

RADIUS QUEST

Quality Essential Skills Training Program Evaluation

2008-2009

Radius Community Centre for Education and Employment Training

Submitted to:

Service Canada

Youth Employment Strategies: Skills Link

Submitted by:

Radius

#6 Bateman Crescent

Saskatoon, SK S7H 3C2

Tel: 306.665.0362

Fax: 306.665.5579

Email: radius.center@sasktel.net

Acknowledgements

The success of the Radius QUEST program was due to the diligent efforts of the dedicated staff in the Employment Programs at Radius Community Centre. Wendy Eddy and Jodi Swaby provided the leadership as the classroom instructors who strove to facilitate a program that would be meaningful for participants to improve in their self efficacy, essential skill development and career direction. Their efforts to include participants in program plans have created a program that is truly collaborative with the participants taking ownership of their action plans.

Radius Employment Programs work from a teamwork model, and QUEST benefited from the support of the team inclusive of Sharon Poncelet-Ferris, Robin Stone, Kim Vanderkooy, Diane Vanderflier, Janine Miller and Maxine Lawrenz. The team helped with advice and encouragement through daily debriefings and program planning sessions. Thank-you!

We hope that the evaluation findings and the sample work presented in this report are useful for employment programs throughout Saskatchewan. This report will be made available for download on the Radius Community Centre website at www.radiuscentre.com.

Dorothy Hyde
Executive Director
April 2009

TABLE OF CONTENTS

A. EXECUTIVE SUMMARY.....	4
B. EVALUATION METHODS	7
C. KEY FINDINGS	8
D. INFORMAL FINDINGS	9
E. CLIENT DEMOGRAPHICS.....	12
F. OUTCOMES.....	14
G. CONCLUSION	19
APPENDIX A: Surveys	21
Appendix A.1 Radius QUEST Follow-Up Survey and Results	21
Appendix A.2 QUEST Consultant/Saskatoon Community Evaluation	22
Appendix A.3 Participant Exit Survey and Results	23
Appendix A.4 Participant Scaling Measure.....	25
APPENDIX B: Case Studies	27
Appendix B.1 Case Study One:.....	27
Appendix B.2 Case Study Two:.....	29
APPENDIX C: INSTRUCTIONAL GUIDES	31
Appendix C.1 Circle of Learning: Overview and Context	31
Appendix C.2 Web 1 SELF	32
Appendix C.3 Web 2 Career Direction	33
APPENDIX D: Professional Portfolio of John Doe.....	34
Profile.....	35
Resume of John Doe	36
Learning Styles.....	38
Personality Style	39
Summary of My Skills, Interests, Values and Traits	40
Career Action Plan	41
Module One, Self.....	42
Certificates of Attendance.....	43
Module Six: Career Direction	44
Nomination Letter	45
Academic Reference Letter for John Doe.....	46
Other Portfolio Documents.....	47

A. EXECUTIVE SUMMARY

Radius QUEST was designed for individuals to enhance their employability skills and workplace essential skills. QUEST focused on workshops that addressed personal strengths, teamwork skills, and work readiness. Additionally, participants strengthened their literacy and numeracy skills and had the opportunity to write their GED 12 examinations. This combination of workshops and experience helped participants create a professional portfolio, career action plan and develop workplace essential skills.

Radius QUEST provided a comprehensive 26 week program to support individuals in their self efficacy, workplace essential skill development and career direction. Radius used the following strategies in all of its programming to develop personal/interpersonal and social skills:

1. **Teamwork Model** - All of Radius programming works from a teamwork model that focuses on shared responsibility with both staff and participants. Our philosophy emphasizes communication, flexibility, collaborative decision making, leadership, and fun.
2. **Conditional Relationships** - Radius staff support the participants. Staff set and communicate high expectations with clear and consistent boundaries.
3. **Saskatchewan Literacy Benchmarks/Circle of Learning**-A provincially based adult education curriculum that helps participants in the areas of communications, numeracy, lifelong learning and interpersonal skill building. (See Appendix C.1)
4. **Personal Assessment** - Participants have access to a variety of assessment tools to help understand their strengths, challenges, learning ability, life stability, problem solving abilities and employment readiness. (See Appendix C.2)
5. **Employment Readiness Workshops** - Participation in Employment Readiness Workshops results in increased skills in such areas as personal management, communication and teamwork. (See Appendix C.3)
6. **Provide Opportunities For Meaningful Community Inclusion** - Participants have the opportunity to connect with community through volunteer experience.
7. **Portfolio Development** - Participants begin the development of their individual portfolio. (See Appendix D)
8. **Personal Counselling** - Participants are provided with one on one support to help address attendance, personal management, and transportation issues.
9. **Integrated Case Planning** - Case discussion and conferencing insure that consistency is maintained for the individual employment plan.

People need skills that give them legitimate confidence in their ability to construct fulfilling lives. They need:

- Focus, on who they are, what they have to offer, and what is important to them
- Direction, knowing their options, what appeals to them, and how to qualify for suitable learning and work opportunities
- Adaptability, the skill of making the best of ever-present change; and
- Healthy self esteem and self-knowledge, to counter uncertainty and doubt.

-As taken from
"Career Management Paradigm
Shift: Prosperity for Citizens,
Windfall for Governments
- Phil Jarvis, March 2003

Radius Community Centre maintains a strong reputation for assisting persons with socio-economic barriers, and QUEST programming was no exception. Participants who have been served through this initiative are between 18 and 29 years of age, and include low income residents of Saskatoon. Individuals referred to Radius QUEST:

- Want to enhance their employment readiness skills and improve on personal behaviours to encourage success in the workplace
- Have little or no work history or have not been able to sustain employment and require interpersonal / personal skill development
- Have low literacy and/or have not completed Grade 12
- Need support in Immediate Needs Preparation (childcare, transportation, health)
- Need support with Short Term Preparation (motivation, addictions, counselling, self esteem, confidence)
- Have not set goals and personal direction for employment
- Lack self awareness

QUEST was designed to target the objectives of improving self efficacy, improving workplace essential skill development, and developing career direction for unemployed youth. Each objective has a successful outcome. Overwhelmingly, all participants reported high satisfaction with the project activities. Especially highlighted by the participants was their appreciation for the opportunity to complete the Lou Tice “Thought Patterns for Success Course”. Overall, participants reported a stronger sense of self and confidence in approaching the working world.

The workplace essential skill development focused on building the necessary skills for employment. Participants improved their literacy and numeracy skills on average by a minimum of 2 grade levels. This is a remarkable improvement for a short timeframe of 6 months. This academic success gave participants the confidence to reach further for their education and career plans, and to then set a goal of completing their GED12 studies. In terms of career direction, at the conclusion of the program, 11 participants are either enrolled in further training or are employed (yielding a success rate of 61% for this determinant).

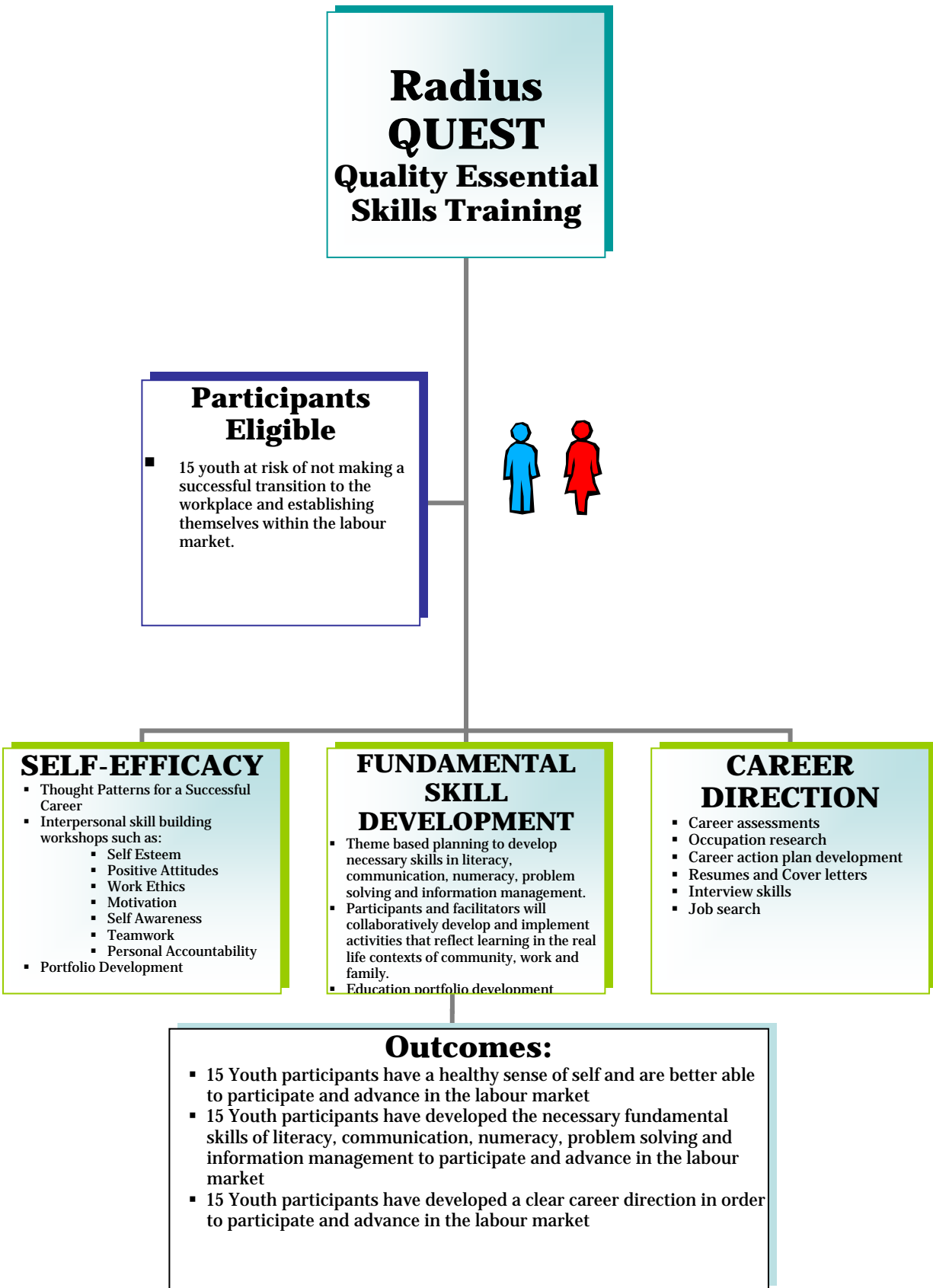
As with any experience, it is our reflection of the activities that brings about possible changes for future programming successes. Informal findings from QUEST focused on the areas of necessary certifications for meaningful employment, personal planning and the support of significant others’ for employment success, and the importance of healthy lifestyle choices.

