HRM each serve up to 50 youth annually.
- The EDGE pilot program was extended at the two sites until March 2021 with additional program enhancements for mental wellness and transportation supports.
- A preliminary program evaluation was completed after year one (Spring 2019) and the results were overwhelmingly positive.

EDGE Pilot Expansion 2021-2022
- In December 2020, expansion of the pilot sites was approved to include four additional locations. The EDGE Pilot Program will expand to areas with high youth-related needs. This includes, in addition to the two existing sites, a second site the Halifax Regional Municipality (HRM) (North End) and one in each of the following three communities: Bridgewater, New Glasgow and Cape Breton Regional Municipality (Sydney). Each pilot location will serve up to 50 youth (total of 300 youth involved in the pilot) throughout a 12-month timeframe. Service providers of new pilot sites will be required to begin implementation in March 2021.
- The program participant eligibility will expand to include youth transitioning out of care and youth at risk of attachment to ESIA. DCS staff and designated Service Providers (TBD) may refer youth at risk of attachment to ESIA to DCS for an assessment and potential referral to the EDGE pilot program. Referrals into the youth pilot will continue to be made by Employment Support Services (ESS) staff who are trained to identify and assess suitable participants.

EDGE (Pilot) Program Objective and Design
- The goal of the EDGE Pilot (EDGE) Program is to help prepare and integrate Nova Scotian youth with barriers to employment into the workforce. This is achieved by providing pre-employment and employment services supports to job search ready youth. The EDGE program supports participants who have multiple employment-related barriers and, although job search ready, often require more intensive wraparound job search services than those offered elsewhere.

- The EDGE Pilot Program is designed based on the following criteria:
  - The EDGE participant is at the center of the program design
  - Service Providers will aim to serve Nova Scotian youth who are more barriered with a holistic/wrap around approach
  - Programming must be delivered with an Africentric lens and promote meaningful relationships with African Nova Scotian communities
  - Program design should be flexible to meet participant needs and allow portability and responsiveness.

EDGE is delivered in peer groups, with mentorship and youth-focused supports. It helps young adults develop skills and gain access to the resources they need in a supportive environment designed to meet their needs.

Innovative approaches to program delivery and leveraging community partnerships are encouraged within this pilot program. To this end will be seeking to develop a digital version of EDGE in Summer 2021. Consideration may be given to including options for partial digital delivery within the current application but this is not required.

Youth Engagement in Program Design
- EDGE was co-designed with ESIA clients in response to a growing number of young people turning to IA for support. On average, 52% of new intakes are youth under the age of 34. Offering intensive pre-employment and job maintenance supports to youth aged 18-26 reduces their reliance on income assistance.
- In efforts to better understand the needs of youth and inform the design of the Early Intervention pilot, a human-centric design approach was utilized, defined as "a process that starts with the people you're designing for and end[ing] with new solutions that are tailor made to suit their needs."
- It is the expectation of successful proponents that they will engage in ongoing and iterative evaluations and adjustments to the EDGE pilot sites based on youth and community feedback. EDGE is a collaborative process that has achieved its success through respecting first voice ongoing feedback and applying continual evaluation to ensure it is meeting participant needs.
- As a result of participant and service provider feedback, the program design was enhanced to include mental health and transportation related supports in December of 2019. Evaluation has revealed that the program requires a strong Africentric lens; requires relationships with service providers; and service providers having trusting relationships and an understanding of the African Nova Scotian experience.

Evaluation is a key component of this project and therefore the selected service providers will be required to work with DCS to ensure that data collection is aligned and compliant with the evaluation processes in place. Program evaluation, including participant/employer surveys and participant focus groups, will continue throughout the duration of the pilot.

2 FINDINGS

2.1 PROGRAM ELEMENTS

A comprehensive suite of services is required, ensuring that each eligible participant has access to and awareness of each program element, tailored to their unique needs. Supports to help the participants understand the program components and regular check-ins and progress tracking mechanisms should be built into the program.

Clients often cite challenges associated with navigating both the labour market as well as the supports offered by DCS and service providers. Additionally, many youth clients express they lacked familial supports and/or mentors in their life, therefore strengthening relationships and providing mentorship is a core component within the program design. Many participants noted that having someone to talk to about personal or work-related challenges alleviates stress and contributes to their overcoming barriers. Program mentors should aim to provide a positive first impression, a desire to get to know and understand their clients' needs and to champion them through the process. This should be accomplished through regularly scheduled one-on-one meetings that focus on overcoming personal and employment related barriers. In addition to building strong relationships, program staff should be able to articulate the value of participating in employability programming and how it will help each participant move toward self-sufficiency.

