

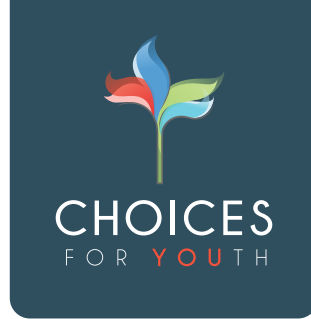


CHOICES
FOR YOUTH

2022 REPORT



NL WORKFORCE
INNOVATION
CENTRE



Applied Research on Supportive Training, Social Enterprise and Employment First Practices for the Future of NL is a research project led by Choices For Youth and funded by the NL Workforce Innovation Centre (NLWIC).

Established in 2017 by the Government of Newfoundland and Labrador and administered by College of the North Atlantic, NLWIC has a provincial mandate to provide a coordinated, central point of access to engage all labour market stakeholders about challenges, opportunities and best practices in workforce development. The Centre's goal is to promote and support the research, testing and sharing of **ideas** and models of **innovation** in workforce development that will positively **impact** employability, employment and entrepreneurship within the province's labour force and particularly underrepresented groups. Funding for NLWIC is provided by the Department of Immigration, Population Growth and Skills (IPGS) under the Canada-Newfoundland and Labrador Labour Market Development Agreement.

Choices For Youth has provided this final report to NLWIC as a project deliverable outlined in the Agreement signed on October 7, 2019 between College of the North Atlantic and Choices For Youth. Under that Agreement, the Final Report and all other research project deliverables are the Intellectual Property of IPGS.

In keeping with NLWIC's mandate for innovation dissemination, any use of this Final Report and any deliverables from this research project is required to adhere to the intent, language and use of the Creative Commons Attribution-NonCommercial-ShareAlike license [creativecommons.org/licenses/by-nc-sa/4.0/]. These uses may include: (1) adoption as new policy, program, service delivery model, and/or practice, (2) replication where possible; and/or (3) scale-up to improve the quantity and/or the quality of the workforce available to any or all labour market stakeholders.

This means any party can use, re-distribute, remix, adapt and build upon this final report as long as: (1) appropriate attribution is provided to IPGS; i.e. Copyright ©IPGS 2022, and (2) Logos are used for Choices For Youth, NLWIC, the Province of Newfoundland and Labrador and the Government of Canada. Any new creations that utilize this final report must be licensed under identical terms. These materials may not be used for commercial purposes. Some of our deliverables and materials may have been adapted from third-party copyright holders who are not affiliated with NLWIC or IPGS. Where any third-party copyright information has been identified within this this final report, you will need to obtain permission from those concerned. When utilizing and/or sharing these materials, we ask that you notify us via email at nlwic@nlwic.ca so we can track the reach and use of our materials.



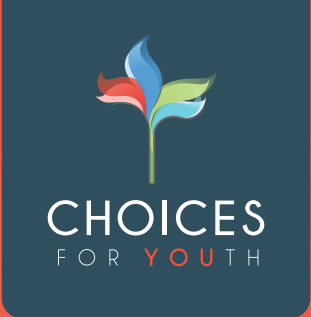
CONTENTS

04	Executive Summary
07	Introduction
09	Background and Context
12	Youth Employment & Education in an NL Context
15	Community Action Research
16	Our Approach
16	Research Methodology
17	Research Limitations
18	Ethics
19	Youth Engagement
20	Covid-19
21	Community Research Findings - What We Heard
25	Training Design Process - Piloting and Prototyping
27	Pilot Projects Across Newfoundland and Labrador
28	Evaluation of Training Programs
28	Evaluation Tools
29	Program Findings
30	Process Evaluation Matrix
33	Impact Evaluation Matrix
37	Outcomes Evaluation Matrix
41	Retrospective - 2020 - 2022
44	Recommendations
47	References
52	Appendix
53	Literature Review
70	Evaluation Matrices
80	Evaluation Tools

Choices for Youth is a non-profit charitable organization committed to building programs, systems, and opportunities that are focused on providing individualized support for young people, celebrating who they are, and working together to unlock their potential to build a brighter future.

We help youth and young families aged 16-29 secure stable housing and employment, while working towards family stability and better health. As an organization, Choices for Youth also invests time, energy, and resources to lend our experiences and expertise to important policy and systems change conversations.

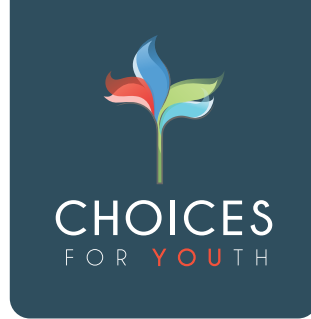
We do this because we believe that everyone is better off when we design policies, services and systems to meet the needs of the most vulnerable in our community.



EXECUTIVE SUMMARY



NL WORKFORCE
INNOVATION
CENTRE



Executive Summary

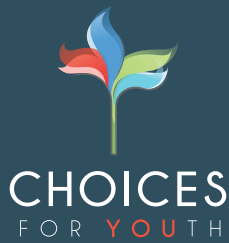
The Choices for Youth/NL-Workforce Innovation project was first initiated in January of 2019 and was designed to research, and build capacity for, the employment development of young people aged 16-29 in Newfoundland and Labrador. This project, led by the Department of Education, Employment and Social Enterprise (EESE) at Choices For Youth (CFY) was structured to gather data through community consultations, allowing us to gain insight on the economical and educational gaps that young people are experiencing. The data collected would, in turn, inform the development and testing of training programs to support young people as they navigate employment and education in this province. It was believed that through this research CFY can illustrate that young people can be an asset to community development and the labour market when enabled and empowered to do so.

When initiated the project had five main phases:

- 1 Empathy** - gathering data to better understand the current educational and economical landscape that youth are facing.
- 2 Define** - Use the knowledge collected to define the barriers but also opportunities that were emerging from the data.
- 3 Ideate** - incorporate the defined borders to identify opportunities and develop partnerships.
- 4 Prototype** - Create robust, practical and relevant training programs to equip trainees with 21st century skills to prepare them for employment in social enterprises.
- 5 Test** - initiate programs while tracking data and analyzing in real time to continue to tailor training programs to better fit the demands of social enterprises and the competitive employment market.



These phases were not linear. They overlapped, cycled, and were constantly changing, informing and redefining each other. For example, the Empathy and Define phases involve very different processes, but both centre on building better understandings of the employment and education barriers young people are facing. As a learning organisation, CFY is committed to the process of using this new data to pivot actions based on findings. This, in turn, affects the Ideation phase when programs are created to be prototyped and tested. Likewise, data from the initial tests would inform the design of later training programs.



The concept was to get a strong sense of the reality that young people were facing at the end of 2019 and the start of 2020. The result ended up being much bigger in scope. Instead of getting a snapshot view of the employment and educational landscape what was observed was the shift of reality as the world experienced its greatest schism since the Second World War. Every aspect of the project followed the common experience of daily, weekly and monthly disruptions. Plans constantly had to be changed or adjusted. However, the data collection process continued throughout, resulting in a rich understanding of the barriers experienced by young people before, during and now in the twilight period of the pandemic, and how globally shared disruptions impacted their experiences with education and employment.



The major findings are in many ways not surprising. What was already a hard state of affairs became more challenging and desperate. Educational and employment goals were abandoned and many moved home, sometimes into unsafe spaces. Supports, especially for physical and mental health, nearly completely collapsed and the need for food, housing and transportation spiked above already high levels. And yet the data from people aged 16-29 shows a clear line of intention, a desire to make life better for themselves and their community. There is an ever present desire to stay in community despite strong pressures to leave for opportunity. There is a sense of a shared vision for a better Newfoundland and Labrador that faces adversity with resilience as we have for the last five hundred years. What follows is what was learned along the journey: hearing from 14 communities, supporting 76 young people across Newfoundland and Labrador with wrap-around support of 88 interventions, providing nearly 3300 hours of training and real world experience in 7 industry specific social enterprises.





CHOICES
FOR YOUTH

INTRODUCTION



NL WORKFORCE
INNOVATION
CENTRE



Introduction

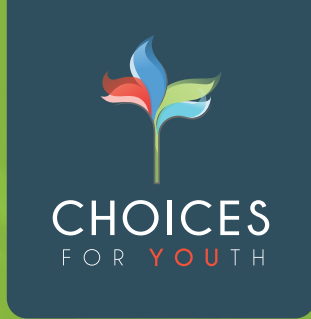
Emerging from a context of a global pandemic, economic boom and bust, a growing climate change emergency, and an aging workforce, young people are working hard to focus on their futures and are wondering how to chart their own path forward in Newfoundland and Labrador. They are finding themselves asking: “Does it make sense to stay?”, “Can I afford to live here?”, “Will I be able to find career success and stay in my home community?”, “Am I prepared to take the next step?” However, for every question a young person has, they also have a solution. Youth are hungry for valuable opportunities within their communities. They want an opportunity to live and work independently, close to their family and friends. They want to contribute to local economies. They want to start businesses and live affordably. They want a safety net as they transition into the labour market. They need mental health support to ensure that they can thrive as they give back to their communities.

From March 2020 - August 2022, we heard from 752 young people across Newfoundland and Labrador on what they need to stay and thrive in this province given our current context. In 2020, we heard from 486 youth, and in 2022, we heard from 266. In both cohorts of youth, we heard deep concerns. In 2020, youth were concerned about their personal safety and the safety of their family members. They were worried how they would make rent, how they would continue their studies, and they were deeply concerned about isolation and the implications on their mental health. In our second phase of consultations, in 2022, we found youth looking ahead but remaining uncertain. In 2020, 61% of the youth who we surveyed were unemployed. In 2022, 46% of those youth remained unemployed, with 37% of youth surveyed being unemployed and actively looking for employment.

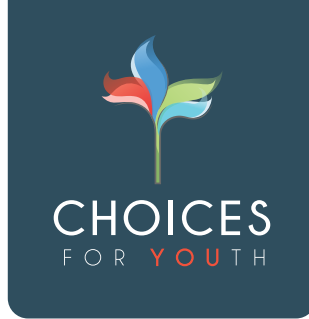


Young people want what we all want; stability, independence, and mental and physical health. Youth also see the connection between mental wellness and their ability to thrive. Overall, they are looking for mental health services that will support them in navigating the challenges of entering or reentering the post-secondary school system; more access to educational programs; more support closer to where they live; and more diverse employment opportunities closer to home. Young people have sharp ideas of what a brighter future could look like and what they need to thrive. They want to start businesses; have opportunities for in person and online education, and a foot in the door to build their careers. Overwhelmingly, they want these opportunities close to home, in their home province of NL.

Through consultations with high school youth, we asked “how many of you are planning on staying in your home community?” Routinely, about 20% of the room would raise their hands. When following up with “how many of you would stay in your home community if you felt you had what you needed here?”, that number grew to approximately 80%. What lies ahead is an opportunity to consider how we meet the employment, education, mental health, and financial needs of youth, demonstrating leadership and an administration that is invested in seeing them build their future within this province.



BACKGROUND & CONTEXT



Background & Context

Literature Review:

In partnership with York University, a literature review was prepared for the NL-WIC project detailing the outlook for youth in Newfoundland and Labrador in terms of education, employment and homelessness. It details responses from government as well as some best practices for designing programs for youth. It also provides an economic scan of available youth specific programming relevant to this project. The following is a summary of the findings while the full Literature is included as appendix A.

The study illustrates how 20% (Gaetz et al., 2016) of the homeless population in Canada are people under the age of 30 and that long term homelessness can affect the health, safety, mental health, and well-being of this population. The literature review points to an intricate number of overlapping factors that contribute to homelessness such as structural factors, system failures, and individual and relationship factors (Gaetz et al., 2013; Schwan et al., 2018). The review calls for youth employment programs as the solution to the complexity of issues. These issues include “lack of permanent address; lack of credentials; lack of financial means to acquire necessities for employment (Robinson & Baron, 2007; Gaetz & O’Grady, 2013)” in conjunction with overlapping issues such as mental health challenges; physical challenges; fear of discrimination in the workplace for mental health conditions; unstable housing; lack of experience; engagement in substance use; prior criminal records; and challenges related to re-entry from hospitalization or incarceration (Holden, Ecker, & Frimpong, 2018; National Alliance to End Homelessness, 2013). These issues can grow even more intense as society responds to issues with increased stigma, lowering the rate of social inclusion. A study from Gaetz and O’Grady (2013) outlines a social inclusion framework that maps where many youth fall short in seven dimensions:



- 1** Inadequate Housing & Shelter
- 2** Lack of Income
- 3** Educational Disengagement
- 4** Compromised Health
- 5** Weak Social Capital
- 6** Chaotic Lives
- 7** Interrupted Adolescence.

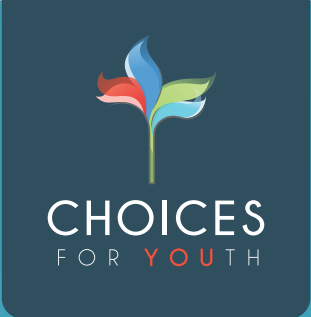
The review identified both national (Canada's National Poverty Reduction Strategy (2018)) and provincial (Newfoundland and Labrador's Poverty Reduction Strategy (2003) approaches to addressing these issues, both indicating that better access to employment as being an important component of the strategy. The review also listed current programs and offerings that are already being implemented to address these issues, including: YESS (Youth Employment and Skills Strategies) which is designed to assist youth overcome barriers to employment; creating a A Youth Retention and Attraction Strategy (2009); as well as an Expert Panel on Youth Employment (2017). There has also been a greater push to see social enterprises enter this space as a solution, including The Way Forward: Social Enterprise Action Plan (2018) released by Newfoundland and Labrador as well as a report from Choices for Youth titled Untapped Potential (2018).



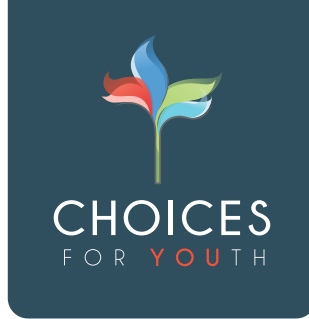
The review admits that the efficacy of many employment programs is unknown due to a lack of research, however, they argue that there are several key components that should be included when designing employment programs for youth: 1. Break the stigma youth face and increase their level of social inclusion. 2. Focus on human capital and social capital. 3. Take in lessons from other Non-Government Organizations (NGOs). Lessons from NGOs are broken down further, including 1. Taking steps such as: conducting a local market scan; provide skills development and practice based learning; offer life skills; and provide financial literacy. 2. Overcome external factors such as the rights of workers and help with legal forms. 3. Recognize that context matters and address how programming will fit within this context.



The literature review concludes by suggesting that a Social Return on Investment (SROI) is the best way to indicate whether a program has been beneficial as well as an environmental scan of national and international programs that provide support for youth employment.



YOUTH EMPLOYMENT & EDUCATION IN AN NL COTEXT



Youth Employment & Education in an NL Context

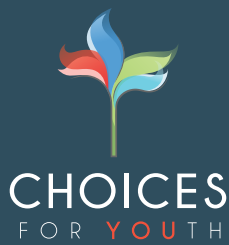
From When till Now?

A Reflection from Matthew Cooper, Developmental Evaluator.

In 2019 the internship of my MBA in Social Enterprise and Entrepreneurship from Memorial University provided a literature review for Choices for Youth and their Forward Together report. It was designed to get a snapshot of the early months of the pandemic. Its focus was the historical context of Newfoundland and Labrador's education and employment sectors, specifically supports for youth. After completing my degree I began work as an evaluator with Choices For Youth, leading to a great deal of research over the last two years for their joint project with the Newfoundland and Labrador Workforce Innovation Centre. What I learned is that what young people across the province are saying now, closely echoes the experiences of Newfoundland and Labradorians for literal centuries. My work with developmental evaluation has led to a great deal of reflection and this short piece is my reaction to returning to the literature review findings after taking part in two years of applied research into the subject.

One of the most prominent parts of the province's history is the dual mentality of her people. Newfoundlanders have long had the reputation of being lazy, often coming from our own leaders, such as Joey Smallwood who called us "loungers and loafers." (Wright. M. 1998. p. 151). But the mentality he describes can also be seen as a counter-culture rebelliousness that reaches back far beyond confederation (Ommer, 1989; Sinclair, 1995). When you consider confederation, 48% of the population did not want this schism that was being forced upon them, and one of those things was a welfare system that was intended to subsidize the seasonal worker. The divisive mentality was not only set by forced change, but reinforced by financial policy. As J. Oberton puts it: "In sum, an authentic culture and a rural way of life had been sacrificed to Smallwood's "develop or perish" philosophy...The new "plastic Newfoundlander" was busy consuming "junk culture" and "junk food" ... The golden age of rural Newfoundland was over and a peaceful and pastoral life was vanishing. In short, the machine was in the garden." (Overton, J. 1988. p. 9). This sense of loss was enhanced drastically by resettlement of 300 communities (30,000 people in total) to larger municipalities (Pitt, Smallwood and Harry Cuff Publications Ltd, 1997, P. 585).

A second component of the "us versus them"/ "have versus have not" mentality were the dreams of Newfoundland and Labrador leaders that led to financial mishap after mishap. Many shared the dreams of prosperity and put great hope into various failed megaprojects (Higgins, 2007), and on many occasions the provinces' peoples were let down by their elected officials. This further entrenched the rebellious counter culture views and government interventions did little to help (Sullivan, L. M. 1994. p. 189). [Forced idleness and financial insecurity leads to vices and crime](#) (O'Grady, B. 1996. p. 30), [\(Goguen. 2012. p. 4\)](#), which stresses the system and creates a vicious circle of dependency, partly due to the ever evolving and individualized definition of [work itself](#). (Canadian Education Association. 1983. p. 5), (Spain and Sharp 1990. p. 36), (Norman and Power. 2015. p. 56).

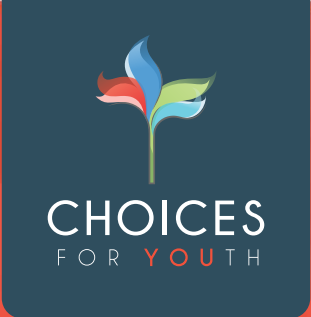


A third component is how youth are inheriting these systemic issues. Youth unemployment, difficulties with formal education, transitioning to the workforce, the lack of work both locally and in municipalities, outmigration for opportunities, addictions and self medicating are all well documented (Cooke and Petersen. 2019. p. 101), and nothing has changed, meaning the problem is now multi-generational. The frustrating part is that numerous studies, reports and investigations have come to the same conclusion, made a list of recommendations, and yet nothing concrete has been successful. (Overton, 1988: p. 13), (Spain and Sharp 1990. p. 36), (Jackson et al. 2007. p.2)



And today, to top it all off, our youth find themselves tasked with dealing with a pandemic. It is essential to understand that the mental health consequences of Covid-19 are not in isolation. They are a new impact on an already existing mental health care system that has been historically in crisis; a system that youth have been struggling with for decades, if not centuries.

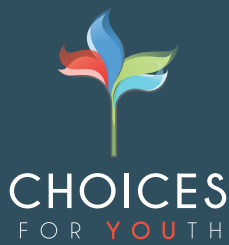




COMMUNITY ACTION RESEARCH



NL WORKFORCE
INNOVATION
CENTRE



Community Action Research

Our Approach

The research component of this project required gathering data, evidence and community input through consultations and surveys and react in real time to learn and respond to the economical and educational supports required by people aged 16-29. It is believed that through this research CFY can better equip young people with a combination of soft and hard skills to better prepare them for employment. Successful support will illustrate that young people can be an asset to community development and the labour market when enabled and empowered to do so.