Overall, the QUEST program has proven to be effective. Surveys from participants, staff, and key informants from the community have all supported the activities and recognized the positive changes participants have made.

“The QUEST program helped me tremendously. I succeeded this time and accomplished everything I set out to do. I have a wonderful support group, now it’s bigger and stronger than before. Thank you!”

-QUEST Participant

Chart of Service:



B. EVALUATION METHODS

QUEST used various methodologies and tools to evaluate participants in their self efficacy, skill development and career direction. A variety of techniques were used to increase the authenticity and accuracy of human evaluation. Methodologies for data collection consisted of:

- **Anecdotal/Journal Entries of Participants** – as part of the program, participants were encouraged to complete daily journal entries. A sample of a student’s work can be found on page 10.
- **Follow-up Surveys at 5th month and post program** – staff conducted follow-up on a continuous basis. Please refer to Appendix A.1
- **Consultant/Saskatoon Community Evaluation** - Radius gathered feedback from key informants. Please refer to Appendix A.2
- **Participant Exit Surveys** – Upon completion, participants filled in an exit survey. Results can be found in Appendix A.3
- **Scaling Measures** - Participants in the QUEST program completed pre and post program assessment of their personal skills using on a ten-point Likert Scale. See Appendix A.4
- **File Review** - Statistical information was gleaned from file reviews.
- **Assessments:** Various assessments were used to measure workplace essential skills of literacy, numeracy and written communication. Assessments included: CARA (Canadian Adult Reading Assessment), the Saskatchewan Literacy Networks Intake and Assessment Process and pre-GED assignments. Students completed these assessments on their first and last day of programming, which indicated their skill development in these areas.
- **Case Studies** –QUEST used case studies to analyze personal success indicators, by documenting participant experiences, history, education, and personal planning. See Appendix B.1 and B.2
- **Peer Evaluation**- Participants practiced informal peer evaluation for the purpose developing interpersonal skills.
- **Self Assessments** – Students completed monthly personal evaluations to identify their personal strengths, accountability and areas for development.

C. KEY FINDINGS

The results for the participants are as follows:

- 5% held an education level of a modified Grade 12, 33% held less than Grade 12, 33% held Grade 11 and 28% held Grade 10.
- 100% believed that the activities they completed in QUEST have improved their chances for employment.
- 61% enrolled in further training or gained employment post completion with QUEST.
- 86% highlighted that they could not make any suggestions for changes to programming.

Overall programming results from key informants and community:

- The QUEST program was viewed as a very effective service for building employability skills. Success factors included the importance of supportive staff, positive environment, portfolio development and skill improvement.
- QUEST has proven versatile and effective with individuals who have little to no work experience to individuals who have extensive work experience.
- The Saskatoon Community views QUEST as a service that is valued for quality programming and has high standards of accountability.

D. INFORMAL FINDINGS

D.1 Education as a key component in career direction

Radius QUEST was designed to be an entry level pre-employment skills program. From the onset, it became evident that the participant literacy and numeracy levels would need to improve to better prepare them for employment. 100% of the participants did not hold grade 12 qualifications. As participants experienced success in their essential skill development, they believed in their potential to obtain their GED12 thereby increasing their options for employment.

To meet this need, QUEST provided the participants with employability skills for employment while simultaneously providing participants with the necessary academic skills to write the GED 12 examinations. Having offered employability skills coupled with academic skills provided the participants with the necessary tools to develop career direction inclusive of higher education.

A key challenge represented by a growing economy is the pressure it places on the demand for –and supply of- labour. As certain sectors expand there will be a growing demand for those individuals with the right skills and abilities. As the economy becomes increasingly diversified and sophisticated in its adoption of modern technology, the bar is raised for those competing for jobs. Higher levels of skills and education are being required by employers.

**-As taken from Toward a Bright Future:
Recommendations for Addressing Skill
Shortages in Western Canada
– Todd Hirsch**

“QUEST has opened my eyes to a career and job setting I want to be placed. My teachers were very “hands on” and kept me motivated throughout the six months.”
-Participant

D.2 The Importance of Case Management and Personal Planning:

Early into the program it was identified that consistent attendance was difficult for many participants. There were many factors involved in dealing with attendance issues. Participants were faced with personal lifestyle choices and poor health. Addictions and a partying lifestyle were barriers for success. Affordable rental housing in Saskatoon is a current need and for many participants their rental histories along with lifestyle choices had excluded them from secure housing. Unsupportive family and personal relationships also proved to be a factor deterring from success. Participants often seem to feel that they must choose between family and work life, rather than trying to find the work-life balance needed for maintaining employment. Additionally, Saskatchewan was in the midst of an economic boom. Participants were able to find short term casual positions.

To address these issues, case management and collaborative planning were done with the participants. Emphasis was placed on time management, problem solving, organization, goal setting, commitment as well as personal accountability and responsibility. In addition to finding solutions with the individuals, to maximize their supports, participants were referred to outside community agencies specific to their needs.

Future programming recommendations focus on the importance of involving these outside community resources such as addictions counselling throughout the program. In response to unsupportive family and relationships, the recommendation was made to engage the significant others in the participants' lives. Planning will include "family workshops" where family members are able to participate at scheduled times throughout the program. The intent of this is to garner stronger support by sharing resources and emphasizing that success is not only for the participant but, for the family as well.

As an indicator of housing stability the intake process could question how long an individual has lived at the address they have provided. QUEST does not want to exclude an individual based on their living situation, but could look for participants who have lived in their accommodations for 3 months. Additionally, QUEST does provide housing registries, classified ads and internet access to help participants search for appropriate housing.

While the attraction short term casual employment is something that can help the individual with immediate financial needs, it often does not lead to longer term employment career growth or employment maintenance. Having workshops speak about the future goals and the importance of motivation and planning perhaps will help individuals think beyond their current realities. These aspects could be introduced as early as the intake process and carry throughout the program.

D.3 The Importance of Emphasizing Healthy Lifestyles:

As reported previously, a barrier for success can be lifestyle choices that do not support regular attendance and/or employment success. To answer this, QUEST programming addressed this in many ways, which included ongoing workshops on healthy lifestyle choices that focused on nutrition and physical fitness.

Workshops on nutrition and the Canada Food Guide culminated in the kitchen with cooking lessons, nutritional research and the certification in Food Safe Handling. Participants used this information for themselves and for their food choices for their children. Many of the participants reported a decreased use of fast food restaurants and decreased consumption of junk foods with little to no nutritional value.

Recreational time was scheduled a means of providing participants with physical fitness, teamwork skills and group cohesion. Weekly, many activities were offered including basketball, volleyball, badminton and yoga. Due to the popularity of yoga, QUEST adapted the program to include it twice weekly. In addition to improved healthy, participants reported noticeable changes in the areas of focus/concentration, positivity, and energy levels.

The following were excerpts from participant journal entries:

"I went to yoga last night and it was a great experience to go. I think it helped me with stress and it helped me with getting to excel in many ways. It makes me feel great after, it helps me understand what my physical limits are, and to become at ease with my body. It also helps me to get to know myself better and to push myself to do my best. It helps me to focus and breathe and helps me to

relax more. It shows me how when I do yoga it makes me feel great and rejuvenated and alive again. If I didn't go to yoga I would have stayed mad and yelled a lot. I went to yoga instead, the more I realized the less stressed I felt and the more I pushed myself I felt even better. I let go of my upcoming court trial and focused on my ability to do the yoga. It also helped me to let go of all other bad thoughts and negative self-talk. I felt at peace with all my unfortunate mishaps in my life. I felt so comfortable doing the yoga."

*"Yoga was so relaxing and it helped me to relieve stress, because I am going through a lot. It made me feel good about myself and others, it was so calming! I felt positive afterwards and refreshed. Before I tried yoga I felt so tense and I was starting to get kind of depressed, it was like nothing in this world could help me in any way. The first time I tried it, it felt kind of odd, but once I started getting used to it, I started to feel a lot better and also thinking better, too. My attitude and self-esteem are a lot higher, and I mean **a lot** and that helped me out in so many ways! Yoga was a nice experience, I loved it and I would like to do it more routinely in the near future."*

Learning begins on the mat and teaches the learner to focus on the difficulty and use breathing techniques as a way to live through the stress rather than avoid it. These skills can move from the mat to the classroom to the learner's life outside of the safe stable environment at Radius.

"Yoga teaches us to cure what need not be endured and endure what cannot be cured."

