

# City of Hamilton: Learning Annex

**Problem Statement**

Low income youth, aged 18-24, in priority neighbourhoods of Hamilton have low levels of education and limited use of/access to services and skill development opportunities. They experience high rates of under- and un-employment and therefore struggle to become self-sufficient and thus continue the cycle of poverty.

**Goal**

To increase aspirations and enable educational attainment and job skill training in order to obtain long-term, sustainable, living-wage employment for at risk youth in Hamilton.

## Long Term Outcomes

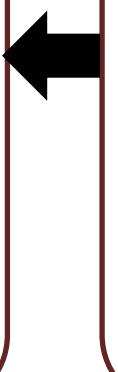
- Evolution of partnerships \*
- Raise aspirations \*
- Improvement in health outcomes
- Evaluation and continuous program improvement
- Full-time employment (better than living wage)
- Change in family history
- Talent retention in Hamilton

Mentorship/coaching opportunities increase  
Retention of youth/residents in Hamilton



## Medium Term Outcomes

- Evaluation and continuous program improvement
- Health outcomes
- Change in service delivery to meet needs
- GED obtained/completed
- PSE: application, acceptance, completion
- Employment rate increase / unemployment rate decrease
- Reduction in OW case load
- Reduction in benefit use
- Mentoring and coaching



## Short Term Outcomes

- Evaluation (qualitative, quantitative)
- Engagement of partners
- Increased partnerships
- Utilization of existing services (EO, Health)
- Youth participation rates (use attraction retention)
- Retention rates (#/% stay, how engaged)
- Education courses taken
- Skill training courses taken
- Youth barriers ID/overcome
- Reliance on intervention decrease with time

## Activities & Outputs

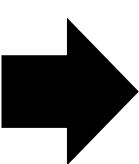
- Navigation# of youth accessing and using services
- Mentorship: # of mentors; increase in number of mentors to the Annex
- Retention: # of youth who stay within the LA to achieve their goal
- Social Media: increase social media presence; increase tweet activity
- Youth Engagement: # of youth attending events;
- Workshops, training: # of workshop and training sessions held weekly
- Develop curriculum including micro-credentials and dual credits:# of credit courses available; # of youth registered for courses; # of youth completing credentials
- Develop transferable courses to higher education, Create Pathways to education
- Counseling: # of youth accessing counseling; # of counseling services provided
- Partnerships & Collaboration
- Tutoring: # of youth using tutoring services; # of tutoring subjects offered
- Financial literacy: # of youth with bank accounts
- Mobile app: how many times app is accessed/downloaded
- Training: # of training courses offered; Frequency of training offered; # of youth participating in training courses
- Accreditation: # of accreditation courses offered; # of users; # of credential received

## Inputs / Resources

- Program Evaluation
- Physical Location
- Funding
- Staff
  - Project Manager
  - Navigator
  - Co-ordinator
  - Curriculum
  - Leadership
  - Buy-in
  - Youth
  - Funders
  - Employers
  - Service Providers
  - School Boards
  - Post-Secondary Education
- Time
- Materials and Supplies
- Equipment
- Human Resources
- Branding, Marketing, Communication
- Administrator
- Outreach & Engagement
- Worker
- Child care

## Rationale

- Education is a pathway out of poverty
- Stable, secure employment improves individual health and contributes to poverty reduction at a societal level
- Self-efficacy leads to higher aspirations



## Assumptions

- Employers are seeking trained work force
- Education and skill training is attainable
- The community wants services navigation
- High School completion rates and Post-Secondary Education application rates are low
- Specific at-risk youth require targeted intervention

## External Factors

- |                                      |                                  |  |
|--------------------------------------|----------------------------------|--|
| Competition for skilled employees    | Attracting & retaining employees | Need for additional skills                   |
| Strategic alignment between partners | Government policy                | Funding                                      |
|                                      |                                  | Economic downtown                            |
|                                      |                                  | Family attitudes towards education           |
|                                      |                                  | Lack of basic needs met in target population |