2.2 LOCATION, SPACE, AND ANCILLARY SUPPORTS

Youth have advised on the importance of location and space for the delivery of the pilot. It was noted that a comfortable environment can positively impact program attendance, reduce anxiety and create a safe space for participation and personal development. Participants have noted a number of examples:
- Provide lunches, snacks and coffee/tea;
- Clothing and food banks within the site or nearby;
- Free access to wifi, computers and printers;
- Space to relax, socialize and/or play video games before and after workshops (especially in rural areas where transportation options are limited, and participants are likely to show up early or leave late due to transportation schedules);
- Paid transportation to and from program site;
- Space decorated with art that celebrates and builds awareness of diversity, rather than having brochures and bulletin boards

It is expected that proponents will consider the above findings and build these considerations into their proposal budget.

3 PROGRAM REQUIREMENTS

EDGE has been developed with three guiding principles and 11 program elements. Successful proponents will be required to deliver on all of the program requirements described below (3.1 Guiding Principles, 3.2 Case Management Approach, and 3.3 Program Elements).

3.1 GUIDING PRINCIPLES

The following guiding principles were identified throughout engagement sessions and will be critical for successful proponents to effectively execute the program components.
- Flexibility
- Consistent Understanding and Access to Supports
- Supportive Client Centered Case Management/Mentorship
- Commitment to celebrating and building awareness of diversity

3.1.1 FLEXIBILITY

Any continuous suite of programming should be flexible enough to meet the individual needs of the participants. While some participants will benefit from participating in all program elements, other participants will be ready for more intensive, job related, and individualized supports much earlier in the process. Group-based program elements are recommended for the benefits of cost effectiveness and peer relationship building, however programming will only be effective if there are individual elements and options for those who are closer to job readiness. It will be critical to have qualified staff in place to identify when an individual's journey to employment has reached a point where they are ready for job search assistance, job matching, and job maintenance.

3.1.2 CONSISTENT UNDERSTANDING AND ACCESS TO SUPPORTS

Program staff will be required to help participants understand the various supports available, either through the program, supports available in the community (e.g. Dress for Success) or through employment-related special needs funding available through DCS. Consistent application and awareness of supports is imperative for positive outcomes for youth, as they should be receiving timely and equitable access to services and programming. This requires program staff to have knowledge of community supports and the ability to work with DCS caseworkers to arrange any additional employment related special needs (e.g. transportation, work uniform/boots).

3.1.3 SUPPORTIVE CLIENT CENTERED CASE MANAGEMENT/MENTORSHIP

Positive relationships and supportive case management practices will play a key role in the future interface between program staff and the participants. Program mentors should provide positive, compassionate, and forward-looking case plans and relationships that empower participants to move toward self-sufficiency while offering stability. Program mentors will help ensure connection to the program and follow through by participants by using case management tools and practices including texts, phone calls and in-person

meetings to support youth with deadlines, commitments and provide messages of encouragement and accomplishment.

3.1.4 COMMITMENT TO CELEBRATING AND BUILDING AWARENESS OF DIVERSITY

Programming content and delivery must include recognition of the African Nova Scotian experience and acknowledgement of the strength, history, experiences and challenges African Nova Scotian youth face in their personal lives & employment journeys. Program mentors must deliver EDGE programming in a culturally responsive way with an Africentric lens (which includes teachers and mentors who share a common experience), ensuring inclusivity in the learning space/environment, support youth to respond to inclusivity concerns at interviews and work sites, strategize on innovative recruitment efforts to engage African Nova Scotian youth, and target supports that meet the needs of African Nova Scotian youth.

3.2 ROLE OF COMMUNITY SERVICES

Referrals:
Participants will be identified by DCS (ESIA/CYFS) or designated referring agencies (TBD) and referred for assessment to designated Employment Support Services Caseworkers. Employment Support Services Caseworkers will be responsible for referring participants following completion of assessment.

Supports for Special Needs:
- *ESIA Clients -* ESIA employment-related special needs policies will be outlined for clients when identified by the client and service provider as part of an employment plan. Relationships between program mentors and DCS staff will need to be maintained to ensure participants are receiving appropriate services and supports.
- *Active CYFS Clients –*Special need requests for active CYFS youth should be forwarded to their assigned Social Worker for review when identified by the client and service provider as part of an employment plan. Relationships between program mentors and DCS staff will need to be maintained to ensure participants are receiving appropriate services and supports.
- *Non DCS-attached Youth –* Identified special needs such as transportation, work clothing, etc. will be provided through participant program delivery costs as part of the EDGE provider contract when no other alternate sources of funding are available.

Communication and Relationships:
Service providers will be required to provide case management services to participants throughout the program.   DCS staff will remain assigned to DCS clients and available to provide collaborative case management to achieve seamless service delivery in the best interest of the

client before and during the program. Designated referral agencies may also continue collaborative case management for non DCS-attached youth.

3.3   CASE MANAGEMENT APPROACH

The following diagram provides an overview of the milestones within the case management approach. Selected service providers will be required to deliver the program in accordance with the case management components described below.