The project has five main phases: Empathy, Define, Ideate, Prototype, and Test. These phases are not linear. They overlap, cycle, and constantly change and redefine the other phases. For example, “empathy” and “define” centre on building better understandings of the barriers people are facing to employment and education. **As a learning organization, CFY is committed to the process of taking in new data and pivoting actions based on what they learn, which affects the ideation phase where programs are created to be prototyped and tested.** For further project details see: [Project Outline: NL-WIC.](#)

Research Methodology

The project is designed to provide proper training for young people that **breaks the norms of traditional education and focus' on dealing with the realities that keep them from the workforce.** In order to do this, the project uses several methods to ensure that the trainees will be seen “where they’re at.” Consultations have helped to create a socio-economic map of Newfoundland and Labrador and to have a deeper understanding of the barriers young people face when looking to engage in the labour market either through further education or competitive employment. **A map of Newfoundland and Labrador with community specific data is available [here.](#)** This fresh perspective combined with CFY’s long history of working with youth in the St. John’s metro region prepared facilitators to provide a different kind of training that aimed to meet young people where they are and, for the first time, offer training programs off the Avalon peninsula. After receiving training in both soft and hard skills, candidates would move on to either social enterprises (CFY or otherwise) to continue gaining skills and work experience and/or competitive employment/post-secondary training. There were several methods that CFY employed to ensure this approach was successful.

1

Human Centred Design (HCD): HCD was implemented during all phases of the project. The concept is to put the core needs of the people in the project first, before expectations of outputs or deliverables. By placing the human experience at every level of the project it was anticipated that barriers could be adequately addressed, and successful employment in social enterprises or in the competitive market would become achievable where it previously was not.

2

Restorative Justice (RJ): RJ was a lens from which facilitators saw trainees’ journeys. While RJ originated in the justice system, the framing created by facilitators and informed by consultations was that many potential trainees had experienced trauma or mental harm when trying to navigate traditional systems, notably the education system, and that RJ principles of respect, compassion and inclusivity would help to bridge the gap between previous negative and harmful experiences and self-actualization in education and employment.



CHOICES
FOR YOUTH

RESEARCH LIMITATIONS



NL WORKFORCE
INNOVATION
CENTRE

Research Limitations

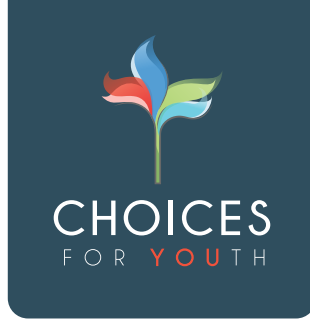
There were numerous limitations to our evaluation methodology, the biggest by far being Covid-19. Continuous lockdowns disrupted, delayed or completely canceled plans throughout this project. Furthermore, it was disastrous to the trust building phase, as well as allowing the evaluator to become properly embedded. As such, many aspects of the evaluation were unable to be implemented as designed. This led to further confusion and disruption as the project was extended. [The fact that we have come this far is a testament to the project team's resilience.](#) The hard work and flexibility of the trainees, the facilitators and the project team have helped this project achieve a great deal in spite of the limitations that hindered progress on multiple levels. These external and internal limitations to this project are detailed below.

Ethics

Ethics approval was required for the studying of human participants at various stages of this project. The ethics approval was provided by York University. Throughout several conversations it was recommended that a written consent form be signed by each participant who attended a consultation session. However, in practice, the written document became a barrier to the trust building process required to hear from participants. Many of the people between the age of 16-29 that we spoke with showed strong reservation and distrust to the legal language in the form. With the guidance and support of the Ethics Board, we responded by creating a simplified version of the form, however, this also proved to be a barrier to participation. Eventually it was agreed that verbal consent in conjunction with the request to record sessions would be permitted by the Ethics Board. This resolved the barrier for participants, and there was no visible discomfort observed after this point in terms of consent.

Evaluators Note: During the process of obtaining an appropriate procedure to obtain consent for participants in consultation groups, all groups involved were committed to the process and the best interest and protection of participants was the focus at all times. However, the barrier to consent from participants raises questions of institutional protocols and their efficacy in adequately protecting their target demographics. In many instances, the [people aged 16-29 that have the most at stake by participating in consultations have a barrier to participate because of their previous negative experiences with institutions.](#) This has become a theme reflected in the trainee focus group and the discussions of stigma from the greater community, as well as addressed by program facilitators who identified a barrier between trainees and education stemming from the participants previous experience in educational institutions. If these barriers are to be addressed a deeper investigation into institutional culture and the outcomes that culture creates should be mandated.





Youth Engagement

Across many youth-serving agencies, there are challenges associated with the standard youth engagement process that need to be addressed.

The first challenge is the channels that CFY connects with to find and hear from youth tailors feedback. [By using the Community Youth Network \(CYN\) to gather youth in rural communities, we are only hearing from those that want to be heard. While this is logical, it is the youth that don't have the ability or desire to participate in these sessions that we often need to hear from the most.](#) This is in conjunction with the limitation of stigma towards and against institutions outlined above that silence those that are experiencing barriers more viscerally. There is also the limiting factor of the physical environment in which the information is gathered, for example in an employment centre, youth space or educational facility, or connected to. This situates the conversation with an educational tone that can affect youth's ability to share candidly, either by setting expectations for a type of response or making those with previous negative experiences in such environments to shut down responses altogether. In essence, no matter how we direct the session we are directing it, which has an effect on the data collected. An example of this came from concerns raised about the validity of providing a stipend or gift card to incentivize participation in consultations. It raised questions of whether a trainee is paid, will that bias the feedback that they provide? As noted, this is not a problem easily addressed and remuneration for anyone's time must also be considered. For the data section of this project it was not considered an issue because the consultations were convened by CYNs and other youth-serving agencies such as the Community Education Network, Ability Employment, Association for New Canadians and First Light Friendship Centre, who likewise have youth in paid programs, which our consultations were part of.

How youth are engaged also has a top down element. Why do we speak with youth and hear their stories? It is partly to gather their experiences to best inform programs that will address the issues they are experiencing, but it is also for reporting purposes. Like so many funding partnerships, the expectations to follow traditional reporting can contradict the exploratory and innovative nature of projects like this one. [If the plan is to move into a more innovative, solutions driven space then we need to allow procedures to follow suit and have the same flexibility and trust to try new methods without fear of obligations set by funders.](#)





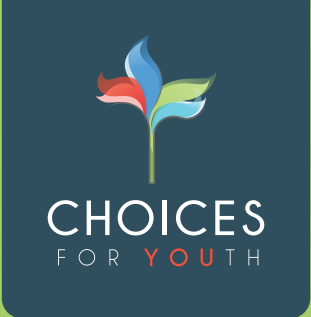
Covid-19

As mentioned, Covid-19 was by far the most disruptive limitation to this project, and the depth of its impact cannot be fully outlined here, however, there are a few details that need to be mentioned. [Understanding the depth of the impact of Covid-19 on the participants in this project has become a focus point and continued data collection tools have added questions that are intended to frame the impact of Covid-19 on youth in terms of physical and mental health, employment and education barriers.](#)

Covid-19 initially caused a shutdown to progress of the project resulting in an extension of timelines. While some progress was made and time was utilised, it also led to a suspension of communication between the evaluator and the project team as priorities shifted to ensuring continuous care of youth. Breaks in communication were detrimental to progress and momentum around the project. These breaks contributed to the confusion and frustration identified by the project team in developmental evaluation sessions.

Covid-19 also had disruptive effects on continuing programming. Confusion around policy and procedure led to many youth feeling unable to navigate systems like CERB, Income Support or Employment Insurance. Likewise, the availability of CERB and the increased availability of federal financial support led to lower numbers of recruits into social enterprises after they completed training because they were then eligible for subsidy and support programs. This illustrates the complicating factors that interventions can create. These complications should be better anticipated by all parties as we learn from cascading problems created by Covid-19.

Evaluator's Note: A major observation of this experience is the paralyzing nature of stress. The experience made everything feel like it was moving too fast and stuck in place at the same time. Thoughts are both racing but never able to focus. This level of immediate stress can block the higher level thinking needed to work on complex issues. [It is important to acknowledge the immediate stress that was felt throughout the province over the period of community spread is often experienced continuously throughout the lives of many at risk who are constantly trying to satisfy immediate needs.](#) It must be dehumanising to be paralyzed by your circumstances and environment while the society that you are expected to be a part of is pushing you to move forward.



COMMUNITY RESEARCH FINDINGS — WHAT WE HEARD —



NL WORKFORCE
INNOVATION
CENTRE



Community Research Findings -What We Heard-

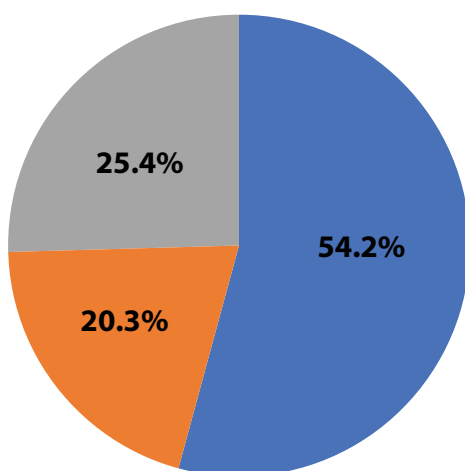
Two phases of consultations were held first in the fall of 2020 and again in the spring of 2022 to hear directly from youth around the province. The first phase consisted of seven consultations spread over eight communities with a total of 33 participants. This number was drastically influenced by Covid-19, lockdowns, safety protocols and communities desire not to be potentially exposed to the virus. The second phase also consisted of nine consultations spread over seven communities (with two revisits to Gander and Corner Brook) with a total of 78 participants. The consultation consisted of general open questions including: 1) An icebreaker that asked what participants felt they needed to be successful in their education or employment. 2) What education and employment looked like in their community. 3) What change they would like to see if they could change anything about employment or education in their community. The second phase asked two additional questions: 4) How has Covid-19 impacted their education and employment. 5) What does the Newfoundland and Labrador Government need to know about their community? Responses were coded following an inductive (open) coding method.

Responses to the first question drew three distinct categories: personal needs (coffee, breaks, good sleep, experience, training); coworkers/management needs (clear expectations, respect, flexibility, acceptance); environmental needs (supportive environment outside of work/school, community acceptance, natural environment). Changes between phases 1 and 2 illustrate growing needs and expectations from coworkers and especially management, with a decrease in personal needs.



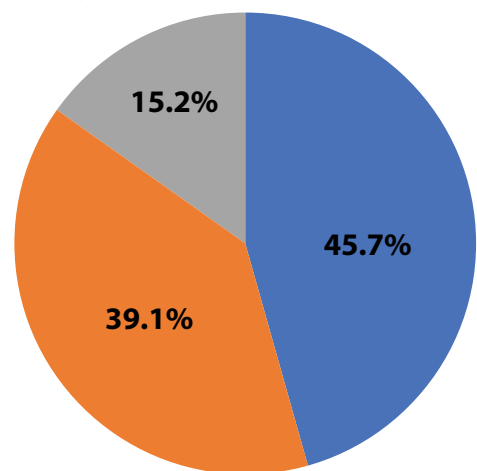
Employment and Educational Needs (Phase 1)

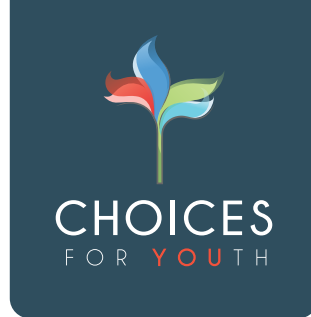
● Personal ● Coworkers/Management/Teachers
● Work/School Environment



Employment and Educational Needs (Phase 2)

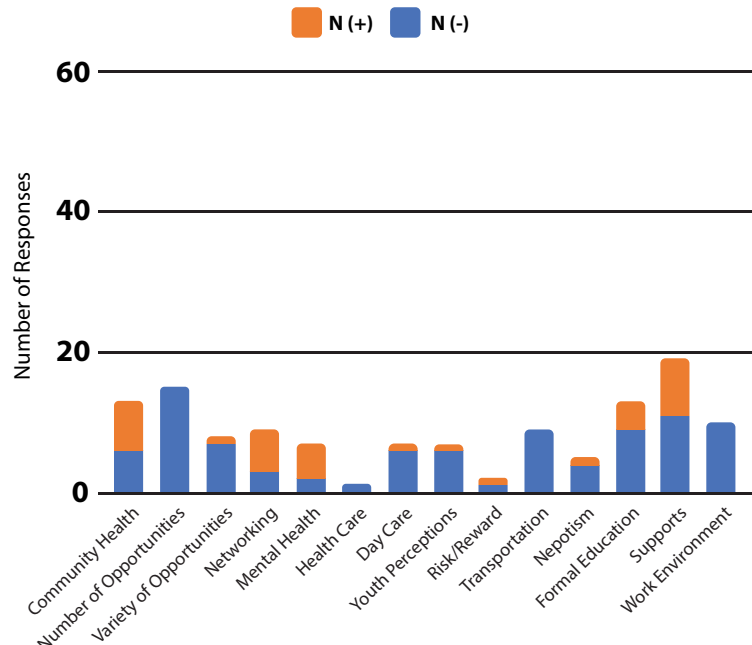
● Personal ● Coworkers/Management/Teachers
● Work/School Environment





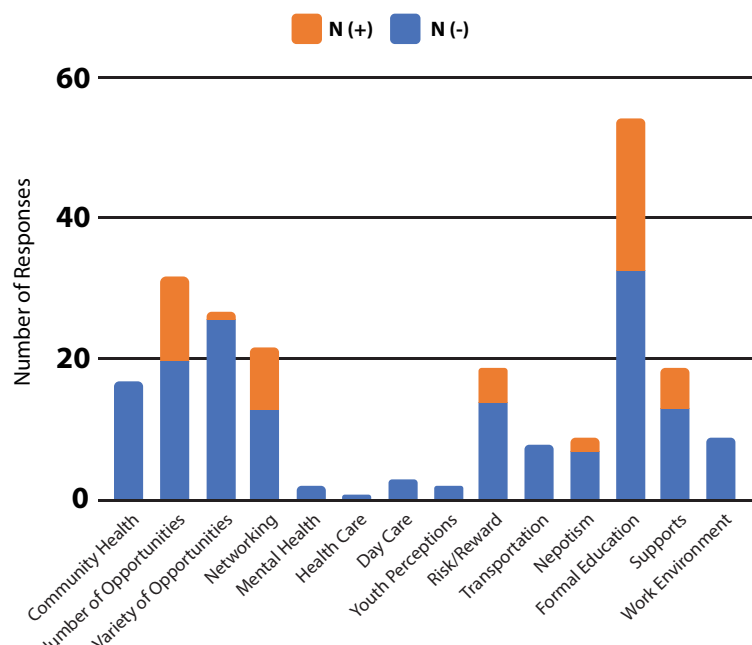
Youth responses to employment and education drew 14 themes (shown in the graph below) related to employment and education in their community. These themes were separated into positive and negative, with neutral responses being counted as positive. Results show a great deal of overlap between the first and second wave, with some notable exceptions. One such exception was youth identifying a growing number of opportunities, most notably due to a decrease in lockdowns and in anticipation of summer work. Likewise, there was an increase of positive comments regarding formal education due to slowing Covid-19 disruptions as well as the implementation of online learning.

Consultation Themes (Phase 1)/N (-) and Consultation Themes (Phase 1)/(N (+)

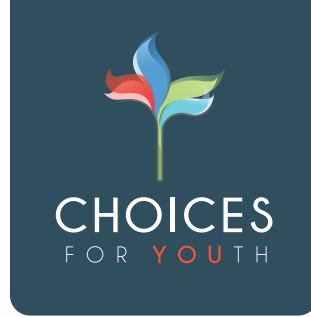


Consultation Themes (Phase 1)/Emp and Edu (-)

Consultation Themes (Phase 2)/N (-) and Consultation Themes (Phase 1)/(N (+)



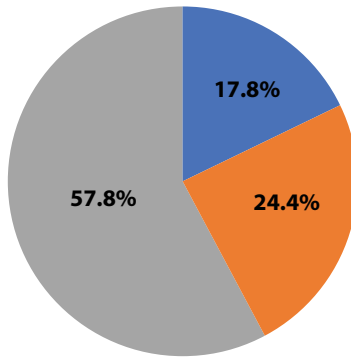
Consultation Themes (Phase 2)/Emp and Edu (-)



The third question on changes to employment and education in their community drew similar themes in the areas of personal changes (creativity, calmness, motivation, patience), work/school changes (having a voice and being heard, respect, better benefits), and environmental changes (more social activities for young people, positive environment, better roads and infrastructure). In Phase Two, we saw a substantial decrease in “personal changes” and increase in “work/school changes” which follows with the responses to changes in education in response to Covid-19.

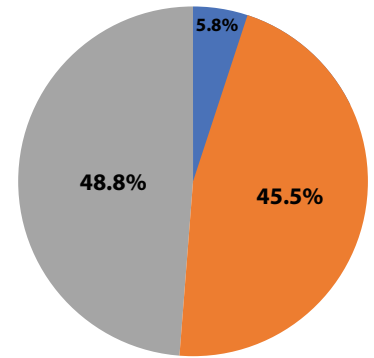
Employment and Education Changes (Phase 1)

● Personal ● Work/School ● Community/Environment



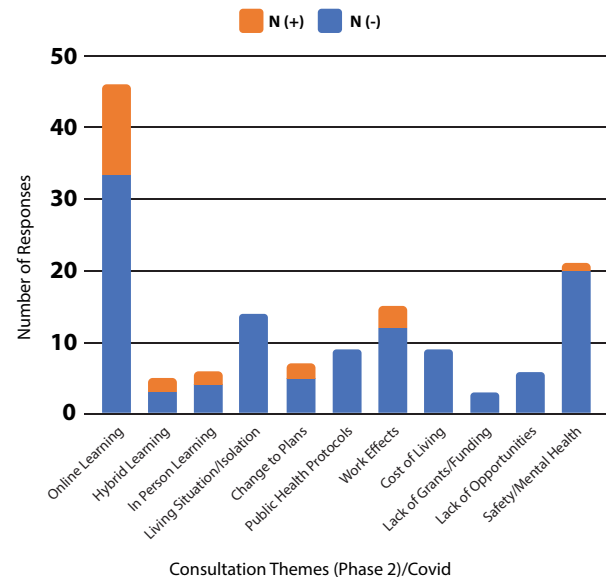
Employment and Education Changes (Phase 2)

● Personal ● Work/School ● Community/Environment

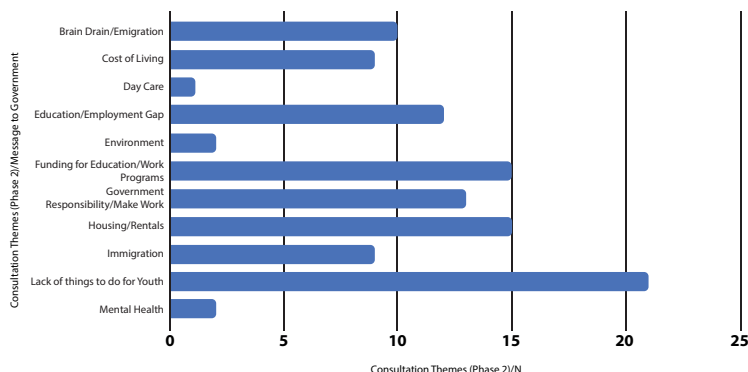


The fourth and fifth questions were only included in the second phase of consultations with the fourth being centred around experiences with Covid-19 and its effects on employment and education. Most notably, the move to online learning had very divided responses. Essentially students were happy to have the option, but felt that it did not adequately take the place of in person learning. They also indicated that teachers seemed unprepared to properly conduct online learning and the lack of testing and hands on training left students feeling unprepared for post-secondary or employment.

Employment and Education During Covid-19



Consultation Themes (Phase 2)/N vs. Consultation Themes (Phase 2)/Message to Government



The final question allowed participants to send a direct message to the provincial government. The purpose was to be cathartic and reiterate our purpose of gathering the consultations in the first place: to offer an opportunity for youth to be heard. The responses were coded among 11 themes, the largest of which were a desire for more things to do within their communities, better funding for employment and education opportunities, better housing and rental conditions, government being more involved in developing the rural economy, and addressing the education/employment gap to combat brain drain.

