

Servants Anonymous Society

Employment Transition Programs

Program Design And Program Logic Model

June 2013

Introduction

Servants Anonymous Society of Calgary (SAS) is a non-profit agency formed in 1989 to address the issues of women involved in, or at risk of involvement in, the sex trade. For over twenty years, SAS has provided opportunities for women to reintegrate back into society by transitioning into a healthy lifestyle. Servants Anonymous Society (SAS) is the only organization in Calgary currently providing a long-term recovery program for sexually exploited women.

Servants Anonymous Society of Calgary provides long-term programs, ongoing support, hope and wholeness to women, age 16 and over, with or without children, who are victims of, or are at risk of, sexual exploitation.

The organization uses a community accompaniment model based on an ideology of “servant leadership” in which staff, volunteers and alumni join with and support participants in their healing journey.

Program Philosophy and Rationale

Servants Anonymous programs are based on a unique philosophy of servant leadership combined with an abstinence twelve-step recovery model. The program uses a holistic wrap-around service model which includes early exit 30 day stabilization, six to twelve months of life skills, sobriety maintenance, and adjustment to new life style, opportunities for job shadow, work experience and career planning, long term follow-up support in the community, and opportunities to express generosity and give back. Participants are encouraged to stay involved in the SAS community as Alumna, volunteers, mentors or staff.

Addiction research supports this longer-term approach to treatment. Researchers have found that people with drug addictions who stay in treatment longer than 3 months usually have better outcomes than those who stay less time.¹ The Stages of Change and Processes of Change model developed by Prochaska and DiClemente² to support addiction treatment suggests that participants need to be in the “action stage” of their recovery for at least six months before they can be considered in “maintenance”. This approach supports the longer-term wrap around service model used by SAS.

Other authors (Baker, Dalla, Williamson, 2010) have used the trans-theoretical Stages of Change model to describe the process by which sexually exploited women exit the sex trade.

¹ National Institute on Drug Abuse. InfoFacts. (2003). Drug Addiction Treatment Methods. Retrieved October 12, 2003, from NIDA website: www.drugabuse.gov/infofax/treatmeth.html

² Prochaska, J. DiClemente, C. (1992). In Search of How People Change: Applications to Addictive Behaviors. *American Psychologist* V 1. 47 No. 9 p 1102 - 1114.

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The **Circle of Courage** model advocated by Brendtro, Brokenleg and Bockern³ also provides a solid foundation for the SAS approach. Circle of Courage sets out four main principles considered key to the development of self esteem and healing.

These principles include:

- Belonging (i.e. respect, concern, sharing, caring relationships, belonging to a community)
- Mastery (i.e. sense of achievement and competence)
- Independence (i.e. personal responsibility and accountability)
- Generosity (i.e. people increase their sense of self worth when they are able to give to others)

SAS provides ongoing support to women's self-esteem by encouraging them to recognize that they are valuable individuals and deserve to obtain their dreams and goals. SAS offers freedom from sexual exploitation by working to give women choices in their life. SAS assists women to build the skills and experience they need for a fully independent positive life in the community.

The Need

Women come to Servants Anonymous with complex multilayered needs. They almost always have addictions and are often homeless. They also have other complex issues such as physical injuries or compromised health, diagnosed or undiagnosed mental health issues, incomplete or interrupted education, extreme poverty, justice system involvement and a history of abuse, neglect and trauma. Some are pregnant or parenting, or have children in the care of Child and Family Services.

³ Brendtro, L. Brokenleg, M. Van Bochern, S., (1990). Reclaiming Youth At Risk: Our Hope for the Future. National Educational Service. Bloomington Indiana.

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Research on women exiting the sex trade identifies the numerous barriers they face:⁴⁵

I. Individual Factors

- Problematic substance abuse
- Physical and mental health problems
- Effects of trauma from experiencing violence/abuse as a child
- Psychological trauma/injury from violence
- Chronic psychological stress
- Low self-esteem/shame/guilt

II. Relational Factors

- Limited conventional formal and informal support
- Strained family relations
- Influence/coercion of pimps and drug dealers
- Social isolation

III. Structural Factors

- Basic needs (housing, homelessness, poverty, economic self-sufficiency)
- Interrupted/incomplete education, lack of qualifications/training
- Lack of employment, job skills, work experience, limited employment options
- The role of money – managing debts or high levels of disposable income
- Criminal Record
- Inadequate services

IV. Societal Factors

- Discrimination/stigma

In a typical year, SAS supports over 50 women to exit the sex trade.

For women seeking an exit from the sex trade, transitioning from the social role of sex worker into new identities is a complex, multilayered process. Women exiting the trade encounter many barriers as they overcome and learn to negotiate the factors that led them into sex work, and that continue to trap them in cycles of self-destructive behaviour. These factors are both internal, relating to personal and psychological issues and external, relating to structural and social issues (Baker, Dalla, & Williamson, 2010, pp 588-589). Substance dependency often precedes and runs concurrent with sex work (Arnold, Steward, & McNeece, 2000, p. 123). Most sex workers are survivors of extensive physical and sexual abuse both prior to and during their careers in the industry (Ward & Roe-Sepowitz, 2009, pp. 295-296). On the structural end of the spectrum, sex workers often face the intricacies of the justice system and its negative impacts on their ability to integrate into the community (Baker et al, 2010, p. 586). Additionally, poverty and low social status is a key predictive factor, and continuing barrier for women in the sex trade (Cusick, 2006, p. 4). When working with traumatized

⁴ Baker, L. Dalla, R. Williamson, C. (2010). Exiting Prostitution: An Integrated Model. In *Violence Against Women*. Vol. 16, p. 579. or online at <http://vaw.sagepub.com/cgi/content/abstract/16/5/579>.

