

2010

RADIUS QUEST: Quality Essential Skills and Training

Program Evaluation

In this project sponsored by Service Canada: Youth Employment Strategies Skills Link, Radius Community Centre provided 18 youth between the ages of 18-29 years of age the opportunity for essential skill development in the areas of personal employability skills, literacy, numeracy, various workplace certifications, career development tools and connection to community outreach. Successes include: 80% success rate for participants who wrote the GED12 examinations, 78% success rate for participants who gained employment or continued on with further education.

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Radius Employment Programs work from a teamwork model, and QUEST benefited from the support of the team inclusive of Sharon Poncelet-Ferris, Kaid Huculak, Brett Cavanaugh, and Maxine Lawrenz. The team shared in providing advice and encouragement through daily debriefings, specialized instruction classes and program planning sessions. Thank-you!

Finally, I would like to acknowledge the contributions and the hard work of the youth that were our QUEST participants. Balancing personal lives, parenting responsibilities, facing issues such as addiction and justice along with the financial challenges of unemployment, is never an easy endeavour. Congratulations to these youth who found the motivation, the energy, the drive and courage to work through the tough times and succeed. QUEST was just the beginning, a seed planted for the many tomorrow's successes that will follow.

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

Dorothy Hyde
Executive Director
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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 education helped participants create a professional portfolio, career action plan and develop workplace essential skills. During the course of this project, 18 participants were enrolled. After completing their programs, 11 participants have enrolled for further education, and 9 have gained employment (6 participants have career action plans that balance both work and schooling).

Radius QUEST provided a comprehensive 24 week program to support individuals in their self efficacy, workplace essential skill development and career direction. Radius used the following strategies to assist participants develop their personal and interpersonal social skills:

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

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**-is 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 them understand their strengths, challenges, learning ability, life stability, problem solving abilities and employment readiness. (See Appendix A.2, A.3, A.4)
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.2 & 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.

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:

- Enhanced their employment readiness skills and improve on personal behaviours to encourage success in the workplace
- Had little or no work history or have not been able to sustain employment and require interpersonal / personal skill development
- Had low literacy and/or have not completed Grade 12
- Needed support in immediate needs preparation (childcare, transportation, health)
- Needed support with short term preparation (motivation, addictions, counselling, self esteem, confidence)
- Had not set goals and personal direction for employment
- Lacked 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 Pacific Institute's "Thought Patterns for Success Course", First Aid/CPR and WHMIS. 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 significantly, and on average by a minimum of 2.5 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. Five participants completed the GED examinations, and four of them have successfully obtained their Grade 12 equivalencies. This qualification significantly improves their employability and career development options.

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, the support of significant others', and the importance of healthy lifestyle choices for employment success.

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 has improved my quality of life and made me feel better about myself."

-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 11-12.
- **Participant Exit Surveys** – Upon completion, participants filled in an exit survey. Results can be found in Appendix A.1
- **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.2
- **Self Esteem Measures** – Participants in the QUEST program completed a Self Esteem Measure in the first and final weeks of participation in the project. See Appendix A.3
- **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 (Steck-Vaughn GED 12 Preparation Curriculum). 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
- **Self Assessments** – Students completed personal evaluations to identify their personal strengths, accountability and areas for development. See Appendix A.1, A.2, A.3, & A.4

C. FINDINGS

- 100% of the participants were between the ages of 18-29years; 55% were males and 45% were females.
- 17% held an education level of Grade 12, 17% held Grade 11, 44% held Grade 10, and 22% held Grade 9 or less.
- 67% of the participants disclosed as being of First Nations ancestry.
- 50% of the participants were single parents.
- 62% of the participants were in receipt of benefits from the Saskatchewan Ministry of Social Services prior to program enrolment. 11% returned to Social Services post intervention.
- Of those who completed programming, 70% have gained employment.
- 61% enrolled in further training post completion with QUEST. (54% of these are working part-time in addition to studies)
- 100% of the participants stressed their satisfaction and 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 The Importance of Feeling Qualified to Compete in the Job Market

When asked why the participants had been unable to find work, they would often respond with “I don’t hold the necessary qualifications to be employed.” The participants recognized that their level of education has made it difficult for them to compete in a labour market that is consistently increasing its minimum education requirement for entry.

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. 83% 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.

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

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 GED12 examinations. Five participants attempted the GED12 examinations; four have successfully achieved their Grade 12 equivalencies. Offering employability skills coupled with academic skills provided the participants with the necessary tools to develop career direction inclusive of higher education.



First Aid at Work

Additionally, QUEST provided participants with many entry level certifications. Participants successfully completed their First Aid/CPR “C”/AED, WHMIS (Workplace Hazardous Materials Information System), Food Safe Handling Certificate, Saskatchewan Tourism’s Service BEST Customer Service Certificate. With these credentials highlighted in their portfolios participants felt more confident in facing employers and presenting their strengths and skills for the job.

D.2 The Importance of Career Direction

In addition to the participant’s feeling under-qualified, they also did not have a clear career action plan or goal. In their response to the question of what is it that you want to be or see yourself doing in 5 years, participants would state “I don’t know”. Participants indicated that motivation for looking for employment is lost when an individual feels defeated and has no vision of where they want to see themselves. The program elements of incorporating the

Thought Patterns for Success, and the comprehensive career action planning involving career assessment, personal assessment and decision making helped the participants define their career plans and determine various career steps that were realistic and created by the individual. Participants became motivated to begin on their career path.

D.3 The Importance of Case Management and Personal Planning and the Culture of Work

Early into the program it was identified that consistent attendance was difficult for many participants. Employers indicate attendance is a key factor for success in the world of work. 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. Unsupportive family and personal relationships also proved to be a factor deterring from success. Participants often seemed to feel that they must choose between family and work life, rather than try to find the work-life balance needed for maintaining employment.

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.

Three participants ended their enrollments in QUEST prematurely to pursue employment opportunities. One is working casually in construction. Another gained temporary employment with his reserve, and another left for seasonal employment. While the attraction of 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.4 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.



The kitchen is now Our Domain

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 as a means of providing participants with physical fitness, teamwork skills and group cohesion. Weekly, many activities were offered including basketball, volleyball, badminton and yoga. In addition to improved health, participants reported noticeable changes in the areas of focus/concentration, positivity, and energy levels.

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.

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. One 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	13	<Gr.10	4
		10	8	Nonclassified	5	<Gr.11	8
						<Gr.12	3
						Gr. 12	3
				Equity Groups		Other:	
				Disabled	10	Justice issues	5
				Visible Minority	0	Mental Health	2
				Aboriginal	14	Addictions	2
				Single parents	9		

Personal story of one participant taken from an essay comparing and contrasting the person she is now with the person she was five years ago (places and dates have been changed to protect her identity)...

Five years ago, I was a completely different person. I was addicted to intravenous drugs from 2005-2008. I was depressed and had lost my children and my boyfriend at the time was abusive. I ended up leaving him. After that I spiralled out of control. I lost everything, my kids, my faith, my mind. I had no care for myself. I did not care if I lived or died.

For the next few years I had lived on the street. Living day by day, ate at food banks, slept wherever I could. It was hell, but, I didn't care. I had no one. I thought I had no one. Little did I know at how much I was hurting my parents and my family.

One day, I died. I over-dosed and flat lined. That changed my life. I did not want to live that way anymore. I decided to put myself in rehab. The doctor put me on methadone, so, I went back to Little Pine. This was January 2009, I had come back. I've been clean since January 16, 2009.