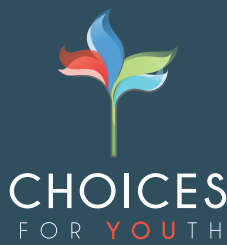


CHOICES
FOR YOUTH

TRAINING **DESIGN** PROCESS —IDEATION, **PILOTING** & **PROTOTYPING**—



NL WORKFORCE
INNOVATION
CENTRE



Training Design Process - Ideation, Piloting and Prototyping-

The data collected from these consults gave the EESE Training and Employment Team a wealth of valuable knowledge to approach training. Further, the project itself provided our team with the capacity to truly develop, design, pilot and prototype numerous training programs across multiple career paths.

Our team designed and delivered multiple iterations of:

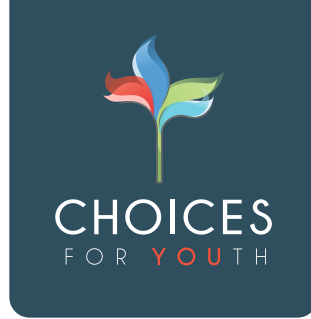
- Trades & Construction (T&C).
- Customer Experience (CX).
- Yes Chef! Food Prep & Food Service (YC).
- Manufacturing & Production (M&P).
- Youth Ventures Entrepreneurship Training (YV).

As part of our development process we broke trainings down into several key core components:

- Power Skills:
 - Career
 - Home
 - Person
 - Finance
 - Leadership
- Hard Skills: Industry standard skills in their selected career path.
- Certificates: Related to selected career path.
- Wraparound Supports: Provided by Employment Support Team.

It was in the area of Power Skills and Wraparound Supports that the consult data proved to be the most valuable. Here we were able to use the themes collected and design our programming to attempt to best meet the needs identified by young people.

When combined with Hard Skills and Certificates, our programming was able to successfully create a safe learning environment that builds self-esteem and self-confidence by giving youth the skills to be their best selves at home so they can be their best selves at work. As the various program iterations rolled out, the Training and Employment Team were able to constantly improve, innovate and incorporate changes to best serve our youth.



Pilot Projects Across Newfoundland and Labrador

As part of our NL-WIC research project we undertook piloting three training programs outside of the St. John's metro area. The goal here was to determine how we can use the information gained in our consults to assist youth with the barriers to employment and education that exist in more rural settings. As such we were able to run programs in:

- Nain, Labrador
- Corner Brook, Newfoundland
- Happy Valley Goose Bay, Labrador



In Nain we partnered with growing social enterprise SmartICE, who produce the world's first climate change adaptation tool to integrate traditional knowledge of sea ice with advanced data collection and monitoring technology. Their equipment measures ice thickness and safeness on traditional ice roads in northern communities. Part of their mandate is to hire young people experiencing barriers to employment and train them in the hard skills required to build these Smart Buoys. In partnering with Choices For Youth, we were able to travel a facilitator to their workshop facility in Nain and deliver our Power Skills curriculum to five young people with two moving on to work with SmartICE.

Our next off-Avalon program involved us partnering with Food First NL to train young people in Corner Brook to work in their Western Food Hub. This facility brought customers and food providers together on the west coast in a central location for ordering and food pickup. An education facilitator and our supports coordinator travelled to Corner Brook and worked with a local CFY training support worker to run a two-week program called "Grow Your Skills." This hybrid model combined elements of our Customer Experience and Food Service/Food Prep programs. Here we engaged eight trainees with two moving on to fill the two available positions at the Western Food Hub.

Lastly, we entered into a great partnership with the Mokami Status of Women Centre in Happy Valley Goose Bay, Labrador. The Centre runs a thrift store not unlike our own Neighbourhood, called Thrifty Fashions. Here we delivered a one-week Customer Experience program with an education facilitator and our manager of retail and production. We had eight trainees with seven moving on to available positions within Thrifty's.

These initiatives provided us with great outreach. Not only to pilot our programs off the Avalon peninsula, but also to build relationships, network and learn from the great work being done across the province.



Evaluation of Training Programs

Evaluation for the NL-WIC Training programs took a hybrid approach employing a developmental evaluation to track our processes as well as traditional evaluation to track data collected throughout the program. This was achieved through an iterative process between the project team and the evaluation team resulting in a series of tracking tools to collect data as the project progressed. These included a recruitment spreadsheet to track onboarding, a progress spreadsheet that tracked hours and interventions as well as pre and post interviews to capture learnings and feedback. Tracking tools are available in the appendix.

Evaluation Tools

Recruitment Spreadsheet

We recognize that it takes a great deal of courage for a young person to reach out to our department seeking employment supports. The very act of showing up is, in itself, a win. For that reason, we also recognize that there are multiple steps along the way to starting training where that courage can falter and a young person can bow out. Our Recruitment Spreadsheet was designed to collect that very data. First and foremost, it tracked all potential trainees' eligibility based on their eligibility (age and employment insurance status) and who they were referred by (internal contact, external contact or other/marketing outreach). From there, this tool would track their level of engagement as they move from first contact to a training employment opportunity. These data points included whether or not they expressed interest, attended an interview, were made an offer, accepted an offer, attended an intake and actually started programming.

Progress Spreadsheet

Once potential youth have advanced to begin training, the Progress Spreadsheet tracks their journey through programming. It acts as an attendance form, tracking their hours but also their absences, distinguishing between excused and unexcused. Additionally, the spreadsheet records the number and type of intervention supplied by our Employment Support Team. The categories for interventions include: food, housing, transportation, finance, legal and health supports.

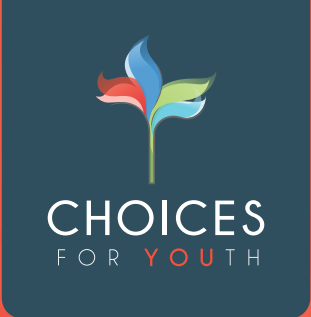
Pre/Post Interviews

Any young person who completes a training program sufficiently will find themselves eligible for an interview with the connected social enterprise. If successful, they will continue to attend training for up to a period of nine months, working with industry professionals and continuing to work with employment supports and the training and employment team. As such, it proves very valuable to understand how effective our training programs really are and to also calculate a young person's journey and state of mind as they move from training to social enterprise. To do so we developed pre and post interviews for all training participants. These interviews were designed to track trainee's situations before and after training. The questions are designed to be straightforward and not too time consuming. The first two questions are identical in both interviews and ask the trainee to self-identify any barriers to employment they are currently experiencing, including: Access to food, Access to housing, Mental Health, Addictions, Physical Health, Difficulty with learning in school, Transportation, Age, Legal issues, Computer skills, Technical skills, Supportive relationships, and Childcare. The second question asks to rate a series of Likert statements that are intended to rate trainee's confidence and self-esteem. These include:

- "I have difficulty finding and maintaining work."
- "I am confident that I can work effectively."
- "When I have stress I manage it well"
- "I feel connected to my community."
- "On the whole, I am satisfied with myself."
- "I feel that I have a number of good qualities."
- "I am able to do things well."
- "I have trouble giving myself credit for my achievements."
- "I feel that I'm a person of worth, at least on an equal plane with others"
- "I take a positive attitude toward myself."

These pre and post surveys, again, afford us a great deal of valuable information and it is our intent to incorporate similar ongoing surveys into a youths' journey through our social enterprises.

Evaluators Note: Initially these were intended to match the Rosenberg Self-Esteem Scale, however, in the iterative process it was deemed that the original statements were too negative in nature. While effort was made to keep the intent of the question aligned, these changes invalidate the responses from being compared with psychologically approved responses. However, the responses are only for internal use and the positive versions of questions were believed to be more suitable with CFY's approach.



PROGRAM FINDINGS



NL WORKFORCE
INNOVATION
CENTRE



Program Findings

As part of the evaluation a series of matrices were developed with the support of Inspiring Communities to forecast, track and analyze findings. These include process, impact, and outcome matrices that asked critical questions and provided tools to track them. A full version of the evaluation matrix is available as appendix B.

Process Evaluation Matrix

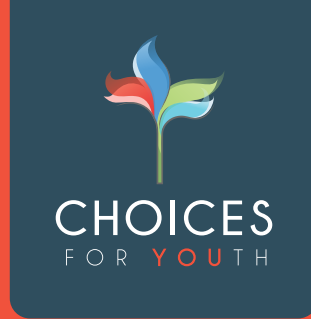
Questions tracked in the process evaluation illustrated there were a total of **136 applicants with 92 assessed and 76 who completed training and were accepted into programming.** Originally a formal evaluation of the trainees was to be provided, however trainees were not given a formal write up because it was felt that the methodology too closely resembled educational methods that carried various degrees of trauma and upset for some trainees. Therefore feedback was given ad hoc and in the moment to trainees that were observed to be needing support or encouragement or deserving of accolades.

Evaluators Note: The revelation not to provide formal feedback came from a developmental evaluation session where a program facilitator, Michael Barbour, noted that many youth had negative experiences with educational institutions and that such an evaluation would not be an appropriate approach. His recommendation to follow a restorative justice approach as a replacement was accepted.

Learnings

Throughout this project a list of learnings were collected by the evaluator. The list is long and with reflection they could be unending. Therefore, the highlighted learnings of the employment and education process are presented here:

- When addressing the wicked problem of barriers to youth success in employment and education, self-actualization for trainees was found to be the ultimate goal. If a youth could achieve self-actualization - the ability to identify and seek help to overcome individual problems - then barriers became passable hurdles rather than firm boundaries.
- Lack of entrepreneurialism is a major concern for all regions of the province. 3 out of 4 community consultation facilitators reported seeing little to no entrepreneurial spirit among youth in their community.
- Even small wins can go a long way for a person's confidence and perspective towards work, such as using a hammer or tape measure or needle and thread for the first time.
- Limitations to education and employment experienced by youth are often generational, entrenching old issues into a culture while new issues pile on top, immobilising progress.
- Finishing or completing school is not an option for many who experienced trauma in educational systems because: "You can't fix the hurt in the same place you were being hurt. You can't fix school trauma with school tactics." - Michael Barbour, CFY Education Facilitator.
- While CERB and federal supports eligibility caused a decrease in recruitment, being able to create a safety net for those that were not eligible for CERB and other federal supports kept recruitment numbers up.
- The embeddedness of wrap-around supports into the core curriculum of our training programs has helped bridge the gap between training and employment, helping to prove the research question at the centre of the project.



1 What types of partnerships does CFY have?

CFY has a variety of partnerships in the form of community partners, recruitment and guest artists and masterclass instructors for program delivery.

- Community partners:

Food First NL, Easter Seals, Thrive, SmartICE, Thrifty Fashions/Mokami Status of Women Council.

- Recruitment:

Thrive, Stella's Circle, Easter Seals, Waypoints, John Howard, Murphy Centre, Community Centre Alliance (CCA)

- Program delivery:

Credit Union, Carpenter Millwright College, Dallas Mercer Consulting, NORCAN, NL Public Libraries, Craft Council, Planned Parenthood, Dumphey and Malloy, Verafin, Scotiabank, PAL Airlines, CBDC/Youth Ventures, WorkplaceNL, Occupational Safety and Health Administration. Skills Canada. Local Artists: Jud Haynes, Sois, Murray Brokenshire (Trouble bound), Jessie Myers, Liam Penney.

2 What are the reasons for those partnerships?

As evidenced by the above list, our partnerships are many and varied and help in numerous aspects of program delivery for our young trainees. Of the three categories listed, community partners fill the most diverse set of needs. Some of these include:

- Co-operative Program Delivery:

- Food First NL
- SmartICE
- Thrifty Fashions/Mokami Status of Women Council

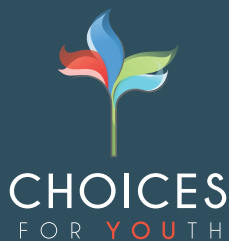
- Module Delivery for Partner Participants:

- Easter Seals

- GED Program Delivery

- Thrive

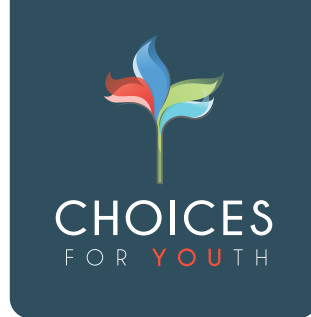




In terms of recruitment, we partner with nearly all brother and sister organizations in our local ecosystem. There is a healthy give and take relationship that the Training and Employment team have worked very hard to cultivate. When recruiting we will reach out to other organizations for referrals and encourage them to do the same. We'll often share promotional materials or refer young people to programming at other organizations. This will particularly come into play if we have a young person aging out of CFY or applying above the age of 30; in this case we would make a referral to Stella's Circle to ensure they get the support they need.

For program delivery needs, we maintain and add to an extensive list of guest speakers and masterclass instructors that can provide the necessary industry knowledge and expertise our training programs require. These can take many forms and cover many subject areas, including:

- Financial Literacy
- Hard Skills
 - Trades & Construction.
 - Art + Design.
 - Food Service & Food Preparation (Yes Chef!).
 - Customer Experience.
 - Entrepreneurship (Youth Ventures).
- Safety and Certificates
 - WorkplaceNL.
 - First Aid, Fall Protection, Mould, Asbestos & Lead Awareness/Abatement.
- Mental Health & Emotional Intelligence.
- Post-Secondary Institutions.



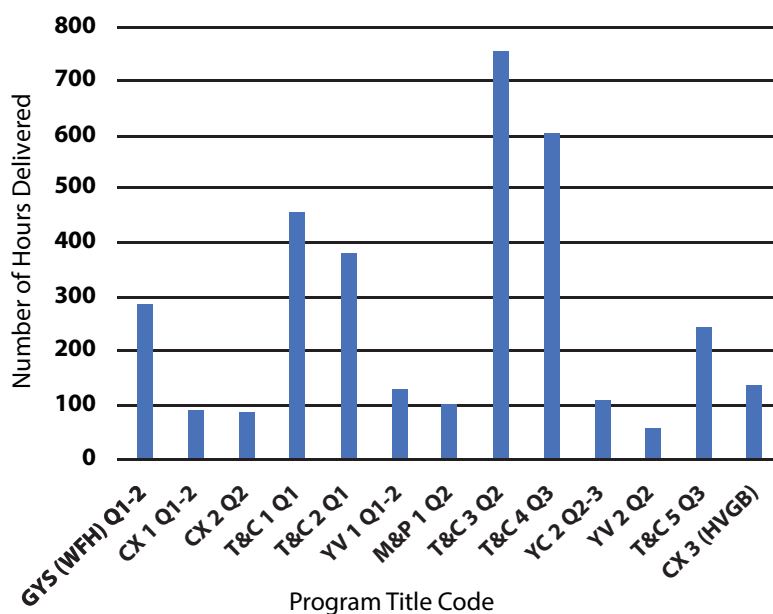
Impact Evaluation Matrix

A focus group with the NL-WIC project team was conducted to map out the various impacts that they perceived the NL-WIC project would create, the evaluation questions that would indicate whether the impact was successful, as well as the best data to collect that supports the impact, as seen in the evaluation framework. Below is the list of impacts as well as the results from the data collected. Data for this section comes from data spreadsheets from NL-WIC training programs as well as staff and youth focus groups.

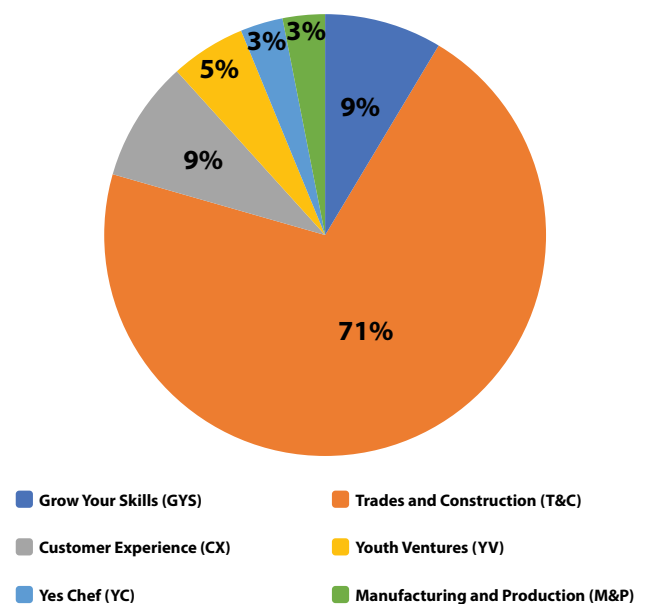
Impact 1: Youth have access to the food, housing, legal and income support services they need as they prepare for employment.

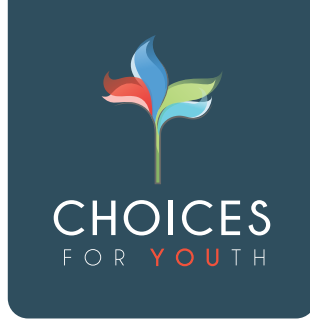
Trainees required a total of 76 interventions from support staff throughout training. Throughout discussions of the support services provided by CFY, the original list of food, housing, legal and income support was modified to include health and transportation. When looking at our collected project data we found that the largest support service accessed was health (42%), followed by fairly even splits between finance (income support) (13%), transportation (14%), and housing with food and legal support being the least required support (10% or less). It is important to note that these represent interventions that require support. While only 13% of trainees required intervention in housing, 100% of trainees were supported in some way, shape or form with their housing needs.

Program Hours



Program Hours Aggregated





Impact 2: Governments and agencies have increased understanding about how to support underemployed trainees on their journey to employment.

A series of briefs were given to all pertinent provincial government departments outlining support for underemployed trainees, which resulted in the creation of the Income Support Project. This pilot was co-created with the community sector including ISL, Minister of Immigration, Populations Growth and Skills, Gerry Byrne and the NL Labour Force as well as Stella's Circle. The briefs also influenced the PERT (Provincial Economic Recovery Taskforce) analysis presented to Moya Green. CFY programming was referenced several times within the report illustrating that the government is bearing witness to what CFY and their represented trainees are experiencing.

Finally, the Forward Together report that overlaps with the NL-WIC Project provided findings that were shared in a series of presentations to all relevant government departments.



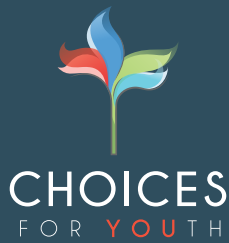
Impact 3: Increase in the number of multi-industry social enterprises to serve communities.

As of this report 70 individuals have received training with support from social enterprises in a variety of industries including: Trades and Construction, Self-Employment and Entrepreneurialism, Manufacturing, Customer Experience/Service, Food Preparation & Food Service, Food Delivery, Research and Development, Technology.

Our department now operates four social enterprises and, over the course of this research project, supported three additional operations across our province. Impact Construction, our flagship social enterprise, has been operating for over ten years and continues to support and train young people interested in the trades. The NLWIC research project has enabled us to front load our pre-employment Trades & Construction program and better ready our young people for their time at Impact.

Under the heading of Retail and Production, we run two social enterprises in St. John's: Neighbourhood, a boutique thrift store and The Shop, a small-scale manufacturing and production facility at our Social Enterprise Hub. Both have pre-requisite training programs, Customer Experience and Art+Design, respectively. Of special note is the advances in our Art+Design training program. Originally two programs, Creative Arts and Manufacturing and Textiles/Production, we learned through our research project that the work in The Shop is heavily creative in nature with many transferable skills between the two programs. As such, we now run a combined Art+Design Program that exposes trainees to careers in the Arts while meeting all outcomes for The Shop (Design). This has been a great success in terms of recruitment and retention.