⁵ Bindel, J. Brown, L. Easton, H. Matthews, R. Reynolds, L. (2013). *Breaking Down The Barriers: A Study on How Women Exit Prostitution*. Eaves & London South Bank University. Available at <http://www.eavesforwomen.org.uk/campaigns-research/our-research/reports>

and stigmatized individuals services providers must promote systematic, as well as individual, solutions and community based interventions. (Farely & Barkan, p. 1998. p. 256.). Women who leave prostitution have a wide spectrum of needs such as access to housing, drug detoxification services, mental health services, education and employment (Prostitution in Canada: An overview, 2000, p. 14).

These obstacles to role transformation are interwoven, and literature suggests that interventions in the process of role exit for sex workers must address obstacles in an integrated manner (Arnold et al, 2000, p. 128; Roe-Sepowitz, Hickie, Loubest, & Egan, 2011, p. 282; Ward & Roe-Sepowitz, 2009, p. 308). Work experience programs that provide ex-sex workers with legal mainstream employment training are vital in addressing external socio-economic barriers (Dalla, 2006, p 283, 286). These programs must also be informed by the complex backgrounds and support needs of sex workers.

What Works

Work experience programs exist primarily to assist individuals with barriers to employment and financial independence. However, as these programs usually serve marginalized populations they also include many concurrent purposes such as educational development, professional development (Munoz, Dix, & Reichenback, 2006, p. 175) social development, community integration and personal empowerment. (Morrow, Wasik, Cohen & Perry, 2009, pp 659, 667). In this context, obtaining employment is not only a goal, but is also a tool to break down social isolation resulting from socio-economic and intrapersonal barriers.

For women exiting the sex industry, access to stable, mainstream employment is not only an end unto itself, but also a means to facilitate transformation out of the internal and external circumstances of marginalization they experience in sex work (Morrow et al, 2009, p. 667). In the case of sexually exploited women, obtaining work as the means to self-sustainability is crucial in leaving their former social role (Dalla, 2006, p. 286). In providing job training and work experience, work programs partner with clients, to develop a new social environment based on new skills, social networks and opportunities.

Employment plays a much larger role than just serving as a means to pay bills or rent. Many of the women in the research described their work experience term as filling a social void, particularly during the initial exit stage for those whose informal support systems were sparse (Dalla, 2006, p. 284). Developing positive social network connections can be a key element to future job retention.

Best Practices in Employment Transition Services

There a number of best practices for employment transition services recommended in the research on supporting vulnerable women and on supporting youth. The first four general best practices below are adapted from Best Practices for Youth Employment in Ontario (2001). Other best practices in this section are taken directly from research sources related to vulnerable women.

A Holistic Approach is of utmost importance as most of the young women are still searching for who they are and who they want to be. In their search for their gifts and their uniqueness, service providers must not focus on who they are now at this moment but must see them and treat them as who they could be. As one person said so eloquently, “Treat me as I am and that’s just where I will stay. Treat me as if I were what I could be and that’s what I’ll become.”

Freedom of choice is also a very important ingredient when dealing respectfully with our young women. Our women want to be respected for who they are, what they believe and what they decide is important for them. The freedom of choice and the respect for the individual’s decision, in regards to their life, is crucial if we want to see women flourish.

Individualized Client Centred Approach

The client centred approach takes into consideration the uniqueness of the individual as well as the uniqueness of their situation. This approach empowers women to share their goals, in a nonintrusive atmosphere which provides the stepping stone to solidifying a positive working relationship with their support worker and job supervisor.

Life Skills and Self-Awareness

Life skills provide the foundation for living in day to day situations, both negative and positive. It is a tool kit that enhances the quality of life. Self awareness is an ongoing journey which our women are sometimes hesitant to begin because of the painful areas that need to be worked through. During this time workers need to be very supportive, encouraging and respectful of their needs and committed to our role as a community helper.⁶

Employment Related Education and Skills Training

Most work experience programs provide some form of education and skills training during the work term. Some focus on employment related skills, while others focus on basic life/social skills and many offer hybrids. The length of the educational period varies

⁶ Best Practices one to five adapted from Best Practice document From Ontario Association of Youth Employment Centers <http://www.firstwork.org/wp/wp-content/uploads/2011/04/Best-Practices-for-Youth-Employment-In-Ontario-May-2001.pdf>

by program, from a few weeks, to months with education running concurrent to work placement.

Key employment skills for work experience clients include, resume writing, job searching/interviewing strategies; presentation abilities, education upgrading (such as GED preparation), and team work (Bloom et al, 2009, p. 7; Munoz, Dix, & Reichenback, 2006, p. 180; Pinderhughes & Schecter, 2008, p. 2). These are particularly important for marginalized populations, not only for their practical application in long term employment, but also because they help individuals to adjust to performing self-driven activities in a structured environment (Dworkin, 2006, p. 2).

Relevant Experiences

The types of jobs available to clients through work experience programs vary considerably and are an area of controversy in the literature. Some studies criticize work experience programs for predominantly offering training in entry-level, low-income jobs, and/or jobs that are not relevant to local labor demand (Goetz & Schmiede, 1996, p. 376; Gillis, 1999, p. 38; Theodore & Peck, 2000, p. 86). Research into youth employment programs suggests that even though programs show success in areas of GED attainment, job-readiness and increased earnings, because many of the jobs obtained were not 'good' jobs (i.e. with stability, income beyond the poverty line – living wage, and opportunity for advancement), researchers noted that “additional interventions might be required subsequent to pre-employment experience to sustain the earnings gains produced by the program. These pre-employment programs might be only the first step in a series of necessary interventions”. (Lah et al, 1986, p. 97).

Researchers disagree on whether work training with marginalized populations is best facilitated in a competitive, community workplace (Dworkin, 2009, p. 2; Tan, 2009, pp. 54-55), or in a non-competitive, in-house setting (Pend et al, 2010, p. 298).