Program Mentor	Introduction	Participant Cohorts	Beginning the Program	Program Paths	Program Evaluation

Program Mentor:
A key component of the Program, in addition to the program elements, is the unique skill set of EDGE Case Managers.   Program staff must have the competencies necessary to support the multi-faceted needs of at-risk youth. Not only should youth be greeted in a welcoming, inclusive environment, Program staff must have the skills to support youth in navigating complex systems to ensure they have the resources needed to be successful in their employment journey. EDGE staff should have a working knowledge of DCS programming – Employment Support and Income Assistance (ESIA), Child Youth and Family Services (CYFS) and other community supports available to non-DCS at-risk youth. These specialized competencies will support participants in accessing employment related special needs, will ensure ESIA participants are provided accurate information on declaring wages and ESIA wage incentive policy, and non-DCS at-risk youth are referred to alternative resources to meet their program participation and employment needs. In addition, EDGE staff must be knowledgeable in case management best practices and demonstrate employment related competences as outlined in Appendix A and B.

Introduction:
Introduction to the program should include an introductory information package to welcome the participants. A key finding from the youth engagement sessions was the importance of receiving information in advance to increase buy-in and motivation to attend and complete programming, and to decrease stress and anxiety that can be associated with attending a new program.

Contact between the program mentor and participants should be made quickly. In addition to providing the participant with the welcome package, program mentors should use this opportunity to conduct a one-on-one meeting with the participant to establish a relationship and provide a positive first interaction.

Participant Cohorts:

It is expected that many of the program elements be delivered in a cohort-based model that facilitates supportive relationships among participants. In order for each location to serve up to 50 participants (per location) 3-5 intakes will need to be spaced throughout the year.

While the advantages of participant cohorts are many, it is expected that youth will continue to be referred to the program in-between cohorts. Trained service provider staff may determine if the youth would be able to join the cohort in-progress, or if the youth is better suited to join a cohort from the beginning. The benefits from early intervention programming suggest that early contact and case planning are important in reducing barriers to employment, however cohort-based programming remains a desired and efficient delivery approach. Continuous referrals and intakes are an operational reality of the department and can be conflicting with cohort-based programming. Successful applicants must be able to demonstrate how they will reconcile cohort-based programming with continuous intakes based on their own expertise and innovative approaches.

Beginning the program:
Cohorts should begin the program at regular intervals and should receive one-on-one mentorship in addition to group learning. Early in the program, mentors should work to identify if someone is job ready and therefore able to move directly to program elements more closely aligned with job searching and job matching.

Through the youth engagement sessions, it was identified that a key component of a comprehensive programming structure would be to ease in and out of programming. Participants identified that programs should start with a few days per week of reduced hours before working up to a maximum. Easing out of program participation can be structured and agreed upon by the youth and program mentor, and in some cases, will only occur as post-job support tapers off. Applicants must demonstrate how their programming structure responds to this need for flexibility and graduated transitions.

Program Paths:
Participants will require individualized paths. For those closer to the labour market, program elements may include life skills, resume writing, interviewing skills, job matching, and job maintenance. Other youth participants will require the full suite of programs and intensive case management. Participants should be aware of the full suite of programming and be able to choose to participate in additional elements based on self-identified need and program mentor assessment. The participant and program mentor should work to develop and complete a program/progress tracking mechanism to help ensure clarity about the journey each participant is on, and to ensure milestones of success are recognized.

Program Evaluation:
Short, medium and long-term results will be monitored over the course of the EDGE pilot program. These results will also be used to answers the evaluation questions that assess the effectiveness of the pilot considering both the delivery of the pilot and its achievement of results. In addition to accurate Service Registration and Participant Tracker reporting, service

providers will be required to periodically facilitate surveys and focus groups with participants, contact EDGE employers for feedback, and complete ad hoc participant statistic requests from DCS. An overview of the evaluation requirements is outlined in the Appendix (D).

3.4 PROGRAM DESIGN

Program Elements
The overarching program design for the pilot program is described below and was developed based on the engagement sessions with youth. The program design includes 11 program elements, coupled with the guiding principles described above and imbued with intensive case management and mentorship.

Service providers will be responsible for ensuring that the program elements and the case management and mentorship components are delivered in a cohesive manner appropriate to help youth move toward self-sufficiency. The specifics of how each program element is delivered is to be determined by the service provider based on experience, subject matter expertise in working with youth and innovative approaches.

The 11 program elements are described below. The duration of post-job support and subsidized job placement have been identified below, however the remaining 8 program elements should be provided within a maximum four-month time period and each element can be delivered at the discretion of the service provider.

Life Skills Training
Life skills training relates to the more general competencies a person needs to join the workforce and manage home responsibilities. Through the assessment process it should be identified which of these soft skills would be recommended for each participant.