So, I started my methadone, I had to move to Battleford because it was not available in Little Pine. I found a job as a waitress in the River Valley Bar. I also worked nights as a hotel/bar night watchman. During the days I had found a course to take, so I went to school. I did good out there...

...Today, I have 16 months of sobriety. I am at Radius, I am healthy. I have a partner who loves me and accepts me. My ex allows me to see my kids. I am getting my oldest daughter back this fall. My family no longer worries about me. I care about myself and I know I am worthy. My life is turned completely around. I plan to get a degree in social work and counselling. I am working hard to have a good life. I will not touch drugs ever again. I am alive and well and have a lot to look forward to.

Key Findings from Demographics:

- 78% of participants disclosed being of Aboriginal ancestry
- 56% of participants disclosed as having a disability
- 83% of participants held less than Grade 12 education or higher
- 67% of participants held less than Grade 11
- 22% 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 student recruiter for the Saskatchewan Institute of Applied Sciences and Technologies (SIAST) who, had been an alumni of Radius employment programs. She shared her personal story of success, of single parenting, of balancing education, attaining her GED12, and going on to complete post secondary training with SIAST and now is working for that very training institution as a student recruiter. Her story of survival, obstacles, goal setting and achievements was very inspirational for the participants.

F. OUTCOMES

Outcome One: Self-Efficacy

- 21 individuals completed the intake process with Radius staff. Of these 18 were selected for enrolment in the QUEST program and thus 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 5 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

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.

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 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 noticed about myself is that I follow instructions thoroughly. I worked hard to be a team player, I helped others, and I am not afraid to get dirty! – I am a hard worker.”

“I am glad I had the opportunity to work with CHEP and I plan on continuing with volunteering on my own – because I know my reserve benefits from CHEP as well.”

- 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.

“To learn that I move towards that which I think about – positive and negative - I CHOOSE! Thank you – it was a gift to have the opportunity to participate.”

“I have a lot of potential. It’s okay to be scared, however, it is not okay to stay scared. I have in me the ability to do what I set my mind to. Thank you!”

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. The curriculum focused on both GED12 curriculum and Circle of Learning Saskatchewan Adult Literacy Benchmarks Levels 1 -4 activities (Please refer to Appendix C.3).

Learning Outcomes:

- 16% average increase in participant Reading skills based on GED 12 Reading Score percentile rankings
- 36% average increase in participant Writing skills based on GED12 Writing Score percentile rankings

- 22% average increase in Numeracy skills based on the GED12 Mathematics Score percentile rankings

As a result of the academic success experienced in QUEST activities, five participants felt ready to complete the GED12 exams offered at Kelsey SIAST Campus. For the four participants who were successful in obtaining a GED 12 Diploma, the number of job opportunities available to them has significantly increased.

- Participants gained workplace essential skills through five theme based modules (sample module plans in Appendix C.2 & C.3) that were collaboratively developed by the learners and facilitators. These activities reflected learning in real life contexts of community, work and family. A sample lesson plan for the Writing Process Workshop has been included in Appendix E.

Essential Skill Outcomes:

- 30% increase in participant’s perception of their decision making skills

Increases in personal development can be difficult to substantiate. To gauge our participant’s decision making skills, interpersonal communication skills, life stability, we used a scaling measure (based on a Likert Scale 1= very weak and 10=very strong) that is distributed to participants in their first week and in their final week of their programs. This measure allows us to tabulate statistics to measure program effectiveness in the designated areas. The strongest measure of increase for this QUEST group was demonstrated in their perception of their decision making skills. On average participants recorded a 30% improvement in their individual skills.

“I deal with my problems more better now”.

“My life is more balanced.”

- 24% increase in participant’s perception of their communication skills

In their communication skills, they recorded a 24% increase, citing improved confidence in public speaking, peer and supervisory communications.

“It’s sooooo hard not to use slang – but I can honestly say I have improved from the beginning to now!”

- 20% increase in participant’s perception of their overall life stability

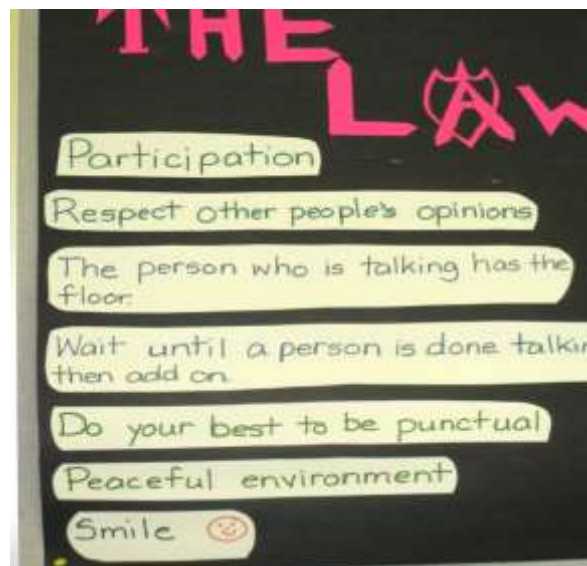
Part of the QUEST assessments included personal tracking of attendance, punctuality, relationships with peers and supervisors, and general areas for improvement.

“QUEST showed me that life is what you make of it. Now, I am trying.”

- 11% increase in participant's self esteem

QUEST participants completed the Self Esteem Measure both in the first and their final weeks with the project. In the beginning, their scores ranged from a level where they believed that their esteem was holding them back from doing things that they wanted to do. The scores ranged from a score of 10 to 17. The mean score for participants was a 14.2. This score represents that their confidence levels prevented them from participation in activities. In their final week, participants showed a significant improvement. Their scores ranged from 13 to 18. The mean score for participants was 16, or that their average score has now risen to a level that would be categorized as effective and a willingness to face new challenges.

- Additionally, an activity at the beginning of the project had the participants define their group guidelines for classroom expectations and personal conduct. The group came up with what they affectionately referred to as the law, which in turn was posted in the room for the duration of their enrolment. The following was the document derived from the participants and highlights those areas that employers stress for success in the worksite.



The Classroom Rules

- Technological literacy is becoming an increasingly important aspect for employability. Participants in QUEST worked on computer familiarization skills through keyboarding speed exercises, portfolio documentation and word processing, and through the development of a PowerPoint presentation focused on the topic of their choice. Participants not only created projects of significance for themselves, they also presented them formally to their peers exercising the public speaking skills. A sample presentation can be found in Appendix F. As demonstrated in this product, participants researched their topics, focused on word selection, graphic design, layout and presentation.

Outcome Three: Career Direction

- 78% success rate for participants completing the program with either employment or enrolment in further education
- 9 youth completed the program having gained employment
- 11 youth enrolled for further education, 6 of these participants will balance part time work and studies

Participants completed employment readiness workshops and developed a clear career direction in order to participate and advance in the labour market. (See Appendix C.3 for sample instructional webs, and Appendix D for the Workshop topics in the portfolio).