-B.K.S. Iyengar

E. CLIENT DEMOGRAPHICS

QUEST participants came from a variety of backgrounds and work histories. Various methods were used to recruit participants. This recruitment campaign resulted in 7 self referrals derived from reading information on posters/signage, and 11 referrals from agencies within the city. It is interesting to note that 86% of the males who enrolled self referred, while 91% of the females (most of whom were single mothers) who enrolled came as referrals from their income support workers.

All 18 individuals were between the ages of 18 and 29 years. At enrolment, 8 participants were in receipt of Social Assistance benefits and 7 participants received no aid. All 18 participants were approved for receipt of Provincial Training Allowance while enrolled in QUEST. 13 were of aboriginal ancestry. 1 participant disclosed having a mental health disability, and 4 participants disclosed having addictions.

Individuals came from a varied educational background. 5 participants held less than Grade 10, 6 participants held less than Grade 11, 6 participants held less than Grade 12, and 1 participant held a Modified Grade 12 Diploma.

The following chart summarizes the demographics for the QUEST participants.

Age of Participant		Participant Gender		Participant Status (Income Support)		Education Level	
<29	18	Male	Female	SAR	8	<Gr.10	5
		7	11	Nonclassified	7	<Gr.11	6
						<Gr.12	6
						Mod.High School Dip 1	
Equity Groups							
				Disabled	1		
				Visible Minority	0		
				Aboriginal	13		
				New Cdns	0		

Personal story of one participant (a single mother)...

"I am 26 years old and I have lived a very difficult life. My mother gave up her rights as a mother when I was four years old. I lived with my father for a while until things got really bad. My father was an alcoholic and very abusive to my brother and me. My grandparents took us away until he got help. I couldn't really talk or read, my grandparents got custody over us so because of this school was always a struggle. In 1990 my father was better and had met a woman with a son six days younger than myself. We thought that this was wonderful until my father's bad behaviour started again. All my life I was abused, if it was not my father it was my brothers. I never finished high school because I moved into a foster home for grade 12 and got into a lot of trouble with gangs, drugs, and alcohol. So because of this I got kicked out of school and was not welcomed back. I

really didn't care. Things only got worse. I started cleaning up in 2003. I met my daughter's father soon after and started my horrible lifestyle again. June 2005 I was pregnant with my daughter. My daughter's father, was also very abusive; it was all I knew so I stayed with it. I had my daughter March 4th, 2006 and in May 2006 I moved to Saskatoon to get away from all the evil back home. I tried to come to Radius for a fresh start, but I let my daughter's father move in with my daughter and I, things just didn't work out.

So, now it's March 2009 almost three years later and I am back at Radius and have succeeded in my journey here. My reading and writing skills have definitely improved and I have tons of support. I just wrote my GED and am waiting on my results. My daughter's father is out of our lives. I am independent, strong within myself and I finally love myself for who I am, who I was and who I will be. My goal is to attend the University of Saskatchewan in September to get my Bachelor of Education degree. My relationship with my father has never been better.

Because of my success at Radius I know and believe I can be someone, I am worth it. I also have been in a wonderful healthy relationship and can't wait to live the rest of my dream. I would like to put out a very special thank you to my aunt, my friend and primary care giver for my daughter, and my two instructors. These four amazing special women helped me through my journey throughout school, mothering and my own self-esteem. You all helped me and kept me going through the good, the bad and all the tears."

Key Findings from Demographics:

- 61% of participants were female – many of whom were single parents
- 72% of participants disclosed being of Aboriginal ancestry
- 5% of participants disclosed as having a disability
- 38% of participants held less than Grade 12 education or higher
- 33% of participants held less than Grade 11
- 27% of participants held less than Grade 10
- 100% of participants were youth aged 18 to 29 years

Radius Community Centre maintains a strong reputation for assisting persons with socio-economic barriers, and QUEST programming was no exception. For this reason, the instructors strived to best meet their participants' needs. They arranged to have various guest speakers visit Radius, people who were positive role models and shared valuable lessons. For instance, one of the guest speakers was from Addiction Services. Participants were engaged and impacted by the presentation, with many sharing their personal experiences with themselves and their families. Another powerful speaker was a local children's author who graduated from high school unable to read. Her story of survival, obstacles, goal setting and achievements was very inspirational for the participants.

F. OUTCOMES

Outcome One: Self-Efficacy

- 18 individuals did intakes with Radius staff and enrolled in the QUEST program. 15 of these individuals developed an individualized employment plan.
- Participants completed interpersonal skill building workshops and developed a healthy sense of self. As a result, they are better able to participate and advance in the labour market.
- Participants completed certificate training in The Pacific Institute's *"Thought Patterns for a Successful Career."*
- Participants completed 10 days of workplace experience at CHEP Good Food Box. These opportunities proved to be valuable employment experience and allowed staff to observe & evaluate participants outside of the QUEST classroom setting.

Supervisor's Assessment:

"You demonstrated many improvements on work skills today at the Good Food Box. You took into consideration the feedback we gave you from previous volunteer assessments. You arrived early, took initiative to find a job, took pride in your work, showed strong leadership by assisting others, took direction well from coordinators, practised good teamwork by being friendly to other volunteers and stayed afterwards to help with clean-up. You have proven to be an excellent and valuable worker!"

CHEP Coordinator Assessment:

"The QUEST group was incredibly hard working and dedicated with positive attitudes about helping out a good cause. We will always welcome them as volunteers."

Participant Journal Reflections:

"What I liked about the Good Food Box is knowing that I'm helping people out and it was fun to do."

"It was pretty cool. The fact that we were helping out was really nice. I wish I could have helped out more but they only needed me so much."

Good Food Box

The Good Food Box is an alternative food distribution system that provides a variety of top-quality, fresh, nutritious foods at an affordable price. Individual families, as part of neighbourhood based groups each with a volunteer coordinator, pay for and order food boxes ahead of time. The CHEP program worker purchases foods in bulk from local producers and from wholesalers and volunteers and staff pack the boxes, which are then delivered to the neighbourhood depots. This program enables families to access nutritious fresh food that looks, smells and tastes delicious. The box contains recipes and information about food and the food system. The program is the second largest in Canada packing up to 2000 boxes a month.

-CHEP Good Food Inc.

Participants attended interpersonal skill building workshops and activities intended to enhance their self efficacy. Workshops emphasized self esteem, positive attitude, work ethic, motivation, self awareness, teamwork and personal accountability. Activities included volunteer work such as CHEP's Good Food Box, Read On/Count On with kindergarten students and Bicycles for Humanity.

Outcome Two: Essential Skill Development

- Participants have developed the necessary essential skills of literacy, communication, numeracy, GED 12, problem solving and information management to participate and advance in the labour market.
- Participants gained workplace essential skills through six theme based modules that were collaboratively developed by the learners and facilitators. These activities reflected learning in real life contexts of community, work and family.

The curriculum focused on the Circle of Learning Saskatchewan Adult Literacy Benchmarks Levels 1 -4 (Basic literacy level to an Adult Grade 10; Please refer to Appendix C.3).

Learning Outcomes:

- 67% advanced from Benchmarks Level 1 Communications to Level 3. The remaining 33% improved from Level 1 to Level 2. (The overall communication skills increased by 13%)
- 100% advanced from Benchmarks Interpersonal Skills Level 2 to Level 3.
- 67% advanced from Benchmarks Numeracy Level 1 to Level 2. The remaining 33% improved skills in Level 1. (The overall numeracy skills increased by 15%)
- 100% advanced from Benchmarks Lifelong Learning Level 1 to Level 2.
- 100% improved CARA reading levels from a beginning average level of 7.6 to an average level of 9. (100% of the learners were reading at level 9)

The youth participants surpassed these expected learner outcomes by improving their reading, writing and math skills to a level where they prepared for and wrote the GED exams offered at Kelsey SIAST Campus. Obtaining a GED 12 Diploma significantly increases their employability skills and success for long term employment.

Outcome Three: Career Direction

- 11 youth are employed or are registered in further education & training.
- Participants completed employment readiness workshops and developed a clear career direction in order to participate and advance in the labour market.
- Participants developed professional portfolios designed to identify their personal strengths and employability skills. The portfolios provide the participants with a tool that becomes essential to their careers. It is a document that continues to be updated with their work experience and education. The process of completing the assessments that are the basis for the portfolio, as well as the production of the documents themselves will give the participant the information and tools to confidently and professionally present themselves to employers. Portfolios consist of the following documents:
 - **Title Page**
 - **Profile** – This page concisely outlines the participant’s strengths, skills and interests
 - **Resume**
 - **Personality Profile** – This page outlines the participant’s personality type and their characteristics with a particular focus on their strengths
 - **Learning Style** – Identifies one or more learning styles and associated strengths/capabilities
 - **Skills, Interests, Values Assessment** – results that identify five points for each of the skills, traits, values and abilities sections completed in the assessment
 - **Workshop List** – a comprehensive list of all the workshops the individual participated in
 - **Work Assessment Review** – an evaluation of the participant’s volunteer work experience
 - **Certificate of Completion**
 - **Training Certificates** – may include the following: CPR/First Aid, Food Safe Handling, WHMIS, Lou Tice, Service Best
 - **Reference Letter(s)**
- Youth participants completed career assessments and research using the CAPS, COPES, COPS assessments and Career Cruising website. (The Career Cruising Network is an online tool that is always accessible to the participants. They can continue to develop their portfolio and access saved documents such as career assessment results, careers researched, resume, cover letters, personality and learning styles inventories and more.)

The COPS Interest Inventory consists of 168 items, providing job activity interest scores related to the 14 COPS System Career Clusters. Each cluster is keyed to high school and college curriculum, as well as current sources of occupational information. The COPS interpretive material emphasizes a “hands-on” approach to career exploration, featuring career and educational planning worksheets, along with a listing of suggested activities to gain experience. Following this inventory, participants complete a CAPS inventory which measures their abilities and a COPES inventory which measures their values. Students combine their results from these three assessments to best determine various career industries.

