



Youth CREW Program Charter

Program Introduction

Youth CREW (Creative Rewarding Education and Work) is a transition to community program for youth ages 16-24 who are at risk of homelessness or have been or are currently homeless. The program is thirty-three (33) weeks in length. The Youth CREW program is divided into two phases: phase I, is twenty-four (24) weeks of essential and job readiness skill development, along with hands-on employment training in Pathways to Employment's social enterprise business lines. Phase II of the program is nine (9) weeks of transitioning to community employment up to 30 hour/week community employment job placement.

Overall, this program aims to provide individualized goal development, which provides targeted job experience and skill development for youth with barriers to employment the opportunity to develop marketable job skills, strengthen life skills and explore individual goals for the future. The program has a total of 12 participants who gain practical experience and receive daily coaching, guidance, support, and feedback. This program aims to increase the participants work experience, confidence, abilities and be assisted in transitioning into the workforce or onto further educational pursuits.

Definitions

Youth homelessness:

Refers to the situation and experience of young people between the ages of 13 and 24 who are living independently of parents and/or caregivers, but do not have the means or ability to acquire a stable, safe, or consistent residence.

- Canadian Mental Health Association / Homeless Hub

At risk:

People who are not homeless, but whose current economic and/or housing situation is precarious or does not meet public health and safety standards. Factors that may contribute include: precarious employment, sudden unemployment, supported housing with supports that are about to be discontinued, households facing eviction, severe and persistent mental illness, active substance abuse disorder. Behavioural issues

- Canadian Observatory on Homelessness

Barriers to Employment:

Past involvement with homelessness, Inconsistent connection to work or school, single parenting, poor work retention and/or behavior management, visible minority, Aboriginal descent, disabilities; including learning challenges, Mental Illness, Substance Abuse Disorder, recent immigrants, living rural and remote areas, grade 12/GED or less, no source of income, lack of social supports (family/friends), past involvement with justice and lack of transportation.



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Defining Success

Mission: to develop and show progress toward person-centred goals

Vision: A safe space for self-exploration and development

Success: participants to develop true-to-self, realistic life goal(s) and to seek support and actively work toward achieving goal milestones. This process will look different for everyone, as this is a person-centred approach.

The Curriculum

Sequence: Developmental / Prerequisite Knowledge and Skills

Learning Theories & Modules: Activity-based, workshop, developmental, experience-centred, Social & Emotional, and inquiry

Curriculum Performance Task: Portfolio

Major Curriculum Segments: Health & Wellness, Life Skills, and Job Readiness Skills

Minor Curriculum Segments: Health & Wellness; Personal and Lifestyle. Life Skills; Social Skills, Cognitive Skills, and Physiological Skills. Job Readiness Skills; Exploration SMART, and Personal Attributes.

Variables: Cultural assets, at risk background, motivators, learning needs, learning styles, current education level.

Engagement Strategies: Talk therapy, financial and food motivators, class routine that promotes brain activity, engage relevant material i.e. pop culture relevance – GIF breaks, screen time., allow participants to be part of development, opportunities for choice, 21 century skills and applied application of theory.

Assessments: Checklist, Observation, Role play, Oral Presentation, Problem Solving Activity, Debate. Overall assessment of competition will be based off participation – they received/took part in training.



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Resources

Guest speakers:

- Ally Centre – Naloxone Training
- Food Handlers – Bruce Morrison
- First Aid / CPR – METI
- OHS/WHIMIS – METI
- Financial Literacy – Allison (Pathways)
- Tenancy – Lynn Rossiter (Health Authority)
- Coping Skills – Justin (Pathways)
- Art/music – Justin (Pathways)

Community Resources:

- NSCC
- New Dawn
- Parks
- Community Events (volunteer)

Team Teaching Partners:

- Justin Vallis, Pathways to Employment Youth Outreach
- CBCHA Youth Outreach Support Workers