Participants developed professional portfolios designed to identify their personal strengths and employability skills. The portfolios provided 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** –Outlines the participant’s strengths, skills and interests
- **Resume**
- **Personality Profile** –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** –Identifies five points for each of the skills, traits, values and abilities sections completed in the assessment
- **Workshop List** –Lists all the workshops the individual participated in
- **Work Assessment Review** –Evaluates the participant’s volunteer work experience
- **Certificate of Completion**
- **Training Certificates** – includes the following:
CPR/First Aid, Food Safe Handling, WHMIS, Lou Tice, Service Best
- **Reference Letter(s)**

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

Youth participants completed career assessments and research using the CAPS, COPEs, COPS assessments. This in combination with the strengths determined through the Learning Styles, Personality Styles and Values workshops helped participants create an individualized career action plan. (See Appendix D Portfolio)

G. OVERALL PROGRAM EFFECTIVENESS AND RECOMMENDATIONS

Participant evaluations yielded responses from 11 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 7 to 10 with a mean score of 8.7 for program effectiveness. 78% of participants reported that they had developed an action plan. 100% reported that they had improved their computer skills. 100% reported that they had participated and benefited from the employment readiness workshops. Using the same Likert scale, their satisfaction ratings ranged from 6-10 and had a mean score of 7.6.

78% of the respondents in the exit surveys highlighted that they could not make any suggestions for change in programming and 72% of respondents believed that QUEST activities improved their employability.

QUEST has proven to be effective in motivating participants to develop and build on their career action plans. In the follow-up and exit surveys, 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. They valued the:

- Weekly physical fitness activities.
- Number of employment certifications gained through participation in the program (First Aid/CPR, Food Safe Handling, WHMIS, Service BEST, Lou Tice Thought Patterns for Success, and the GED12)
- A few participants requested an even stronger emphasis on GED12 preparation.
- Instructors suggested a shorter term project for participants as attendance/lifestyle issues seemed to really impact participant decision making approximately 12-14 weeks into the program. This change would help tap into the participant's strongest motivation time.



Celebration of Achievement

These recommendations will be used for future programming and development.

"I really enjoyed the specialized training we received in First Aid/ CPR, Lou Tice Thought Patterns for a Successful Career, Service Best, WHMIS, Safe Food Handling and my GED Grade 12. These will really help in getting a job!"

H. 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 GED12 certification. These experiences provided the individual with the essential skills and confidence to develop career direction, to investigate and plan education options and to obtain employment. This combination of services has proven successful for developing employment skills and encouraging participants from many varied backgrounds in work history, education, and personal life experience to move in the direction of employment.



Goal Setting Wall

APPENDIX A: Surveys

Appendix A.1 Radius QUEST Exit Survey 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 group now it is bigger and stronger than before.

Participants Employed or Enrolled In Further Training

- 9 Participants have gained employment.
- 11 Participants have enrolled in further training. (6 participants will balance studies and work).

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

Respondents had enrolled in: Kelsey SIAST, Saskatchewan Abilities Council: Partners in Employment Program, University of Saskatchewan, Saskatoon Trades & Skills Training, Saskatchewan Indian Institute of Technologies: Adult Basic Education Program

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. Especially highlighted were the PowerPoint presentations (Sample in Appendix F). Participants felt proud of the products they created and presented to their groups. These presentations not only honed computer skills, but allowed for communications and public speaking.

Suggested Program Changes

78% participants reported no changes were necessary in the programming. 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, WHMIS, Safe Food Handling and my GED Grade 12. These will really help in getting a job!
- They made me realize that my past learning experiences are what are holding me back and creating barriers to employment.
- I have learned to use my time more wisely, less talking, stay focussed, get work done on time – to listen and participate in class discussion and more.

Appendix A.2 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. 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.

Of the surveys collected by participants who successfully completed the QUEST program, the following results were found.

Overall Life Stability:

In the first week of the QUEST program, the average life stability was rated as 4.7. After the final week, the average rating increased to 6.7.

Problem Solving Ability:

In the first week, the average life stability was rated as 4.8 and after the final week it rose to 6.7.

Communication Skills:

The average participant rating of communication skills in the first week was 5.0, which rose to 7.4 by the final week.

Decision Making Abilities:

The average participant rating was 4.6 during the first week, and 7.6 after the final week.

Time Management Skills:

In the first week, the average rating for time management was 3.7 and it jumped to 5.6 by the final week.

Stress Management Abilities:

The average rating for stress management was 5.1 during the first week of the program, and 6.9 by the final week.

Conflict/Anger Management:

The average rating for Conflict/Anger Management was 4.7 during the first week, but by the final week it rose to 6.1.

Healthy Lifestyle:

The average rating was 5.6 during the first week and 6.4 by the final week.

Appendix A.3 Participant Self Esteem Measure

How do you feel about what you can do?

Answer Yes or No to the following questions:

Name: _____

Date: _____

Do you have a hard time nurturing yourself? Y or N
Have you ever turned down an invitation to a party or an event because of the way you felt about yourself? Y or N
Are you supportive of others but hard on yourself? Y or N
Whenever things go wrong, do you blame yourself? Y or N
Do you react to disappointment by blaming others? Y or N
Do you bring each day with a negative attitude? Y or N
Do you feel worthless? Y or N
Do you have an inner voice who is critical? Y or N
Do you believe that being hard on yourself is the best motivation for change? Y or N
Do your good points seem ordinary? Y or N
Do you feel unattractive? Y or N
Have you ever felt your accomplishments are only luck, but your failures are due to your inadequacy? Y or N
Do you feel unappreciated? Y or N
Do you feel lonely? Y or N
Do you struggle with feelings of inferiority? Y or N
Do other people's opinions count more than your own? Y or N
Do you hide your true feelings? Y or N
Do you hesitate to do things because of what others might think? Y or N
Do you get your sense of worth from the approval of others? Y or N
Do you feel guilty about doing/saying what you want? Y or N

Scoring:

If you answered no between 16-20 times you have a high self esteem.

If you answered no between 12-15 times your self esteem is okay but there's room for improvement.

If you answered no between 7-11 times your self esteem is holding you back.

If you answered no less than 7 times your self esteem is extremely low.

Results from the Self Esteem Measure:

QUEST participants completed the Self Esteem Measure both in the first and their final weeks with the project. In the beginning, their scores ranged from a level where they believed that their esteem was holding them back from doing things that they wanted to do. The scores ranged from 10 to 17. The mean score for participants was a 14.2. As the scale suggests, participants believed that their confidence levels prevented them from participation in activities.

In their final week, participants showed a significant improvement. Their scores ranged from 13 to 18. The mean score for participants was 16. Their average score has risen to a level that would be categorized as effective and a willingness to face new challenges.

Appendix A.4 Personal Evaluation and Journaling Sample

Name Jane Doe Date Week of May 17-21

Success in the workplace is dependent on many elements. Listed below are those that are regularly listed as being most important. *Using them as guides, evaluate your participation in the Radius Skill Enhancement Program:*

Attendance Mon Tue Wed Thurs Fri
Son had appt. Personal issues

Punctuality Mon Tue Wed Thurs Fri

This is a big problem for me. Sorry, I am getting my car plated because I continue to struggle with this.

Relationship with Peers – (cooperation, participation, accept different opinions)

I would rate myself at a 7/10, I try to get along as best as I can.

Relationship with Staff – (accept instruction, constructive in asserting different opinions)

I would rate this at a 6/10 – this is an area I know I can improve in.

Personal Appearance - (appropriate dress, hair and overall hygiene)

Normally I would rate this as a 9 or 10, but, today I forgot the worksite is scent-free and I wore perfume, so I have to say I am at a 6 or 7.

Work Habits – (complete assigned work, take initiative)

I keep forgetting to hand in assignments. The Buckle and one essay. So, I will hand in my stuff.

