Guiding Principles Checklist

PROVINCIAL EMPLOYMENT STRATEGY FOR YOUTH WITH DISABILITIES

Guiding Principles Checklist

What is the Guiding Principles Checklist?

To support application of the *Guiding Principles to Support Youth with Disabilities in their Employment*, we have translated them into a collection of practices that service providers can implement. This collection of practices is our **Guiding Principles Checklist**.

Who is the Guiding Principles Checklist for?

This checklist is a tool to support employment service providers as they create empowering, welcoming, and age-appropriate program spaces for youth with disabilities (YWD). It's been developed with input from YWD and employment service providers from across the province.

The checklist has also gone through extensive review from 121 employment service providers. In the first round of review, 94 service providers shared initial impressions of the tool and provided input on checklist items. In the final round, 27 providers evaluated the checklist based on it's ease of use, practicality, and applicability to different contexts. Here are some findings from the final round of review:

- 97% of service providers rated the checklist as **easy to use**
- 78% of service providers said the checklist helped them **learn more about the support needs of YWD**
- 81% of service providers agreed that the checklist is a **tool they can consult when they need to re-evaluate their program**
- 96% of service providers said they would **recommend the checklist to a colleague**

How can I use the Guiding Principles Checklist?

Review the **Guiding Principles Checklist** to see how your program adheres to the principles. Check "Yes" for items that are true for your program. Check "No" for items that are not true. "Not applicable" is for items that don't make sense for your program. All no's represent opportunities to better tailor programming to the needs and experiences of YWD.

Each principle is divided into three sections:

1. *Program Information and Access*
2. *Pre-Employment Support*
3. *Job Search and Employment Support*

These sections represent different stages of service delivery. *Program Information and Access* describes the informational materials of a program, how the program is marketed, and who can access the program. It also describes the processes involved in accessing support (e.g., application, registration, etc.). *Pre-Employment Support* describes all support that happens in preparation for employment. This includes things like personal development, career planning, employment readiness training, etc. *Job Search and Employment Support* describes all support that is done around job search, including job applications, interviewing, etc. It also describes any on-the-job support.

Note: the checklist uses "YWD" to refer to youth with disabilities. When the term "youth" is used, it's in reference to an individual youth with a disability. Words with an asterisk* can be found in the glossary at the end of the checklist.

DISCLAIMER

The Guiding Principles Checklist is meant to be applied to new or existing employment programs. It does not provide guidance on how to provide employment support generally. All checklist items represent practices that help providers cater support to the needs of YWD who are on their employment journey. It is assumed that users of this resource bring foundational knowledge on how to support people towards employment.

As you review the checklist, you will likely encounter items that are not possible to implement within current funding structures. The checklist was intentionally written to represent an optimal and unrestricted view of what employment support should look like for YWD. The immediate hope is that this tool informs practice across the provincial. Eventually, the goal is to inform funding programs. For the time being, please use unchecked items as inspiration and guidance where possible. You are also encouraged to reference this tool in funding applications.

Guiding Principle #1: Provide programming that is flexible and responsive to the youth to adulthood transition

YWD are in major life transition. Their environments, relationships, and priorities are changing. They are learning about the world while finding their place in it. This is a complex time filled with uncertainty and transformation. To serve youth well, programming needs to meet them where they are and flex with the changing demands of day-to-day life. Finding and accessing support should be a simple process that doesn't place additional strain on an already demanding daily experience.

Section 1: Program Information and Access

1. Is your program information understandable and accessible to YWD?
   E.g., uses plain language (available in the primary language of each youth), available in multiple formats like audio, text, and video, etc.
   ☐ Yes
   ☐ No
   ☐ Not applicable

2. Is your program information distributed to YWD and their caregivers?
   E.g., advertised through social media platforms, available in community centers and schools, promoted at transition fairs and in community by youth-specific outreach staff, etc.
   ☐ Yes
   ☐ No
   ☐ Not applicable

3. Do you work with youth-serving community spaces to expose YWD and their caregivers to your program?
   E.g., work with high schools and post-secondary institutions, libraries, community centers, and/or community health centers to recruit YWD, etc.
   ☐ Yes
   ☐ No
   ☐ Not applicable

4. Is your program application/registration process accessible to YWD and their caregivers?
   E.g., straightforward fillable application is posted to your website and social media channels, drop-in and phone registration is available, etc.