-COPS website

Overall Program Effectiveness:

Telephone follow-up and participant evaluations yielded responses from 15 participants. Results showed strong support and favour with programming. On a Likert scale where 1=Not at all helpful and 10=Extremely helpful, respondent scores ranged from 9.5 to 10 with a mean score of 9.8 for program effectiveness. 67% of participants reported that they had developed an action plan. 100% reported that they had improved their computer skills. Of those contacted, 100% reported that they had participated and benefited from the employment readiness workshops.

83% of the respondents in the exit surveys highlighted that they could not make any suggestions for change in programming and 83% of respondents in the telephone follow-up believed that QUEST activities have improved their employability.

"Today was an informational day for me, I enjoyed learning about myself ... I'm used to getting up whenever I feel like it, not having a schedule. I have to if I want to better my life."

"The QUEST program helped me tremendously. I succeeded this time and accomplished everything I set out to do. I have a wonderful support group, now it's bigger and stronger than before. Thank you!"

"These workshops have helped me realize how much is really out there. Radius helped me improve my reading, writing and math skills dramatically."

"I found QUEST really helpful because of the opportunities it gave me. It helped me realize I can do anything I set my mind to."

"QUEST has opened my eyes to a career and job setting I want to be placed in. My teachers were very "hands on" and kept me motivated throughout the six months."

"QUEST was helpful to me for lifelong learning and future career planning. I learned a lot from QUEST."

Competency is no longer the ticket to success in the workforce; it is the price of admission. Applied or "soft skills" (e.g., the ability to communicate, to think creatively) are now considered essential. The basics of the "Three Rs (reading, writing, arithmetic)" are necessary but not sufficient to succeed on the job.

- **"Workforce Readiness Initiative" –
Conference Board of Canada, June
2007**

QUEST has proven to be effective in motivating participants to develop and build on their career action plans. Follow-up reveals that 4 participants are currently employed. 7 participants chose to further their education by enrolling in technical training and university that would further enhance their opportunities for employment. 8 participants were unavailable for comment.

In the follow-up survey, 100% of participants who responded believed that the activities they completed while enrolled in the QUEST program have improved their chances for employment. Participants found the workshops helpful for building confidence, for improving communication skills, for increasing self esteem, problem solving and decision making abilities, and for developing goal setting and career action plans. The portfolios provided the participants with a tool that became essential to their careers. It is a document that continues to be updated with their work experience and education.

Recommendations to Enhance Programming:

Overall satisfaction ratings of programming effectiveness were very high. Suggestions to enhance QUEST to encourage stronger participant success include:

- The suggestion of having ongoing onsite support such as an addictions or mental health counsellor.
- The suggestion to incorporate further training to include driver training.
- Participant suggestion of incorporating more scheduled physical fitness activities per week.
- Participant suggestions for incorporating more computer literacy and the offering of Microsoft certifications.
- A few participants requested a stronger emphasis on GED preparation.
- Instructors suggested a longer job shadow or work placement component.

These recommendations will be used for future programming and development.

The QUEST program was very well received by not only the participants, but had positive feedback from the Saskatoon Community. Evaluations highlighted the teamwork approach, and the overall staff commitment to the participants...

"It is an excellent supplement to the clinical work Child and Youth Services does with youth."

–Youth Counsellor with Saskatchewan Justice

"Meeting with case workers, youth and instructors is a great process for team support."

-Income Support Worker with Saskatchewan Social Services

G. CONCLUSION

Radius QUEST is a program that offered quality services to youth participants. The curriculum offered employability skill workshops, community participation and work assessment opportunities for participants who required supports to prepare them for job search. QUEST was targeted for youth aged 18 to 29 years who had low literacy skills and/or had not completed Grade 12. The program equipped the participants with workplace literacy/numeracy skills and provided them with the necessary skills to eventually pursue GED 12 certification. These exercises provided the individual with the essential skills to obtain employment. This combination of services has proven successful for developing employment skills and encouraged participants from many varied backgrounds in work history, education, and personal life experience to move in the direction of employment.

The following is a summary written by a participant and her experience in QUEST. She came to Radius having a significant amount of work experience, but has relied mainly on social assistance. She did not have her Grade 12 education and two years earlier attended Radius for the Work Skills Development program but did not finish. She returned, determined to commit to the QUEST program.

Today was a great first day; I learned that lots of people are always trying to make a difference in their lives. I found out my personal learning style and I'm very good at working together with others, it helps me learn. I discovered today that I am more of a people person than I thought. I now realize that becoming a teacher assistant will be one of my better decisions ever. I'm excited!

Journal Reflections during QUEST:

This week we talked about Lou Tice and affirmations. He taught me to use positive words and to not be so hard on myself; he gave me a different perspective on the way I talk. I thought that it was very helpful. I like and respect myself because I know that I am worthy, capable and a valuable person. I have learned a lot today and in the past little while that I am an amazing individual. I work hard to get what I want and succeed. People look up to me and my opinion matters. It satisfies me when I can help others and do so without forgetting my own needs. Sometimes when helping others, I help myself by listening to my own advice. Life is grand when life shines from the inside out. I sure am happy to be me. I'm so glad I came back to Radius this time. I'm finally getting to my happy successful place in life and my heart.

While we were doing yoga I felt relieved and happy, I could actually feel the anxiety lift from my body. It was amazing. I have never felt so calm after a stressful morning. It was a little hard to concentrate because I was worried but it sure felt good. I really like it because I can push myself. It is a fabulous experience, it makes me feel so good when I do it, my stress levels are down and I feel I am calmer and a better mother and person because of it.

I think Bicycles for Humanity is a good idea and more people should do things like that. I had a great time helping out. Everyone was really nice and positive. I felt really good helping and volunteering for a good cause. I would do it again; helping people is a great satisfaction.

At the Good Food Box I had a really good time, it was fun and organized. There were great people to work with and it was a very positive atmosphere. I felt good helping out. I thought it was nice how there were so many people there helping out and how the volunteers take their time to carefully place the vegetables in the boxes.

Her Testimonial:

I am very proud of myself for completing the QUEST program at Radius Community Centre. This was my second time at Radius. The first time I attended Radius I put in some effort, but it just was not my time. My second time here attending the Radius QUEST program has been a success; it is now my time to shine.

My skills have improved to the fullest. My reading, writing, and math are much stronger than before when I attended in 2006. The feeling I get knowing I completed this course is wonderful. I would like to thank Radius staff for all their help and support throughout it all. I now know where I am going in my life for a career. After QUEST, my education plan is to attend the University of Saskatchewan to get my Bachelor of Education Degree. My career plan is to become an elementary school teacher.

I am happy to say that I am thankful that I returned to Radius. I am a better person, I learned a lot of new things and other students were able to learn from me as well. What a wonderful feeling it is to successfully complete this program and to meet so many wonderful people. Again I would like to say thank you to everyone who helped me succeed in the QUEST program at Radius Community Centre.

*“We are the cause of everything we do;
we are full of love and life; we are so powerful.”*

APPENDIX A: Surveys

Appendix A.1 Radius QUEST Follow-Up Survey and Results

Developed a portfolio? **Yes 78%** **No 22%**
Developed an Action Plan? **Yes 67%** **No 33%**

If you developed an action plan with Radius Staff, are you working with the same plan?

If there are changes – what is the reason?

33% still following same plan – those that are not, listed personal issues and health as reasons, unreliable childcare, addictions, unstable housing, others listed their interests have changed, and others gave no reason

Are you presently employed? **Yes 22%** **No 33%**
44% were unavailable for comment.

If yes, how long have you been employed?

Employment ranged from 1 month to 4 months.

Did you enrol in training following Radius? **Yes 39%** **Unknown 61%**

If yes, where?

Training sites included: Radius WorkSMART, Saskatoon Trades & Skills Centre, McKay Career Training, SIAST Kelsey, Mount Royal West, Western Academy of Broadcasting and University of Saskatchewan.

Are you planning on completing this training? **100%** planned on completing.

Do you think the employment workshops and activities done in QUEST have increased your chances for employment? **Yes 100%**

Do you have any suggestions for changes that would make QUEST a better program?

- More specific computer training – offering Microsoft Office Certificates
- More program flexibility to allow for increased physical fitness activities every week
- More GED 12 preparation

Three words that describe your experience in QUEST:

[1] Strength-building

[2] Effective

[3] Helpful

Other comments included: gave courage, flexible, versatile, friendly/supportive, resourceful staff, positive, informative, self-improvement, problem solving, successful, goal-oriented

Appendix A.2 QUEST Consultant/Saskatoon Community Evaluation

Respondents included community members from Government Department of Justice, Social Services, and Health. Results from these surveys are as follows:

Perception of QUEST:

- There are so many new opportunities available to students like job fairs, career options, and the stability of a daily routine.
- It is a positive, structured and accepting program.
- It is a supportive program that goes above and beyond.
- The length of the program truly supports the individual who needs repetition and guidance in their learning.

Supportive environment?

- Yes, it provides phenomenal support compared to other programs.
- Yes, the program really supported a high level of communication between our organisation, the youth and the instructors. The instructors seemed to go the extra mile in building a relationship with the student; we could see that he felt that.
- Yes, it created structure and support for the youth, recognized many of his strengths and connected him with the program even though he had an extensive criminal record.
- Yes, it offers excellent emotional supports.

Who would you refer?

- I would refer kids that are older and more mature who have not been successful in school.
- I would refer to the program any youth without education or employment.
- I would refer youth who have had a prior affiliation with gangs who need a new start.
- I would refer clients aged 18 to 21 who are still receiving support through Child and Protective Services.