The most promising work experiences are those that provide opportunities in jobs with growth potential. Those that offer a diversity of market relevant skills, even if the skills are entry-level, are advantageous because they offer clients exposure to multiple options for long-term employment (Lanzerotti, 2002, p. 11).

A 2010 research study of transitional job programs in the U.S. found that those programs not in the competitive environment showed poor job retention potential, and suggested that exposure to the real-world environment is ideal.

Supportive Counselling

Most work experience programs documented in the literature provide one or more forms of counselling to clients. Some programs focus counselling sessions as a part of overall training tailored in areas such as goal planning and overcoming personal obstacles to goal achievement (Munoz, Dix & Reichenback, 2006, pp 175-176). Others

offer more broad-based, holistic counselling catering to the individual's personal and social needs. Some programs offer counselling and/or mentoring services to clients while they are on-site at their work placement. A transitional jobs study noted that companies that allow mentors or counsellors on-site to assist clients during their work hours helped clients feel more comfortable in the foreign work environment (Dworkin, 2009, p. 1). Many programs view this counselling element as crucial. Work experience programs with marginalized populations recognize that the personal barriers clients face are damaging to self-concept, and must facilitate improving self-efficacy (Lee & Vinokur, 2007, p. 304).

Trauma Informed Approach

For sexually exploited women, employment transition is a process of both role transformation and healing. Many of the women exiting the sex trade have experienced significant trauma that is easily triggered in stressful situations. For workers/employers to be "trauma informed" does not refer to treating the trauma, but rather to understanding the manifestations of trauma (Martin & Downing, 2008).

Other Supports

Many work experience programs include practical services that are crucial areas of support for clients. The most common of these include temporary pay subsidies, housing, transportation and childcare. Some programs offer financial subsidies to clients during the education phase of the program and/or the employment period. Often this subsidizing measure acts as a counter-balance to low compensation in minimum-wage work placements (Bloom et al, 2009, p. ES-2). Other programs opt against this measure, as it does not simulate the real-world environment well. More intensive programs occasionally offer housing to work experience clients, often where the program runs out of existing housing facility, such as a homeless shelter (Goetz & Schmiege, 1996, p. 376). Some programs offer transportation subsidies as well. For programs working with families, or single mothers, childcare is often vital to program success (Lee & Vinokur, 2007, p. 309).

Staffing Practices

Another type of support is provided through staffing practices of the work experience organization. One example is the Standing Against Global Exploitation program (SAGE), a human rights non-profit survivor-run treatment center that offers job training and placement to women and men exiting the sex trade industry in San Francisco (Hotaling et al, 2003, p. 255). SAGE is unique in that it primarily employs former sex trade workers as full time staff. Employing program graduates in key positions shortens the distance between the clients and the service providers (Rabinovitch, Strega, 2004, p. 157). Program graduates act as mentors and demonstrate the possibilities for a successful future. This allows clients to build trust with the SAGE organization, improving their chances of success in rehabilitation and labor force attachment. In a study in Minnesota (Martin, Downing, 2008), 93% of experiential women interviewed advocated for a peer model to support exit from the sex trade, although the authors identified a "mixed strategy" (peer and professional) as best practice.

Employment Retention

The most problematic area of work experience programming is long-term job retention. Job retention is a critical in clients' lives, as it has the potential to impact other areas of well being such as addiction, mental health and criminality (Ware et al, 2008, p. 14). Researchers suggest that work experience program should incorporate work with clients prior to graduation to plan for job retention post-graduation. They suggest that clients practice retention habits, and avoiding unemployment recidivism habits during their time in the program. Additionally, they recommend that program keep an open-door policy to former participants so that clients felt that they will be supported long-term as they seek permanent employment stability (Ware et al, 2008, p. 46).

Peer Role Models

Another key area of impact noted in literature is the creation of positive self-perception among participants. Counsellors and peers can serve as role models for their clients. For example, the majority of employees in the SAGE program are former clients who mainly serve as peer mentors and support staff. Many women who come to SAGE have never made money other than through prostitution (Hotaling et al. 2003, p. 260). Through having former sex trade workers involved in the work experience program as staff, clients can directly see the impact as they see women who were once just like themselves now holding jobs, pursuing their education and having safe homes (Hotaling et al, 2003, p. 260). This encourages clients to picture and claim the possibility of a new identity and life for themselves.

Community Networks

Another promising practice for long-term retention and rehabilitation is community relations. Some work experience programs promote contact between their clients and other community organizations to improve their social network and open potential contacts for future work opportunities. The NOW program is affiliated with a number of organizations with whom referrals can be made for job interviews post work experience. This is an important tool in networking for future job prospects for participants. Making solid community connections prior to graduating from the NOW work program eases the transition into long-term employment (NOW, 2011).

Internships and volunteer experiences are a proven way to gain relevant knowledge, skills, and experience while establishing important connections in a field of interest. Internships and volunteer experiences make candidates more competitive in the job market. In addition to gaining exposure and experience in the field, they also provide an opportunity to see if the particular career field is the right one based on getting personal experience in the field. The main issue with the use of internships is the lack of financial compensation which for most adults is a serious barrier. However, as a supplementary option to work experience, volunteerism or internships may allow participants to explore career options that would otherwise be unavailable to them.

Employment Transition Models

There are a number of different ways to structure work experience programs. Following are three examples of employment transition program design options.

Basic Training Focus

This program model provides clients with some basic training (e.g. life skills, educational upgrading) and support (job counsellors) while the client independently searches for a job and works independently (e.g. STEP program in Philadelphia). The goals of this type of program is to facilitate quick labor force attachment in a real world setting. However, many such programs show poor long-term impacts on improving income levels and job retention due to a lack of intensive training and a lack of skilled work opportunities (Leahey, 2001, pp 30-31).