> *Key Components:*
> - Conflict management / challenging interactions
> - Workplace communication
> - Time management
> - Stress management
> - Routine building
> - Learning coping mechanisms/skills
> - Self-reflection
> - Financial literacy
> - Potential to include other life skills such as living independently

Career Exploration
Career exploration provides confirmation of strengths and desired employment direction for each participant. It helps participants better understand their own personal skills, interests, and values, paired with information and evidence on the regional labour market information. This program element should focus on both the person and the occupation, attempting to

determine the best way to bring the personal and the occupational variables together for higher chances of occupational fit and satisfaction. A youth specific career exploration approach is a key component of this program. Staff must work with participants to identify strengths, and realistic job opportunities with a goal of labour market attachment in the near term. The intent of this component is not to support participants to move onto upgrading or post-secondary education but rather to develop a focused career plan for the short term.

Key Components:

Setting a career goal through:
- Identifying participant interests and learning about related jobs and career paths
- Learning about the skills/education required to do a job
- Learning how to identify suitable jobs (job posting analysis)

Employment Skills Training

The case manager determines whether the participant's skills and experience align with local labour market opportunities. If it is perceived that the participant is motivated and employment ready, but that their current skills and experience do not align with current opportunities in the labour market then exploration of employment skills training is recommended.

Key Components:
- Taking the skills training or certification that align with job opportunities and interests
- Could include credential attainment or general training (e.g. WHMIS, CPR, food handling)

This component does not include upgrading or attendance in post-secondary and the need for this element is highly dependent on the skills gaps of the participant and the interest in obtaining a specific skill that is in demand.

Job Shadowing

Job shadowing is the opportunity to observe or "shadow" someone doing their job in order to confirm a career goal. A job shadow can be as simple as an hour-long visit with one person, to an extended week-long stay allowing interaction with numerous staff and observation of a variety of activities.

Key Components:
- Learning about specific job opportunities through hands-on learning
- Employer relationships that allow for a variety of job shadowing opportunities for youth to participate in (informed by labour market need)
- Some employers have job shadowing processes in place (e.g. NSHA), while relationship establishment will be a priority development area with many others

The requirement of this program element is highly dependent on the needs and interests of the participant.

Job Search Skills (including Resume Writing & Interview Skills)

These program elements relate to the type of competencies and abilities a person requires for effective job search. Job search skills include applying job search techniques such as resume writing, use of labour market information, networking, and employer contact skills including interview skills, writing cover letters, initiating follow-up etc.

Key Components:
- Group setting resume/cover letter workshops and ongoing improvements
- Job search strategies/accessing the hidden job market
- Networking
- Labour market research
- Use of internet to access job opportunities
- Self-marketing
- Interview techniques
- Preparing to start a job
- Individual mock interviews in low-risk settings

Employment Preparation (Job Readiness)

At the point that the participant demonstrates readiness for employment it is recommended that the participant receive information/training that will enable them to be successful in the workplace. For some participants, the transition to working is most significant once employment is received. The transition of being required to arrive at work on time, be in continuous contact with others, and deal with the day to day demands of balancing work and other commitments can be extremely difficult.

Key Components:
- Demonstrating the necessary skills (i.e. employability, essential/life skills, job specific) verbal, written or otherwise, that are required in a job
- Understanding the reality of the job market and the expectations of employers
- Understanding of employee rights and responsibilities

Job Matching

Working intensively with employers to help facilitate their needs and connect them to job ready workers. Assisting job ready workers, connecting with employers.

Key Components:
- Supportive and realistic coaching on job opportunities that align with the skills and interests of the participant
- Supporting the application and interview process

Subsidized Job Placements

Some participants will receive job placement support, including pre-arranged and subsidized job placements to help participants obtain permanent positions. Financial incentives for employers are utilized where appropriate. Youth may have limited work experience and a subsidized placement can lead to full time employment opportunities as well as help build work routine, experience, confidence and develop networking opportunities.

Key Components:

- Matching of interested youth to pre-arranged subsidized work placements with employers.
- Provision of childcare/transportation supports through ESIA and/or CYFS special needs policy if the participant is DCS-attached.
- Case management activities and support are to continue throughout the duration of the job placement.

Duration: ~90 days (the recommended time of 3 months is based on allowing enough time for the participant to integrate into the workplace, demonstrate competencies to the employer and build confidence in their skills)
This element should be provided to participants when independent employment is unlikely. Service Providers should allow sufficient budget for all appropriate participants to receive up to 100% of minimum wage (not including MERC) for up to 3 months. It should be negotiated with employers to supplement wages in alignment with the prevailing wage.