In the area of Food, the recently launched Crust Bakery provides young people with experience and training in food service and food preparation. This social enterprise experimented in several projects including Hand Pies available at Bannerman Brewing to great success, before eventually settling on making delicious Sicilian style Pizza. Our new storefront now employs six youth, all of whom have benefitted from the advancements made in our Yes Chef! Food Service & Food Prep program. In fact, at the time of writing, another Yes Chef program has just completed, having trained more youth for the Crust kitchen.

As mentioned, three training programs linked to social enterprises across Newfoundland and Labrador were run outside of the metro St. John's area. The first of these was our Power Skills training offered to SmartIce youth trainees in Nain, Labrador. In the summer of 2021, we ran our Customer Experience training program for young people hoping to work at Food First NL's Western Food Hub. Finally in the fall of 2022 we partnered with the Mokami Status of Women Centre to run our Customer Experience training program for young people hoping to work at Thrifty Fashions in Happy Valley Goose Bay, Labrador.

Future forward, there is also talk of developing a solar/alternative energy social enterprise in the future and tapping into an exciting industry and opportunity for young people in our province.



Impact 4: Youth have support navigating systems.

Youth have been supported in navigating a variety of systems that present a multitude of barriers. CFY staff report assisting young people in navigating food, housing, transportation, income support, and legal systems. The data on these interventions was outlined in "Impact 1: Youth have access to the food, housing, legal and income support services they need as they prepare for employment".

Reports from trainees paint a more nuanced picture. While support for navigating the above systems was acknowledged in focus groups, they discuss CFY as having a culture of problem solving, whether those problems stem from social support systems, medical systems, housing, etc. There was a consensus among trainees that CFY fills the gap in systems, specifically when a parent or guardian acts as a barrier to accessing and navigating systems and services, such as requiring a parent or guardian to set up a bank account, book a dentist appointment, or apply to low income housing. One trainee said, "I don't know where I'd be without Choices [support], honestly, I'd probably be out on the street."





Impact 5: Youth with barriers to learning are supported to find accommodations to help them succeed in education.

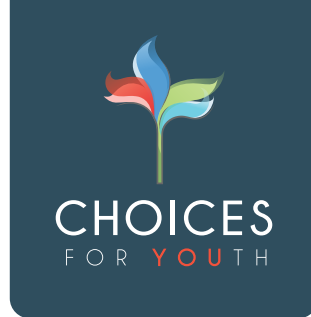
CFY staff involved with NL-WIC training reported that each cohort has approximately two trainees with a learning disability. Trainees that showed a passion and interest in continued education resulted in a partnership with the Newfoundland and Labrador English School District, which allowed CFY to access trainees' confidential Cumulative Record to discover any past assessments of barriers. This illustrated a financial gap that if students were not properly assessed while in school obtaining an assessment for a learning disorder it would cost upwards of \$2000 to obtain one. Without an assessment, no accommodations could be provided for a General Education Diploma (GED) candidate for any learning disability. These barriers are reported to have had a tremendous impact on trainees with disabilities confidence to even seek employment, let alone secure and maintain it. Through a partnership with Thrive, CFY staff were able to provide trainees with accommodations to GED writing. Further details are available from Education and Employment/Social Enterprise reporting breakdown.

Reporting from trainees again provided an even more nuanced discussion around barriers they faced. Specific barriers such as addiction, legal, education, housing and homelessness, systems barriers, family and caretakers were all raised by trainees. But again the conversation moved from what barriers trainees experience to a conversation of how CFY accommodates those barriers. One trainee spoke of the shame of their legal issues, "I found that being able to bring that up, [it] didn't become a boundary anymore." Another said:

"As a single human being you find yourself jumping in headfirst and it's just too much and you get overwhelmed, you don't know how to deal with it, like you'd rather just hide from the problems, but bring them to your guys' attention like someone else said over on this side of the room, you guys break them down and it's like you take it a step at a time we'll let's get through this part and then we'll do that part and then that part but by the time we're done all that we did it all. So you know what works either way at the end and it's really great for that." - CFY Trainee

The problem solving culture outlined by trainees is evident in their methodology towards trainees and barriers. Employing a restorative justice approach and a non-judgemental attitude, boundaries to learning are taken on a case by case basis, and use a variety of tools and resources to provide accommodation. This can be in the form of assisted learning technologies such as Dragon Naturally or educational technologies Kurzweil, or through the support staff that assisted trainees in navigating the education system to become self-advocates for their education.

All of this is to say that it is a formidable task for a young person who has been failed by the education system, to steel themselves and take the steps towards receiving a high school equivalency. Writing exams in five subject areas (Social Studies, Language Reading, Language Writing, Math and Science) after a long absence from the education system is a stressful process for a young person, with many disengaging from the study process or needing multiple chances to write to receive their full GED. During this project, and during the global pandemic amid lockdowns, we were able to support 10-15 young people GED prep and were able to move three on to obtain their GED.



Outcomes Evaluation Matrix

Outcome 1: Youth are prepared to enter the workforce in careers that interest them.

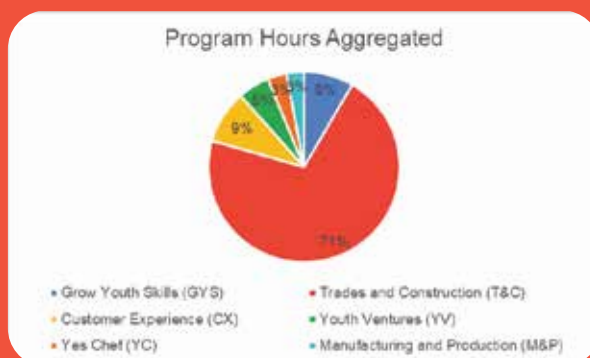
Of the 17 individuals that completed a pre and post interview all showed signs that they felt more prepared to enter the workforce. With that said, only 53% of those that completed a pre interview also completed a post interview, due primarily, and not unexpectedly, to a significant number of trainees not completing programming. Likewise, the Likert statement “I have difficulty finding and maintaining work” showed no deviation from pre and post with an average score of 3 out of 5. That being said, there are several ways that CFY facilitators prepare trainees to enter the workforce:

- Core curriculum: The core curriculum of Power Skills was developed specifically to the need of the trainees. With a human centred design, a list of 21st century skills were developed to help inform the curriculum with real world skills that would help them find an entry point into the labour market, sustain their employment and advance their potential careers. (See the NL-WIC/CFY Master Data for current list)
- Pairing trainees with experts: Trainees were paired with different industry leaders for training: hard skills for Impact (T&C) were trained by the Carpenter Millwright College; Nick King, Amanda Bulman and Andrew Vokey for Yes Chef, and ML Taylor for customer experience. Similarly, professional artists were engaged to instruct and support trainees with interests in the creative arts.

Outcome 2: Youth have increased skills and experience for employment.

Skills and experience were tracked with the pre and post interview questionnaires. In the post-interview, coding illustrated 7 unique indications of learning, notably in hands-on skills such as carpentry which is the highest scoring theme. Valued learnings centred around other hard skills such as sewing, garment design, first aid, demolition, carpentry, HVAC, as well as specific certificates such as Occupational Health and Safety and LEAN training. As well, there were multiple examples of self-reported indications of improved skills. Soft skills were also self-reported, most notably around resilience, life skills, team building, creativity, interviewing skills, and dealing with stress in interviews.

In total, 3431.5 paid training hours were provided for this program distributed over 13 training programs. These programs include: Grow Youth Skills (GYS), Trades and Construction (T&C), Customer Experience (CX), Youth Ventures (YV), Yes Chef (YC), Manufacturing and Production (M&P). Not all programs had the same number of trainees nor the same number of required hours, as illustrated in the chart below:



NOTE: Any paid training hours in our Essential Skills Training in Nain, Labrador were paid by Smartlice.

Outcome 3: Youth have the confidence and ability to explore different avenues for life-long learning.

Pre and post surveys were not adequate to map changes in confidence or ability to explore different avenues of life long learning, however, by asking this question and having it in the evaluation framework it kept this outcome in the minds of the project team. After discussion, the agreement that better longitudinal data processes for CFY as a whole are required, and discussions concerning how to do so in an ethical way are currently being discussed. The same is true for Outcome 4: Decreased Stress, Outcome 6: Increased Well Being and Outcome 8: Increased Self-Esteem.

Focus groups were more successful. At the trainee focus group it was reported that trainees were getting better at hard skills, and had a better understanding of concrete things that will help them succeed, such as certificates. Another noted that the new interview training processes helped their confidence when preparing for an upcoming interview:

"Still a bit nervous, but it's good. It's not as bad like, I really want to do it. Like, I just want to jump into the interview. I want to get it done. But prior to doing this, I wouldn't have been that way. Like I would have sat at home for days. All right. All right. All right, knowing that [when] the day actually came I would have been 'no!'"
- CFY Trainee

CFY staff reported promoting confidence and an increased ability to explore different avenues for life-long learning by putting trainees' journeys first and secure employment second. This is done by reinforcing to trainees that CFY are providing a training opportunity to further themselves and not a temporary revenue. Another method to promote confidence and to build capacity is to create a safe environment for trial and error without risk of judgement. An agreed understanding that failing is an acceptable path to learning is modelled first by facilitators through humility and then through action by letting trainees set the pace and requirements for their learning. This methodology led to providing different types of learning, most notably experiential learning, that break away from the classroom setting that many trainees report associating with failure and trauma.

Outcome 4: Youth have decreased stress.

As with Outcome 3, pre and post surveys were not adequate to map changes in stress, but value was found in the question's framing and on continued longitudinal data processes for CFY.

However, tracking how staff and trainees address stress was easier. Staff reported a number of ways they addressed issues of stress among trainees, primarily by striving to create a safe work culture for youth with complex barriers and needs. This was done with a Human Centred Design that allowed the trainee in need to be seen and heard "where they are at" by facilitators. This included accepting trainees in an inclusive and open way that allowed trainees to fully express their identity, needs and situation without judgment or reprisal.

This effort was furthered by incorporating a restorative justice lens that provided safe meeting spaces so that trainees can be separated from the group if required and to access social support if required. This led to a better understanding of past trauma experienced by trainees, especially within the education system. One facilitator reported:

"Addressing past trauma especially in education, and provide different methods of learning in order to break down preconceived notions around education and to ease the fear and stress of interaction with education, given the educational detachments we see in states, informs how we deliver training and skills development."

- Chelsey MacNeil, CFY EESE Director

The trainee focus group supports this self-assessment. When asked about stress there was a communal agreement that CFY has had a positive effect on trainee stress levels. They noted the happy and supportive atmosphere, and that in previous employment situations they were not given a chance before they were terminated, while CFY was more understanding and lenient. A major example of facilitators accommodations helping with trainee stress is sick leave. Trainees are held to high standards in terms of attendance and calling in but also know that supervisors and facilitators approach all absenteeism on an individual basis, taking into account all aspects of a young person's current state. As such, 56% of trainees' absences were excused with a reason and programs had a 78% attendance rate overall. Another example of support provided by staff that helped with stress was transportation, especially to medical appointments. Not only did they not lose the day to traveling, but they were paid for their time off site, rewarding self care. But perhaps the most visceral example of how CFY addressed stress in trainees' lives was when trainees reported how they felt a sense of belonging and that being part of something, having a sense of place and community helped with stress. One trainee reported:

"My whole life before I had a job, I always thought it would be horrible. Like, as soon as I went I'd see shitty people, a shitty environment. When I came here, it was a total opposite. Like everyone's just so bubbly, and nice, and like, talkative, and nobody's rude to each other. It's like we're all like a small family."
- CFY Trainee



Outcome 5: Youth feel like they are meaningfully contributing to their community.

The qualitative data of the pre and post interviews made 5 self-reported direct references to an increased sense of community engagement. *Trainees had a mixed reaction in terms of community and belonging, mirroring what was said in the provincial historical context above.* There was a clear divide between the community they identified with at CFY and what they perceived as the greater community as a whole. Throughout the trainee focus group there were many references to a sense of belonging to a greater whole and wanting to be helpful and contribute to something bigger than themselves, however, when talking about community in a more general sense there was a great deal of discussion around the stigma they felt from the community.

For example, one trainee talked about never wanting to volunteer for anyone and that they now volunteer at multiple organisations. When asked about feeling closer to the community, however, they said "I don't know about [feeling closer to] community." Some spoke of feeling judged with many nods and comments of agreement. Despite that sentiment, some spoke of gaining confidence and self-worth through training programs, one connecting that growth directly to skills they learned at CFY. One reported:

"I got a criminal record. I got charged and did three years in jail, got out, did my prob[ation], no problem, [I'm] well past it. But nobody else outside those doors don't hear that and they're like, [they] won't accept it like that, they're like 'You did that!?' But I came here and learned some of the skills I learned here, and now I can go out there with an 'I don't give a fuck attitude'. You look at me how you want to look at me, but I know my past and there is more to succeed, so you feel how you want to feel, and we'll be okay with that."

- CFY Trainee

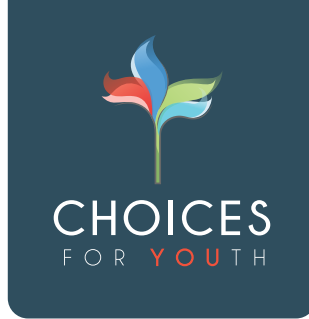
When asked about how the larger community could learn from CFY, there was an outpouring of desire to see people be more accepting and understanding in general. They indicated a resistance to empathy and compassion, and that stigmas against those who experience barriers are often generational, passed down from parents. One trainee reported:

"I can take [their reaction] in a negative or positive way. Maybe he's doing this, maybe he's just being an idiot. But the thing is about it is that either way, it could be either/or, it's up to you to let it go and make it a better situation for yourself. That's what more people need to understand, it doesn't have to be a conflict all the time, just because you're having a bad day anyway."

- CFY Trainee

From the CFY staff perspective, they reported several ways that trainees made meaningful contributions to the community:

- NL Boards - Youth art to flip over! Youth worked with a professional artist to design unique skateboard decks which were auctioned off for charity. Staff noted that this really engaged trainees because they aligned with the charity's purpose, which was to support Planned Parenthood. Trainees had a strong positive reaction to the fact they were able to double their contribution from the previous year.
- Neighbourhood Community Cleanup - Youth, staff and community come together to clean the area around Neighbourhood of litter.
- Training with Habitat for Humanity
- Western Food Hub - Youth from our Grow Your Skills! west coast program worked with Food First NL to connect clients with local farmers, produce and food systems.
- Cashin Avenue Affordable Housing Build - Trainees worked with Impact Construction to build five affordable housing units for single mothers in CFY's Momma Moments Program.



Outcome 6: Youth have increased well-being.

As was the case with stress management, the pre and post surveys were not adequate to map changes in wellbeing, and the associated values have been noted. However, during the trainee focus group there was a general agreement that trainees felt better about themselves and their day to day lives. An early indicator discussed in the trainee focus group was routine behaviours, such as getting up in the morning, getting to work on time and how those small steps feel like they contribute to a bigger meaning in their lives. They also report that those feelings build momentum and the positive energy carries on beyond their work day. One trainee reported: “When I get home from work, I feel like I want to do something around the house” and another added, “Especially when you are doing something that matters.” Another trainee acknowledged that “getting up and doing something helps you feel better about yourself,” while another captured agreement from the room when they reported: “When you come here it feels like you are somebody, you know, like you have a purpose.”

In the staff focus group a wide number of ways that CFY strives to increase well-being among its trainees was reported, including:

- Programming: Mindfulness module.
- Environment: Restorative justice - trust building centred environment.
- Supports: Health, family support, therapists, access to medical services.
- Access to information (re: Covid-19 updates and protocols).
- Vaccination Clinics.
- Team Building Outings: Bonfires, fishing, Spirit Horse, the Rooms, Post-secondary institutions, Waypoints Camp.
- Freedom to have choice. Youth get to decide, within reason, how they handle stressful situations, such as being able to leave the task at hand and given several avenues to deal with stress.
- 100% of trainees are housed.

Outcome : 7 Youth have increased self esteem.

As with relieving stress and increasing well being, pre and post surveys were not adequate to map changes, but the associated values are noted. At the trainee focus group we learned that many of the participants felt more comfortable with themselves and that they did better working with others. A great deal of this was due to the hands-on learning experience outlined in Outcome 3.

During the staff focus group it was admitted that self-esteem is difficult to gauge or measure. One staff member acknowledged the success of looking for learning moments during periods of failure and reframing the narrative around failure. Some witnessed increased self-esteem during programming by tracking what they wanted from the program in terms of increased social skills, and watching that self-esteem grow as they became more and more comfortable in the social circle created by shared training experiences. Another facilitator acknowledged seeing an increase in self-advocacy which they associated with increased self-esteem.



CHOICES
FOR YOUTH

RETROSPECTIVE 20202022



NL WORKFORCE
INNOVATION
CENTRE

Retrospective - 2020 - 2022

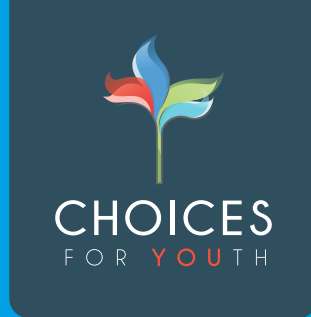
When analyzing the data for the Forward Together report with new data collected over the last year, there is a stark contrast. At the beginning of the pandemic, there was a great deal of uncertainty and a fear of how Covid-19 will impact youth and/or their families. The data now is a paradox of hope and hopelessness. Painting with a broad brush, fears have transcended from individual fears and uncertainties to a wider general fear for the future: theirs, their communities, and the world's. It is no longer the uncertainty of Covid-19, but an overlaying of multiple threats that cannot be ignored or pushed away. An example is the extreme weather we have been experiencing as a constant reminder of threats of climate change, food insecurity, (check data for a full set of worries), inflation, and the perpetual and historic lack of opportunities. The paradox lies in the resilience that we have witnessed in our trainees and expressed in our consultations and survey data. Young people know what they need and want: diverse opportunities to stay, work and live in their community in positions that allow them to live and thrive.

The question before us, the wicked problem at the heart of the Newfoundland and Labrador economy is that we have a historical culture of scraping by, so how do we generate development in a historically have-not province that has a long standing "us versus them" culture? There is a great deal of uncertainty here, which implies that any proposed solution will come with a great deal of risk, another circumstance that Newfoundlanders and Labradorians have been stung by more than once. Building off of the findings of this project, the answer is to cautiously invest in widespread slow growth; providing support to generate small wins, to develop community at the grassroots level in a way that sees the community where they are by allowing them the agency and capacity to try what they believe will work for their community. Government, neither federal or provincial, can fully address the needs of rural economies, but they can provide support that fosters innovation, growth, and prosperity.