☐ Yes
☐ No
☐ Not applicable

5. Do you make attempts to help YWD register for your program once they express interest?

E.g., asking YWD for their contact information so you can follow-up, having youth-specific outreach workers who promote your program in the community and remain a support for YWD as they navigate registration, etc.

☐ Yes
☐ No
☐ Not applicable

Section 2: Pre-Employment Support

1. Does your program prioritize relationship building between YWD and staff?
    E.g., staff are given the time and space to build trusting relationships with the youth they support, etc.
    - ☐ Yes
    - ☐ No
    - ☐ Not applicable

2. Does your program support YWD to learn professional/workplace expectations and life skills to help them manage their transition into adulthood?
    E.g., learning the importance of professionalism and how performance and behaviour interact with job security, exploring things like workplace culture and cultural competency, learning self-management skills, interpersonal skills, and financial management skills, learning important life skills like filing taxes and managing different income systems (for example, disability assistance programs, Employment Insurance), etc.
    - ☐ Yes
    - ☐ No
    - ☐ Not applicable

3. Do you help YWD connect to services that can support them through other aspects of the youth to adulthood transition?
    E.g., housing support services, health services, education and literacy support, etc.
    - ☐ Yes
    - ☐ No
    - ☐ Not applicable

4. Can your program respond to changing priorities that happen throughout the youth to adulthood transition?
    E.g., needing to pause or alter employment preparation to give space for a YWD to manage loss of housing or a relationship crisis, etc.
    - ☐ Yes
    - ☐ No
    - ☐ Not applicable

5. Does your program offer the opportunity for YWD to connect with one another?

E.g., providing information about youth workshops, volunteer opportunities, and community events, hosting meet and greets and group events, providing peer mentorship opportunities, etc.

☐ Yes
☐ No
☐ Not applicable

Section 3: Job Search and Employment Support

1. Does your program provide Customized Employment, Job Development, and Job Coaching services to YWD?
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

2. Does your program support YWD to understand their basic employee rights, as outlined by the BC Employment Standards Act?
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

3. Does your program support YWD to manage the practicalities of getting a new job?
   E.g., completing onboarding tasks (for example, requesting a Criminal Record Check, filling out new hire paperwork), locating and understanding a pay stub (for example, understanding vacation pay, ensuring appropriate amount of stat pay), learning the procedure for calling in sick and asking for vacation, understanding the culture of a workplace, knowing who to go to with questions, establishing natural supports, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

4. When pursuing one employment opportunity doesn't suit a youth's goals, priorities, or situation, does your program support them to create multiple income streams?
   E.g., babysitting, newspaper delivery, selling art online or in a market, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

5. As appropriate, does your program support YWD to explore self-employment opportunities?
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

Guiding Principle #2: Encourage self-exploration, awareness, and empowerment

Youth are actively building their identity. They are working to understand who they are and what they want to contribute through their work. To facilitate this reflection, youth-serving programs need to create space for self-exploration and the building and practice of self-awareness. These things help to empower youth to guide their own support at any stage of the employment journey. To further empower, programs need to ensure youth have the information they need to make informed decisions at any stage.

Section 1: Program Information and Access

1. Is it clear that your program can offer support to YWD who don't have clarity on what their employment goals are?

   E.g., materials state that YWD do not need to be actively searching for a job to access support, program information highlights self-exploration and discovery as part of the support process, etc.

   ☐ Yes
   ☐ No
   ☐ Not applicable

2. Is your program information up to date, accurate, and consistent across all materials so YWD can easily find and access the information they need?