Post Employment Support
Job maintenance and mentoring support to improve retention will be a critical element of the program. This includes working intensively with participants at the beginning of job attainment to assist them with any needs or challenges as they enter the workforce (e.g. navigating special needs to obtain a uniform, coaching through the learning curve of a new job, and assisting with employment related questions or speaking to a supervisor). Mentors should work with participants to ensure that successful attachment continues to sustainable long-term employment. Contact and mentorship between the program mentor and participant should begin at regular intervals and ease off as the youth is more comfortable and confident in their role.
Duration: Up to 6 months following employment. This activity is intended for post subsidized employment (i.e. during job placements program mentors are expected to continue to provide case management support and job maintenance.) Post employment support is intended to support participants through independent employment opportunities for a sufficient period of time to allow them to develop confidence in their position.

Mental Health Related Supports
Due to the prevalence of mental health issues affecting DCS-attached and at-risk youth, piloting mental health supports (i.e., individualized-focused supports, group-focused supports) specific to needs of job ready EDGE participants is critical to promoting employment success. Continuing to offer mental health related supports post- employment is important and is a needed identified support. Enhancements should focus on supporting EDGE participants through various means including individualized and group focused supports pre-and post-employment.

Navigation of Available Supports
The program should consistently provide guidance in navigating the support options that fall outside the traditional parameters of employment training programs, including supports available from the Department of Community Services and other community-based

organizations. Navigation of supports should be tailored to the needs of the participant, including but not limited to housing, childcare, transportation, and life skills.

Duration: Navigation of supports should begin from the beginning of program participation throughout the post-employment phase.

Intensive Case Management & Mentorship

Each program element should be conducted in parallel with intensive case management and mentorship support. This relationship should be built throughout the duration of the program and include post-program check-ins and open communication channels. Case management staff/program mentors should serve to provide positive, compassionate, and forward-looking case plans that empower participants to move toward self-sufficiency while offering stability. Caseloads within the pilot program are intended to be small and therefore staff should have capacity to work intensively with each participant.

3.5 ADDITIONAL REQUIREMENTS

- Delivering on all components will be a requirement of the service provider. Consideration will be given to service providers that can demonstrate strengths in the program areas and have taken into consideration the results and perspectives from the youth engagement sessions (found in Appendix A and B).
- New site delivery approaches will leverage the knowledge and proven program success of existing delivery sites.
- Service providers will be expected to service up to 50 youth per year in each location assuming approximately 3-5 intakes with room to accept youth intermittently throughout the year.
- Service provider case management services should continue until labour market attachment or if the participant chooses another path to self-sufficiency. When possible, service providers are expected to provide additional job search support for participants who require additional support in this area.
- Budget accommodations should be made to ensure that all eligible participants have the option of a three-month wage subsidy at 100% of minimum wage.
- Applicants will be required to apply within LaMPSS and adhere to the reporting requirements associated with it.
- A detailed budget breakdown will be required. The budget framework can be found in Appendix C.
  - *Within the budget, a portion of funding should be allocated toward Youth Innovation. This is intended for service providers to develop innovative ways to engage youth within their centre. This could include providing youth-led initiatives such as allowing youth to lead the design of the space, providing additional supports in an area identified as important, and provide the financial flexibility to action innovative ideas to support participants. Service providers should propose how to use these funds in the best interest of the participants. Considerations for the innovation funds can be based on youth feedback included in the appendices of this document.

4   APPLYING FOR EDGE PILOT PROGRAM FUNDING

4.1   REGISTERING YOUR ORGANIZATION

- All organizations entering into an agreement for delivering Youth Pilot Programs in Nova Scotia must first be registered as a LaMPSS organization.
- Labour Market Programs Support System (LaMPSS) is a bilingual, online system that is used by NS departments and agencies to administer labour market programs and services.
- This is a one-time registration process. Once registered, it will provide you with the ability to utilize the LaMPSS self service capabilities. LaMPSS provides organizations with self-serve capability, enabling you to apply for funding online for specific labour market programs as well as submitting required financial and activity reports online. If your organization has not previously registered with LaMPSS, you can request a LaMPSS registration form by contacting 1.877.404.7074.

4.2   APPLYING ONLINE USING LaMPSS SELF-SERVE

- Once you are a registered LaMPSS user, you can apply for funding online using the self-service capability. To apply online go to www.gov.ns.ca/lampss.

4.3   COMPLETING AN APPLICATION FORM

- This section provides supporting information required to complete the application form for the Nova Scotia Department of Community Services, Employment Support Services, Youth Early Intervention Pilot.
- In LaMPSS, enter the name and complete mailing address for your organization (this should pre-populate on the application form).
- If your organization name or mailing address has changed, please contact your Agreement Manager to obtain a LaMPSS Registration Change form to update your information.