Job Corps Alberta is a program that combines basic training and personal development with paid work experience. The primary purpose of the Alberta Job Corps (AJC) program is to provide paid workplace experience and training for individuals who have demonstrated they are unable to get or maintain work in the competitive labour market. AJC provides a structured, supportive training environment and work setting for individuals with barriers to employment and works in cooperation with the local community. The program provides individualized assessment and service plan development, and assists with the transition to employment by offering workplace essential skills, safe work practices and exposure to new or alternative occupations in the labour market while helping to meet local labour market needs.

Corporate Alliance Model

In this model, the agency forms a partner relationship with companies (both private and public) and contracts out clients to them for a work experience term. (e.g. National Offender Management Services – Corporate Alliances program UK). Programs following this corporate partnership model offer the benefit of a real world environment work experience term, while maintaining a supportive transitional environment for clients because employers know and can cater to the needs of clients (Dworkin, 2006, p.1). However, making and maintaining relationships with corporate partners who will understand and accommodate the work experience client needs can be difficult.

Social Enterprise Model

In the Work Integration Social Enterprise model, an agency employs clients within its own social enterprise. (e.g. Women’s Bean Project Denver)). These programs are typically businesses established with the express purpose of providing work to individuals with multiple barriers to employment with the goal of increasing social inclusion (Vidal, 2005, p. 812). The Denver project offers on-site training and paid experience for many skills involved in the social enterprise business. The benefit of this is that the work is tailored to the client and the client begins transitioning into the

working world in a completely supportive, non-competitive environment (Haynes et al, 2007, p. 43; Tan, 2009, p. 55).

Employment Transition Services at SAS

At Servants Anonymous Society the transition from life in the sex trade to mainstream sustained employment is integrated into all aspects of the program. The underlying premise for this transition is addiction recovery and maintenance based on an abstinence 12 step model.

Employment Transition Services use a mixed model that includes features of Basic Training (ASK), Job Corps model, Corporate Alliance model (WOW) and Social Enterprise (WE).

Program Assumptions

- That sexually exploited women encounter many barriers in their journey toward a more positive future. These barriers often include poverty, addiction recovery, low self-esteem/confidence, stigma, low education level, lack of experience in mainstream employment, etc.
- That sexually exploited women are resilient survivors and should to be supported to realize their full potential
- That sexually exploited women should be respected and treated as the expert on their own needs and future plans
- That sexually exploited women can benefit from social/emotional support that increases their self-esteem, confidence and competence as valued employees and as individuals
- That the provision of on-site work experience opportunities increases the chances that women at SAS will be successful in a competitive mainstream employment situation in the community
- That the provision of supported community based work experience opportunities will enhance the choices and experiences available to women at SAS and help to support their transition into competitive mainstream employment situations
- That the provision of individual career exploration and planning increases the chances that women will choose to continue and/or upgrade their education and be better prepared for a future well-paid career

Based on these assumptions, the SAS Employment Transition Services (i.e. Empowered Employment) have developed the following Theory of Change.

Transitional Work Experience - Theory of Change

If sexually exploited women with a history of living and/or working on the street participate in transitional work experience services that focus on developing both hard and soft employment related skills, they will be more successful in finding and maintaining stable mainstream employment in the community.

Employment Transition Goals

1. To gain skills needed to be successful in school and employment, in an environment where triggers and fears for women recovering from the sex trade can be dealt with in a sensitive manner
2. To gain confidence in life outside a structured and highly supported program
3. To obtain real experience for a resume, and an employer letter of recommendation which are needed to enter the work world.

Employment Transition Services

The Employment Transition Services at Servants Anonymous include a continuum of learning and experiences spread across several distinct program areas. These include:

- **ASK** – life skills and basic pre-employment prep
- **Job Shadow** - onsite
- **Career Network** – career exploration and planning
- **Work Experience (WE)** - onsite
- **Work Opportunities for Women (WOW)** – community based
- **Follow Care** – support of women for “soft skills” development; support of employer in working with SAS women

ASK

Work on personal psycho-social issues begins in the ASK classroom with an emphasis on building life skills and self esteem. The ASK curriculum includes the “Empowered Employment” component consisting of four modules of employment related classroom materials to be covered over the course of six months within the ASK program. While in the ASK classroom program, women are supported by their own individually assigned Key Worker.

ASK Employment Transition Objectives

By the end of the ASK life skills program, participants will:

- Have completed all four modules of employment transition workbooks
- Have identified their interests, personal skills,
- Have identified personal learning objectives (what training/skills do they need to get the kind of employment that interests them)
- Have identified learning objectives (soft skills) for Job Shadow
- Have a draft resume

Job Shadow

All SAS participants complete 10 weeks of Job Shadow prior to graduation, including one week in each of five onsite work areas at SAS, and then a more intensive 5 week experience in one work area. These work areas include: Reception; Food Services; Event Planning and Venue Management; Fund Development; Cuddle and Care.

Job Shadow Employment Transition Objectives

By the end of the 10 week Job Shadow, participants will:

- Have experienced all five areas of job shadow
- Have prepared reflections on each of the job experiences
- Have identified personal skills
- Have identified areas for further development/learning
- Have a resume
- Reviewed school and work/career options with the Follow Care Coordinator (see Career Network)
- Have a plan for next steps (e.g. work experience, school/training, employment)

Career Network

SAS participants also have access to Career Network services which work with individuals one on one to help them explore their own talents, interests and passions in order to identify and plan for a future career direction. Planning may include support to access educational upgrading opportunities, grants and bursaries, etc. Career Network services also include support for resume writing and other pre-employment preparations. Both Job Shadow and Career Network services are provided by the SAS Follow Care Worker.

Work Experience and Work Opportunities for Women (WOW)

At graduation from ASK (including Job Shadow), the internal Work Experience and community based WOW programs are available to all SAS participants based on a structured application process, in which the participant applies for two employment opportunities of their choice, completes two job interviews and is then offered one employment position. SAS participants may apply for internal Work Experience, WOW or some combination of both programs.