Personal Responsibility – (diet, health, sleep)

I do good in this part. Except the past 2 nights I have insomnia just because of stuff. It is in the paper (a family member is in trouble – it's the story in the paper right now) and the elder involved is my cousin's grandpa and was my elder.

Ways in which I contributed to the group.

I don't know. In gym I cheer the team on.

Goal for next week:

To attend every day, except for the 26th, when my son is having his extraction and filling.

As shown in the example above, these evaluations provide opportunities for participants to work on written communications, and opens avenues for staff to approach participants and support them in their problem solving. Participants keep their weekly evaluations and then have a record for them to compare how their individual circumstances have changed.

APPENDIX B: Case Studies

Appendix B.1 Case Study One:

BACKGROUND INFORMATION

DEMOGRAPHICS

- ~ Single Aboriginal female youth 18 years of age, with no children
- ~ Low self esteem and self efficacy
- ~ Child of a very young mother raised by her grandmother
- ~ Raised in poverty with many siblings and lack of adult supervision
- ~ Much of her time was spent looking after younger siblings, while being very young herself

EDUCATION

- ~ Education was not a priority in the family, school attendance very truant
- ~ Attended QUEST to improve literacy and numeracy skills to facilitate employment as well as assist with long term goals
- ~ Came to QUEST to expand on skills necessary to write the GED exam

WORK HISTORY

- ~ Sparse work history

CAREER ACTION PLAN DEVELOPED WITH RADIUS QUEST

- ~ Wrote GED 12 examination at SIAST Kelsey Campus
- ~ Has a goal of becoming an elementary school teacher
- ~ Wants to attend Kelsey for Adult Basic Education programming to improve academic skills
- ~ Plans include attending the Indian Teacher Education Program at the University of Saskatchewan beginning September 2011
- ~ This participant showed great initiative in getting a part time job and continuing with her education in the Quest program. Realizing that she needs to improve her work history and gain experience in order to qualify for a higher paying “in the mean time job” she choose to work while attending Quest.
- ~ As well, knowing that her educational path is several years long, she would like to find an ‘in the mean time’ job that is fulltime

PARTICIPANT STRENGTHS

- ~ Friendly, always has a smile on her face, positive and outgoing
- ~ Thoughtful and caring
- ~ Determined and hard working, worked long and sometimes late shifts and still was in school the next morning
- ~ Responsible and dedicated, independent when needed to be
- ~ Creative, energetic and enthusiastic

EMPLOYMENT BARRIERS

- ~ Concerned she may not have been successful in passing her GED 12 exams and may not have the necessary pre-requisites to attend the University of Saskatchewan Indian Teacher Education Program
- ~ Does not possess driver's license
- ~ Young and very little experience

INTEGRATED CASE MANAGEMENT

- ~ While attending QUEST this participant was robbed by two men who followed her from her bank machine at the time she had all her rent money on her.
- ~ Case management plans included: encouraging her to go to police, advising her on safety measures she could use to prevent future thefts, and provided information for alternative rental accommodations such as housing registries and subsidized rental lists.
- ~ Additionally, provided her with time to access these services and find new accommodations.

EMPLOYMENT ACTIVITIES

- ~ As a part of the QUEST program, this client was able to participate in personal development workshops on topics including communication, assertiveness, conflict management, values and roles, decision making, healthy brain habits, nutrition, time management, goal setting, Stephen Covey's 7 Habits of Highly Successful People, and human relations skills.
- ~ She participated in daily physical activity as part of the stress management workshop in observance with the Benchmarks Circle of Learning: Mind, Body, Heart and Soul.
- ~ Completed a personality inventory, a learning styles inventory and a transferable skills inventory.
- ~ In addition, she participated in going to and working at CHEP's Good Food Box.
- ~ While in QUEST she was able to take Service Best, Food Safe Handling, CPR C/First Aid, as well as complete certificate training in Thought Patterns for a Successful Career.
- ~ Being able to utilize our food safe skills and integrating the learning request of adult learners, we had several cooking days where we created several entries such as : Lasagna with cornbread muffins and pumpkin cornbread muffins, crepes with fruit, fried and baked bannock

- ~ In an effort to improve computer skills participants we involved in a project to create a power point presentation on a topic of their choice. Participants then presented their projects to the class. This participant is somewhat shy and did very well stretching out of her comfort zone and did very well at presenting her project
- ~ The QUEST program used a learner centred foundational approach as set out in the Saskatchewan Benchmarks Curriculum. As such our participants wanted to learn about a wide variety of issues dealing with the broader area of life outside of the workforce but many of these topics dealt with possible barriers to gaining and maintaining employment.
- ~ Many guest speakers were invited to educate our clients in their area of specialization such as: Addiction Services, Ministry of Labour Relations and Workplace Safety, Disabilities , University of Saskatchewan- College of Law- The Pardon Process, and Indian Residential Schools Project Manager Kimberly Quinney Federation of Saskatchewan Indian Nations
- ~ The following institutions gave presentations to educate our participants about their programs: University of Saskatchewan- Aboriginal Students Centre, Saskatchewan Indian Institute of Technology- construction trades, Saskatchewan Institute of Applied Science and Technology

OUTCOMES

- ~ Highly motivated to complete career goals
- ~ Actively searching for full time work but remains employed part time
- ~ Is actively working toward gaining the necessary pre-requisites for her career action plan

ONGOING SUPPORT

- ~ This participant will always be welcome at Radius, her friendly manner created many lasting relationships. She will be missed nevertheless we wish her much success in her future.

Appendix B.2 Case Study Two:

BACKGROUND INFORMATION

DEMOGRAPHICS

- ~ Single Male 22 years of age, has one four year old child who lives with mother
- ~ Low numeracy and writing skills
- ~ Unstable family home as a child- parents kick him out as a young teen
- ~ Very little success in school due to ADHD and changing schools often
- ~ Several learning disabilities but lack of formal assessments to get into programs that may help him succeed

EDUCATION

- ~ Attended Quest to improve literacy and numeracy
- ~ Improve work essential skills
- ~ Gain skills necessary to write the GED exam
- ~ In the past very disjointed school history with very little success in formal education and dropped out

WORK HISTORY

- ~ Sporadic work history

CAREER ACTION PLAN DEVELOPED WITH RADIUS QUEST

- ~ Long term goal to become an Auto body Mechanic
- ~ Participant choose not to write the GED 12 as he felt he would not be successful in passing the exam
- ~ He wrote a placement exam and is currently on a waiting list to enter the Adult 10 program at SIAST Kelsey Campus
- ~ Upon completion of Adult 10 he would like to attend the Auto body Mechanic course offered at SIAST Kelsey Campus

PARTICIPANT STRENGTHS

- ~ Reliable, loyal and trustworthy, most morning this participant would be in the classroom ready to work thirty minutes before class started
- ~ Willing to try new things
- ~ Quiet and respectful
- ~ Responsible and independent
- ~ Creative and honest

EMPLOYMENT BARRIERS

- ~ Low numeracy skills, Attention Defect disorder, low frustration tolerance for some skills mostly math
- ~ Sparse work history

INTEGRATED CASE MANAGEMENT

- ~ While attending QUEST, he was involved in custody disputes, wanting to gain visitation rights to see his son.
- ~ This participant also had a few court attendances for legal infractions
- ~ Case management plans focused on providing him time to attend the various legal meetings, discussion about alternative visitation plans that may be presented, and encouraging participant to engage in calm and open discussions with the mother of his child.
- ~ Client had already accessed services for anger management and dispute resolution
- ~ Case management also focused on helping client work towards having a diagnosis for a learning disability. Referrals were made for both the Learning Disabilities of Saskatchewan and intake for Kelsey's Adult Basic Education program.