5 SELECTION AND SCORING CRITERIA

Service providers will be evaluated based on the following scoring criteria:

SECTION I ORGANIZATIONAL CAPACITY

		Max points
1. Org structure	*Describe your organization's structure:*	5
2. Service	*Describe how you would deliver the eleven (11) components of the program as described in section 4.4 to help participants move toward self-sufficiency*	15
	Explain how you plan to meet the intensive case management and navigation support requirements for each participant as described in section 4.1 and 4.3	15
	Explain how you will ensure that employment opportunities and connections are developed and leveraged in the communities of the participants as described in 4.4	10
	Explain how you will ensure your staffing complement reflects the diversity of the community you serve.	7.5
	Describe how your organization demonstrates an understanding of the African NS experience and a commitment to Anti-Black Racism.	7.5
3. Pre-Program	*Explain how you will ensure that first contact with program participants is positive and information packages provide an informative introduction for youth as described in section 4.3*	5
4. Ancillary Services	*What types of ancillary services is your organization able and willing to provide to support participants as described in section 3 and the appendices of this document*	10

SECTION II SERVICE EXCELLENCE

		Max points
1.Service Model	*Describe your service delivery location(s) and the ability of the space to meet the needs of youth DCS clients and at-risk youth.* *Related to section 3 and the appendices of this document*	10
2. Contract Management	*Describe your experience in managing government contracts including financial management.*	5

SECTION III INNOVATION and PARTNERSHIP

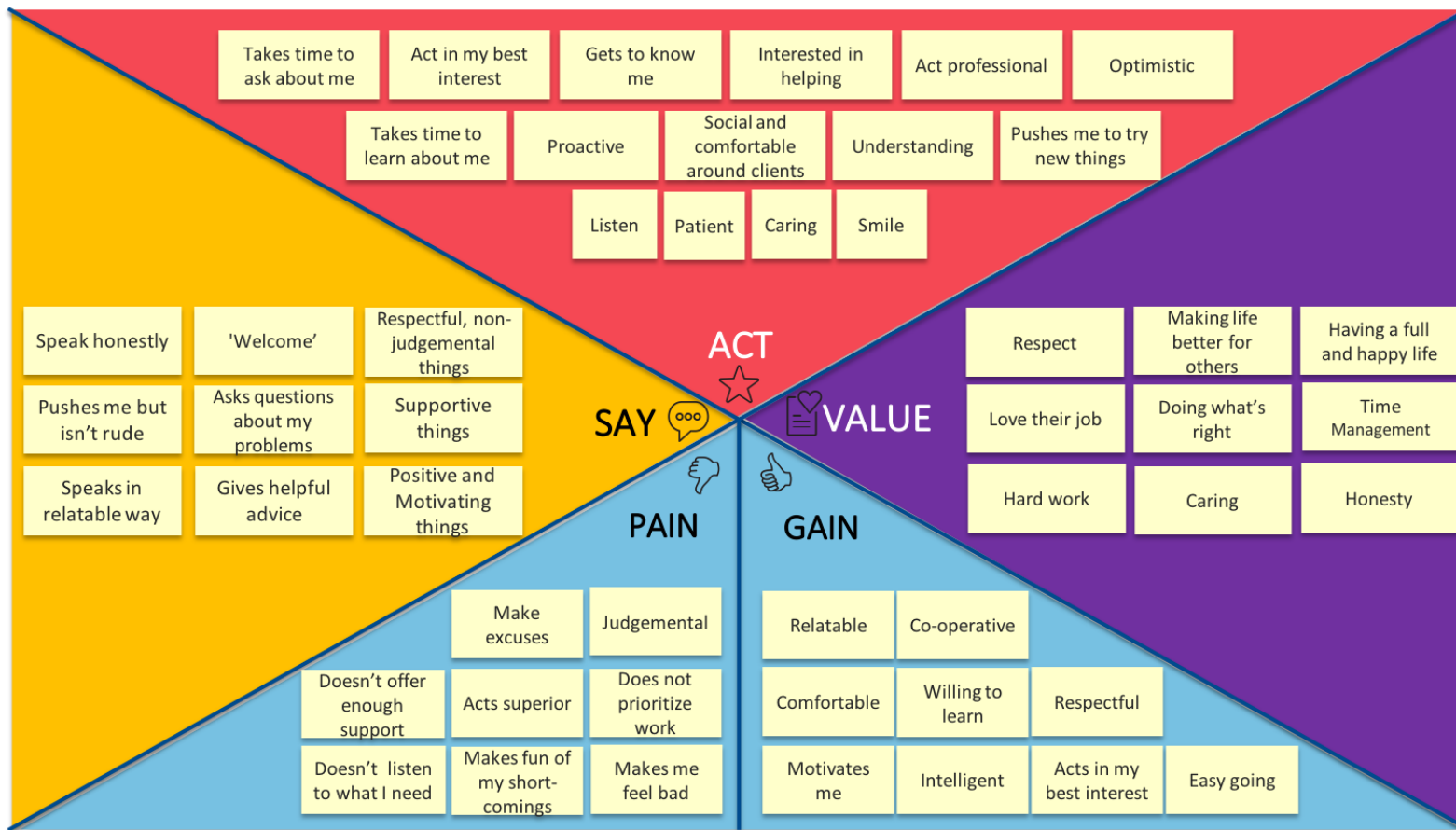|		Max points
1. Staffing	*Explain how your team will be in a position to deliver the program by describing staff positions, experience working with youth, training plans, transition to new roles, new or existing partnerships etc as outlined in sections 4.1, 4.3 and 4.4*	10
2. Partnerships	*Describe the collaborative process that you will take to leverage other services, relationships with employers, and community supports as required by elements included in section 4.4*	10