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The internal **SAS Work Experience** program is a supported six month paid employment opportunity within one of the five work areas (see Job Shadow above). Individual support to the participant and to the work area manager/supervisor is provided by the Follow Care Worker.

The **community based WOW** program is a supported three month paid employment opportunity with a mainstream community employer. Individual support to the participant and to the community employer is provided by WOW support staff.

Participants for both employment transition programs work through a structured set of hard skills (on the job skill development) and soft skills (personal development), and are supported to identify their personal strengths and skills for future employment interviews and to include their skills and experience on an updated resume.

On successful completion of the Work Experience or WOW program, the employees receive a letter of reference from the manager/supervisor that can be used in future job search.

Work Experience/WOW Objectives

At the end of Work Experience/WOW, participants will:

- Have three to six months work experience in area of choice
- Have a certificate of course completion in area of choice (e.g. computer training, Child Care level, Food Safety, etc.)
- Have experienced one or two job interviews
- Have prepared weekly or monthly reflections on work experience and personal development (i.e. examples of soft skills situations that can be used on resume)
- New resume with hard skills and soft skills added
- Have letter of reference

Admission Criteria

Admission to the Employment Transition Services is based on a job application to the specific employment area of choice, by SAS participants who have successfully completed the ASK program (including Job Shadow). Successful completion of ASK may be defined as graduation (completion of all ASK elements) or may be determined on an individual basis depending on the participants assessed readiness to move forward. Readiness to leave ASK is determined jointly by the participant and their key worker.

Employment Transition Service Capacity

The SAS Job Shadow and internal Work Experience programs can accommodate approximately 12 Job Shadow placements and 12 Work Experience placements per year. The WOW community based employment program can accommodate up to 24 employment placements per year.

Employment Transition Roles and Responsibilities

Key Worker Responsibility

- ASK Classroom to graduation
- Individual support
- Classroom learning
- Ensure all areas of ASK employment curriculum are covered within ASK schedule

Work Supervisor Responsibility – Job Shadow

- Welcome Letter for Job Shadow
- Light supervision for Job Shadow – possible mock job assignments
- Go to Follow Care Worker with any concerns/feedback
- Job Shadow evaluation
- Prepare Letter of Reference (copy to be kept on file for future use)

Work Supervisor Responsibility – Work Experience

- Interview Work Experience applicants
- Prepare job offer/contract
- Provide direction/supervision on the job
- Cover “hard skills” on the job
- Issues/concerns to Follow Care Worker
- Monthly meeting with Trainee and Follow Care to discuss progress, provide feedback
- Provide Trainee Evaluation
- Provide Letter of Reference

Follow Care Roles and Responsibility

- Individual career planning with participants starting in month 4 of ASK to graduation and/or to end of Work Experience
- Individual participant support/coordination for Job Shadowing
- Support to Work Supervisor for Job Shadow and Work Experience
- Facilitate Work Experience job applications/interviews
- Weekly meetings with Trainees to review each of 21 “soft skill” learning modules and collect examples/experiences
- Support Work Experience applicants to select at least one supplementary training course to be completed during their work experience
- Facilitate monthly review with Trainee and Work Supervisor (feedback, identify progress)
- Remind/support Work Supervisors in their role (e.g. hard skills, evaluations, letter of reference)
- Assist Trainee to build final resume
- Assist Trainee to identify “soft skill” examples for future interviews

Trainee Responsibility

- Work with Follow Care on career planning to identify interests, talents, opportunities
- Apply for two employment opportunities and participate in interviews
- Accept job and work to develop “hard skills”
- Take on the job direction/supervision from Area Manager
- Take personal issues/concerns to Follow Care Worker for individual support
- Work through training booklet to develop “soft skills” – with Follow Care support
- Identify and record examples of “soft skills” for future interviewing
- Prepare resume

Employment Transition Process for Onsite Work Experience

- Trainee identifies interests in Career Planning and Job Shadow with Follow Care Worker
- Trainee applies for two jobs at SAS
- Area Managers interview Trainee
- Trainee is offered one job
- Area Manager directs and supervises Trainee in their work, keeping in mind the “hard skills” to be covered
- Area Manager and Trainee take any issues/concerns to the Follow Care Worker
- Follow Care Worker meets weekly with Trainee to go over each of 20 “soft skill” learning modules
- Trainee identifies experiences/learnings re “soft skills” to be used for future interviews
- Area Manager meets monthly with Follow Care and Trainee to review progress on hard and soft skills
- Area Manager provides final performance review/evaluation for Trainee
- Area Manager provides Letter of Reference
- Follow Care worker assists Trainee to develop resume

Employment Transition Benefits to Trainee

- Opportunity to learn “hard skills” in their employment area – with direction from Area Manager
- Opportunity to learn and practice 21 identified “soft skills” – with support from Follow Care Worker or WOW Support Workers
- Practice in job applications and interviews (for two different jobs)
- Experience supervision, feedback
- Letter of Reference for Job Shadow experience
- Letter of Reference for Employment
- Resume with “hard skills”, experience
- Journal of “soft skills” examples for future interviews
- Other learning opportunities within scope of job position (e.g. food handling; computer skills; child care level 1)

Employment Transition Outcomes

Short Term Outcomes:

- increase in hard and soft skills
- Increase in experience and qualifications for employment
- Solid resume
- Good reference for employment
- Sense of readiness for job interviews

Medium Term Outcome:

- finds competitive employment OR
- determines personal career path and follows through with educational upgrading related to that path

Long Term Outcome:

- stable employment in career area of choice;
- considered a valued employee;
- ability to make a positive contribution in their workplace

Employment Transition Best Practice Elements

SAS Employment Transition services incorporate the following best practices:

Empowerment Through Choice: Participants are able to plan and choose from a range of options after the ASK program. Planning is supported through the Career Network program and includes options such as onsite Work Experience, community based WOW program, return to school for upgrading or further education, or direct entry into the labour market. Participants are encouraged to set specific short and longer term goals that help them to notice their progress.