Who we heard from:

- Between April 27 - June 7, 2020 we heard from 486 participants:
 - 35 engaged in online Zoom consultations.
 - 87 completed paper surveys.
 - 364 completed online surveys.
- Between July 8, 2020 - June 9th, 2022 it became much more difficult to engage with youth during the pandemic due to lock downs, difficulties shifting online and decreased mental health as well as regular cyber attacks on our online surveys. Despite this we heard from 281 participants:
 - 111 in online and in-person consultations.
 - 145 completed online and paper surveys.
- Female: 66.5% Male: 30.5% Gender-fluid, Non-binary, and/or Two-Spirited, and/or Other: 3% 16-18: 27.5% 19-21: 24% 22-24: 21.5% 25-29: 27%
 - Female/Woman (Cisgender) 55%, Female/Woman (Transgender) 3%, Genderqueer/Gender Fluid 2%, I prefer not to answer 6%, Male/Man (Cisgender) 28%, Male/Man (Transgender) 1%, Non-Binary/Gender Non-conforming 3%, Another gender identity: ALL 3%
- 13.5% self-identified as a person with a disability, 9.5% self-identified as Indigenous 8% self-identified as a new Canadian 6.5% self-identified as a minority other than Indigenous.
 - 21% self-identified as a person with a disability, 19% self-identified as indigenous, 7% self-identified as a new Canadian.
- 61% of youth surveyed were unemployed at time of survey completion 36% of youth surveyed were underemployed at time of survey completion

- Employed, full-time	23%
- Employed, part-time	27%
- Looking for work	34%
- Not looking for work	10%
- Prefer not to answer	3%
- Prefer to list	4%
(Stay at home parents/students)	

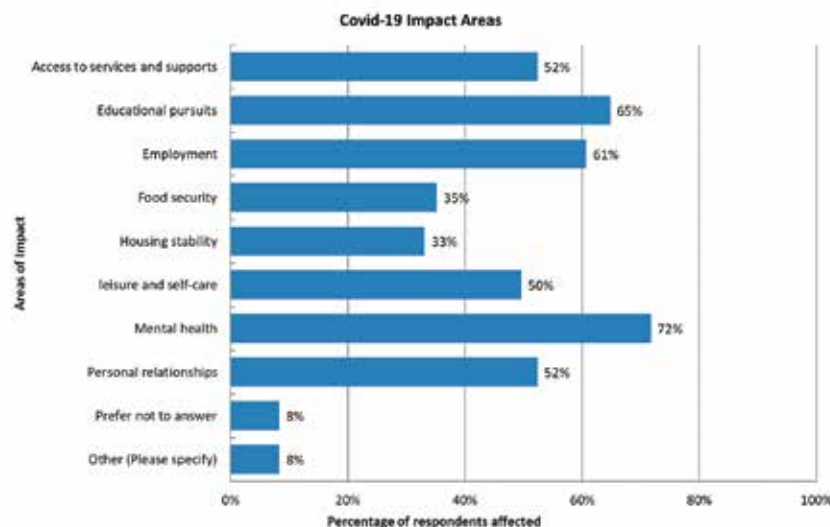


What's Changed for Youth:

- Youth 3 times as likely to be unemployed
 - This is still a problem. Only 14% of youth have not finished highschool, but only 23% are employed full time. 34% are looking for work, 27% are employed part time/seasonal.
- Did COVID-19 exacerbate this?
 - Short answer, “yes”, long answer, “it’s complicated”. There are a great deal of intersecting situations so sourcing a single cause of unemployment is impossible. Covid-19 has certainly contributed with 11% of youth saying they are unemployed and another 10% are underemployed due to Covid-19 directly.
- How are youth coping?
 - Not well. A full 81% feel that the economy is worse off than before. 37% say their career goals have been directly affected.
 - Qualitative data describes increases in depression and decreasing mental health which is making people averse to going to school or getting a job for fear of getting sick, or because they don’t trust the economy will have a job for them when they finish. Many are struggling financially and are either changing career paths, changing their school plans, or moving home because of rising costs.

What's Youth Need Now:

- What support do they need?
 - Three main areas of support that young people are asking for are:
 - More access to mental health services to get them ready to go back to school.
 - More access to educational programs and more diversity of programming, especially where they live.
 - More and diverse job opportunities, especially where they live.
- What we heard: Mental Health, poverty, setbacks to progress, access to education, opportunities to change systems.
 - Little has changed here. Mental health is the highest impact area of Covid-19, followed closely by educational pursuits and employment. Poverty has never been higher with inflation being regularly brought up as a fear for the future.



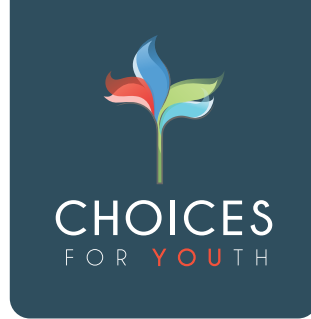


CHOICES
FOR YOUTH

RECOMMENDATIONS



NL WORKFORCE
INNOVATION
CENTRE



RECOMMENDATIONS

Throughout this process, youth told us about the many recommendations that they have for how to increase the labour market within their region, while ensuring that youth have the supports to be able to stay and thrive in their regions. Below are several youth-informed recommendations that would make a significant difference in the lives of youth and young families in our province.

Recommendation 1 - Invest in a coordinated, transformational economic development implementation plan.

Young people have great ideas about what the future of economic development in their region could look like. This includes strong investment in youth entrepreneurship, investments in community-based housing, and the creation of transportation networks. Overwhelmingly, youth told us that they want to stay within their communities but without these investments, they can't.

Through the development of an economic development plan that is rooted in regions, and inclusive of youth, we can ensure that we're taking a place-based, age-friendly approach to economic development. There is a strong opportunity for this plan to align with the Social Enterprise Action Plan and Social Enterprise Action Plan.

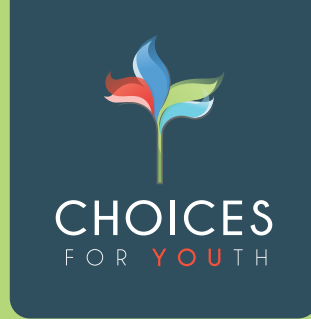
Recommendation 2 - Prioritize inclusive community economic development through rural entrepreneurship that includes young people.

Many of the youth who we spoke to across the province have business ideas, and would like to pursue entrepreneurship within their community, but they have no idea where to start. There is an opportunity to embed entrepreneurship within, and outside the K-12 curriculum. This could include accessible, online, self-directed entrepreneurship learning, included as part of the K-12 system; an incentivized post-graduate program focused on connecting youth to start-up funding and supports to invest in their business idea, and focusing on celebrating youth entrepreneurship success. Youth need to see themselves as entrepreneurs, but they also need to be able to have the skills and up-front investment to be able to pursue this career.

Recommendation 3 - Invest in wrap-around youth mental health supports.

One of the biggest takeaways from this work is that youth's mental health was hit hard during the pandemic, and has actually gotten worse over the course of the last two and a half years. Accessible, regional mental health and wrap-around supports are what's needed for young people. They want a low-barrier place to go or call that can offer them mental health supports without the waitlist.

Mental health services also need to be connected with other wrap-around supports, inclusive of housing, family and natural supports, basic needs and meals, and employment supports. For the past several years, Choices for Youth has been working with 65+ community agencies across the province and the Department of Health to work towards this key recommendation.



Recommendation 4 - Prioritize flexible education options so that youth can pursue education within their community.

Youth told us that online learning provides them with the option to stay close to home, support family, work in their community, and be where their friends are. Young people want the option to study in-community. By investing in online and hybrid learning options, we have an opportunity to support local economic development while increasing chances of retaining young people within their communities.

Youth also spoke to the barriers of engaging in online learning. Young people need the digital infrastructure required to study and/or work from home. This includes accessible wifi and data. It also includes community spaces to collaborate and learn together to ensure that youth can feel a sense of connection and support while learning virtually. The Bonavista Commons is an example of a model that could be expanded to other rural regions of the province.

Recommendation 5 - Invest in a coordinated skill development strategy for youth.

The current system of skills development programming (e.g. administered through Skills Link), meets a small sub-section of the youth population, and isn't focused on long-term labour market attachment. By investing in a youth training and employment pathway that includes training and wrap-around supports, a bridge to employment through social enterprise or supported private sector employment, and secure, long term labour market attachment, we can support vulnerable youth in accessing long-term employment.

Recommendation 6 - Explore various forms of community level funding and investment.

Explore an Atlantic social finance fund, and a NL community investment fund that focuses on supporting entrepreneurs, including youth entrepreneurs, in starting and growing new businesses, and in supporting local community agencies in sustaining their operations to be able to support youth.

Recommendation 7 - Invest in a Basic Income.

As youth transition from the high school system, to post-secondary education or the labour market, they are navigating living on their own for the first time, while surviving on student loans or low wages. A basic income could provide youth with the flexibility that they need to chart their future without the overwhelming stress of making ends meet. This could mean a quicker transition into the labour market as youth don't have to work while completing their post-secondary program, and may ensure that youth don't have to leave their home communities in order to pursue more high-paying jobs.





CHOICES
FOR YOUTH

REFERENCES



NL WORKFORCE
INNOVATION
CENTRE

References

- Aleman, A. (2016). Employment and Homelessness. The Homelessness Hub. Retrieved from: <https://www.homelesshub.ca/blog/employment-homelessness>
- Baxter, A., Chapman, D.W., DeJaeghere, J., Pekol, A.R., & Weiss, T. (2014). Poverty Alleviation: A Review of International Literature and Local Experiences. *International Perspectives on Education and Society*, 23: 33-58.
- BC Centre for Employment Excellence (n.d.). About Us. Retrieved March 20, 2020 from <https://www.cfeebc.org/about-us/>
- BC Centre for Employment Excellence (2014). Pathways to Success for Youth in BC's Capital Region: The Power and Potential of Social Enterprise. Retrieved April 15, 2020 from https://www.communitycouncil.ca/sites/default/files/2014_Youth_Social_Enterprise_Report_CFEBC_CSPC.pdf
- BC Centre for Employment Excellence (2017). Youth Employment Social Enterprises Project Final Report. Retrieved April 15, 2020 from <https://www.cfeebc.org/files/YESE-Project-Final%20Report.pdf>
- Build Inc. (n.d.). About Us. Retrieved March 20, 2020 from <https://buildinc.ca/about-build-inc/>
- Build Inc. (n.d.). Training. Retrieved March 20, 2020 from <https://buildinc.ca/training-program/>
- Building Up (n.d.). About Us. Retrieved March 20, 2020 from <https://www.buildingup.ca/about-us/>
- Building Up (n.d.). For Trainees. Retrieved March 20, 2020 from <https://www.buildingup.ca/trainees/>
- Business in the Streets (n.d.). What We Do. Retrieved March 20, 2020 from <https://businessinthestreets.com/about-us/what-we-do/>
- Canadian Homelessness Research Network (2013). Chapter 18: Case Study: Choices for Youth Train for Trades. In S. Gaetz, B. O'Grady, K. Buccieri, J. Karabanow, & A. Marsolais (Eds). *Youth Homelessness In Canada: Implications for Policy and Practice*. Toronto: Canadian Homelessness Research Network Press.
- Canadian Observatory on Homelessness (2016). Canadian Definition of Youth Homelessness. Homeless Hub. Retrieved from: www.homelesshub.ca/youthhomelessdefinition



Choices for Youth (2018). Untapped Potential. Retried June 21, 2020 from https://ccednet-rcdec.ca/sites/ccednet-rcdec.ca/files/untappedpotential_socialenterpriseln_1.pdf

Choices for Youth (n.d.). Social Enterprise: Creating Opportunities for Youth. Retrieved March 20, 2020 from <https://www.choicesforyouth.ca/social-enterprise>

Cruz, C. (2008). Notes on Immigration, Youth, and Ethnographic Silence. *Theory Into Practice*, 47: 67-73.
D.C. Central Kitchen (n.d.). Culinary Job Training. Retrieved March 20, 2020 from <https://dccentralkitchen.org/enroll/>

Department of Human Resources, Labour and Employment (2011). Newfoundland and Labrador Labour Market: Outlook 2020. Retrieved June 22, 2020 from <https://www.gov.nl.ca/aesl/files/publications-lmoutlook2020.pdf>

Employment and Social Development Canada (2018). Opportunity for All: Canada's First Poverty Reduction Strategy. Retrieved April 5, 2020 at <https://www.canada.ca/en/employment-social-development/programs/poverty-reduction/reports/strategy.html>

Eva's Initiatives for Homeless Youth (n.d.). Retrieved March 20, 2020 from <https://www.evas.ca/what-we-do/training-employment/>

French, D., Gaetz, S., & Redman, M. (2017). *Opportunity Knows: Prioritizing Canada's Most Vulnerable Youth*. Toronto: Canadian Observatory on Homelessness Press.

Gaetz, S. & Dej, E. (2017). *A New Direction: A Framework for Homelessness Prevention*. Toronto: Canadian Observatory on Homelessness Press.

Gaetz, S., Donaldson, J., Richter, T., & Gulliver, T. (2013). *The State of Homelessness in Canada*. Toronto: Canadian Homelessness Research Network Press.

Gaetz, S. & O'Grady, B. (2013). Chapter 15: Employment, Education & Training: Why Don't You Just Get a Job? Homeless Youth, Social Exclusion and Employment Training. In S. Gaetz, B. O'Grady, K. Buccieri, J. Karabanow, & A. Marsolais (Eds). *Youth Homelessness In Canada: Implications for Policy and Practice*. Toronto: Canadian Homelessness Research Network Press.

Gaetz, S., O'Grady, B., Kidd, S., and Schwan, K. (2016). *Without a Home: The National Youth Homelessness Survey*. Toronto: Canadian Observatory on Homelessness Press.



Government of Canada (2020). Youth Employment and Skills Strategy – Funding programs. Retrieved April 21, 2020 from Government of Canada: <https://www.canada.ca/en/employment-social-development/services/funding/youth-employment-strategy.html>

Government of Canada (2019). Digital Skills for Youth – Innovation, Science and Economic Development Canada. Retrieved April 21, 2020 from Government of Canada: <https://www.canada.ca/en/employment-social-development/services/funding/youth-employment-strategy/digital.html>

Government of Canada (2017). Expert Panel on Youth Employment. Retrieved June 21, 2020 from <https://www.canada.ca/en/employment-social-development/corporate/youth-expert-panel.html>

Government of Newfoundland and Labrador (2014). Newfoundland and Labrador Poverty Reduction Strategy: Progress Report. Retrieved March 20, 2020 from <https://www.crwdp.ca/sites/default/files/Research%20and%20Publications/Environmental%20Scan/11.%20Newfoundland%20and%20Labrador%20Poverty%20Reduction%20Strategy/3.%20Newfoundland%20and%20Labrador%20Poverty%20Reduction%20Strategy%20-%20Progress%20Report.pdf>

Holden, S., Ecker, J., and Frimpong, D. (2018). Supporting Young People in Employment: An Evaluation of the HireUp Platform.

Homeless Hub (2019). Employment. Retrieved June 23, 2020 from <https://www.homelesshub.ca/about-homelessness/education-training-employment/employment>

Hyde, J. (2005). From home to street: Understanding young people's transitions into homelessness. *Journal of Adolescence*, 28: 171-183.

Millar, R. & Hall, K. (2013). Social Return on Investment (SROI) and Performance Measurement: The opportunities and barriers for social enterprises in health and social care. *Public Management Review*, 15(6): 923-941.

Ministry of Economic Development, Job Creation and Trade (2015). Archived – Impact: A Social Enterprise Strategy for Ontario. Retrieved March 20, 2020 from <https://www.ontario.ca/page/impact-social-enterprise-strategy-ontario>

National Alliance to End Homelessness (2013). Overcoming Employment Barriers. Retrieved March 19, 2019 from <https://endhomelessness.org/resource/overcoming-employment-barriers/>



Province of British Columbia (n.d.). About Us. Retrieved April 15, 2020 from <https://www.workbc.ca/About-Us.aspx>

Province of Newfoundland and Labrador (2018). The Way Forward: Social Enterprise Action Plan. Retrieved June 21, 2020 from <https://www.gov.nl.ca/tcii/files/TWFSocialEntActionPlan.pdf>

Robinson, J.L. & Baron, S.W. (2007). Employment Training for Street Youth: A Viable Option. Canadian Journal of Urban Research, 16(1): 33-57.

Schwan, K., French, D., Gaetz, S., Ward, A., Ackerman, J., and Redman, M. (2018). Preventing Youth Homelessness: An International Scan of Evidence. Toronto: Canadian Observatory on Homelessness and A Way Home Canada.

Slesnick, N., Bartle-Haring, S., Dashora, P., Kang M.J. and Aukward, E. (2008). Predictors of Homelessness Among Street Living Youth. Journal on Youth Adolescence, 37: 465-474.

Statistics Canada (2019). Labour Force Survey, October 2019. Retrieved June 22, 2020 from <https://www150.statcan.gc.ca/n1/daily-quotidien/191108/dq191108a-eng.htm>

Stewart, M., Reutter, L., Letourneau, N., Markwarimba, E., & Hungler, K. (2010). Supporting Homeless Youth: Perspectives and Preferences. Journal of Poverty, 14: 145-165.

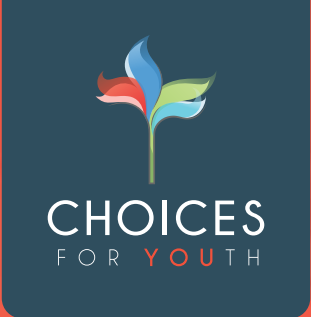
Thompson, S.J., Bender, K., Windsor, L., Cook, M.S. and Williams, T. (2010). Homeless Youth: Characteristics, Contributing Factors, and Service Options. Journal of Human Behaviour in the Social Environment, 20: 193-217.

Walk, M., Greenspan, I., Crossley, H., & Handy, F. (2015). Social Return on Investment Analysis: A Case Study of a Job and Skills Training Program Offered by a Social Enterprise. Nonprofit Management & Leadership, 26(2): 129-144.

White Box Enterprises (n.d.). About Us. Retrieved March 20, 2020 from <https://whiteboxenterprises.com.au/>

Youth UpRising (n.d.). Social Enterprises. Retrieved March 20, 2020 from <https://www.youthuprising.org/social-enterprises>





APPENDICES



NL WORKFORCE
INNOVATION
CENTRE

Appendices

Appendix A: Literature Review

INTRODUCTION

Young people represent approximately 20% of individuals and families experiencing homelessness in Canada (Gaetz et al., 2016). Studies have shown the harmful consequences of allowing young people to remain in an extended state of homelessness (French, Gaetz, & Redman, 2017). The detrimental impacts on health, safety, mental health, and well-being that occur during extended experiences of homelessness is a catalyst for responding to youth homelessness in a more timely and effective manner – one in which will decrease the likelihood of young people experiencing chronic homelessness as adults (French et al., 2017).

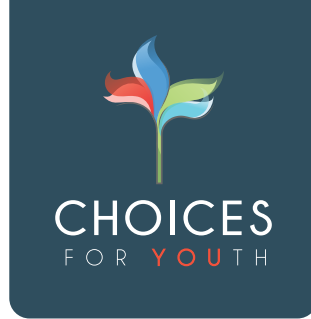
Youth homelessness is made up of a complex set of interrelated causes that can be categorized as structural factors, system failures, and individual and relationship factors (Gaetz et al., 2013; Schwan et al., 2018). Structural factors, such as a lack of affordable housing, poverty, and unemployment, occur at the societal level beyond the individual's control (Gaetz et al., 2013). Systemic factors, while similar to structural factors in that they are beyond the individual's control, refer specifically to failures in systems of care meant to support young people. Poor discharge planning from child protection services, for example, is a system failure that can lead a young person into homelessness upon exiting the system (Gaetz et al., 2013). Other studies identify similar drivers of youth homelessness: violence and abuse; lack of affordable housing; lack of employment or income; and mental health and addiction issues (Hyde, 2005; Cruz, 2008; Slesnick et al., 2008; Stewart et al. 2010; Thompson et al., 2010; Gaetz et al., 2016).

Homelessness prevention strategies play an important role in addressing youth homelessness. Gaetz and Dej (2017) define homelessness prevention as policies, practices, and interventions that reduce the likelihood of an individual experiencing homelessness. It can entail providing those who have been homeless with the necessary supports and resources needed to stabilize their housing, promote integration and social inclusion, and ultimately reduce the risk of homelessness recurring again (Gaetz & Dej, 2017). Efforts to address unemployment among young people is one factor in preventing the risk and experience of homelessness. This literature review focuses specifically on the impacts of employment on homelessness. Existing youth employment programs will be examined to assess their effectiveness and to identify key areas that should be incorporated in youth employment programs to effectively address and prevent homelessness among young people.

EMPLOYMENT

Youth Unemployment

Historically, Canadian unemployment rates have been greater among young people than adults. Statistics demonstrate that the youth unemployment rate in Canada is almost double that of adult unemployment (Robinson & Baron, 2007). As per figures from October 2019, the national unemployment rate among young people between



the ages of 15 and 24 was 11.3% (Statistics Canada, 2019). The youth employment rate was still higher than the general population's unemployment rate (5.5%). Focusing on Newfoundland and Labrador, the general unemployment rate was 11.1% and the unemployment rate for young people was 16.4%.