SECTION IV BUDGET

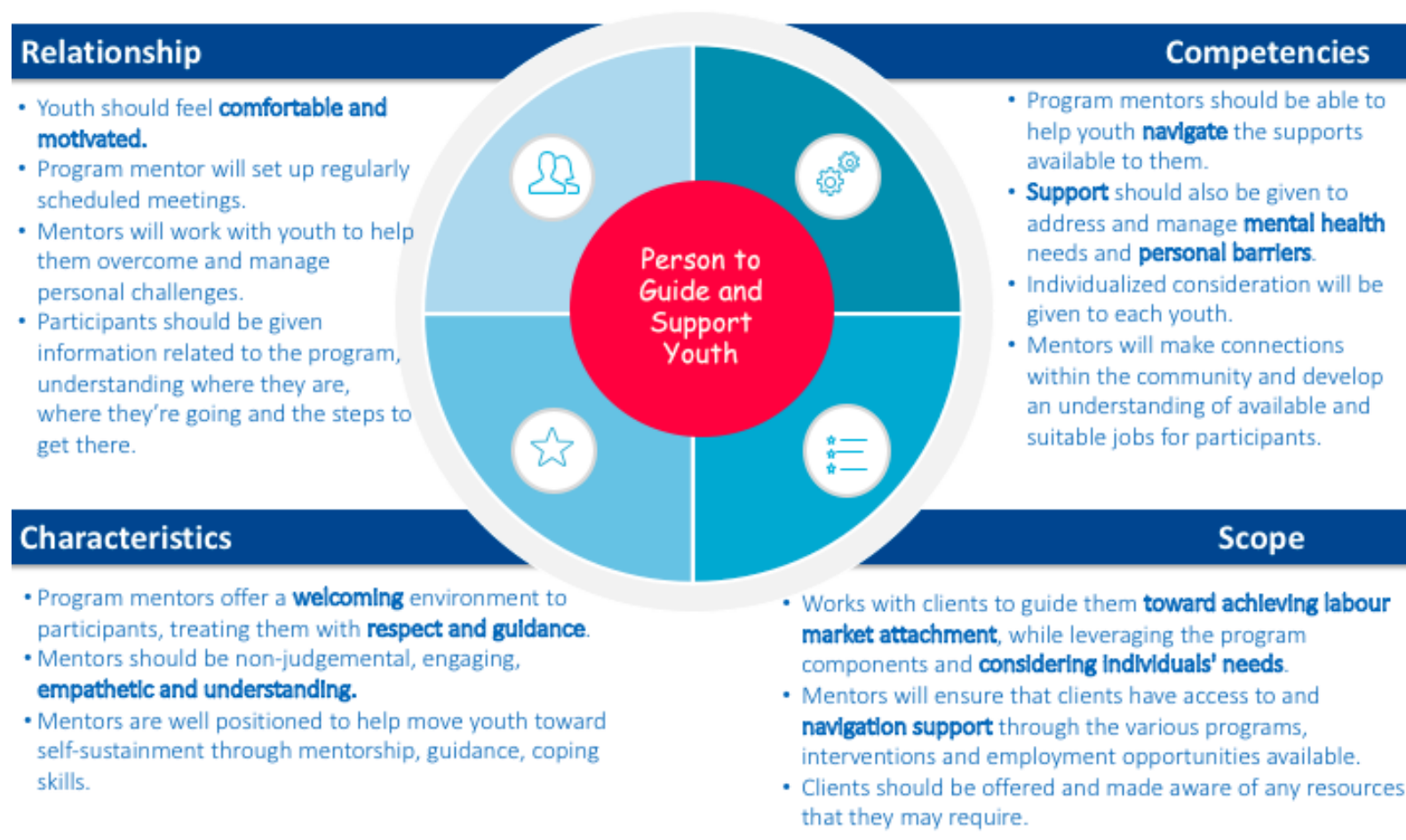|		Max points
1. Detailed Budget Breakdown	*Organization has submitted a detailed budget breakdown containing budget details for the budget categories outlined in section 4.5 and Appendix C*	10

Youth Perspectives on a Supportive Program Mentor

Summary - What a Successful Program Mentor Looks Like...

Relationship

- Youth should feel **comfortable and motivated.**
- Program mentor will set up regularly scheduled meetings.
- Mentors will work with youth to help them overcome and manage personal challenges.
- Participants should be given information related to the program, understanding where they are, where they're going and the steps to get there.