   ☐ Yes
   ☐ No
   ☐ Not applicable

3. Is it clear in your program materials that youth drive their own support?

   E.g., materials explain how youth take the lead in creating their support plan, and that there's opportunities for youth to review their plan and make changes as needed, etc.

   ☐ Yes
   ☐ No
   ☐ Not applicable

4. Do you consult YWD in the design and development of your program information materials?

   E.g., Youth Advisory Committee reviews and provides input on materials, having a youth-led design process, etc.

☐ Yes
☐ No
☐ Not applicable

5. Does your program frame staff as advocates for YWD as they navigate their employment journey?

E.g., describing job coaches to youth as an "advocate" who will help them reach their goals and navigate the system of support, etc.

☐ Yes
☐ No
☐ Not applicable

Section 2: Pre-Employment Support

1. Does your program recognize the importance of self-exploration as it relates to employment?
   *E.g., introducing youth to an **identity wheel***, offering values and skills inventories, strengths assessments, etc.*
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

2. Does your program support YWD to explore the contributions and impact they want to make through their work?
   E.g., helping youth identify that they want to use their work to connect with people, coach/mentor children, contribute creative ideas, fight climate change, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

3. When YWD start to gain clarity on who they are and what they want to contribute, does your program celebrate small successes that are based on personal growth towards these individual milestones?
   E.g., offering positive reinforcement through certificates, email messages, or cards, sharing successes on social media, sharing "wow" moments with caregivers, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

4. Does your program support YWD to identify professional mentors that share components of their identify and/or contribution/impact interests?
   E.g., workplace mentors that make a similar contribution to what youth have identified as the contribution they want to make, professionals in a field of interest, community figures who share aspects of their identity, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

5. Does your program support YWD to be optimistic about their future and build autonomy in their lives?

   E.g., supporting youth to set meaningful and manageable goals that encourage forward movement in their personal journey, supporting youth to adapt when things do not go as planned and consider possible outcomes and learning opportunities, etc.

   ☐ Yes
   ☐ No
   ☐ Not applicable

Section 3: Job Search and Employment Support

1. Does your program empower YWD to understand and advocate for their rights as employees with disabilities?
    E.g., teaching youth about the <u>Duty to Accommodate</u> under the <u>BC Human Rights Code</u>, etc.
    - ☐ Yes
    - ☐ No
    - ☐ Not applicable

2. Does your program support YWD to find jobs where they can put their contribution/impact interests into practice?
    E.g., supporting a youth who wants to fight climate change to find work protecting the environment, supporting a youth who wants to coach/mentor children find work in a school or daycare, etc.
    - ☐ Yes
    - ☐ No
    - ☐ Not applicable

3. If YWD are already working, does your program empower them to find meaning in their job?
    E.g., <u>job crafting</u>, where youth learn to redesign the work they currently do to align it with their contribution/impact interests (for example, a youth who works as a barista reframing their role as a way to connect with people), etc.
    - ☐ Yes
    - ☐ No
    - ☐ Not applicable

4. Does your program pivot to help YWD explore other jobs that rely on different strengths or another version of their contribution/impact interest if one type of job is not working well for them?
    E.g., if a youth wants to connect with people but retail/customer service is not working, supporting them to try another job where they can interact with the public (for example, a theatre or restaurant host), etc.
    - ☐ Yes
    - ☐ No
    - ☐ Not applicable

5. Do you have systems in place that invite/encourage YWD to evaluate and provide feedback on how they are supported in your program?
E.g., consistent check-ins throughout their support, an anonymous suggestion box in your office, suggestion/feedback channel on your website, etc.
   ☐ Yes
   ☐ No
   ☐ Not applicable

Guiding Principle #3: Create environments that are safe and accommodating to all identities and disabilities

As youth move towards adulthood, they require safe and accommodating spaces to express, explore, and discover themselves. They need a program environment that is welcoming and accommodating to all identities and disability experiences. These things will help youth feel comfortable showing up as their full selves – a necessary ingredient to clarifying motivations and goals for employment.