This gap in unemployment is likely due to young people being laid off by employers because of their lack of seniority, the likelihood of young people returning to school to further their education (Holden, Ecker, & Frimpong, 2018), and their overall lack of employment experience (Robinson & Baron, 2007).

HOMELESSNESS & EMPLOYMENT

Contrary to popular belief that everyone who is experiencing homelessness is unemployed, research shows that they do want to work, and many actually pursue employment opportunities in some capacity (Homeless Hub, 2019). This section will identify employment challenges and misconceptions that individuals experiencing homelessness encounter. The seven key dimensions of the Social Exclusionary Framework will be used to challenge these misconceptions. Lastly, the cumulative impacts that homelessness and social exclusion have on employment will be discussed.

Challenges in Attaining Employment

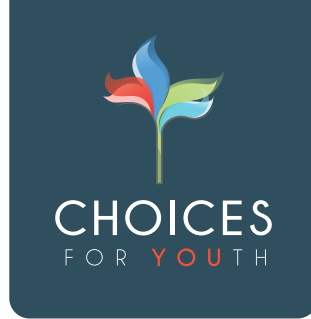
People who are stably housed experience significant advantages when moving into the labour force. It is much easier to maintain a job when you have a place where your basic needs are met. In other words, when you have access to housing, it provides a place where one can eat, rest, sleep and recover from illness or injury (Gaetz & O'Grady, 2013).

On the other hand, the process of obtaining employment is challenging for individuals experiencing homelessness, characterised by additional barriers that lead to few employment opportunities (Holder, Ecker, & Frimpong, 2018). Street youth are in a particularly marginal and disadvantaged position for acquiring meaningful employment in the formal economy because of the following challenges: lack of permanent address; lack of credentials; lack of financial means to acquire necessities for employment (Robinson & Baron, 2007; Gaetz & O'Grady, 2013). Given their situation, it is difficult to apply to a job and secure an interview without having an address to put on a resume, a phone number to receive job call backs, or a safe place to prepare for job interviews (Aleman, 2016).

Other employment barriers specific to the homelessness population are: mental health challenges; physical challenges; fear of discrimination in the workplace for mental health conditions; unstable housing; lack of experience; engagement in substance use; prior criminal records; and challenges related to re-entry from hospitalization or incarceration (Holden, Ecker, & Frimpong, 2018; National Alliance to End Homelessness, 2013).

Misconceptions About Homelessness and Employment

Unfortunately, there is a societal misconception that people experiencing homelessness lack motivation to find employment. In actuality, despite the employment barriers that people experiencing homelessness face, they have expressed a strong



desire to work (National Alliance to End Homelessness, 2013). Gaetz and O'Grady (2013) attempt to debunk this misconception by arguing that it is not the individual factors that hinder an individual experiencing homelessness from accessing the

labour market; it is the social exclusion of this population.

Gaetz and O'Grady (2013) identify the following seven inter-related dimensions of social exclusion as factors excluding this marginalised population from the work-force.

Social Exclusionary Framework, Homelessness, and Employment

Social exclusion is defined as the circumstances and experiences of persons who are shut out (fully or partially) from the cultural, economic, political, and social institutions of society. It is believed that the greater the degree of exclusion, the longer the individual remains homeless. The Social Exclusionary Framework outlines the seven key dimensions that interact in complex ways to shut out that individual from society. Gaetz and O'Grady (2013) suggests that this framework helps to provide a deeper insight into the employability of young people. The seven dimensions are:

1. Inadequate Housing & Shelter
 - o This refers to the inability to secure housing, or housing that is secured but is temporary and/or considered unsafe.
2. Lack of Income
 - o Adequate income is necessary to pay all living expenses, from housing, to clothes and hygiene products to be presentable for a job interview or work, to food and transportation.
3. Educational Disengagement
 - o A good education is linked with the ability to compete in the job market. On the other hand, low rates of high school completion is linked with the following: addictions; learning disabilities and mental health problems; trauma; and poor school performance and disengagement before becoming homeless.
4. Compromised Health
 - o Compromised health comes with living on the streets, such as greater incidences of illness and injury, higher mortality, and increased future risk of conditions such as diabetes, heart disease, and arthritis. Compromised health in turn makes it difficult to obtain and maintain work.
5. Weak Social Capital
 - o Social capital refers to important and valuable social resources (e.g., knowledge, abilities, and connections) that family, friends, and others can draw on for support. For example, a family member may know an important contact that can provide a job referrals. However, in the case of social capital



among young people experiencing homelessness, it is profoundly limited since their connections to their social network of family and friends is often diminished.

6. Chaotic Lives

- o In order to obtain work or employment, stability and the ability to plan and prepare ahead of time is essential. However, challenging lifestyles associated with living on the streets makes it extremely difficult to engage in long-term thinking and planning; instead, these individuals are forced to make compromises and to focus on meeting immediate needs such as food and housing.

7. Interrupted Adolescence

- o The experience of homelessness typically means that the young person is shut off from the normal process of adolescent development that is considered essential for a healthy transition to adulthood. This interrupted adolescence means that the process of moving into adulthood is accelerated, forcing the youth to take on adult roles and responsibilities (e.g., generate income, take care of nutritional needs) almost immediately.

Each of these dimensions work in ways to decrease the employability of an individual experiencing homelessness. Without stable housing and shelter, an individual is unable to exert control over their lives, they are forced to forgo the space to rest, recover, and maintain personal hygiene, and ultimately, they do not have an address to put on a resume while job searching (Gaetz & O'Grady, 2013).

Impact on Youth Employment: Secondary Labour Market

What these key dimensions illustrate is that youth homelessness and the barriers to employment extend beyond individual factors. Instead, they are a result of social and structural factors. An example of the impact of structural factors is the shift towards the secondary labour market. This shift has contributed to the rate of youth unemployment, as it is characterized by part-time, non-standard work and lower wages. It has led to the creation of more precarious jobs. Despite the over-supply of highly skilled workers, individuals are working in precarious positions due to fewer employment opportunities that match their qualification levels. It is thus unsurprising that youth experiencing homelessness find themselves securing entry level positions or positions in the secondary labour market due to their low educational attainments (Robinson & Baron, 2007).

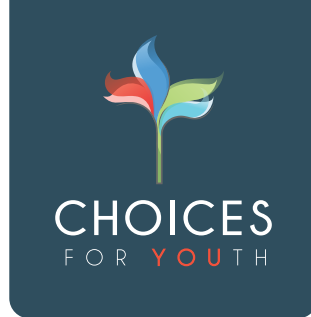
GOVERNMENT RESPONSES TO YOUTH UNEMPLOYMENT

In the following section, we provide examples of national and provincial measures to address youth unemployment. The first set of examples focuses on poverty reduction strategies and the second is on employment strategies.

Poverty Reduction

Canada's National Poverty Reduction Strategy (2018)

In 2018, Canada released its very first National Poverty Reduction Strategy



(Employment and Social Development Canada, 2018). In this strategy, poverty is defined as a “condition of a person who is deprived of the resources, means, choices, and power necessary to acquire and maintain a basic level of living standards and to facilitate integration and participation in society” (pp. 11).

Beyond the creation of various legislations and financial investments in key areas that would eradicate poverty across Canada, the strategy highlights the importance of employment. Chapter 4 of the strategy emphasises the need for opportunity and inclusion; this entails helping Canadians join the middle class by promoting participation in society and equality of opportunity (Employment and Social Development Canada, 2018). According to the strategy, an indicator to measure skills and levels of engagement includes young people actively engaged, whether in employment, education, or training. Additionally, progress is seen as a rise in the number of young people in jobs, education, or training.

Newfoundland and Labrador’s Poverty Reduction Strategy (2003)

In addition to the national poverty strategy, provinces across Canada have developed their own strategies. In 2003, the Government of Newfoundland and Labrador committed to a poverty reduction strategy to make the province’s rate of poverty the lowest in Canada. This strategy includes five goals, with two of the five goals closely linked to employment: improved earned incomes (goal 3) and a better educated population (goal 5) (Government of Newfoundland and Labrador, 2014). According to the Poverty Reduction Strategy progress report, Newfoundland and Labrador has achieved its lowest ever unemployment rate of 11.4% in 2013, down from 16.4% in 2003 (Government of Newfoundland and Labrador, 2014). The two employment-related goals are further described below:

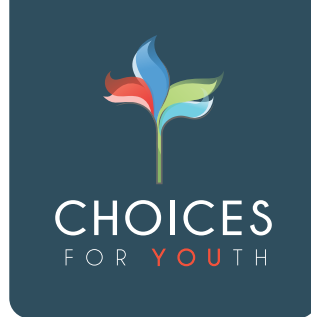
Goal 3: Improved Earned Incomes

This goal recognizes that helping people join and remain in the workforce is a key priority area in reducing poverty. Several programs within this goal were created in order to reduce or remove barriers among marginalised populations, such as single parents, people with disabilities, and women leaving violent relationships.

Since 2007, the Government of Newfoundland and Labrador has committed over \$100 million in funding to support initiatives in the areas of apprenticeship, programming, science and technology, and training and infrastructure (Government of Newfoundland and Labrador, 2014). The Apprenticeship Wage Subsidy program for instance, aimed to provide apprentices with the opportunity to gain critical work experience by providing employers a financial incentive to hire apprentices. Another program was the Youth Apprenticeship Program, which is a work-training program that enables youth to gain paid work experience and a guaranteed seat in a post-secondary skilled trades program while completing high school.

Goal 5: A better educated population

Closely related to the goal of improving earned incomes is goal 5 – ensuring a better educated population. This goal recognizes that education is a key aspect of breaking the cycle of poverty (Government of Newfoundland and Labrador, 2014). Education offers the opportunity for long-term economic success by enabling people to develop their full potential.



The Positive Actions for Student Success program was an initiative that aims to keep disengaged students and at-risk youth in school and to continue their education. Another investment in education found within Newfoundland and Labrador's poverty reduction strategy was the Adult Basic Education initiative. An annual investment of \$1.2 million has been dedicated to this strategy, which is meant to provide adults with an opportunity to achieve high school equivalency. These investments recognize that high school graduation is a key stepping stone to employment or further education which is associated with higher incomes.

Overall, the inclusion of and focus on employment and education attainment in the national and provincial poverty reduction strategies is a clear indicator that poverty is linked to employment. The next section explores existing youth employment programs and attempts to identify key lessons learned and promising aspects of each program.

EMPLOYMENT

Youth Employment and Skills Strategies

The Youth Employment and Skills Strategies (YESS) is a commitment from the Government of Canada that spans across eleven federal departments and agencies. The focus is to help young people who are facing barriers to employment. YESS enables young people to gain information, skills, work experience and abilities needed to successfully transition into the labour market (Government of Canada, 2020).

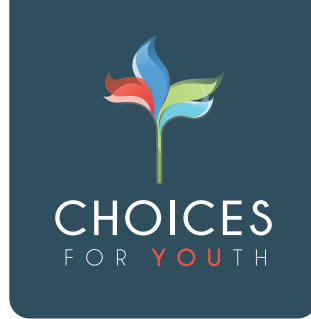
There are a number of funding streams within YESS aimed to meet its commitment of helping young people across Canada overcome barriers to gain meaningful employment. Each funding stream is focused on a different field and has different eligibility criteria. The Digital Skills for Youth program, for example, is one such stream geared specifically towards helping youth gain digital/IT-related jobs. This program provides financial incentives to small business or non-for-profit groups to mentor, train, and employ young people in some of the following roles: web design and web development, coding and app development, and data processing and management (Government of Canada, 2019).

Expert Panel on Youth Employment (2016-2017)

The Government of Canada announced the creation of an Expert Panel on Youth Employment in Budget 2016. The intention of this panel is to assess the barriers faced by vulnerable youth in finding and retaining jobs, and to examine innovative practices to improve job opportunities for this population (Government of Canada, 2017).

Creating a Province of Choice: A Youth Retention and Attraction Strategy for Newfoundland and Labrador (2009)

This strategy was intended to situate Newfoundland and Labrador in a competitive province where young people choose to live and work. With \$15 million invested over a 3-year period, the strategy benefited over 15,000 youth through various streams: Government Apprenticeship Hiring Program; Graduate Employment Program; grants to support international graduates who are living and working in the



province; and promotional activities that raise awareness about current and emerging job opportunities within the province for high school students (Department of Human Resources, Labour and Employment, 2011).

The Way Forward: Social Enterprise Action Plan (2018)

In 2018, Newfoundland and Labrador released The Way Forward: Social Enterprise Action Plan. This action plan is comprised of five pillars for developing a supportive environment for social enterprise growth. Each pillar consists of a number of action plans, making up 25 action plans in total to meet the plan's four growth objectives intended to build a stronger economy, leverage local knowledge, and to capitalise on existing networks to improve the well-being of communities (Province of Newfoundland and Labrador, 2018).

Untapped Potential (2018)

Choices for Youth released Untapped Potential in 2018. This white paper focused on the potential of social enterprises to stimulate economic development and drive social outcomes in Newfoundland and Labrador (Choices for Youth, 2018).

DESIGNING YOUTH EMPLOYMENT TRAINING PROGRAMS

According to past research, youth experiencing homelessness have two fundamental needs: housing and employment (Robinson & Baron, 2007). While employment training programs have been promoted as an approach to addressing youth homelessness, there is a lack of research on the effectiveness of employment training programs (Gaetz & O'Grady, 2013). Research has found inconclusive results as to whether such programs do increase employment rates of participants or have a real impact on post-program earnings (Gaetz & O'Grady, 2013). However, this does not signify that employment training programs are not a promising solution to addressing youth homelessness.

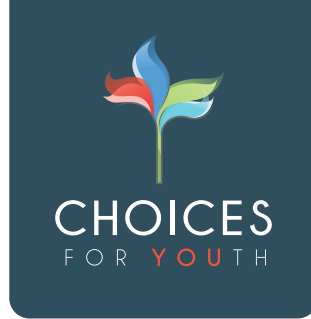
This section identifies key components compiled from the literature that should be considered when designing youth employment and training programs aimed at supporting the young person experiencing homelessness.

Breaking Stigma

Populations disproportionately experiencing high unemployment rates, such as youth and individuals experiencing homelessness, are often faced with stigma and discrimination associated with their lack of employability (Holden, Ecker, & Frimpong, 2018). Their lack of employability stems from mental health challenges, unstable housing, lack of employment experience, and prior criminal records (Holden, Ecker, and Frimpong, 2018; National Alliance to End Homelessness, 2013). It is thus important for employers to develop employment programs in a way that break these stigmas.

Social Inclusion: A Framework for Training and Employment

The ultimate purpose of designing a youth employment training program for homeless youth is to address the needs of this population. Gaetz and O'Grady (2013) urge that an institutional perspective be adopted when attempting to understand why



these programs have been unsuccessful, rather than focusing on individualistic factors. This institutional perspective unveils how the systems and programs may clash with the lived experience of people who are homeless. Specifically, highly structured programs may be difficult for the young person to adhere to given their lack of shelter, food, finances, and supports (Gaetz & O'Grady, 2013). Gaetz and O'Grady's (2013) propose promoting social inclusion among young people who are homelessness as a framework for training and employment. Within this framework are three key factors to guide program design that contribute to the social inclusion of homeless youth. While social exclusion is the circumstances and experiences of persons who are shut out (fully or partially) from the cultural, economic, political, and social institutions of society, social inclusion is the degree to which such institutions support young people's transitions to adulthood and enable them to obtain and maintain employment (Gaetz & O'Grady, 2013).

Program Philosophy

There are three principles that should drive the program's philosophy. Firstly, the program's activities must be designed to support the developing adolescents' needs. Secondly, the program must address the social exclusionary factors that pose challenges to the young person participating in training programs and employment. Lastly, young people need to leave the program with access to better jobs than they would if they did not participate in the program (Gaetz & O'Grady, 2013).

Structural Supports

Gaetz and O'Grady (2013) argue that employment training alone is not likely to help young people who are homeless. Rather, other structural supports are important as the young person is experiencing developmental changes (i.e. cognitive, emotional, physical, and social development) in a context of social exclusion where they lack the traditional supports to navigate these changes. Gaetz and O'Grady (2013) propose the following structural supports for the young person: stable housing, income, and access to appropriate health care and social supports.

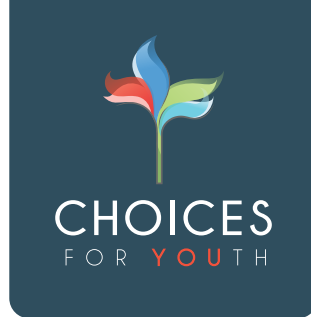
Program Components

In addition to enhancing soft and hard skills, other components are critical to ensuring that the training and employment program effectively addresses the young person's needs. Gaetz and O'Grady (2013) suggest that training and employment programs should include these other program components:

- Focus on developing real, marketable skills
- Incorporation of a client-driven case management component
- Targeting and supporting special needs
- Offering mentoring and job shadowing
- Offering opportunities for educational advancement

Institutional Components

From the institutional side of things, several commitments are required to successfully deliver an effective training and employment program: ongoing funding, ongoing program evaluation, and strong corporate engagement (Gaetz & O'Grady).



Other Components

Other components to be considered while designing a youth training and employment program are:

- Development of clear, attainable, and broadly agreed upon mission, goals, and objectives
- Adoption of a 'harm reduction' philosophy
- Adoption of an inclusive, anti-discriminatory philosophy, policies, and practices (Gaetz & O'Grady, 2013)

THE IMPORTANCE OF HUMAN CAPITAL & SOCIAL CAPITAL

In a Toronto, Canada study conducted by Robinson and Baron (2007), employment training options for young people experiencing homelessness are explored. This study identified two aspects that employment programs can incorporate in order to increase the young person's chances of securing meaningful employment: human and social capital. From a theoretical perspective, human capital and social capital are both considered key assets in successfully navigating and securing employment in the labour market.

Human Capital

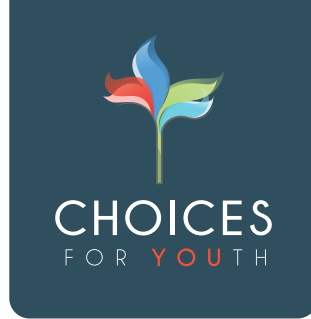
Human capital refers to the abilities, skills, and knowledge acquired through various channels. More education is typically equated with more human capital (Robinson & Baron, 2007). Evidence, however, shows that young people who are homeless are likely to have left school at a younger age than most housed youth (Gaetz & O'Grady, 2013). Like Robinson and Baron (2007), Gaetz and O'Grady (2013) similarly suggests that employment training programs should improve the human capital of the marginalised population in order to enhance their employability.

Social Capital

Social capital is defined as the interpersonal relationships and bonds that an individual creates and maintains (Robinson & Baron, 2007). More specifically, it is the valuable social resources (e.g., knowledge, abilities, and connections) that family, friends, and others can draw on to support one's life challenges (Gaetz & O'Grady, 2013). In the case of youth experiencing homelessness, their social capital is profoundly limited. This is because their connections with extended family, school, and community of origin are often weakened (Gaetz & O'Grady, 2013). While youth experiencing homelessness are likely to have friends also experiencing homelessness who form their social capital, their value for helping them move forward with their lives is much more limited. This is especially true in terms of employment; the networks of youth experiencing homelessness do not effectively prepare the homeless youth for a job search, for instance (Gaetz & O'Grady, 2013).

VALUABLE LESSONS FROM NGOS

In Baxter and colleagues' (2014) review of the literature, they found three international Non-Governmental Organizations (NGOs) with innovative entrepreneurship education and training programs aimed at alleviating poverty among youth. These three NGOs are: Swisscontact (Switzerland), Fundacion Paraguaya (Paraguay), and



CAP (India). These NGOs have demonstrated success in designing and delivering skill development and job training programs for youth from low-income backgrounds from various countries (e.g. Switzerland, Paraguay, India) (Baxter et al., 2014).