Competencies

- Program mentors should be able to help youth **navigate** the supports available to them.
- **Support** should also be given to address and manage **mental health** needs and **personal barriers**.
- Individualized consideration will be given to each youth.
- Mentors will make connections within the community and develop an understanding of available and suitable jobs for participants.

Person to Guide and Support Youth

Characteristics

- Program mentors offer a **welcoming** environment to participants, treating them with **respect and guidance**.
- Mentors should be non-judgemental, engaging, **empathetic and understanding.**
- Mentors are well positioned to help move youth toward self-sustainment through mentorship, guidance, coping skills.

Scope

- Works with clients to guide them **toward achieving labour market attachment**, while leveraging the program components and **considering individuals' needs**.
- Mentors will ensure that clients have access to and **navigation support** through the various programs, interventions and employment opportunities available.
- Clients should be offered and made aware of any resources that they may require.

Appendix C – Budget Breakdown

Respondents will be required to provide a detailed budget breakdown within the following categories:

Budget Categories	Eligible Costs
Program Delivery (Internal)	
• Salary and Benefits	• Breakdown by position • Positions included should only be those directly linked to the activities and direct delivery of the project.
• Mandatory Employment Related Costs	• Includes benefits: CPP, EI, Vacation Pay
• Health and Dental Benefits	• 100% of the employer costs but no more than 50% of the employee costs • Please provide breakdown by position
• Other HR Related Benefits	• Any additional HR benefits
• Travel	• The organization's current travel rate for employees to a maximum of the government's approved rate, whichever is less.
Program Delivery (Participant)	
• Wage Subsidy	• Includes wage subsidy and mandatory employment related costs • Paid to an employer for a participant through agreement between an employer and the project sponsor. • Funding allocation should be sufficient to provide 100% wage subsidies to all applicable participants for 3 months at minimum wage (full time). • In current sites, @ x% of youth are matched to employment through wage subsidies
• Incidental Supports (including Youth Innovation Funds*)	• This should include Youth Innovation related costs and project ideas.
• Employment Training	• Costs to cover short term certification courses that may be required
• Participant Related Special Needs	• These funds should serve to supplement DCS Special Needs where necessary
• Program Materials (including development of program materials)	• Includes material development for the organization • Includes participant related materials required
• Professional Fees	• Purchase of professional service for specialized workshops/service offerings
Operational	
• Recurring	• Portion of overhead (heat, lights, internet) specific to the project

• Professional Fees	• IT maintenance or other
• Equipment/Technology	• Includes the purchase/lease of computers, printers, etc.
• Facility	• Within market value – please specify square footage and rate
• Office supplies	• Must be specific to the project and utilized for the day to day operations of the project.
• Insurance	• Commercial insurance
• HST	• 50% of eligible costs • Please provide a breakdown
• Other	• Approval is at the discretion of the Department • Please provide a breakdown
Administrative	

Funding for administrative costs is intended to cover expenses that the organization incurs that are not directly related to delivery of the project/program but are required as part of the overall operations of the organization such as incremental costs for overall organizational governance, management, finance, communications, human resources and information technology support.

These costs may include but are not limited to: audit fees, bank fees, basic telephone fees, insurance (general, fire, theft), materials and office supplies, legal fees, information technology maintenance, postage, & management and administrative staff wages not directly working on the delivery of the program.

The funding formula is as follows:

Calculate 10% of Total - Participant Program Delivery Costs + Total Operational Costs

Example: $10,000 (Total Participant Costs) + 4,000 (Total Operational Costs) = $14,000
Total Administrative Funding = $14,000 x 10% = $1,400

Approved sponsors are eligible for the total amount of this calculation. Please use the following section to outline the projected Administrative Costs:

Note: It is recognized that Administrative expenses are calculated using a budget category that may experience slippage. The amount approved for Administrative will not be reduced at the end of the project if the sponsor has provided the appropriate summary to support the total administrative costs approved as part of the original budget.

Administrative Items	• Please provide a breakdown for each item

APPENDIX D - EVALUATION REQUIREMENTS

OVERVIEW

The following information will be required from service providers to determine the success of the EDGE Youth Pilot Program implementation. This information will provide input both to the ongoing performance measurement of the pilot from an outcomes/results perspective and the evaluation of the pilot success, considering both its process and outcomes/results. DCS will work with the successful providers to determine the most efficient methods to capture the information.

SHORT, MEDIUM, AND LONG-TERM RESULTS

Short, Medium and Long-term results will be monitored over the course of the EDGE pilot program. These results will also be used to answer the evaluation questions that assess the effectiveness of the pilot considering both the delivery of the pilot and its achievement of results. In addition to accurate Service Registration and Participant Tracker reporting, service providers will be required to periodically facilitate surveys and focus groups with participants, contact EDGE employers for feedback, and complete ad hoc participant statistic requests from DCS.