Section 1: Program Information and Access

1. Does your program information make it clear that you offer a welcoming/non-judgemental virtual and physical space?
   E.g., using gender inclusive language on all materials, highlighting success stories from a diverse range of youth, etc.
   ☐ Yes
   ☐ No
   ☐ Not applicable

2. Are visible symbols of inclusion displayed in your virtual and physical spaces?
   E.g., disability pride flag, Deaf flag, rainbow flag, nametags with pronouns, Moose Hide pins, Indigenous territorial acknowledgment plaques, local Indigenous maps, etc.
   ☐ Yes
   ☐ No
   ☐ Not applicable

3. Is your program information available in spaces that support YWD who face intersecting barriers to employment?
   E.g., organizations that support Indigenous YWD, YWD who are part of the LGBTQIA2S+ community, and YWD who are racialized/persons of colour, etc.*
   ☐ Yes
   ☐ No
   ☐ Not applicable

4. Does your program information make it clear that the relationship between YWD and staff is collaborative (versus authoritative)?
   E.g., media on your website shows the collaborative relationship between YWD and staff, etc.

☐ Yes
☐ No
☐ Not applicable

5. Are your physical spaces comfortable, welcoming, and non-threatening to YWD?
   E.g., layout of your space is practical and easy to navigate, staff are accessible to youth (not hidden behind locked doors), common areas are clean and comfortable, feminine hygiene products are available in bathrooms, YWD can exist spaces quickly without being blocked by obstacles or people, there are staff with basic conversational fluency in language of YWD, etc.
   ☐ Yes
   ☐ No
   ☐ Not applicable

Section 2: Pre-Employment Support

1. Are your physical and virtual service spaces accessible to YWD?
   E.g., sensory friendly spaces* *are available, closed captioning and video description in ASL is available for video, automatic transcripts are enabled in virtual spaces, physical spaces are wheelchair accessible, etc.*
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

2. Is your program able to make other arrangements for accessibility as needed?
   E.g., hiring a sign language interpreter and/or providing other translation services for youth who use American Sign Language (ASL) as their first language, purchasing needed assistive devices/technologies or partnering with organizations that can offer needed devises/technologies, offering flexible support plans to accommodate a youth's substance use recovery, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

3. Does your program help YWD explore and identify their needed accommodations?
   E.g., offering accommodation assessments, exploring the Job Accommodation Network, *sharing examples of accommodations your program has offered before, etc.*
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

4. Does your organization's culture embody and celebrate equity, diversity, and inclusion (EDI)?
   E.g., your staff team is diverse – and members are encouraged to show up as their full selves to work, all staff have access to EDI training and cultural/disability sensitivity training (for example, learning about Deaf culture), staff model safety and inclusion in their interactions with service participants and one another, job accommodation discussions occur throughout your workplace, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

5. When youth work one-to-one with staff, does your program make efforts to connect youth with a staff member that they share commonalities with to foster feelings of safety and understanding?

   E.g., shared age, gender identity or culture, similar life experiences, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

Section 3: Job Search and Employment Support

1. Does your program support YWD to seek employment in an environment that fosters their success?
   E.g., supporting a youth who is recovering from alcohol use disorder to pursue employment in a space where alcohol is not present, establishing connections/relationships with employers who are activity creating safe and accommodating workplaces, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

2. Does your program have resources available to purchase gender affirming work clothing for youth who need it?
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

3. Does your program have a plan/policy in place to support YWD who experience discrimination at work?
   E.g., your staff support YWD to access appropriate resources, one-to-one coaching is available to support YWD with responding to discrimination, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

4. Does your program have resources on accessibility and inclusion available to employers?
   E.g., resources on inclusive interviewing, hiring, and onboarding, creating safe and inclusive workplaces, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

5. As needed, do you support YWD to plan and prepare for the environments that your program cannot control (e.g., workplace, the bus to and from work, etc.)?