Holistic Approach: The mixed model used at SAS includes elements such as basic skills, career planning, ongoing support, both onsite social enterprise and mainstream community based employment opportunities, and focused development of both hard skills and soft skills. This mixed model provides a holistic approach with multiple levels of support for participants and maximum flexibility and choice.

Safe Environment for Learning: Onsite work experience employment situations provide a safe environment for those trainees who do not yet feel ready to try their skills in competitive employment situations in the community. For those who choose community based employment situations (WOW), program staff work with the employer and employee to ensure a safe and supported work experience.

Full Employee Status: Work Experience/WOW participants are considered an employee in their position with same expectations, rights, and benefits as other employees, including payment for their work.

On The Job Training – Hard Skills: Participants gain real life employment experience either onsite or in the community with specific expectations for the “hard skills” that participants will develop in their particular work placement.

Individualized Personal Support (trauma informed approach) – Soft Skills: Participants are supported to manage challenges/barriers/triggers originating from their past experiences or abuse/exploitation. Weekly support from the Follow Care or WOW staff is provided as participants work through 21 units of “soft skills” which provide foundational personal skill development related to employment. Skill areas include learning appropriate verbal and non-verbal communication skills, managing stress, conflict and office politics, managing expectations, team work, employee rights, work-life balance, etc.

Employer Supports: Employers receive an orientation on expectations for their supervisory/management role with regard to work experience, and tips on how to work with participants.

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Support for Employer/Employee Relationship: Participants are supported to build and maintain a strong, healthy, respectful and appropriate employer/employee relationship, including regular feedback and problem solving (supported and facilitated by the Follow Care/WOW staff) that help both parties to grow in their relationship.

Preparation for Future Employment Opportunities: Participants learn how to incorporate the hard skills they have learned and experience they have gained into a solid resume for future job search. In addition, work on soft skills is used to create ideas for potential behavioural interview situations so they are well prepared for future job interviews.

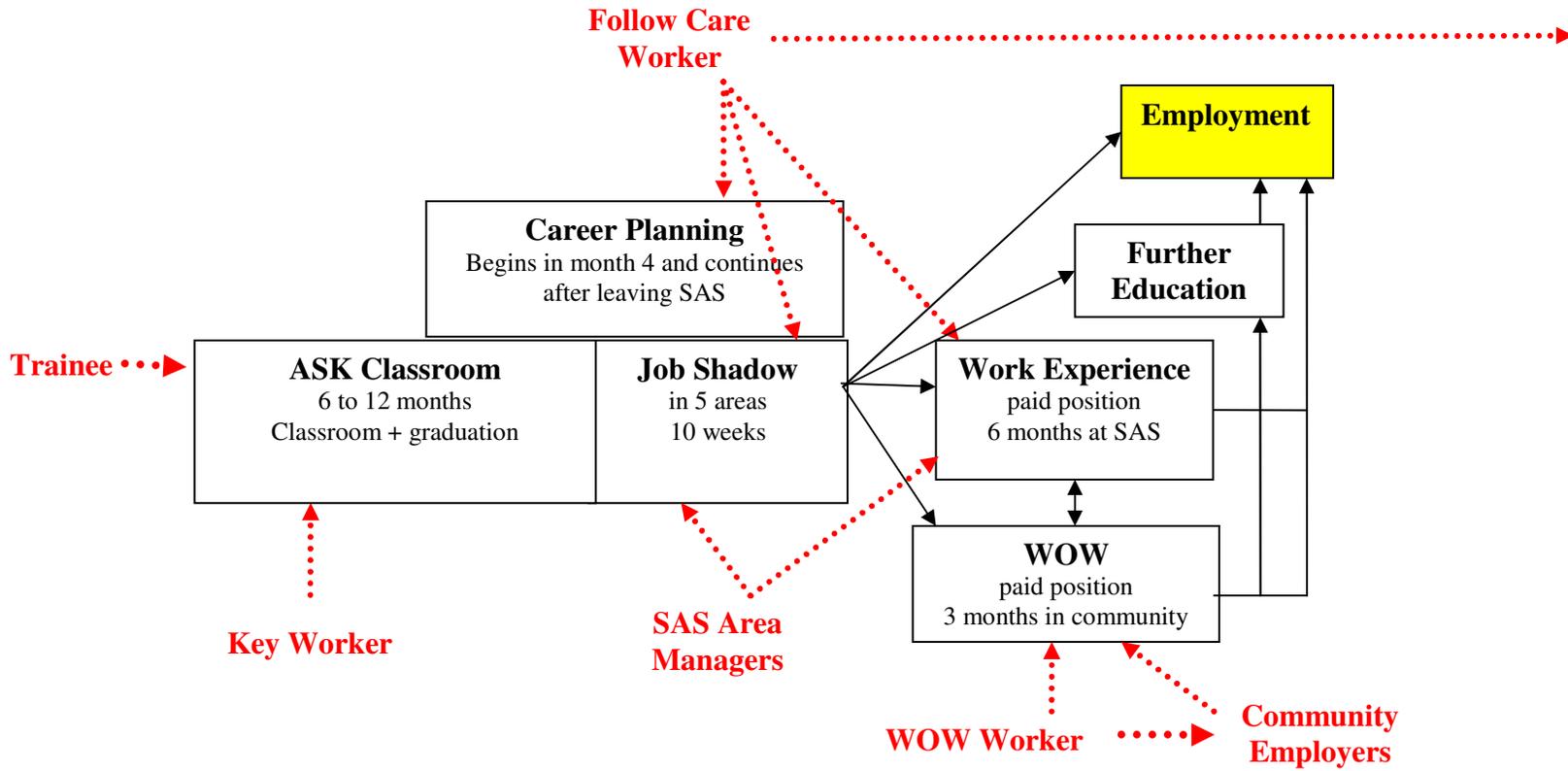
Peer Based Modelling, Mentoring and Support: At SAS all employees and work experience trainees are treated as valued members of the staff team. Work experience participants have an opportunity to work alongside staff who are peers, and to connect with Alumna who understand the journey participants are undertaking, but can also model successful transition to a healthy lifestyle.