Lesson 1: Helpful Steps to Developing a Youth Employment Program

These NGOs have taken the following steps to successfully and effectively develop youth employment programs that eradicate poverty.

1. Conduct a Local Market Scan
2. Provide skills development and practice-based learning
3. Offer life skills
4. Provide financial literacy

Prior to developing a youth employment and training program, each of the NGO conducts a local market scan (step 1) to determine the specific skills and enterprise areas in which to educate and train youth. The following questions are intended to help make these decisions:

- Should the program offer basic education or vocational skills?
- Which life skills are most important to teach?
- Should the knowledge and skills being taught emphasise the local economy or the global economy?

Once these decisions are made, the program can implement steps 2 through 4, listed above.

Lesson 2: Overcoming External Challenges

Regardless of the quality and relevance of the training offered by the youth employment program, many external factors can limit a youth's success in applying their skills and achieving positive employment outcomes. These factors include: high unemployment, limited access to capital, and an unfavourable regulatory environment (e.g., employment laws and policies).

Baxter and colleagues (2014) suggest that one way to respond to these challenges is by preparing the trainees during the program in the following ways:

- Provide youth with an overview of their rights as employed or self-employed workers
- Show them out to fill out legal forms (for those wanting to establish their own enterprises)
- Help them develop negotiating skills

In a similar line, Robinson and Baron (2007) found that while the employment training programs taught the young people soft skills and hard employment skills (e.g., resume writing and interviewing), many of the youth participants did not secure paid work beyond the program. This is likely because there are greater influences beyond the programs control.



Lesson 3: Recognizing Context Matters

In addition to external challenges, the context in which the program is implemented matters. This includes the local and national macroeconomic policy and regulatory environments. In other words, the governing laws, rules, and regulations also impact program outcomes. This is why discretion must be applied when adopting programs that have proven successful elsewhere. Attention should be dedicated to negotiating between program fidelity and the demands of a local culture, ensuring that the program does meet and address local needs and constraints (Baxter et al., 2014).

DETERMINING BENEFITS OF YOUTH EMPLOYMENT PROGRAMS

Social programs like youth employment programs are promising initiatives aimed at addressing issues of youth unemployment, homelessness, and poverty. The benefits of such programs, however, are not always straightforward or easily calculated since they are not always quantifiable. Conducting a social return on investment is one way to measure these non-quantifiable benefits.

Social Return on Investment (SROI)

Social enterprises are defined as organisations that aim to achieve a social goal through the sale of its services, either while breaking even or making a profit (Walk et al., 2015). Unlike any other enterprise, they are considered to be innovative in the delivery of public services since they not only generate economic value, but also social value.

The Social Return on Investment (SROI) is a performance measurement tool used to measure both the social and economic value that these enterprises generate (Millar & Hall, 2013). Both tangible (e.g., employment) and intangible (e.g., improved well-being) outcomes are accounted for in an SROI analysis (Walk et al., 2015).

Walk et al.'s (2015) article identifies the following five overarching steps for conducting a SROI analysis. A detailed account of how an SROI analysis is conducted is beyond the scope of this literature review.

- Step 1: Establishing scope and identifying stakeholders
- Step 2: Mapping outcomes
- Step 3: Evidencing outcomes and giving them a value
- Step 4: Establishing impact
- Step 5: Calculating the SROI
- Step 6: Reporting, Using, and Embedding

ENVIRONMENTAL SCAN: YOUTH EMPLOYMENT PROGRAMS & SOCIAL ENTERPRISES

NATIONAL PROGRAMS

Organisation	Youth Employment Program / Social Enterprise	Area of Focus	Background	Approach
BC Centre for Employment Excellence (Vancouver, British Columbia)	Youth Employment Social Enterprises (YESE) pilot project	Various industries depending on the partners, such as: food service, maintenance, agriculture, delivery, cleaning	The Youth Employment Social Enterprises (YESE) project is a pilot project designed to evaluate an approach to connecting WorkBC youth with local employment social enterprises (ESEs) (BC Centre for Employment Excellence, 2017). WorkBC is the provincial government access point aimed to help British Columbians successfully navigate B.C.'s labour market (Province of British Columbia, n.d.)	Connections are established with local employment social enterprises, and then clients from WorkBC are recruited and placed at different employment social enterprises (BC Centre for Employment Excellence, 2017).



CHOICES
FOR YOUTH

Business in the Streets (Toronto, Ontario)	Business in the Streets	Entrepreneurship, mentorship, and networking opportunities	Toronto not-for-profit organization providing youth facing barriers access to top-tier business training, peer mentorship, micro-financing, and ongoing business supports (Business in the Streets, n.d.).	Four different training programs (e.g. YCEO, Boot Camp, BITS Bucks, Ignite Capital) offered to help youth develop business skills and grow their entrepreneurial ideas (Business in the Streets, n.d.).
BUILD Inc. (Winnipeg, Manitoba)	BUILD Inc.	Construction	BUILD is an acronym for Building Urban Industries for Local Development. BUILD Inc. is a social enterprise non-profit contractor and training program for people who face barriers to employment (Build Inc., n.d.)	6-month training program. The first 8-10 weeks of training covers in-class life skills and vocational training. Practicum placements occurs in the last 4 months (Build Inc., n.d.).



CHOICES
FOR YOUTH

<u>Building Up</u> (Toronto, Ontario)	Building Up	Apprenticeships and careers in the trades	Toronto non-profit social enterprise model developed to improve the city's environmental efficiency, affordable housing stock, and importantly to create a real pathway for individuals experiencing barriers to enter apprenticeships and careers in the trade (Building Up, n.d.).	16-week paid training program in construction (8 weeks in-class training and 8 weeks work placement) (Building Up, n.d.).
<u>Choices for Youth</u> (St. John's, Newfoundland)	Train for Trades	Green retrofits and construction	Established in 2008 as a means of providing employment opportunities for at-risk and homeless youth in St. John's (Canadian Homelessness Research Network, 2013).	Comprehensive, client-centered approach that combines employment training with other key components: housing, education, and intensive personal support. The training program consists of instruction and real world, jobsite experience (Canadian Homelessness Research Network, 2013).



CHOICES
FOR YOUTH

Directions Youth Services Centre (Vancouver, British Columbia)	Keeners Car Wash	Customer service, sales skills, time management, money management and self-confidence	Mobile car wash, social enterprise that addresses the work experience gap among youth by providing a low-barrier workplace with low skills requirement and a flexible work environment (BC Centre for Employment Excellence, 2014).	A General Manager and one team supervisor oversees on-site quality control and employee training (BC Centre for Employment Excellence, 2014).
Eva's Initiatives for Homeless Youth (Toronto, Ontario)	Eva's Phoenix Print Shop	Graphics and print sector	A profit-for-purpose social enterprise model that helps homeless youth build better futures through employment (Eva's Initiatives for Homeless Youth, n.d.).	8-week comprehensive training program that introduces youth to the pillars of the graphics industry. Hands-on training is offered in: computer graphics, offset printing, digital imaging and bindery, and soft skills training (Eva's Initiatives for Homeless Youth, n.d.).



CHOICES
FOR YOUTH

LOFT Kitchen (Toronto, Ontario)	LOFT Kitchen	Food and catering	A café, food shop, and catering social enterprise that trains youth in food preparation, food product development, and hospitality and customer service skills (BC Centre for Employment Excellence, 2014).	Youth are offered training in relevant and job-desirable skills, as well as wrap-around supports to help them find and maintain career-related employment. Youth attend training offered by a local culinary training college while they are paid employees at the catering enterprise (BC Centre for Employment Excellence, 2014).
Warm Up Winnipeg (Winnipeg, Manitoba)	Warm Up Winnipeg	Green retrofits	Employment training and job creation model for youth and young adults (specifically Aboriginal individuals involved in inner-city gangs) with the goal of retrofitting houses to be more energy efficiency (Canadian Homelessness Research Network, 2013).	

INTERNATIONAL PROGRAMS

Organisation	Youth Employment Program / Social Enterprise	Area of Focus	Background	Approach
D.C. Central Kitchen (United States)	- Culinary Job Training	Culinary and food service industry	For nearly 30 years, D.C. Central Kitchen's Culinary Job Training program has helped individuals facing high barriers to employment develop careers in the food service industry (D.C. Central Kitchen, n.d.)	14-week training program provides culinary arts education, career readiness training, and real-world internships for adults who have experienced barriers to employment (D.C. Central Kitchen, n.d.)
Youth UpRising (United States)	- Corners Café & Catering - YU Green - YU Create	Leadership through employment and entrepreneurship - Corners Café & Catering – culinary - YU Green – landscaping and lawn maintenance - YU Create – digital media, design, and video production	Youth UpRising realized that many employers were not able to provide the training and support many of the youth needed. This led to the creation of social enterprises that provide these opportunities and skills to the youth (Youth UpRising, n.d.).	3 core activities: 1. Social enterprise hub (businesses that create employment opportunities for youth while providing services that bring value back to the community) 2. Community entrepreneurship (support ecosystem serving hub of growing entrepreneurial and small business owner) 3. Job training program (Youth UpRising, n.d.).

White Box Enterprises (Australia)	<ul style="list-style-type: none"> - Hotel Housekeeping - Jigsaw - Bertonni - Mantua Sewing Studio 	Various industries	The goal is to create 5,000 jobs for young disadvantaged Australians by 2030 (White Box Enterprises, n.d.).	<p>Two approaches:</p> <ol style="list-style-type: none"> 1. Build market-led, large scale employment-focused social enterprises, that can employ more than 50 disadvantaged people 2. Support innovative ideas and social enterprises with the resources needed to create more jobs for disadvantaged young Australians (White Box Enterprises, n.d.).
--	--	--------------------	---	---

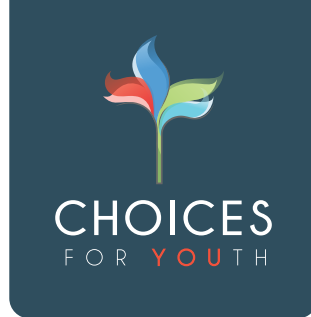
Appendix B - Evaluation Matrices

Process Evaluation Matrix

1.What lessons have been learned about the employment and education process for underemployed youth?

The list of learnings for this project are long and with reflection they could be unending. Highlight learnings of the employment and education process are listed here, but for more details go to the Learnings section of this report.

- Self-actualization for trainees is the ultimate goal
- 3 out of 4 consultation facilitators reported seeing little to no entrepreneurial spirit among youth in their community
- Even small wins against can go a long way for a person's confidence and perspective towards work
- Limitations to education and employment experienced by youth are often generational
- Finishing or completing school not an option for many who experienced trauma in educational systems because: "You can't fix the hurt in the same place you were being hurt. You can't fix school trauma with school tactics"



- While CERB and EI eligibility caused a decrease in recruitment, being able to create a safety net for those that were not eligible for CERB and EI kept recruitment numbers up

- The embeddedness of wrap-around supports into the core curriculum has helped bridge the gap between training and employment, helping to prove the research question at the center of the project.

2. How many potential trainees have applied for programming?

There were a total of 136 applications into programming.

3. How many applicants have been accepted?

A total of 73 applicants were accepted.

4. How many trainees have been assessed?

92 trainees were assessed.

5. How many employed trainees finished their contract?

All 73 trainees finished their training contract.

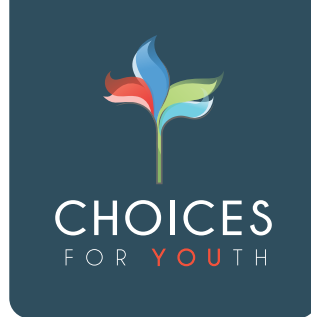
6. How many trainees received constructive feedback (write up)?

Trainees were not given a formal write up because it was felt that the methodology too closely resembled educational methods that carried various degrees of trauma and upset for the some trainees. Therefore feedback was given ad hoc and in the moment to trainees that were observed to be needing support or encouragement or deserving accolades.

7. What types of partnerships does CFY have?

CFY has a variety of partnerships in the form of community partners, recruitment, program delivery.

- Community partners: Western Food Hub, Food First NL, Stella's Circle, Easter Seals,Thrive.
- Recruitment: Thrive, Stella's Easter Seals, FLY, Waypoints, Don Howard, Murphey Centre, Community Center.
- Program delivery: Credit Union, Carpenter Millwright College, DNC, NORCAN, Smart Ice, NL Public Libraries, Craft Council, Planned Parenthood, Dumphey and Malloy, Verafin, Scotiabank, PAL Airlines, CBDC/Youth Ventures, Workplace NL, Occupational Safety and Health Administration. Skills Canada. Local Artists: Jud Haynes, Suas, Murray (Trouble bound).



8. What are the reasons for those partnerships?

Recruitment, Program Delivery, Consultation, Research

- Community, Industry, Programming, Research
- Government and Stakeholders
-

Impact Evaluation Matrix

A focus group with the NL-WIC project team was conducted to map out the various impacts that they perceived the NL-WIC project to create, the evaluation questions that would indicate whether the impact was successful, as well as the best data to collect that supports the impact, as seen in the evaluation framework. Below is the list of Impacts as well as the results from the data collected. Data for this section comes from data spreadsheets from NL-WIC training programs as well as staff and youth focus groups.

Impact 1: Youth have access to the food, housing, legal and income support services they need as they prepare for employment

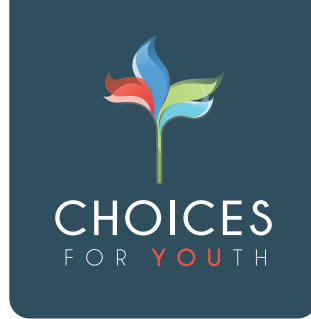
Throughout discussions of the supports services provided by Choices for Youth the original list of food, housing, legal and income support was modified to include health and transportation. The breakdown is presented above. The largest support service accessed was 42% in health, followed by fairly even splits between 13% and 14% in finance (income support), transportation, and housing with food and legal support being the least required support at 10% or less. It is important to note that these represent interventions that required support. While only 13% of trainees required intervention in housing, 100% of trainees were supported with housing.

Impact 2: Governments and agencies have increased understanding about how to support underemployed trainees on their journey to employment

The provincial government was informed of supports for underemployed trainees through a series of government briefs that were given to all pertinent departments[MC1]. These briefs resulted in the creation of the Income Support Project. This pilot was co-created with the community sector including ISL, Minister of Immigration, Populations Growth and Skills Gerry Burn and the NL Labour Force as well as Stella's Circle.

The briefs also influenced the PERT (Provincial Economic Recovery Taskforce) analysis - presented to Moya Green. Choices for Youth programming was referenced several times within the report illustrating that government is bearing witness to what Choices for Youth and their represented trainees are experiencing.

Finally, the Forward Together report that overlaps with the NL-WIC Project provided findings that were shared in a series of presentations to all relevant government departments[MC2].



Impact 3: Increase in the number of multi-industry social enterprises to serve communities

As of this report 70 individuals have received training with support from social enterprises in a variety of industries including: Trades and Construction, Self-employment and Entrepreneurialism, manufacturing, Customer Experience/Service, Food Services, Food Delivery, Research and Development, Technology.

Currently a variety of social enterprises are being developed, tested or piloted[MC3]. In development are The Shop is a manufacturing and textiles social enterprise that is currently being developed. This provides trainees the opportunity to gain experience working for a variety projects for local businesses and organizations. Crust Craft Bakery is another social enterprise in development designed to provide trainees with experience in food preparation and delivery. There is also talk of developing a solar/alternative energy social enterprise in the future.

A partnership between Choices for Youth and the Western Food Hub created a pilot project for food security on the western coast of Newfoundland. NL-WIC training was provided to get young people ready for the position. This included specific work skills as well as 21st century life skills required to secure and maintain employment.

Finally, NL-WIC trainees have been supporting the thrift clothing store Neighbourhood with employable youth. The enterprise has been active since 2018 and is in the process of scaling. Here trainees can gain experience in retail industry.

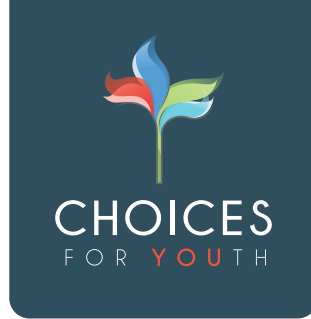
Impact 4: Youth have support navigating systems

Youth have been supported in navigating a variety of systems that present a multitude of various barriers. Choices for Youth staff report assisting in navigating food, housing, transportation, income, support, and legal systems. The data on these interventions were outlined in Impact 1: Youth have access to the food, housing, legal and income support services they need as they prepare for employment.

Reports from trainees paints a more nuanced picture. While support navigating the above systems was acknowledged in focus groups, they discuss Choices for Youth as having a culture of problem solving, whether those problems stem from social support systems, medical systems, housing, etc. There was a consensus among trainees that Choices for Youth fills the gap in systems, specifically when a parent or guardian acts as a barrier to accessing and navigating systems and services, such as requiring a parent or guardian to set up a bank account, book a dentist appointment, or apply to low income housing. One trainee said, "I don't know where I'd be without Choices [support], honestly, I'd probably be out on the street."

Impact 5: Youth with barriers to learning are supported to find accommodations to help them succeed in education

Choices for Youth staff involved with NL-WIC training reported that each cohort has approximately two trainees with a learning disorder. Trainees that showed a passion and interest in continued education resulted in a partnership with the Newfoundland and Labrador English School District, which allowed Choices for Youth to access trainees confidential Cumulative Record to discover any past assessments of barriers. This illustrated a financial gap that if students were not properly assessed while



in school obtaining an assessment for a learning disorder it would cost upwards of \$2000 to obtain one. Without an assessment no accommodations could be provided for a General Education Diploma(GED) candidate for any learning disability. These barriers are reported to have had a tremendous impact on trainees with disabilities confidence to even seek employment, let alone secure and maintain it. Through a partnership with Thrive, Choices for Youth staff were able to provide trainees with accommodations to GED writing. Further details are available from Education and Employment/Social Enterprise reporting breakdown.

Reporting from trainees again provided an even more nuanced discussion around barriers they faced. Specific barriers such as addiction, legal, education, housing and homelessness, systems barriers, family and caretakers were all raised by trainees. But again the conversation moved from what barriers trainees experience to a conversation of how Choices for Youth accommodates those barriers. One trainee spoke of the shame of their legal issues, “I found that being able to bring that up, [it] didn’t become a boundary anymore.” Another said, “As a single human being you find yourself jumping in headfirst and it’s just too much and you get overwhelmed, you don’t know how to deal with it, like you’d rather just hide from the problems, but bring them to your guys’ attention like someone else said over on this side of the room, you guys break them down and it’s like you take it a step at a time we’ll let’s get through this part and then we’ll do that part and then that part but by the time we’re done all that we did it off. So you know what works either way at the end and it’s really great for that.”

The problem solving culture outlined by trainees is evident in their methodology towards trainees and barriers. Taking a restorative justice approach and a non-judging attitude, boundaries to learning are taken on a case by case basis, and use a variety of tools and resources to provide accommodation. This can be in the form of assisted learning technologies such as Dragon Naturally or educational technologies Kurzweil, or through the support staff that assisted trainees in navigating the education system to become self-advocates for their education. A total of three trainees were supported in obtaining their GED.

Outcomes Evaluation Matrix

Outcome 1: Youth are prepared to enter the workforce in careers that interest them

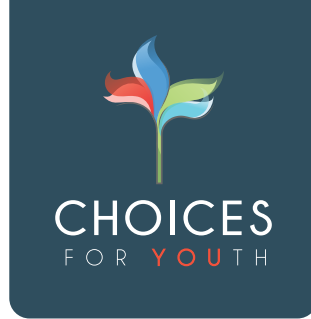
1. Do trainees feel prepared to enter the workforce in careers that interest them?