Limitations of program:

- Having onsite support such as an addictions or mental health counsellor would be an asset.
- It would be valuable to assist youth in obtaining their Learner's or Driver's License.

Strengths of program :

- The commitment to students and the variety of activities provided.
- It is an excellent supplement to the clinical work Child and Youth Services does with youth.
- It provided youth with a "pro-life" experience dealing with real life issues.
- Meeting with case workers, youth and instructors is a great process for team support.
- There was a large variety of material that provided a broad range of experiences and workshops.

Appendix A.3 Participant Exit Survey and Results

Personal & Career Development Workshops

All youth reported that they benefitted from personal development workshops.

- The workshops opened my eyes to career and job settings I want to be placed in.
- The workshops helped me realize how much is really out there for me.
- The academic workshops helped me improve my reading, writing and math skills.
- The skill enhancement workshops helped me improve in every aspect of my life.

Overall Program Effectiveness

All youth reported that they found the program to be highly effective.

- I found the program to be really helpful because of the opportunities they gave me made me realize I can do anything.
- Everything was great! I really grew as a person.
- Thank you QUEST for helping me succeed.
- The instructors were very 'hands on', and kept me motivated during my six month program.
- The QUEST program helped me tremendously. I succeeded this time, and accomplished everything I wanted to. I have a wonderful support groups now it is bigger and stronger than before.

Participants Employed or Enrolled In Further Training

11/18 Participants have gained employment or enrolled in further training.

Employment had been gained in a variety of sectors: Customer Service, Construction, Food Service Industry and Human Services

Respondents had enrolled in: Radius Skill Enhancement /WorkSMART, Western Academy of Broadcasting, McKay Career Training, University of Saskatchewan, Nutana Collegiate, Saskatoon Trades & Skills Training

Computer Familiarization

All youth respondents participated in Computer Familiarization. Some Youth reported that the computer familiarization such as keyboarding, word processing, and internet research was helpful in building their skills for employment.

Suggested Program Changes

Most participants reported no changes were necessary in the programming. One youth suggested that there could be more scheduled physical activity. One youth suggested that there could be more GED preparation lessons.

- Nothing, the instructors were fabulous and helped us with everything.
- There is nothing I would change in the program. The program will help many people who are dedicated in being here.

Additional Participant Comments

- I really enjoyed the specialized training we received in First Aid/ CPR, Lou Tice Thought Patterns for a Successful Career, Service Best, and Safe Food Handling. These will really help in getting a job!
- They made me realize that my past learning experiences are what is holding me back and creating barriers to employment..
- Throughout the program, I really grew as a person and a woman.
- The instructors helped me find a career path in which I want to pursue.

Appendix A.4 Participant Scaling Measure

Participant Evaluation

Rate these by circling the numbers that follow. (1- very weak and 10 – very strong)

Participant: _____

Counsellor: _____

	1 st week	4 th week	STAFF COMMENTS:
Life Stability How balanced do you consider your life to be?	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	_____ _____ _____
Problem Solving Ability How well do you deal with problems?	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	_____ _____ _____
Individual Strengths			
<input type="checkbox"/> Communication	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	_____ _____ _____
<input type="checkbox"/> Decision Making	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	_____ _____ _____
<input type="checkbox"/> Time Management	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	_____ _____ _____
<input type="checkbox"/> Stress Management	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	_____ _____ _____
<input type="checkbox"/> Conflict/ Anger Management	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	_____ _____ _____
<input type="checkbox"/> Healthy Lifestyle	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	_____ _____ _____

Scaling Measure Results:

Participants in the QUEST program completed a ten-point Likert Scale during the first week of their program and again after the final week of their program. Of the surveys collected by participants who successfully completed the QUEST program, the following results were found. This is based on a rating system of one through ten, with one being the lowest and ten being the highest. Participants were asked to complete the scaling questions during the first week of their program, and then once their program was completed, they were asked to re-visit the scaling questions. In each area, the average rating of the participants was considerably higher after they completed personal development workshops and portfolio creation.

Overall Life Stability: In the first week of the QUEST program, the average life stability was rated as 3.9. After the final week, the average rating increased to 7.6.

Problem Solving Ability: In the first week, the average life stability was rated as 4.4 and after the final week it rose to 6.6.

Communication Skills: The average participant rating of communication skills in the first week was 6.0, which rose to 8.6 by the final week.

Decision Making Abilities: The average participant rating was 5.0 during the first week, and 7.7 after the final week.

Time Management Skills: In the first week, the average rating for time management was 2.7 and it jumped to 6.3 by the final week.

Stress Management Abilities: The average rating for stress management was 4.3 during the first week of the program, and 6.6 by the final week.

Conflict/Anger Management: The average rating for Conflict/Anger Management was 5.0 during the first week, but by the final week it rose to 8.3.

Healthy Lifestyle: The average rating was 5.4 during the first week and 8.0 by the final week.

The average self-rating of effectiveness in each category rose at least two points on the scaling system, with the exception of Time Management which exhibited a rise of 3.6. Life Stability exhibited the largest increase in average scoring with a difference of 3.7 points.

APPENDIX B: Case Studies

Appendix B.1 Case Study One:

BACKGROUND INFORMATION

Demographics

- Single Aboriginal youth (18 years old) with no children
- Low self esteem and self efficacy
- Diagnosed ADHD with self-recognized difficulty focusing in school
- History of gang violence and addictions
- Survivor of domestic childhood violence

Education

- Was held back in grade 1 due to the school's belief that he was exhibiting violent behaviour and an inability to focus on and learn the material
- Completed school to grade 6 and dropped out of grade 7 due to drug and alcohol addictions
- Attended Radius QUEST to improve literacy and numeracy for consistent stable employment

Work History

- Had no formal records of employment

CAREER ACTION PLAN DEVELOPED WITH RADIUS QUEST

- In the career portion of his time at Radius he wrote GED 12 Examinations at SIAST Kelsey Campus
- He has a goal of attending the Western Academy of Broadcasting and pursuing a career as a disc jockey/radio announcer.
- He realized it was necessary for him to get an "in the mean time job" until he has completed his education and can graduate with the necessary skills to become a radio announcer. Presently, he is actively looking for work and will independently establish a two day job shadow opportunity with a local realtor. He will attend the Western Academy of Broadcasting in September, 2009.

Participant Strengths

- Thoughtful and caring
- Has determination to overcome obstacles and succeed in life
- Friendly and outgoing –he enjoys working and interacting with others
- Very enthusiastic and energetic with setting and achieving goals.
- Very creative—he incorporates his many interests and skills into job searching and career development plans

Employment Barriers

- He was concerned that he may not have been successful in passing his GED 12 exams and may not have the necessary pre-requisites to attend the Western Academy of Broadcasting in September, 2009

- Inability to focus on assigned tasks due to present threats to his safety and well-being
- Does not possess driver's license

Integrated Case Management

- When he came to us he was living at Yarrow Youth Farm (a youth correctional facility) for repeated acts of violence, gang affiliation and addictions
- While attending QUEST, he was frequently in contact with the Saskatoon Police to talk with them about his options for safety from gang members. He communicated with the police and his support workers by phone and through meetings and felt satisfied that he was being assertive and taking care of himself.
- While attending QUEST he was selected to be a recipient of specialized funding intended to protect him from the potential impacts of gang violence and aid him in his goals of living a healthy successful life.

Employment Activities

- In the QUEST program, he participated in personal development workshops on topics including communication, assertiveness, conflict management, values and roles, decision making, boundaries, resiliency, time management, Stephen Covey's 7 Habits of Highly Successful People, and human relations skills. He also participated in weekly yoga classes as part of the stress management workshop in observance with the Benchmarks Circle of Learning: Mind, Body, Heart and Soul. He also completed a personality inventory, a learning styles inventory and a transferable skills inventory. In addition, he participated in health, nutrition and physical fitness activity and participated at CHEP's Good Food Box.
- While in QUEST he was able to take Saskatchewan Tourism's Service Best, CPR Level C /First Aid, as well as complete certificate training in Thought Patterns for a Successful Career.
- Volunteered at CHEP's Good Food Box and the Indian and Métis Friendship Centre
- Volunteered at Bicycles for Humanity to assist mechanics with disassembly and efficient packing of bikes into a shipping container destined for Namibia, Africa
- Volunteered at Read On/Count On at Princess Alexandra Elementary School
- Completed work detail as assigned by Yarrow Youth Farm during his stay there

Outcomes

- He was very motivated to attain full time employment and become more self sufficient
- After completing a resume, he actively searched for work in areas of his immediate interest (interacting with the public).

Ongoing Support

- When faced with issues that come up in life he continues to contact Radius for ideas and support.

Appendix B.2 Case Study Two:

BACKGROUND INFORMATION

Demographics

- 26 year old single mother of a three year old daughter
- Average self esteem and self efficacy
- Unstable family situation - abandoned by her mother at the age of four
- Self-declared survivor of an abusive and alcoholic father
- Placed in foster care as a teenager due to her substance abuse / home violence
- Ongoing volatile relationship with daughter's father

Education

- Inability to focus in the classroom led to difficulties throughout schooling.
- Struggled with literacy lifestyle choices included involvement in gangs, drugs and alcohol.
- While in grade 12 she was finding it difficult with studying grade 10 classes.
- Expelled from school as her unhealthy lifestyle escalated for three years.
- Attended Radius Community Centre in 2006 in WorkSMART program to study GED subjects, but ended prematurely. As once again the volatile relationship with former partner escalated.
- Recently graduated from the Radius' QUEST program in which she completed workplace essential skills training, developed a lifelong learning career action plan, and gained academic skills to write the GED 12 examinations

Work History

- Past employment included: food and beverage service, manager / server in fast food, customer service in retail / grocery, and office management sales with satellite telecommunications.
- Work education experiences included: home care, childcare, and floral design / retail.