EMPLOYMENT ACTIVITIES

- ~ As a part of the QUEST program, this client was able to participate in personal development workshops on topics including communication, assertiveness, conflict management, values and roles, decision making, healthy brain habits, nutrition, time management, goal setting, Stephen Covey's 7 Habits of Highly Successful People, and human relations skills.
- ~ He participated in daily physical activity as part of the stress management workshop in observance with the Benchmarks Circle of Learning: Mind, Body, Heart and Soul.
- ~ Completed a personality inventory, a learning styles inventory and a transferable skills inventory.
- ~ In addition, he participated in going to and working at CHEP's Good Food Box.
- ~ While in QUEST he was able to take Service Best, Food Safe Handling, CPR C/First Aid, as well as complete certificate training in Thought Patterns for a Successful Career.
- ~ Being able to utilize our food safe skills and integrating the learning request of adult learners we had several cooking days where we created several entries such as : Lasagna with cornbread muffins and pumpkin cornbread muffins, crepes with fruit, fried and baked bannock
- ~ The QUEST program used a learner centred foundational approach as set out in the Saskatchewan Benchmarks Curriculum. As such our participants wanted to learn about a wide variety of issues dealing with the broader area of life outside of the workforce but many of these topics dealt with possible barriers to gaining and maintaining employment.
- ~ Many guest speakers were invited to educate our clients in their area of specialization such as: Addiction Services, Ministry of Labour Relations and Workplace Safety, Disabilities , University of Saskatchewan- College of Law- The Pardon Process, and Indian Residential Schools Project Manager Kimberly Quinney Federation of Saskatchewan Indian Nations

- ~ The following institutions gave presentations to educate our participants about their programs: University of Saskatchewan- Aboriginal Students Centre, Saskatchewan Indian Institute of Technology- construction trades, Saskatchewan Institute of Applied Science and Technology

OUTCOMES

- ~ Very motivated to full-time work employment
- ~ Upon QUEST completion he began working with *Pete's Pest Control*

ONGOING SUPPORT

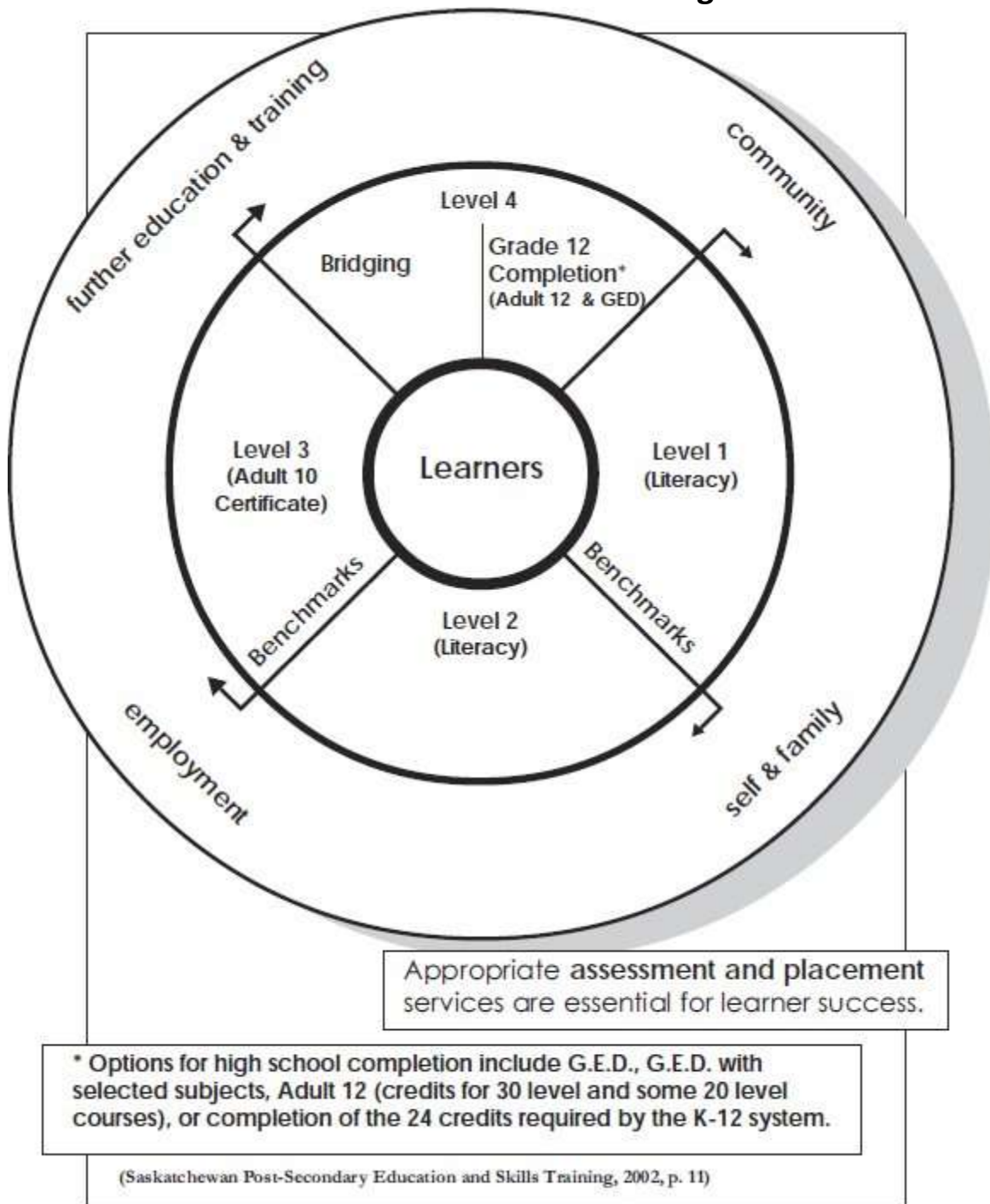
- ~ Radius will continue to be a place of support for this participant. Over the months he has been here staff have grown very fond of him, he will be missed however we wish him much success in his future.