Of the 17 individuals that completed a pre and post interview all showed signs that they felt more prepared to enter the workforce. With that said, only 53% of those that completed a pre interview also completed a post interview. Likewise, the Likert statement “I have difficulty finding and maintaining work” showed no deviation from pre and post with an average score of 3 out of 5.

2. In what ways does CFY prepare trainees to enter the workforce?

There are several ways that Choices For Youth facilitators prepare trainees to enter the workforce:

- Core curriculum: The core curriculum was developed specifically to the trainees needs. With a human centered design, a list of 21st century skills were devel-



oped to help inform the curriculum with real world skills that would help them find an entry point into the labour market, sustain their employment and advance their potential careers. (see Evaluation spreadsheet version 1 for original list and NL-WIC/CFY Master Data for current list)

- Pairing trainees with experts: Trainees were paired with different industry leaders for training: hard skills for Impact (T&C) were trained by the Carpenter Millwright College; Nick King for Yes Chef, ML Taylor for customer experience.
- Mentors were brought in to support trainees with interests in the creative arts

Outcome 2: Youth have increased skills and experience for employment

1. How many trainees have demonstrated competency at a new skill?

Post-interview: coding illustrated 7 unique indications of learning, which is the highest scoring theme.

2. How many trainees have demonstrated competency at improving an old skill?

Coding revealed 6 self-reported indications of improved skills, tied for the second highest scoring theme.

The focus group illustrated a great deal of learned skills, both new and old. Those include:

making a bucket hat, sewing, first aid, team building, creativity, demolition, carpentry, HVAC, resilience, life skills, interviewing skills, and dealing with stress in interviews.

3. How many hours of experience did trainees receive?

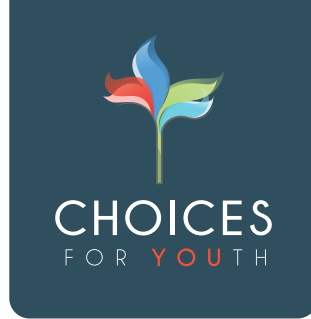
A total of 3431.5 paid training hours were provided for this program distributed over 13 training programs. Not all programs had the same number of trainees nor the same number of required hours, as illustrated in the chart below:

Outcome : 3 Youth have the confidence and ability to explore different avenues for life-long learning

1. Do trainees feel confident and able to explore different avenues for life-long learning?

Pre and post surveys were not adequate to map changes in confidence or ability to explore different avenues of life long learning, however, by asking this question and having it in the evaluation framework it kept this outcome in the minds of the project team. After discussion, the agreement that better longitudinal data processes for CFY as a whole are required, and discussions concerning how to do so in an ethical way are currently being discussed.

Focus groups were more successful. A trainee focus group and staff focus group was facilitated by the evaluator. Each session had a specific list of questions that are directly linked to the evaluation framework, and the results are below:



At the trainee focus group it was reported that they were getting better at hard skills, and had a better understanding of concrete things that will help them succeed, such as certificates. Another noted that the new interview training processes helped their confidence when preparing for an upcoming interview:

“Still a bit nervous, but it’s good. It’s not as bad like, I really want to do it. Like, I just want to jump into the interview. I want to get it done. But prior to doing this, I wouldn’t have been that way. Like I would have sat at home for days. All right. All right. All right, knowing that [when] the day actually came I would have been ‘no!’”

2. In what ways does CFY promote confidence and ability to explore different avenues for life-long learning?

Choices For Youth staff reported promoting confidence and an increased ability to explore different avenues for life-long learning by putting trainees’ journeys first and secure employment second. This is done by reinforcing to trainees that CFY are providing a training opportunity to further themselves and not a temporary revenue. Another method to promote confidence and to build capacity is to create a safe environment for trial and error without risk of judgement. An agreed understanding that failing is an acceptable path to learning is modelled first by facilitators through humility and then through action by letting trainees set the pace and requirements for their learning. This methodology led to providing different types of learning, most notably experiential learning, that break away from the classroom setting that many trainees report associating with failure and trauma.

Outcome : 4 Youth have decreased stress.

1. Are trainees reporting less stress at the end of the program?

Pre and post surveys were not adequate to map changes in stress or ability to explore different avenues of life long learning, however, by asking this question and having it in the evaluation framework it kept this outcome in the minds of the project team. After discussion, the agreement that better longitudinal data processes for CFY as a whole are required, and discussions concerning how to do so in an ethical way are currently being discussed.

2. In what ways has CFY addressed stress issues among trainees?

Staff reported a number of ways they addressed issues of stress among trainees, primarily by striving to create a safe work culture for youth with complex barriers and needs. This was done with a Human Centered Design that allowed the trainee in need to be seen and heard “where they are at” by facilitators. This included accepting trainees in an inclusive and open way that allowed trainees to fully express their identity, needs and situation without judgement or reprisal.

This effort was furthered by incorporating a restorative justice lens that by providing safe meeting spaces so that trainees can be separated from the group if required and to access social supports if required. This led to a better understanding of past trauma’s experienced by trainees, especially within the education system. One facilitator reported:

Addressing past trauma especially in education, and provide different methods of learning in order to break down preconceived notions around education and to ease



the fear and stress of interaction with education, given the educational detachments we see in states, informs how we deliver training and skills development.

The trainee focus group supports this self-assessment. When asked about stress and CFY's effect there was a communal agreement that CFY has had a positive effect on trainee stress levels. They noted the happy and supportive atmosphere, and that in previous employment situations they were not given a chance before they were terminated, which CFY was more understandable and lenient. A major example of this facilitators being accommodating of sick leave, and did not feel pressured to text or call that they were not going to make a shift (56% of trainees' absences excused with a reason). Another example provided by trainees was that staff would provide transportation so that trainees did not have to miss work due to appointments.

But perhaps the most visceral example of how CFY addressed stress in trainees lives was when trainees reported how they felt a sense of belonging and that being part of something, having a sense of place and community helped with stress. One trainee reported:

Trainee Focus Group

My whole life before I had a job, I was always thought it would be horrible. Like, as soon as I went I'd see shitty people, a shitty environment. When I came here, it was a total opposite. Like everyone's just so bubbly, and nice, and like talkative, and nobody's rude to each other. It's like we're all like a small family. - CFY Trainee

Outcome : 5 Youth feel like they are meaningfully contributing to their community

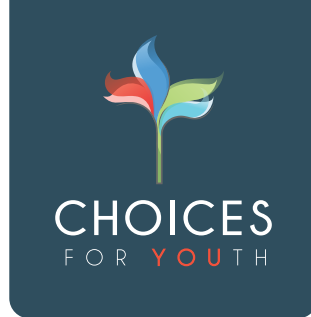
1. Do trainees feel like they are contributing meaningfully to the community?

The qualitative data of the pre and post interviews made 5 self-reported direct references to an increased sense of community engagement.

2. What examples of meaningful contribution were reported by trainees?

Trainees had a mixed reaction in terms of community and belonging. There was a clear divide between the community they identified with at CFY and what they perceived as the greater community as a whole. Throughout the trainee focus group there were many references to a sense of belonging to a greater whole and wanting to be helpful and contribute to something bigger than themselves, however, when talking about community in a more general sense there was a great deal of discussion around the stigma they felt from the community.

For example, one trainee talked about never wanting to volunteer for anyone and that they now volunteer at multiple places, but when asked about feeling closer to the community they said "I don't know about [feeling closer to] community." Some spoke of feeling judged by the community with many nods and comments of agreement. Some spoke of having confidence despite that judgement, one connecting that confidence and self-worth directly to skills they learned in training at CFY. One reported:



I got a criminal record. I got charged and did three years in jail, got out, did my prob[ation], no problem, [I'm] well past it. But nobody else outside those doors don't hear that and they're like, [they] won't accept it like that, they're like 'You did that!?' But I came here and learned some of the skills I learned here, and now I can go out there with an 'I don't give a fuck attitude'. You look at me how you want to look at me, but I know my past and there is more to succeed, so you feel how you want to feel, and we'll be okay with that.

As a follow up to the discussion of stigma felt by the larger community the evaluator pivoted the conversation to address how trainees would change the larger community to make it more like what they have experienced at CFY, which generated an outpour of desire to see people be more accepting and understanding in general. They indicated a resistance to empathy and compassion, and that these stigmas against those who experience barriers are often generational, passed down from parents. One trainee reported:

I can take [their reaction] in a negative or positive way. Maybe he's doing this, maybe he's just being an idiot. But the thing is about it is that either way, it could be either or, it's up to you to let it go and make it a better situation for yourself. That's what more people need to understand, it doesn't have to be conflict all the time, just because you're having a bad day anyway.

3. What examples of meaningful contribution were reported by staff?

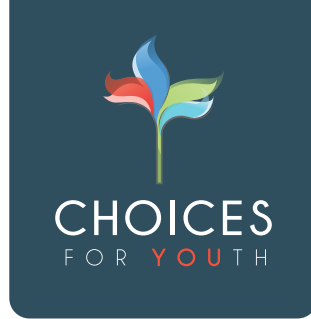
CFY staff reported several ways that trainees made meaningful contributions to the community:

- NL Boards - Youth Pit charity donated skate board decks. Staff noted that this really engaged trainees because they aligned with the charities purpose, which was to support Planned Parenthood. Trainees had a strong positive reaction to the fact they were able to double their contribution from last year.
- Neighbourhood Community cleanup
- Training with Habitat for Humanity
- Western Food Hub - connecting with local farmers/produce/food systems
- Cashin Avenue Affordable Housing build

Outcome : 6 Youth have increased well-being

1. What percentage of trainees who exit the program report increased well-being?

Pre and post surveys were not adequate to map changes in wellbeing, however, by asking this question and having it in the evaluation framework it kept this outcome in the minds of the project team. After discussion, the agreement that better longitudinal data processes for CFY as a whole are required, and discussions concerning how to do so in an ethical way are currently being discussed.



2. In what ways have trainees reported an increase to their well-being

There was a general agreement that trainees felt better about themselves and their day to day lives. An early indicator discussed in the trainee focus group was routine behaviours, such as getting up in the morning, getting to work on time and how those small steps feel like they contribute to a bigger meaning in their lives. They also report that those feelings build momentum and the positive energy carries on beyond their work day. One trainee reported: “When I get home from work, I feel like I want to do something around the house” and another added, “Especially when you are doing something that matters.” Another trainee acknowledged that “getting up and doing something helps you feel better about yourself,” while another captured agreement from the room when they reported: “When you come here it feels like you are somebody, you know, like you have a purpose.

3. In what ways have CFY supported an increased well-being among trainees?

Staff reported a wide number of ways that CFY strives to increase well-being among its trainees included:

- Through programming: Mindfulness module
- Environment: restorative justice - trust building centered environment
- Supports: health, family support, therapists, access to medical services
- Access to information (re: Covid-19 updates and protocols)
- Vaccination Clinics
- Bonfires, outings and fishing
- Waypoints Camp
- Freedom to have choices that they get to make about how they handle stressful situations, such as being able to leave the task at hand and given several avenues to deal with stress.
- 100% of trainees are housed.

Outcome : 7 Youth have increased self esteem

1. Do trainees feel they have an increased self esteem?

Pre and post surveys were not adequate to map changes in wellbeing by asking this question and having it in the evaluation framework it kept this outcome in the minds of the project team. After discussion, the agreement that better longitudinal data processes for CFY as a whole are required, and discussions concerning how to do so in an ethical way are currently being discussed.

2. In what ways have trainees reported an increase in self-esteem?

At the trainee focus group we learned that many of the participants felt more comfortable with themselves and that they did better working with others. A great deal of this was due to the hands on learning experience outlined in Outcome 3.

3. In what ways have CFY supported an increased self-esteem among trainees?

During the staff focus group it was admitted that self-esteem is difficult to gage or measure. One staff member acknowledged the success of looking for learning moments during periods of failure and reframing the narrative around failure. Some

witnessed increased self-esteem during programming by tracking what they wanted from the program in terms of increased social skills, and watching that self-esteem grow as they became more and more comfortable in the social circle created by shared training experiences. Another facilitator acknowledged seeing an increase in self-advocacy which they associated with increased self-esteem.

Appendix C - Evaluation Tools

EVALUATION FORM

Participants	Module	Delivered	Engaged	Understood	NOTES
John Doe	Orientation				
	Workplace Etiquette				
	Skills Assessment/Suitability				
	Job Search				
	Applying for Jobs				
	Resume and Cover Letter				
Jane Doe	Orientation				
	Workplace Etiquette				
	Skills Assessment/Suitability				
	Job Search				
	Applying for Jobs				
	Resume and Cover Letter				
Jay Dee	Orientation				
	Workplace Etiquette				
	Skills Assessment/Suitability				
	Job Search				
	Applying for Jobs				
	Resume and Cover Letter				
	Orientation				
	Workplace Etiquette				
	Skills Assessment/Suitability				
	Job Search				
	Applying for Jobs				
	Resume and Cover Letter				

Person Leadership Home Financial **Career**

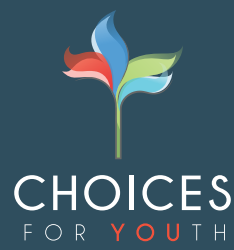
PROGRESS FORM

SHIFT ATTENDANCE BY DATE											INTERVENTIONS							
Date	SHIFTS HOURS	Trainee 1	Trainee 2	Trainee 3	Trainee 4	Trainee 5	Trainee 6	Trainee 7	Trainee 8	Trainee 9	FOOD	HOUSING	TRANSPORT	INCOME SUPPORT	LEGAL	HEALTH	DAILY TOTAL	HC
2022-04-14																		
2022-04-19																		
2022-04-23																		
2022-04-26																		
2022-04-28																		
2022-05-05																		
2022-05-09																		
2022-05-10																		
2022-05-12																		
2022-05-17																		
2022-05-19																		
2022-05-24																		
TOTALS	0										0	0	0	0	0	0	0	
Hours Paid	0	0	0	0	0	0	0	0	0	0								
Absent Excused	0	0	0	0	0	0	0	0	0	0								
Absent Unexcused	0	0	0	0	0	0	0	0	0	0								

Summary Trainee Attendance Participants Journey

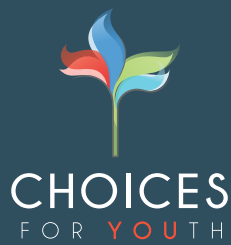
PARTICIPANTS JOURNEY								NOTES
Participants	Finished Program	Interview	Offer Made	Offer accepted	Start SE	Post-Sec Ed	Comp. Employ	
Trainee 1								
Trainee 2								
Trainee 3								
Trainee 4								
Trainee 5								
Trainee 6								
Trainee 7								
Trainee 8								
Trainee 9								
Total Yes	0	0	0	0	0	0	0	
Total No	0	0	0	0	0	0	0	

Summary Trainee Attendance Participants Journey



Recruitment Form

[illegible]



Pre/Post Interviews

Choices for Youth NLWIC Programming Pre-Interview

All information released to Choices for Youth – Employment, Education and Social Enterprise (ESEE) is strictly confidential. In order for information or documentation to be released outside this agency, a consent form must be signed by the client. Within the agency, it is understood that staff members of CFY shall have access to all information pertaining to the client on file.

Name: _____ Date: _____
Age: _____ Gender: _____ Program: _____

Do you face any barriers in terms of finding employment and pursuing education? Check all that apply:

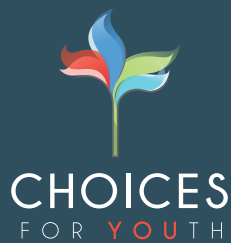
- | | | |
|--|---|---|
| <input type="checkbox"/> Access to food | <input type="checkbox"/> Difficulty with | <input type="checkbox"/> Computer skills |
| <input type="checkbox"/> Access to housing | <input type="checkbox"/> learning in school | <input type="checkbox"/> Technical skills |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Transportation | <input type="checkbox"/> Supportive |
| <input type="checkbox"/> Addictions | <input type="checkbox"/> Age | <input type="checkbox"/> relationships |
| <input type="checkbox"/> Physical Health | <input type="checkbox"/> Legal issues | <input type="checkbox"/> (family/friends) |
| | | <input type="checkbox"/> Childcare |

Respond to the following statements on a scale of 1 to 5 where 1 is "do not agree at all" to 5 being "completely agree"

- | | | | | | |
|---|---|---|---|---|---|
| 1. "I have difficulty finding and maintaining work." | 1 | 2 | 3 | 4 | 5 |
| 2. "I am confident that I can work effectively." | 1 | 2 | 3 | 4 | 5 |
| 3. "When I have stress I manage it well" | 1 | 2 | 3 | 4 | 5 |
| 4. "I feel connected to my community." | 1 | 2 | 3 | 4 | 5 |
| 5. "On the whole, I am satisfied with myself." | 1 | 2 | 3 | 4 | 5 |
| 6. "I feel that I have a number of good qualities." | 1 | 2 | 3 | 4 | 5 |
| 7. "I am able to do things well." | 1 | 2 | 3 | 4 | 5 |
| 8. "I have trouble giving myself credit for my achievements." | 1 | 2 | 3 | 4 | 5 |
| 9. "I feel that I'm a person of worth, at least on an equal plane with Others." | 1 | 2 | 3 | 4 | 5 |
| 10. "I take a positive attitude toward myself." | 1 | 2 | 3 | 4 | 5 |

Choices for Youth NLWIC Programming Pre-Interview

In your own words, what are you hoping to get from this program?



Choices for Youth NLWIC POST-Interview

All information released to Choices for Youth's Department of Employment, Education and Social Enterprise (CFY EEE) is strictly confidential. In order for information or documentation to be released outside this agency, a consent form must be signed by the client. Within the agency, it is understood that staff members of CFY Employment Support shall have access to all information pertaining to the client on file.

Name: _____ Date: _____
 Program: _____ Age: _____

What new or continuing barriers do you face in terms of finding employment and pursuing education? Check all that apply:

- | | | |
|--|---|--|
| <input type="checkbox"/> Access to food | <input type="checkbox"/> Difficulty with learning in school | <input type="checkbox"/> Computer skills |
| <input type="checkbox"/> Access to housing | <input type="checkbox"/> Transportation | <input type="checkbox"/> Technical skills |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Age | <input type="checkbox"/> Supportive relationships (family/friends) |
| <input type="checkbox"/> Addictions | <input type="checkbox"/> Legal issues | <input type="checkbox"/> Childcare |
| <input type="checkbox"/> Physical Health | | |

Now that you have finished programming, we want to know if anything has changed or stayed the same. Respond to the following statements on a scale of 1 to 5 where 1 is "do not agree at all" to 5 being "completely agree".

- | | |
|---|-----------|
| 1. "I have difficulty finding and maintaining work." | 1 2 3 4 5 |
| 2. "I am confident that I can work effectively." | 1 2 3 4 5 |
| 3. "When I have stress I manage it well" | 1 2 3 4 5 |
| 4. "I feel connected to my community." | 1 2 3 4 5 |
| 5. "On the whole, I am satisfied with myself." | 1 2 3 4 5 |
| 6. "I feel that I have a number of good qualities." | 1 2 3 4 5 |
| 7. "I am able to do things well." | 1 2 3 4 5 |
| 8. "I have trouble giving myself credit for my achievements." | 1 2 3 4 5 |
| 9. "I feel that I'm a person of worth, at least on an equal plane with Others." | 1 2 3 4 5 |
| 10. "I take a positive attitude toward myself." | 1 2 3 4 5 |

Choices for Youth NLWIC POST-Interview

In your own words, what did you get out of this program?

What could have been done differently to make this program better for you and/or others?

If you were to take this program again, is there anything you would have done differently?



CONFIDENTIAL - DO NOT DISSEMINATE. This document contains confidential, trade-secret information and is shared only with the understanding that you will not share its contents or ideas with third parties without the express written consent of the plan author.

2022-2023 Copyright. Choices for Youth.