E.g., helping a youth evaluate if their work environment is a safe place to express all parts of their identity, supporting a youth to create a safety plan for their afterhours bus ride home from work, etc.

☐ Yes
☐ No
☐ Not applicable

Guiding Principle #4: Respond to a continuum of needs and experiences

Each youth has different needs and experiences – and these differences impact their capacity to engage with programming and move through the employment journey. For example, some youth have a lot of external support and resources, while others have none. Each youth is also at a different stage of the employment journey. Employment support needs to be flexible to a continuum of needs and experiences.

Section 1: Program Information and Access

1. Does your program offer flexible enrollment options?
   E.g., in-person, phone, and online enrollment options, no set application deadline for youth, multiple service start dates throughout the year, etc.
   ☐ Yes
   ☐ No
   ☐ Not applicable

2. If your program requires government issued identification for registration and YWD do not have it, do you support them to obtain it?
   ☐ Yes
   ☐ No
   ☐ Not applicable

3. Is your program accessible to YWD with different scheduling needs?
   E.g., support is available in the evenings and weekends, and on a drop-in basis, etc.
   ☐ Yes
   ☐ No
   ☐ Not applicable

4. Do you have a way to support YWD to get to and from your physical spaces?
   E.g., supporting youth to map out the walking/bike route, sharing transit instructions, providing one-to-one bus training with staff, providing bus tickets, etc.
   ☐ Yes
   ☐ No
   ☐ Not applicable

5. Can YWD access your program with a self-declared disability?
   E.g., formal diagnosis/proof of disability is not required to access programming, etc.

☐ Yes
☐ No
☐ Not applicable

Section 2: Pre-Employment Support

1. Is your program able to bring support directly to YWD?

   E.g., providing outreach workshops, having online support options, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

2. Does your program allow for flexible attendance?

   E.g., youth are given the opportunity to catch up on missed sessions, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

3. Are your staff trained to understand how youth's experiences can influence their behaviour, choices, and actions?

   E.g., staff are provided training on trauma informed care, attribution styles and errors*, and defence techniques, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

4. Are your staff trained to help YWD identify basic needs insecurities that impact their ability to participate in programming – and provide support to identify/access appropriate services?

   E.g., staff trained to recognize indicators that needs not being met and explore their concerns with youth, having resources available for services like foodbanks, housing supports, and HandyDart, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

5. Does your program encourage and guide YWD instead of giving consequences for mistakes?

   E.g., hosting a debrief session with a youth after they have made a poor decision and coaching them to understand the impact of that decision and consider alternative actions for next time, etc.

☐ Yes
☐ No
☐ Not applicable

Section 3: Job Search and Employment Support

1. Does your program support YWD to gain professional experience?

    E.g., setting youth up with work experiences or trial shifts in different workplaces, supporting volunteerism, etc.
    - ☐ Yes
    - ☐ No
    - ☐ Not applicable

2. Does your program connect employers to incentives for hiring YWD?

    E.g., employer resources, wage subsidy programs, direct contact to your service staff for questions or concerns, etc.
    - ☐ Yes
    - ☐ No
    - ☐ Not applicable

3. Does your program support YWD to access needed equipment for a new job?

    E.g., interview clothes, work boots, tools, etc.
    - ☐ Yes
    - ☐ No
    - ☐ Not applicable

4. When appropriate, do your staff work with YWD to create a plan for disclosing disabilities and requesting workplace accommodations?
    - ☐ Yes
    - ☐ No
    - ☐ Not applicable

5. When appropriate, do your staff support employers to offer necessary accommodations to YWD?

    E.g., providing examples of common workplace accommodations, helping employers identify assistive devices, etc.
    - ☐ Yes
    - ☐ No
    - ☐ Not applicable

Guiding Principle #5: Emphasize continuous learning and career growth

Youth continuously face new learning that helps them understand who they are and what they want to contribute to the world. Employment experiences are a type of learning that contributes to this personal growth. They use this learning to make informed decisions on how to move through their employment journey. Because there's so much trial and error in this process, programming needs to have a long-term focus. Support should be available throughout the employment journey so youth can continuously work to develop their goals as their understanding of who they are and what they want to do evolves. Support should also focus on helping youth develop professional skills and establish and pursue development goals throughout their career.