CAREER ACTION PLAN DEVELOPED WITH RADIUS QUEST

- Her long term career plan is to become an elementary school teacher
- In the final module of the QUEST program, she wrote her GED 12 exam, completed career assessments, and met with a counsellor regarding enrolment at the University of Saskatchewan
- She conducted a job search, and is working as a cleaner for a private cleaning company until she begins her studies.

Participant Strengths

- Thoughtful and caring
- Has determination to overcome obstacles and succeed in life
- Friendly and outgoing – she enjoys working and interacting with others
- Very enthusiastic and organized with planning and goal setting
- Very resourceful in establishing a strong support network
- A positive, independent woman

Employment Barriers

- Inability to work flexible hours due to childcare constraints
- Lack of confidence in herself and her skills
- Lack of a driver's license

Integrated Case Management

- While attending QUEST, she contacted the Saskatoon Police to press assault charges against her daughter's father.
- She connected with counselling services to help her overcome many abuse issues. She communicated with them via meetings and phone calls to help her to deal with the effects of abuse.

Employment Activities

- In the QUEST program, she participated in personal development workshops on topics including communication, assertiveness, conflict management, values and roles, decision making, boundaries, resiliency, time management, and human relations skills. She also completed a personality inventory, a learning styles inventory and a transferable skills inventory. She participated in health, nutrition and physical fitness activity and worked as a volunteer worker at CHEP's Good Food Box. In addition, she was trained and certified in Safe Food Handling, Saskatchewan Tourism's Service Best, CPR Level C / AED, First Aid and Lou Tice's Thought Patterns for a Successful Career.

Outcomes

- She was very motivated to attain full time employment and become more self sufficient
- She developed an awareness of the importance of healthy relationships for support for her achievement of goals.
- After completing a resume, she actively applied for work in areas of her immediate interest.
- She has gained employment as a cleaner to sustain her family until she enrolls in school.
- She developed confidence to goal set for a university education.

Ongoing Support

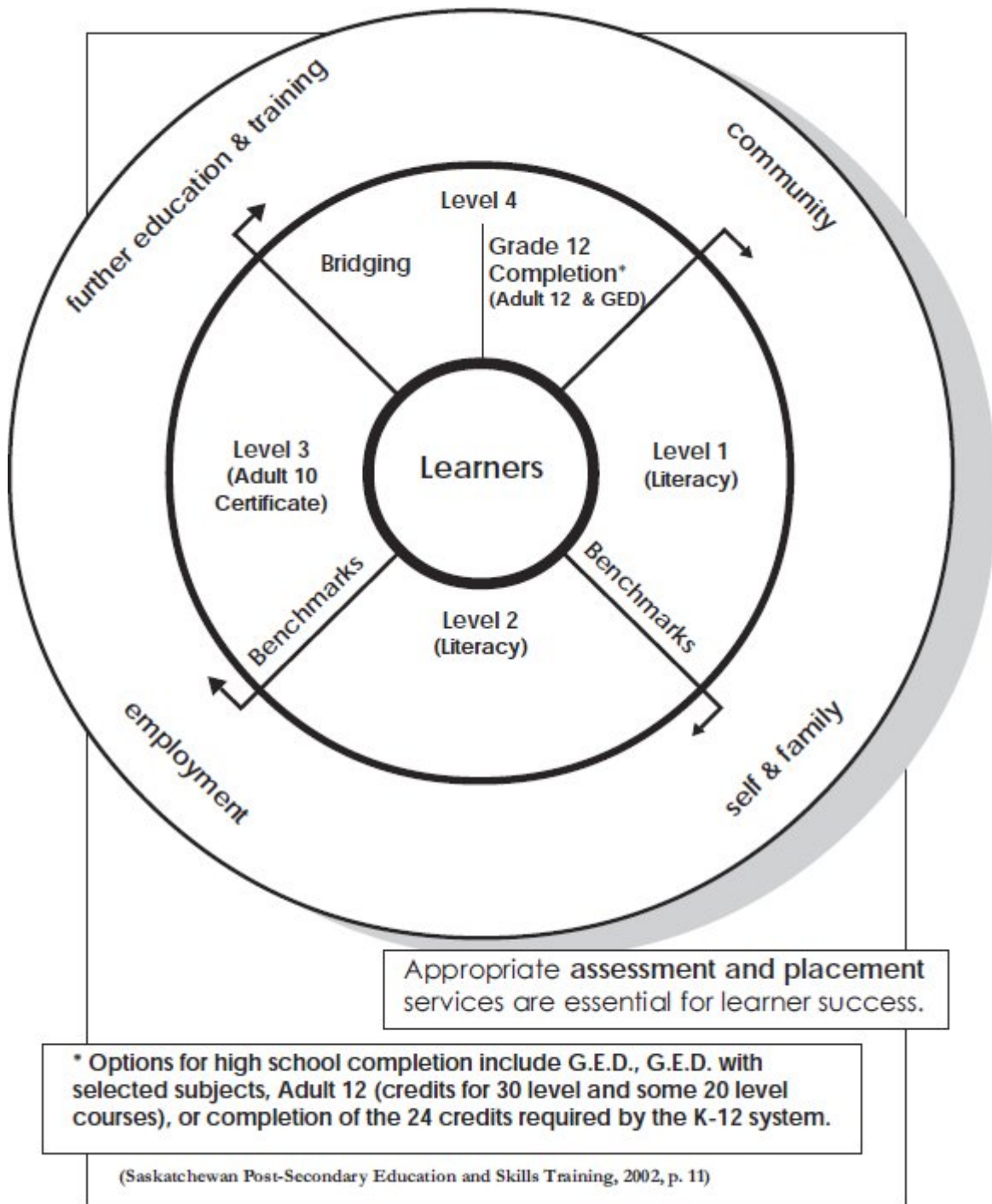
- She continues to maintain contact with Radius for motivation and support.

APPENDIX C: INSTRUCTIONAL GUIDES

Appendix C. 1 Circle of Learning: Overview and Context

Introduction to Saskatchewan Literacy Benchmarks
The Circle of Learning

Overview and Context of Adult Basic Education Credit Programs



Appendix C.2 Web 1 SELF

MODULE 1 Planned Activities & Workshops

Communications Learning Activities

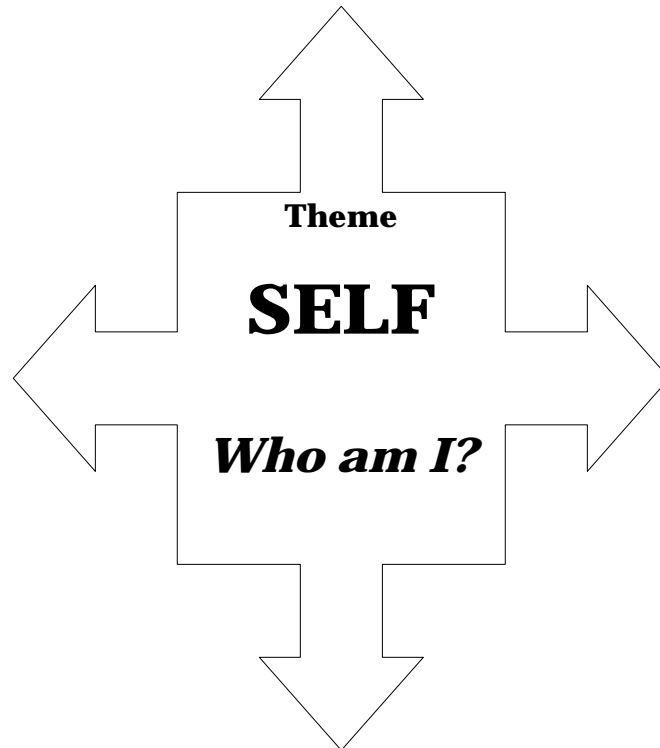
- ❖ Reflective Journal Writing
- ❖ General Skills Assessment
- ❖ Spelling Test 1 & 2
- ❖ Newspaper Article Written Synopsis
- ❖ Guest Speaker - Michael Woods: Addictions Services
- ❖ Building Strategies: Writing & Reading Pretests

Interpersonal Skills Activities

- ❖ Participant Interviews
- ❖ Greatness Posters
- ❖ CHEP: Good Food Box Volunteerism
- ❖ Conflict Styles & Management

Numeracy Learning Activities

- ❖ Building Strategies: Math Pretest
- ❖ Time Management
- ❖ Mad Math Minutes
- ❖ Multiplication Table