APPENDIX C: INSTRUCTIONAL GUIDES

Appendix C. 1 Circle of Learning: Overview and Context

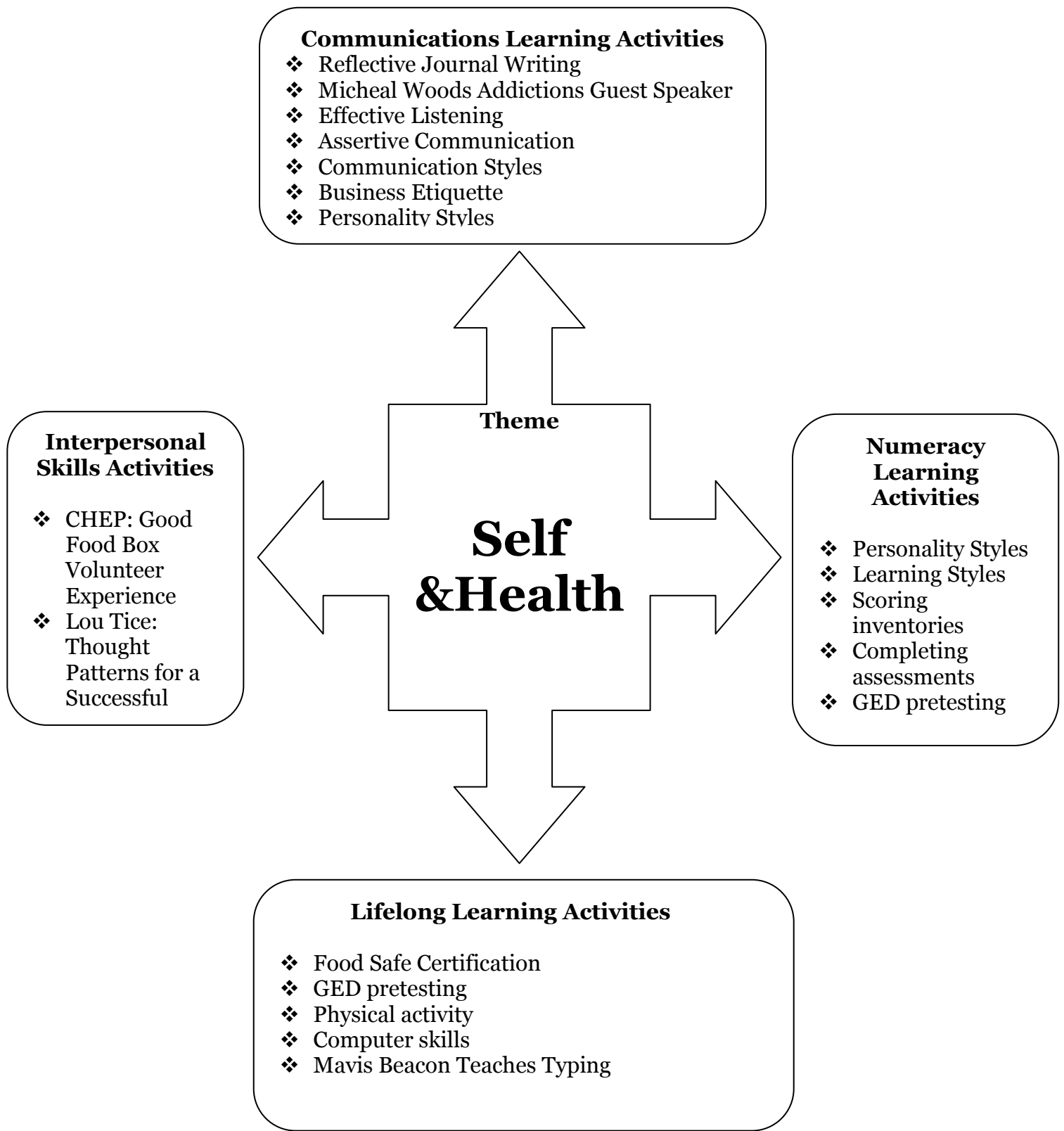
Introduction to Saskatchewan Literacy Benchmarks
The Circle of Learning

Overview and Context of Adult Basic Education Credit Programs



Appendix C.2 Benchmarks Sample Web for Module 1: Self and Health

Brainstorming Learning Activities with Learners



Appendix C.3 Benchmarks Sample Web for Module 4:

Lifelong Learning and Essential Skills

Communications Learning Activities

- ❖ Reflective Journal Writing
- ❖ Health Education Puzzles and Puzzlers
- ❖ Steck-Vaugh GED Language Arts Reading, GED Writing, GED Essay Workbooks
- ❖ Merit Software- GED Prep Bundle - *Grammar Fitness*

Numeracy Learning Activities

- ❖ Completing assessments
- ❖ GED pretesting
- ❖ Steck-Vaugh GED Mathematics Workbook
- ❖ Math Mad Minutes
- ❖ Merit Software- GED Prep Bundle/Mathematics *Word Problem Shape Up*
- ❖ Wright Group/McGraw

Interpersonal Skills Activities

- ❖ CHEP: Good Food Box Volunteer Experience
- ❖ Physical Activity
- ❖ J. Weston Walch - *Health Education Puzzles and Puzzlers*
- ❖ Mission Statement/Goal Setting/Visualization

Theme

Lifelong Learning & Essential Skills

Lifelong Learning Activities

- ❖ GED preparation (Reading, Writing, Mathematics, Essay Writing)
- ❖ Physical Activity
- ❖ Computer skills
- ❖ Presentations – Saskatchewan Labour Board,

Personal Portfolio



of
John Doe

Resume

John Doe
900 Any Crescent
Saskatoon, SK S7S 9J9
306 010 9999

Profile

- Carpentry skills – painting (interior and exterior), building and painting fences and decks
 - Loading/labourer experience
 - Experienced power jack operator
 - Skilled at working with my hands – hobby mechanic
 - Like reconstructing and fixing automobiles
 - Account representative experience – customer service
 - Work well with others – good team player
 - Good time management skills – reliable
 - Interests include: mechanics, cars, snowboarding, swimming, socialize
-

Education and Training

Quality Essential Skills Training Program	Radius Community Centre Saskatoon, SK	2009-2010
<ul style="list-style-type: none">• Participated in workshops to enhance personal, educational and professional goals		
✓ Effective Communication	✓ Learning Styles	✓ Conflict Resolution
✓ Goal & Priority Setting	✓ Personality Profiles	✓ Portfolio Development
✓ Workplace Essential Skills	✓ Health & Nutrition	✓ Computer Skill Development
<ul style="list-style-type: none">• Workplace skill and educational development which included individual studies for the GED, upgrading, literacy and numeracy improvement• Completed inventories and assessments of values, skills, and career-related interests		
Saskatchewan Service Best	STEC	2010
Standard First Aid & CPR/AED Level C	Canadian Red Cross Saskatoon, SK	2010
WHMIS	Saskatchewan	2010
Food Safe	Public Health – Saskatchewan	2010
Thought Patterns for Success	Lou Tice, Pacific Institute Delivered in Saskatoon, SK	2010
<ul style="list-style-type: none">• Enhanced ability to set and reach personal and employment goals• Learned about the effects of positive thinking and actively planning for success		

Personality Style

Results from the Keirsey Temperament Sorter indicate that I am an

ESFJ

I am the “Caregiver”

- I put careful thought into decision making and once made, stick to them
- I work hard as a cooperative team member
- I look forward to the opportunity to learn and master the skills of a trade
- I am comfortable expressing my opinions
- I approach interactions with friendliness and warmth
- I follow sensible rules and procedures
- I follow through on all details and commitments
- I enjoy variety, but work well with routine tasks
- I enjoy the opportunity to establish meaningful and ongoing relationships by working with a variety of people throughout the day



Learning Styles

My strongest learning styles are

Intrapersonal and Kinaesthetic

- I am quiet, very self-reflective and aware
- I am able to express inner feelings in a variety of ways
- I can work alone and pursue my own interests – self-motivated
- I am self attuned and follow instincts
- I ask questions – have an avid curiosity
- I learn well by hands on work
- I like a job where I can move around
- I like to take things apart and put them together
- I am good at physical activity



“I am”

Project



Submitted by: John Doe

Date: April 2010

Project I am – who I am and what I want to do....

My Goal:

In ten years I will be a full time mechanic at a local garage. I will have a place of my own to spend time with my son and be a huge part of his life. Because now I only have limited access I will have a 1967 mustang fastback which is my project car that I can work on and restore in my spare time. In ten years I will hopefully have a family of my own and in ten years I will travel somewhere in the world for vacation at least once since I have never traveled or been on a plane.