Section 1: Program Information and Access

1. Does your program information make it clear that support is long-term, and focused on facilitating learning and movement through the employment journey?
   E.g., communicating that support is about self-discovery and developing transferable employability skills (versus focusing on job placement as the end goal), etc.
   ☐ Yes
   ☐ No
   ☐ Not applicable

2. Does your program information highlight the value of building professional experience?
   E.g., emphasizing learning and growth milestones as program outcomes, etc.
   ☐ Yes
   ☐ No
   ☐ Not applicable

3. Does your program information make it clear that youth don't need work or volunteer experience to participate?
   E.g., participation is not limited to those with a certain level of professional experience, etc.
   ☐ Yes
   ☐ No
   ☐ Not applicable

4. Does your program information use language that normalizes changes and challenges throughout the employment journey?

☐ Yes
☐ No
☐ Not applicable

5. Do you have information available on your website and in your physical spaces that promote continuous learning and career growth?
    E.g., posters that direct youth to LinkedIn Learning (courses are free with a public library card), having a bulletin board highlighting workshops that are available in the community, etc.)?
    ☐ Yes
    ☐ No
    ☐ Not applicable

Section 2: Pre-Employment Support

1. Does your program support YWD to learn about the employment journey and the role of continuous learning throughout this journey?
   E.g., supporting youth to understand that the employment journey is dynamic and that it's normal for goals and priorities to shift, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

2. Does your program support YWD to explore their employment ambitions and identify practical actions to pursue them?
   E.g., helping youth identify what they can do today, next week, next month, and next year to work towards their larger career goals, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

3. Does your program support YWD to acquire the certifications they need for employment and career growth?
   E.g., driver's license, Food Safe, First Aid, Serving it Right, WHIMIS, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

4. Does your program promote career exploration?
   E.g., connecting youth to job fairs and job shadowing opportunities, supporting youth to explore different professions, facilitating informational interviews with employers, helping youth learn about and explore labour market information, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

5. Does your program support YWD to develop the Federal Government's Essential Skills for Success throughout the employment journey?

☐ Yes
☐ No
☐ Not applicable

Section 3: Job Search and Employment Support

1. Do you ensure on-going support is available to YWD once they have a job?
   E.g., consistent check-ins with the youth and their employer, support to pursue new opportunities, support through transition between jobs, supporting youth to establish natural supports at work (for example, co-workers and supervisors), etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

2. Does your program support YWD to identify and pursue professional development opportunities at work?
   E.g., exploring opportunities for advancement, supporting youth to identify and ask their employer for training opportunities, ensuring youth have access to regular feedback from their supervisor, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

3. Does your program support YWD to explore opportunities for advancement in the jobs they are applying for?
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

4. Does your program support YWD to develop and maintain a career portfolio that highlights their skills and achievements?
   E.g., having a place to catalogue certificates, accomplishments, and work samples (for example, an online artist portfolio, academic projects or writing samples, links to websites designed, or sketchbook of illustrations), etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

5. Does your program support YWD to recognize the value each work experience adds to their employment journey?

E.g., supporting youth to identify transferable skills that relate to their larger career ambitions, etc.

☐ Yes
☐ No
☐ Not applicable

Guiding Principle #6: Promote wellness

Youth are facing major life transitions during times of uncertainty, where exposure to harsh conditions of the world is easily accessible via social media. Their defining years also take place in a world that is evolving at a rapid pace. As a result of all this change, uncertainty, and exposure to world events, mental health is a major consideration for most of today's youth population. Youth also have needs and expectations around wellness that previous generations have not had.