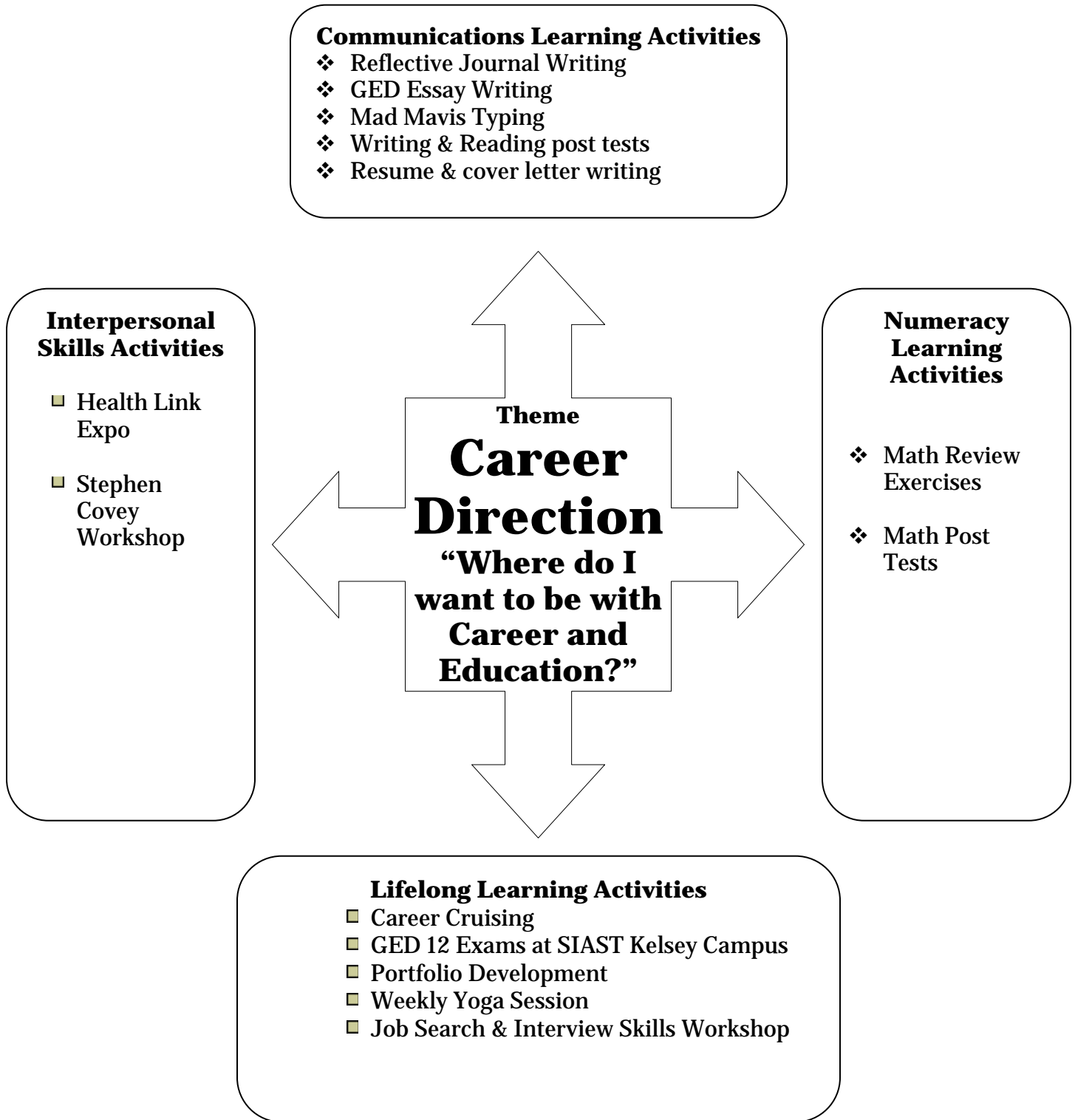


Lifelong Learning Activities

- ❖ Self Esteem Questionnaire
- ❖ Self-Development Workshops: Values/Roles/Supports, Communications/Assertiveness, Learning Styles, Personality Styles, Alberta Inventory, Decision Making, Goal-Setting, Computer Basics

Appendix C.3 Web 2 Career Direction

MODULE 6 Brainstorming Learning Activities with Learners



Portfolio of



John Doe



Profile

John Doe

Strengths:

- Energetic and efficient in a fast-paced work environment
- Excellent listening and communication skills
- Demonstrate a high degree of understanding and encouragement to others
- Dynamic and inspirational team leadership skills

Skills and Qualifications:

- Safe Food Handling Certification
- Service Best Training
- Thought Patterns for a Successful Career Training
- Standard First Aid and CPR/AED Level C
- Completed Radius QUEST program

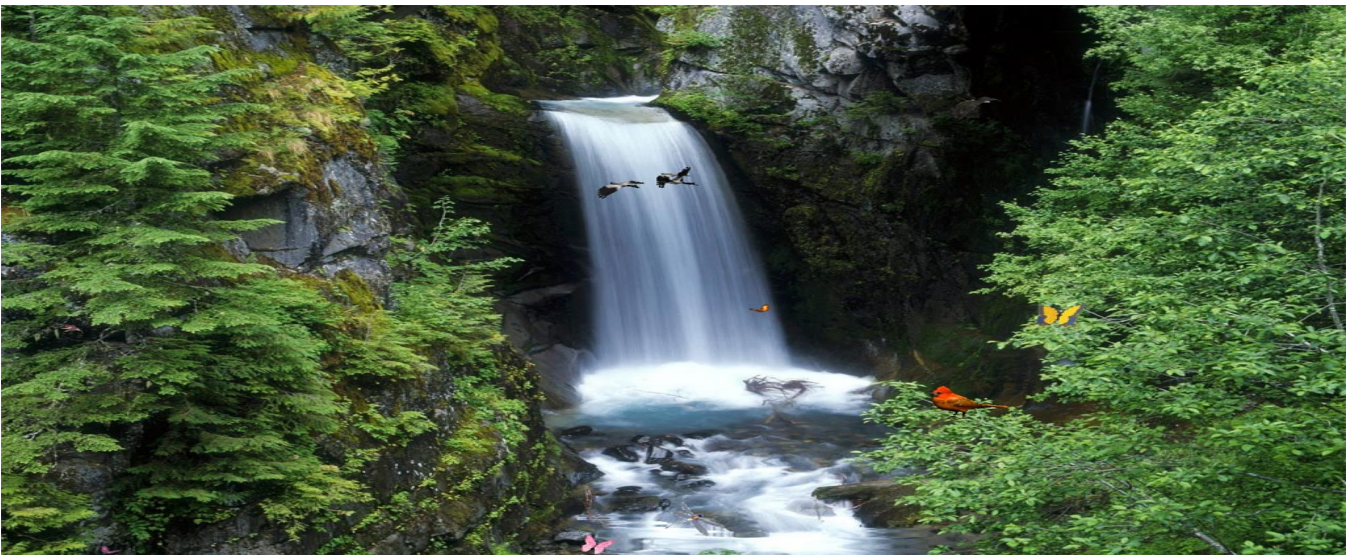
Interests:

- Health and nutrition
- Basketball and football
- Yoga
- Listening to music and watching movies
- Experiencing challenging new activities

Learning Styles

I have strong Interpersonal and Bodily/Kinesthetic learning capabilities.

- I am good at understanding people, leading others, organizing, communicating, manipulating situations for positive outcomes, and mediating conflicts.
- I am energetic and work best when I can be active in my work environment.
- I like to have lots of friends, talk to people, and join groups.
- I am good at listening and communicating.
- I use body language and talking to communicate.
- I am able to figure out the motives and intentions of others.
- I live an active lifestyle.
- I enjoy outdoor games and sports.



Personality Style

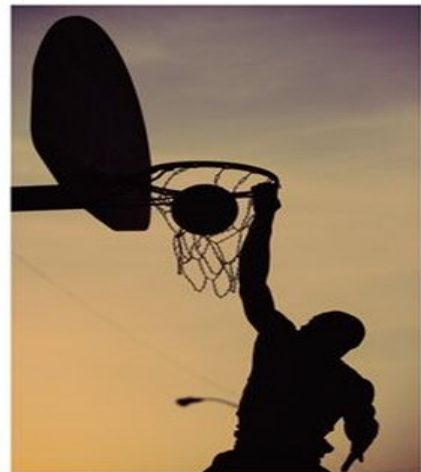
Results from the Keirsey Temperament Sorter
indicate that I am an

ENFJ

(Extroverted, Intuitive, Feeling, Judging)

“I am the Giver”

- I enjoy being the center of attention and do very well in situations where I can inspire and lead others, such as teaching.
- I have excellent people skills.
- My main interest in life is giving love, support, and a good time to others.
- I am good at understanding, supporting, and encouraging others.
- My people skills are extraordinary and I have the ability to manipulate people positively.
- I am in many ways expressive and open, and am more focused on being responsive and supportive of others.
- I am fun to be with, and truly understand and love people.
- I take pride in my possessions and my home environment.
- I exude a lot of self-confidence, and have the ability to do many different things.



Summary of My Skills, Interests, Values and Traits

My Top Skills are:

- I can play basketball well
- I can cook really well
- I can follow a budget
- I can lift heavy things
- I can entertain people



My Top Interests are:

- I like to listen to music
- I like to make people laugh
- I like to be a leader
- I like to stay active
- I like to play sports

My Top Values are:

- It is important to make the world a better and safer place
- It is important to be healthy
- It is important to have good family relationships
- It is important to learn new things
- It is important to work with people you like

My Top Traits are:

- I am creative
- I am ambitious
- I want to fit in with other people
- I do many different things
- I don't mind taking risks



B A L A N C E

I am one with my body. I am one with my mind.