My Role Model:

The person I consider to be my role model is my Grandma. She has been a huge part of my life ever since I was 15 I lived with her for five years and in those five years she has helped me more than anyone in my family she's my role model because no matter who was in trouble she was always there to help or give someone a place to stay if they never had no were else to go she looked after foster children for most of her life and just seeing how she treated these people was a great experience for me and it has made me respect people and that everyone should be treated equal she has also taught me strong family values which have also helped me out in the past and she always kept me motivated in whatever I was trying to accomplish and that is why my grandma is my role model.

A life changing moment:

A story from my childhood that changed me would have been the time I bought my very first mustang I found the car on kijiji and the price was right so I went to take a look at it .The car was what I expected great condition the motor looked good .The owner of the car said it needed a new starter module for it to run again. The car also came with a "parts" mustang that ran and drove - it was just a previous total loss so it

couldn't be plated. So I bought the two vehicles because they were a good price but when I got home I realized the problem was much bigger than just a starter module like the previous owner suggested. I was very upset about spending the little money I had on this vehicle but a couple days after purchasing the car my brother suggested we take the engine out of the parts car and put it into the car that was undriveable I thought it would never get done but I decided to take the car to my brothers and the next day we started the project of switching the engines it was a life experience that I will never forget and it has made me see that anything can be fixed if you put the time and effort into what you want to done and from that day on I've wanted to learn autobody mechanics and be successful in the automotive field and even if I don't achieve that goal I will still continue to work with vehicles

One of my fears:

One of the things I'm most afraid of is exhibition rides because one year me and my buddy were at the ex and we were on one of the rides that that you sat in seats and the ride spins around fast and the seats also spin so me and my buddy were on the ride and as soon as the ride started moving he pulled out the safety pin so the pin that was holding the seats could just slide out I thought our seat was going to fly right off the ride and from that day forward I will never go on a exhibition ride again

What is the best about me:

The thing I like best about myself would have to be that I am a loyal and straight forward person. I like that best about myself because I think all person has in this world is there word and if there word is no good they cant be relied on.

Career Action Plan

LONG TERM GOAL

- ◆ Obtain full time employment at a local garage July 2012

SHORT TERM GOALS:

- ◆ Have a job by Aug28/2010
- ◆ Get info on GED and get assessed January 20, 2010
- ◆ Enrol in Kelsey's adult 10 program by September 2010
- ◆ call SIAST every 3 months till I get in to the program
- ◆ Take automobile mechanics by September 2011

STEPS ACCOMPLISHED

- ◆ Completed QUEST program
- ◆ Completed First Aid
- ◆ Completed placement tests at Kelsey

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"*
- WHMIS (Workplace Hazardous Materials Information System)
- Completion certificates of other programs
- Awards
- PowerPoint presentation assignment

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.

Daily activities

Physical Fitness / Recreation

Reflective Journaling

Circle Sharing

Computers - Keyboarding, Word, Internet

Theme One : Self and Health

Keirsey Personality Inventories

Multiple Intelligence Learning Styles

Guest Speaker on Addictions and Mental Health

Lou Tice Thought Patterns for a Successful Career

Food Safe Level 1 Instruction and Certification

Health / Nutrition

Communication & Assertiveness

Values and Roles (Personal and Work)

SMART Goal Setting

Conflict Management

Stress Management



Theme Two : Family and Culture

Guest Speaker - Federation of Saskatchewan Indian Nations: History & Understanding The Residential School System

Guest Speakers – University of Saskatchewan, College of Law: Pro Bono Students presenting on the Canadian Pardon Process

Guest Speaker from the North Saskatchewan Independent Living Centre: Disabilities Awareness

Community Work Experience: CHEP Good Food Box

Saskatchewan Tourism Education Council : Service Best - Frontline Staff Training and Certification

General Education Development Diagnostic Pretests

GED Preparation Self Study, Group Lessons and Individual Assistance

Project I Am (Incorporating pieces for the Career Portfolio)

The Writing Process

Decision Making



Theme Three : Community and the World

GED Preparation Self Study, Group Lessons and Individual assistance

Community Work Experience : CHEP Good Food Box

Stephen Covey - The Seven Habits of Highly Effective People

Power Point Assignment and Presentations

Mathematics Word Problems

Novel Study

Cultural Cooking



Theme Four : Lifelong Learning and Essential Skills

GED Preparation Self Study, Group Lessons and Individual Assistance

Guest Speaker - Saskatchewan Indian Institute of Technology
– Construction Careers

Guest Speaker - Saskatchewan Institute of Applied Science and Technology Student Recruitment Advisory

Guest Speaker – Saskatchewan Ministry of Advanced Education and Employment Labour Standards

Career Occupational Preference System Assessment

Goal Setting and a Personal Mission Statement

Healthy Brain



Theme five : Employability Skills and Career Development

GED Preparation Self Study, Group Lessons and Individual Assistance

Guest Speaker - Saskatchewan Human Rights Commission

Resume and Cover Letter Development

Job Search Strategies

Canadian Red Cross First Aid CPR C & AED Training and Certification

Portfolio Development

World and Canadian Geography

GED Test at SIAST Kelsey

Next Step Career Action Plan for further training, education, or employment

Program completion celebration of Achievement



APPENDIX E: Sample Lesson Plan on The Writing Process Workshop

Objectives

- ✔ To become aware of the writing process.
- ✔ To view writing as a process.
- ✔ To become comfortable with working carefully and accurately in every stage of the process.
- ✔ To practice writing utilizing the different stages.
- ✔ To develop writing skills and editing skills.

Purpose



In our everyday lives we write many things for a variety of reasons such as grocery lists, personal letters, resumes, professional letters and many other documents. The ability to write essays, professional letters, work documents or reports is very essential skills in today's job market. Good writing is a skill that is developed with time and practice. The purpose of this workshop is to introduce the writing process and go through the different stages with the group.




Important Note:

This workshop can be taught in several shorter lessons. The stages of the writing process can be one lesson or stages one and two can be combined.

The next three stages of the writing process: revising, editing, and publishing can be taught in three separate lessons, composing the paragraph together as a group.

Time – 1 hour – 1 ¼ hour

Method





- Facilitator introduction 
- Group activity 
- Optional writing assignment 


- Conclusion 

Materials Needed

- Handout 1 and 2 – **The Writing Process** (*recommendation: print each handout on different colored paper*) (note hand outs 3-5 will be used in subsequent lessons)
- Handout 6 – **A Cluster Web**
- Flip Chart or whiteboard with various topics to pick from.
- Facilitator resource- **Writing Topics**

Workshop Activities at a Glance

	 10-15 min	1. Facilitator Introduction <ul style="list-style-type: none"> • Ask questions about writing • Discuss writing
	20-30 min	2. Group Activity <ul style="list-style-type: none"> • Chose topic • Distribute hand out 1-Prewriting, time to think • Read hand out • Distribute hand out 6- Cluster web • Write down ideas on whiteboard • Distribute handout Drafting, time to write it down • Read handout 2 with group • Begin draft of paragraph together as a group writing the paragraph down on the board. Ask students to write this down when the draft is complete <p>—Note this paragraph is a draft and should be left as it is with mistakes and all. At this stage we want o get all ideas and sentences down. It is in the next stage that we correct mistakes</p>
	20-30 min	3. Optional Individual activity <ul style="list-style-type: none"> • Ask participants to chose an individual topic they would like to write about from the list previously given- different from the group paragraph • Hand out another copy of the web cluster so participants can fill in their ideas • Ask students to go through stage one of writing process with new topic on their own.