Section 1: Program Information and Access

1. Does your program frame employment as a key piece of wellness?
   E.g., materials highlight how employment can help you connect/contribute to community, etc.
   ☐ Yes
   ☐ No
   ☐ Not applicable

2. Do you offer resources for promoting wellness in your physical and virtual spaces?
   E.g., wellness resource section on your website, wellness pamphlets/brochures in your office, information on crisis support lines easily accessible to youth, etc.
   ☐ Yes
   ☐ No
   ☐ Not applicable

3. Does your program acknowledge the impact that mental health challenges can have on a youth's motivation and readiness to initiate their employment journey by actively removing barriers?
   E.g., providing informal opportunities for youth to visit your program space and learn about the range of services without pressure to enroll, ensuring there are different ways to get information about the program (phone, email, informal one-to-one meetings with program staff, video calls, chat box on website, etc.), creating connection points for natural supports (caregivers, teachers, counselors, etc.) to get program information and relay it to youth, etc.
   ☐ Yes
   ☐ No
   ☐ Not applicable

4. Does your program recognize mental health challenges as disabilities?

   E.g., youth with mental health challenges are eligible to participate in your program, etc.

   ☐ Yes

   ☐ No

   ☐ Not applicable

5. Does your program information make it clear that youth can take wellness days away from support as needed?

   ☐ Yes

   ☐ No

   ☐ Not applicable

Section 2: Pre-Employment Support

1. Does your program support YWD to learn about and explore their wellness?

   E.g., teaching youth about the wellness wheel* and where employment can fit, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

2. Does your program provide opportunities for YWD and staff to practice wellness?

   E.g., take breaks to walk, stretch, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

3. Does your program offer YWD access to a safe and comfortable space to use as needed?

   E.g., outdoor space, a space for prayer, meditation, reflection, emotional regulation, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

4. When appropriate, does your program connect YWD to counselling and other mental health resources?
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

5. Are your service staff trained to respond to wellness crises?

   E.g., they have basic First Aid, Mental Health First Aid, suicide intervention, and/or Non-Violent Crisis Intervention Training, etc.
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

Section 3: Job Search and Employment Support

1. Does your program support YWD to cope with the stresses that can arise throughout job search? *E.g., interview anxiety, feelings of rejection, etc.*
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

2. Does your program help to prepare YWD for the stresses that can arise from a new job? *E.g., helping youth map out the new bus route to work, planning for a routine change, talking to youth about different management styles and job expectations, etc.*
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

3. Does your program support YWD to create healthy habits that promote success at work? *E.g., making a lunch the night before a shift, preparing their uniform, creating a healthy sleep schedule, etc.*
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

4. Does your program help YWD to develop their own wellness plan for on the job? *E.g., identifying a calm space, scheduling quiet time/breaks, supporting youth to identify and practice emotional regulation techniques and strategies to handle feedback/criticism, etc.*
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

5. Does your program support YWD to develop healthy workplace relationships? *E.g., how to interact with a supervisor, appropriate conversation topics with co-workers, conflict management, etc.*
   - ☐ Yes
   - ☐ No
   - ☐ Not applicable

Glossary

Identity Wheel – an activity that people can do to reflect on and share aspects of their identity

LGBTQIA2S+ – this acronym refers to Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Asexual, and Two-Spirit – terms that are used to describe gender identities and sexual orientations

Sensory-friendly spaces – environments that are calming for the senses

Attribution styles – ways in which people explain the cause of events within their lives

Attribution error – the tendency to attribute the actions or behaviours of another to their personality or character, while attributing your own behaviour to external factors that are outside of your direct control

Wellness Wheel – a visual model that illustrates wellness as the product of balance across multiple dimensions (emotional, intellectual, physical, social, environmental, financial, and spiritual)