Flexibility: Participants are allowed to move between Employment Transition options, so they may choose to enter any of the options (WE; WOW; school; labour market) as a first choice and still have the chance to participate in other options as interest or need arises. Even those SAS participants who leave before completing a particular program are encouraged to return to SAS when they feel ready to embrace change in their lives.

Interventions and Strategies

Interventions	Strategies	Outcomes
ASK Classroom Pre-employment skills	During the 6 to 12 month ASK life skills program, pre-employment module offered once per week. See appendix for full list of pre-employment modules.	Women have some basic pre-employment skills prior to entering work experience, including a resume.
Job Shadow	10 weeks of unpaid job shadow experience within 5 SAS work areas Individual support provided by Follow Care Worker	Women have increased awareness of their own interests and talents.
Career Network	Individual support provided by Follow Care Worker beginning in last four weeks of ASK and continuing throughout WE or WOW and into Follow Care (post SAS). Exploration of interests, talents, career options. Support for educational upgrading and/or employment search.	Women have a clear career plan for next steps.
Employment Prep	As individuals transition out of ASK and into WE or WOW they prepare a resume, apply to jobs (at least 2), participate in a job interview, receive an offer of employment.	Women have increased skills in resume writing, job search and job interview.
Work Experience WOW	Work Experience: 6 month paid employment within SAS WOW: 3 months paid employment in the community	Women gain employment experience.
Soft Skills	Soft Skills curriculum: 21 soft skills modules of self study and reflection. Supported by one on one or weekly sessions with Follow Care Worker and/or WOW support workers	Women increase their “soft skills” (personal and interpersonal skills) relevant to the employment situation.
Hard Skills	Hard Skills checklist indicates a set of skills to be experienced on the job during Work Experience, plus supplementary learning opportunities.	Women increase their “hard skills”, including training/upgrading in a specific employment related area.
Employer Support	Orientation and support provided to employer/supervisor working with SAS women. Support during monthly supervision meeting in which employer provides feedback to the WE/WOW participant.	Employers provide helpful supervision and guidance to SAS WE/WOW participants.
Follow Care	Follow Care Worker supports individuals in the employment transition process and is also available to Alumni after leaving SAS. Includes personal/emotional support during difficult times, information/support for educational upgrading and/or for employment search or employment maintenance.	Women maintain their independence and new role identify.
Community Support	SAS Alumni participate in regular community building social functions.	Women have a strong social network and opportunities to give back/express generosity and act as peer role models.

Employment Transition Service Pathways



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Work Experience (WE) and Work Opportunities for Women (WOW) – PROGRAM LOGIC MODEL						
Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes	Indicators of Success	Measurement Tools
<ul style="list-style-type: none"> ○ Interested individuals prepare a resume, and apply for a Work Experience or WOW job. ○ Women participate in a job interview and receive a job offer. ○ Women participate in paid internal Work Experience position for up to six months and/or paid community based WOW employment position for three months. ○ Women participate in weekly individual and/or group support and skill building sessions based on the SAS Employment Transition Soft Skills curriculum. ○ Women receive monthly feedback in a meeting with their employer or supervisor and their support worker. ○ Women receive Career Network counselling support to plan for next steps such as future employment or educational/skills upgrading. ○ Women receive letter of reference on completion of Work Experience or WOW. ○ Women use experience and learnings to update their resume. ○ Employers/supervisors are supported in their understanding and interactions with the SAS employee. 	<p># of Work Experience & # of WOW participants</p> <p># of Work Experience & # of WOW participants who complete their program</p> <p># of Work Experience and # of WOW participants employed</p> <p># of participants who return to school</p> <p># of participants referred back to case manager within 3 months of program completion</p> <p># of participants who move to another project or community resource within 3 months</p>	<p>STO1: Women have increased skills in resume writing, job search and job interview.</p> <p>STO2: Women gain mainstream employment experience.</p> <p>STO3: Women increase their “soft skills” relevant to the employment situation.</p> <p>STO4: Women increase their “hard skills”, including training/upgrading in a specific employment related area.</p>	<p>MTO1: Women successfully demonstrate their ability to be a good employee.</p> <p>MTO2: Women report increased confidence in the workplace.</p> <p>MTO3: Women have a clear career plan for next steps.</p> <p>MTO4: Women have an increased chance of gaining mainstream employment based on an updated resume reflecting their increased skills and experience, and a letter of reference.</p>	<p>LTO1: Work Experience and WOW graduates return to school or find mainstream employment.</p> <p>LTO2: Women are able to support themselves and their family.</p>	<p>STO1: # of women who have completed resume; job search; job interview.</p> <p>STO2: # of women who participate in WE or WOW</p> <p>STO3: # of women who complete and show progress on 21 soft skills units</p> <p>STO4: # of women who complete identified hard skills</p> <p>MTO1: # of women who complete their WE or WOW</p> <p>MTO2: # of women who report increased confidence</p> <p>MTO3: # of women with a career plan in place</p> <p>MTO4: # of women with updated resume and letter of reference.</p> <p>LTO1: # of participants who return to school</p> <p># of participants who find long term employment position</p> <p>LTO2: not measured at this time</p>	<p>WE/WOW skills checklist</p> <p>Participant list & attendance</p> <p>Soft skills checklist and progress report.</p> <p>Hard skills checklist.</p> <p>WE/WOW program stats</p> <p>Participant exit survey</p> <p>WE/WOW skills checklist</p> <p>WE/WOW program stats</p>