	5 min	4. Conclusion <ul style="list-style-type: none"> Inform participants that this concludes the writing process for the time frame and that the workshop will be continued to finish the next three steps of the writing process
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Workshop Activities in Detail

1. Facilitator Overview



10 minutes

- Pose the question – “What do you write on a daily basis?”
- Responses could include – notes, essay, grocery list, email, letter, message, text messages, notes to teachers
- Pose the question “In a work or educational setting what types of writing would you find yourself needing to do?”
- Pose the question – “How do you feel about writing?” “What do you think it takes to be a good writer?”
- Move the conversation to the importance of being able to write well
 - describing some benefits of being able to write well
 - listing qualities of good writers such as people who brain storm ideas
 - provide the feedback that everyone can be a good or excellent writer with practice
- Introduce the following activity as an opportunity to develop skills in this area.



2. Group Activity

20 -30 minutes

- Inform the group that this workshop will consist of the group composing a paragraph together
- Tell or ask the group about the difference between a descriptive paragraph and an expository paragraph. A descriptive paragraph is a paragraph that describes something and an expository paragraph explains or tells how to do something.
- Draw people’s attention to the flip chart (uncover chart) with a list of topics to write about
- Ask the group to choose a topic to write about.
- Distribute handout 1-Prewriting, time to think
- Read over the sheet and discuss the questions and how they pertain to the paragraph
- Hand out the cluster web and invite people to fill the middle circle with the topic chosen

- Then begin brain storming how to answer the question and create the descriptive paragraph
 - Reinforce that in brain storming all ideas and thoughts are welcome
 - Gather all the ideas on the white board - people may be evaluating their answers or that of other people encourage them to stay in the brain storming mode
 - Distribute hand out 2 –Drafting, time to write it down
 - Read over stage two hand out
 - Go back to the ideas on the white board and analyze according to the drafting stage questions
 - Begin writing the paragraph gathering ideas from the group for sentences and words. Make sure not to edit your work and you could make some intentional errors to demonstrate and be used in the next stage revising.
 - Ask students to write this down when the draft is complete
-

3. Optional Individual activity



20-30 minutes

- Ask participants to individually chose a new topic to write about from the list previously given
 - Hand out another copy of the web cluster so participants can fill in their ideas
 - Instruct participants to go through stage one of writing process with new topic
 - When participants have finished their cluster review it and provide feedback
 - Ask participants to keep this information available for the next workshop when you will be concluding the writing process topic
-

4. Conclusion



5 minutes

- Review stage 1 and 2 of the writing process, emphasizing points that you feel are necessary. Inform them the next 3 stages of the writing process will be continued at a later date.
- Inform participants that this concludes the writing process for the time frame and that the workshop will be continued to finish the next three steps of the writing process

The Writing Process Handout

.....Questions to Consider

1. **Prewriting**
Time to Think

What do I want to say?
How do I want to say it?
Who will read my writing?
What else do I need to know to begin?
Who can I talk to about my ideas?

Name: _____

-
2. **Drafting**
Time to Write it Down

Are my thoughts organized?
Which ideas do I want to develop?
In what order do I want to say them?
Who can read this and offer suggestions?

Name: _____

-
3. **Revising**
Time to Improve My Writing

Have I read what I have written?
Are my details clear?
Should I add or take out parts?
Have I used the best ideas and words?
Is my writing in sensible order?
What suggestions have others made?

Name: _____

-
4. **Editing**
Time to Make Things Correct

Have I used complete sentences?
Are my spelling, capitalization, and punctuation correct?
Have I marked corrections that I need?
Has someone checked my work?
Do I have a correct and neat copy?

Name: _____

-
5. **Publishing**
Time to Share My Writing

Should I illustrate it and display it?
Should I bind it in a book?
Should I read it out loud?
Can I place it in a classroom library?
Will I act it out?

Name: _____

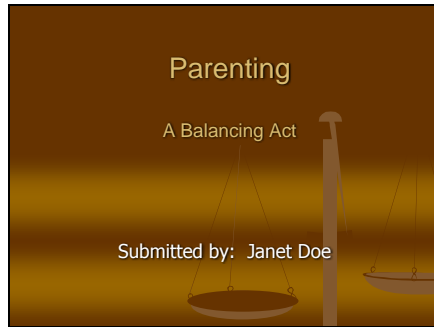
Some Suggested Writing Topics

Descriptive Paragraphs

1. What's the worst movie you've seen this year? Write a review of it.
2. What qualities do you look for in a friend? Write a paragraph describing a good friend.
3. Imagine an absolutely perfect day. Describe it.
4. What is your dream job? Describe a day in your life while working at your dream job.
5. What is something you dislike about yourself?
6. What is something you do well?
7. What is your favourite hobby and why?
8. What is a good neighbour?
9. What is the worst thing parents can do to their children?
10. What is your most indispensable possession and why?
11. What is your favourite song and why?
12. What is the best birthday present you ever received?
13. What is the best birthday present you could receive?
14. Describe your neighbourhood.

APPENDIX F: PowerPoint Presentation Sample


Slide 1



Slide 4

Appropriate Discipline


- Talking delicately to your children instead of yelling is more effective, they are more likely to understand and comply with you.
- Spanking does not work. A child will learn to resent, and thus, disobey. There is no solution only problems with spanking.
- A time out is always good. A child will know that this is what happens if they misbehave, and, will think about their actions



Slide 2


Introduction

- Positive parenting is critical for children at an early age
- The outcome of children who are raised by a positive parent are more likely to be more independent, stable, and successful in life
- Positive parenting creates a new cycle of love, support, values, and encouragement



Slide 5

Home Life




- A good home breeds a good heart, a good heart breeds a good mind, and with these can become a loving, independent, good hearted person
- When children are brought up in a good stable home, education and independence would be priority.
- Home life is critical in a child's early years. They will adapt and learn way of life by how they are raised. Positive Parenting is crucial.

Slide 3

Teaching Manners




- When children are toddlers it is a great time, they learn quickly and will likely remember as they grow
eg. Please and thank you
- When you teach your children manners, you are also teaching values and respect.
eg. Not to interrupt when people are talking, wait till that person is finished, then ask their question



Slide 6

Balance, Wellness & Diet

- Children should eat healthy from an early age, as they grow they will be more likely to eat fruit and vegetables.
- Exercise should be done by both parent and child on a daily basis. Biking, swimming, walking are all good forms of exercise.



Slide 7

Rules

- Children who live by rules are more likely to stay out of trouble.
- They will listen to authority figures as they mature. eg. Teachers, babysitters, adults, etc.
- This will teach them to be law abiding citizens and most likely succeed in life.



Slide 8

The Many Challenges of Positive Parenting

- Low income, poverty, housing, and illness can be very difficult if you are struggling with these issues.
- Rent, food, and clothing are every day challenges that you have to look after.
- Terminal illness can make parenting a difficult challenge.



APPENDIX G: Participant's Journal Entry on The Last Day

Thank you. It's been a wonderful learning experience thus far, and because of how successful this program as for myself. I am proud to have had the chance of meeting all of you and also learning meaningful life skills too.

If it wasn't for this program, I wouldn't be where I am today, where I'm supposed to be. I have my Grade 12, I have a job, I have good people in my life. Radius has taught me a lot about myself. And a bit about what I have been missing out on for the last few years.

I will miss you, you have shown us a lot about where I want to be in life. My life will never be the same without you. That's true!