Career Action Plan

John Doe

Thursday, February 26th, 2009

**My long term career goal is to become a
Radio Broadcaster/DJ
by April, 2010**

My short term goals are:

- Rent my first place to live independently March, 2009
- Write GED tests March 6th, 7th, 2009
- Write my learner's license and pass March, 2009
- Finish QUEST program at Radius Community Centre March 13th, 2009
- Attend an open house for WAB 1:00-4:30
(Western Academy of Broadcasting) March 21st, 2009
- Find a job April, 2009
- Get picture I.D. (SGI, Treaty Card) March, 2009
- Enrol in WAB for September start date April, 2009
- Apply for funding for school (from band or student loan) Spring, 2009
- Be employed as a Radio Broadcaster/Disc Jockey April, 2010

If I don't pass the GED:

- Re-write GED tests April 17 & 18, 2009
May 22 & 23, 2009
June 19 & 20, 2009

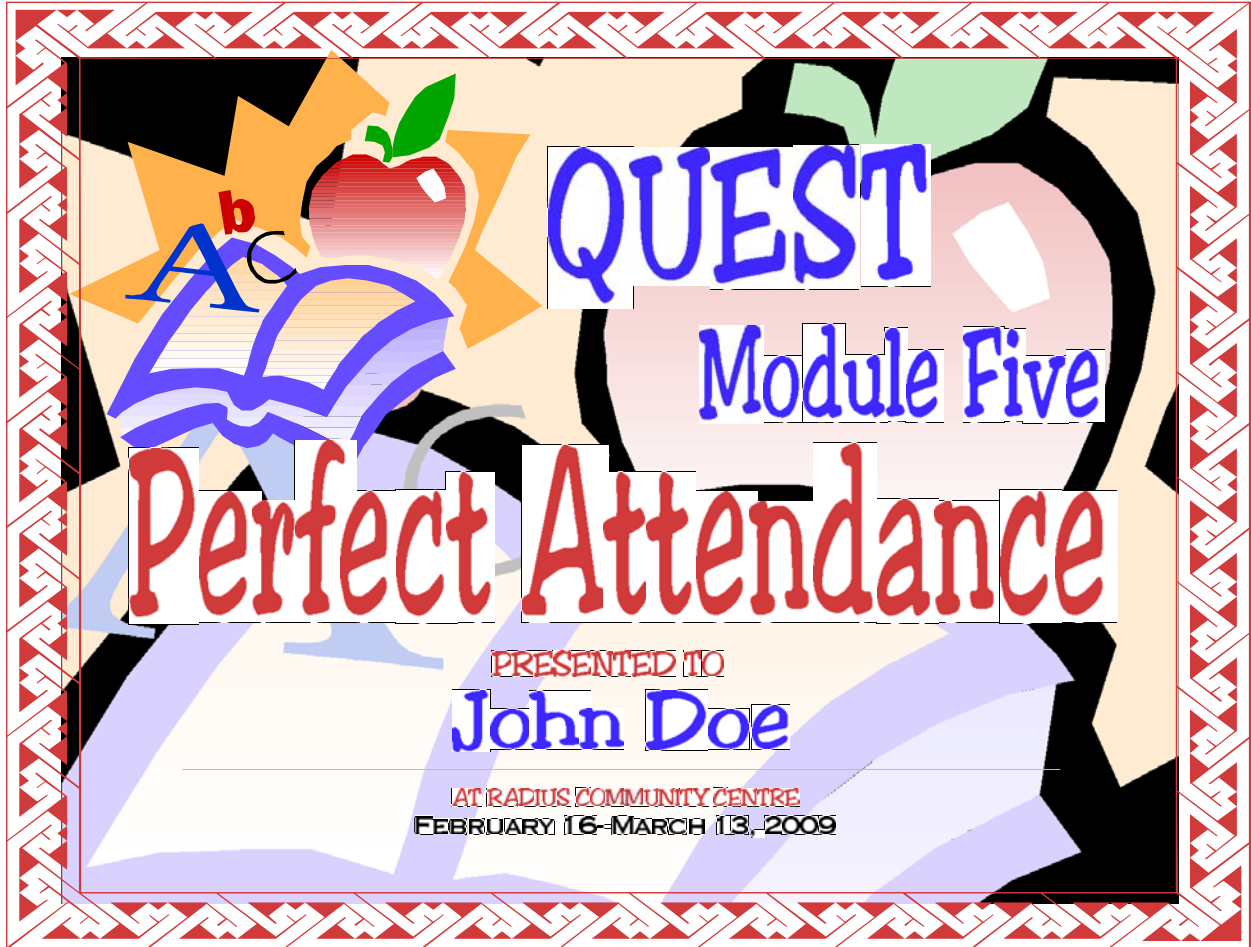
**Radius QUEST Program
Workshops and Activities Completed**



Module One, Self

Multiple Intelligences (Learning Styles) Inventory	<input checked="" type="checkbox"/>
Keirsey Temperament Sorter (Personality Styles)	<input checked="" type="checkbox"/>
Values and Roles (Personal and work)	<input checked="" type="checkbox"/>
Building Strategies Pre-tests – <i>Math, Reading, Writing</i>	<input checked="" type="checkbox"/>
Skills, Values, Interests, and Traits	<input checked="" type="checkbox"/>
Stress Management	<input checked="" type="checkbox"/>
Conflict Styles and Management	<input checked="" type="checkbox"/>
Self Awareness, Self Esteem – <i>Greatness Posters</i>	<input checked="" type="checkbox"/>
Community Involvement – Volunteer – <i>CHEP's Good Food Box</i>	<input checked="" type="checkbox"/>
Decision Making & SMART Goal Setting	<input checked="" type="checkbox"/>
Guest Speaker – Addictions: <i>Michael Woods</i>	<input checked="" type="checkbox"/>
Computer Basics Introduction -Keyboarding, Word, Internet	<input checked="" type="checkbox"/>
Effective Communication & Assertiveness	<input checked="" type="checkbox"/>
Time Management	<input checked="" type="checkbox"/>
Lou Tice – <i>Thought Patterns For A Successful Career</i>	<input checked="" type="checkbox"/>
Assets and Strengths - Circle Sharing	<input checked="" type="checkbox"/>
Reflective Journaling	<input checked="" type="checkbox"/>
Spelling Tests 1,2	<input checked="" type="checkbox"/>

Certificates of Attendance



Radius QUEST Program

Workshops and Activities Completed

Module Six: Career Direction

Family Literacy Day: READ Saskatoon Presentation	<input checked="" type="checkbox"/>
Global Radius: Eat Right Kitchen	<input checked="" type="checkbox"/>
Career Cruising: Future Paths Network Career Assessments/Research & Portfolio Development	<input checked="" type="checkbox"/>
Community Involvement Volunteer with CHEP “ <i>The Good Food Box</i> ”	<input checked="" type="checkbox"/>
Career Assessments CAPS, COPEs, COPS	<input checked="" type="checkbox"/>
Career Action Plan Development	<input checked="" type="checkbox"/>
Portfolio Development Professional & Academic Portfolios	<input checked="" type="checkbox"/>
McKay College Presentation	<input checked="" type="checkbox"/>
SIAST Kelsey Campus Tour	<input checked="" type="checkbox"/>
University of Saskatchewan Tour	<input checked="" type="checkbox"/>
Job Search & Interview Skills Workshop	<input checked="" type="checkbox"/>
GED 12 Assessments: Language Arts Writing /Reading, Social, Science & Math	<input checked="" type="checkbox"/>
Resume & Cover Letter Writing Workshop	<input checked="" type="checkbox"/>
Spelling Tests 14-18	<input checked="" type="checkbox"/>
Stephen Covey Workshop “ <i>The Seven Habits of Highly Effective People</i> ”	<input checked="" type="checkbox"/>



Nomination Letter

Literacy Awards of Merit

We are nominating John Doe, a learner from the QUEST program delivered by Radius Community Centre for the 2009 Literacy Awards of Merit.

We feel John is deserving of this award due to his exemplary participation and attendance in the program. John entered the program facing seemingly insurmountable challenges and obstacles. Throughout the past six months we have witnessed the monumental life changes that John has chosen to implement despite issues of violence, addictions and rehabilitation stressors. His dedication and commitment to learning is evidenced by his unwavering determination to succeed.

The curriculum focused on the Circle of Learning Saskatchewan Adult Literacy Benchmarks Levels 1 and 2. John surpassed these expected learner outcomes by improving his reading, writing and math skills to a level where he prepared for and wrote the GED exams offered at Kelsey SIAST Campus.

Key to John's success in QUEST was the completion of skill enhancement workshops of which he embraced and applied to real life contexts of community, work and lifelong learning. Through the development of Workplace Essential Skills he developed both a professional and academic portfolio. The excitement and enthusiasm of both the facilitators and John as his portfolios were created and presented was a heart-warming experience.

John shared with us the impact this program has had on him, *"Coming here to the QUEST program had me looking forward to each and every new day. I say this because every day we learn something new, and Radius helps us to realize it's possible if we only believe."*

Thank you for your consideration.

Sincerely,

Program Coordinator
Radius Community Centre

QUEST Instructors
Radius Community Centre

Academic Reference Letter for John Doe

March 10, 2009

John Doe attended Radius QUEST: Adult Literacy Employment Program and was a successful participant from September 2008 to March 2009.

During his program, John showed superb dedication by attending regularly. He was extremely punctual and received the perfect attendance award several months in the program. In addition, he proved himself to be capable of effective learning. His communication and academic skills were greatly enhanced during QUEST. He was also consistently positive and his instructors and peers benefited from his enigmatic smile and limitless energy.

Outside of the classroom, John showed diligence and hard work while volunteering for CHEP Good Food Box on a bi-monthly basis. He was highly successful loading and unloading the delivery trucks, as well as working with others on the assembly line. He often arrived a half hour early and began working with little supervision or direction. We believe John is a worthwhile candidate for further educational and work-related endeavours. He is a delightful student in the classroom and is supportive and considerate of his peers.

We can be contacted at Radius Community Centre at (306) 665.0362 for further comment or assistance.

Sincerely,

QUEST Instructor
Radius Community Centre

QUEST Instructor
Radius Community Centre

RADIUS QUEST

Certificate of Completion



John Doe

has successfully completed the QUEST Program at
Radius Community Centre
September 15, 2008- March 13, 2009

Instructors

Director

Other Portfolio Documents

The following are additional documents participants would place in their portfolio:

- First Aid/ CPR C
- Food Safe Handling
- Service Best
- Lou Tice *"Thought Patterns for a Successful Career"*
- Completion certificates of other programs
- Awards

As the portfolio is meant to be a living document (portable and transferable), participants will add any further pieces from their future work and education experiences.