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Data collection Plan	
Measurement Tools	Data Collection Process
<p>Program Statistics</p> <p># of Work Experience & # of WOW participants who enter the program</p> <p># of Work Experience & # of WOW participants who complete their program</p> <p># of Work Experience and # of WOW participants employed within 3 months after exit from program</p> <p># of participants who return to school</p> <p># of participants referred back to case manager within 3 months of program completion</p> <p># of participants who move to another project or community resource within 3 months</p>	<p>Program statistics are collected by the Follow Care worker and WOW Support Workers on a monthly basis.</p>
<p>Skills Checklist & Journal</p> <ul style="list-style-type: none"> • Hard Skills Checklist • Soft Skills Checklist • Personal Skills Journal 	<p>At the end of the WE or WOW, employees complete a self assessment of the hard and soft skills they have developed. These are then incorporated into an updated resume.</p>
<p>Exit Surveys</p> <ul style="list-style-type: none"> • Employee Exit Survey • Employer Exit Survey 	<p>Employee and Employer exit surveys are collected within the last two weeks of the employment placement.</p> <p>Participant focus groups may be conducted periodically to collect feedback and assess overall effectiveness of the program structure.</p>

SAS Employment Transitions - Employer Exit Survey

In order to help us improve SAS programs and services, please share your thoughts on your experience as an employer with an SAS contracted employee/trainee.

1. To what extent did the Employee/Trainee meet your expectations as an employee?

1 Serious difficulties in meeting expectations	2 Generally did not meet expectations	3 Mostly met expectations	4 Met expectations	5 Exceeded expectations
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2. How satisfied were you with the orientation/information provided by SAS at the time of the employment/training contract?

1 Dissatisfied	2 Somewhat Dissatisfied	3 Somewhat Satisfied	4 Satisfied	5 Very Satisfied
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3. Was the employment/training contract fulfilled? Yes No Somewhat

Comments: _____

4. How satisfied were you with the support provided by the SAS Support Worker? (e.g. for problem solving, follow up, etc.)

1 Dissatisfied	2 Somewhat Dissatisfied	3 Somewhat Satisfied	4 Satisfied	5 Very Satisfied
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5. Overall how satisfied were you with your experience with the SAS employment/training program?

1 Dissatisfied	2 Somewhat Dissatisfied	3 Somewhat Satisfied	4 Satisfied	5 Very Satisfied
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Suggestions for Improvement: _____

Other Comments: _____

Employee/Trainee Exit Survey

In order to help us improve SAS programs and services, please share your thoughts on your experience as an Employee/Trainee with an SAS employment contracted.

1. To what extent did the employment placement/job meet your expectations?

1 Serious difficulties in meeting expectations	2 Generally did not meet expectations	3 Mostly met expectations	4 Met expectations	5 Exceeded expectations
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2. How satisfied were you with the orientation/information provided by SAS at the time of your employment/training contract?

1 Dissatisfied	2 Somewhat Dissatisfied	3 Somewhat Satisfied	4 Satisfied	5 Very Satisfied
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3. How satisfied were you with the supervision provided by your Supervisor on the job?

1 Dissatisfied	2 Somewhat Dissatisfied	3 Somewhat Satisfied	4 Satisfied	5 Very Satisfied
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4. How satisfied were you with the support provided by the SAS Follow Care/Support Worker?

1 Dissatisfied	2 Somewhat Dissatisfied	3 Somewhat Satisfied	4 Satisfied	5 Very Satisfied
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5. Do you feel more confident to move into mainstream employment now that you have completed your Work Experience/WOW placement?

Yes No Somewhat

6. Overall how satisfied were you with your experience with the SAS Work Experience/WOW program?

1 Dissatisfied	2 Somewhat Dissatisfied	3 Somewhat Satisfied	4 Satisfied	5 Very Satisfied
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Suggestions for Improvement: _____

Other Comments: _____

ASK Pre-Employment Curriculum Components

Workbook 1: Who We Are

(5 classes covering relationship to money, motivation, changing attitudes, work ethic/values, vocation/passion (understanding what our interests are and how this ties to job choices)

Workbook 2: How We Get There (to empowered employment)

(5 classes covering defining our dreams and goals, understanding job applications and forms, resumes and cover letters, first impressions we make, communication and interviewing skills)

Workbook 3: Solving Problems When We Arrive

(5 classes covering anger management, solving problems and making decisions, appropriate self-disclosure, dealing with authority figures, being a lifelong learner.)

Workbook 4: Staying There, Staying Healthy

(5 classes covering office politics, work-life balance, losing a job gracefully, employee rights and responsibilities, job advancement)

These pre employment skills are then re-visited in the 21 soft skills in a real work (non classroom) environment.

Empowered Employment Soft Skills Units

1. When I feel afraid
2. Dealing with authority
3. When I've made a mistake
4. What to say, what not to say: Establishing professional boundaries
5. Being a team player
6. Taking confidence to work: Valuing my strengths and locating my self esteem
7. Effective communication: How to talk to managers and co-workers
8. Dress: What we communicate about who we are via our outer style
9. Body Language: What we communicate about who we are via our posture, gestures and expressions
10. Time Management
11. Handling a Performance Review
12. Money: How we feel about it, wage, promotion and salary negotiations
13. Work ethic

- 14.** Choosing my attitude
- 15.** Staying engaged on the job: Strategies for remaining interested and continuing to learn new skills
- 16.** Work-life balance
- 17.** Conflict in the workplace
- 18.** Office politics
- 19.** Staying healthy: Coping with stress and overcoming defense mechanisms
- 20.** Working with men who are supervisors, co-workers, or clients/customers
- 21.** Self-advocacy and employee rights

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