Basic Success Measurable Indicators

- Attendance
- Total man hours
- Finishing the program: phase 1 / phase 2 and whole program
- How many participants met their goal(s)/milestone for phase 1
- How many participants met their goal(s)/milestone for phase 2
- How many participants met their goals(s)/milestone for the program
- How many participants are working in the community post program
- How many participants are working toward educational endeavours
- How many participants are seeking medical/professional/supportive help they require (now taking better care of their health)
- How many participants received food handlers
- How many participants receive First Aid/CPR
- How many participants receive WHIMIS/OHS
- How many participants received training in Naloxone
- How many participants feel more confident going into the workforce
- How many participants feel like a competitive member of the workforce
- How many participants have a stronger sense of self-determination
- How many participant relationships were built
- How many participants showed an increase in social skills
- How many participants showed an increase in cognitive skills
- How many participants showed an increase in life skills
- How many participants showed an increase in job readiness skills
- How many participants actively engaged in personal wellness and are sustaining a strong sense of wellbeing
- How many participants have improved their lifestyle to meet their employment/educational goals
- How many participants have a stronger sense of self-determination



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Phase I: Youth CREW UNIT Breakdown – “Classroom” topics

HEALTH & WELLNESS

PERSONAL	LIFESTYLE
MEDICAL	HABITS/ ROUTINE
SEXUAL	SLEEP
HYGIENE	STRESS MANAGEMENT
SELF ACCEPTANCE	COPING SKILLS
POSITIVE THINKING	ART / MUSIC
	ACTIVITY
	NALOXONE TRAINING

LIFE SKILLS

PHYSIOLOGICAL SKILLS			
SOCIAL SKILLS	NUTRITION	HOUSING	COGNITIVE SKILLS
COMMUNICATION / LISTENING	FOOD HANDLERS	HOUSE KEEPING	CRITICAL THINKING
CONFLICT RESOLUTION	NUTRITION	BUDGETING	DECISION MAKING
RELATIONSHIP BUILDING	GROCERY SHOPPING	DEBT AND CREDIT	PROBLEM SOLVING
PRESENTATION SKILLS	MEAL PREPARATION	TENANTS RESPONSIBILITIES	CREATIVE THINKING
EMPATHY			
INTERPERSONAL SKILLS			

JOB READINESS SKILLS

EXPLORATION	SMART	PERSONAL ATTRIBUTES
CONTACT	RIGHTS / RESPONSIBILITIES	WORK ETHIC
RESEARCH / SEARCHING	DISCLOSURE	ORGANIZATION
COVER LETTER	HARASSMENT	TIME MANAGEMENT
RESUME	STAYING SAFE ON-LINE	PUNCTUALITY
APPLICATION	OHS / WHIMIS	INITIATIVE
ATTIRE	FIRST AID / CPR	CUSTOMER SERVICE
INTERVIEW SKILLS		
TRANSFERABLE SKILLS		



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Phase I: Supported Employment

Topics to be covered during Social Business Lines developing in phase I:

Employment readiness

- Safety
- Customer service
- Punctuality
- Communication in the workplace
- Teamwork
- Employee Rights
- Problem solving
- Initiative
- Planning and organizing
- Time management

Pathways Social Business Lines will be utilized as the employment skill development aspect for Phase 1. Participants will work in the following social business lines:

- Woodshop
- Towel service
- Pathways Perk Café
- Custodial
- Property Maintenance

Phase II: Transition to Community Employment

After completion of phase I, participants will transition their skills into a 9-week community employment placement

- Monitor placements
- Ensure they are “right fit”
- Provide support throughout – allowing for flexibility
- Team approach with Housing First youth staff
- Collect data

Program Completion:

- Conduct post program interviews
- Develop post program questionnaire/ evaluation
- Continue to support the participants in their employment needs
- Show progression of data
- Develop final report identifying steps, lessons learned, next steps, opportunities, strengths, and successes