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Doc Wayne Youth Services, Inc. Capstone Project Youth Employment and Mentoring

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Doc Wayne Youth Services, Inc. Capstone Project

Youth Employment and Mentoring:

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Executive Summary/Abstract

In Boston, Massachusetts, young adults age 16-19 who have dropped out of high school have a very high unemployment rate of 43.8%. Additionally, in the United States of America the difference between a young adult with a high school diploma as opposed to a young adult without a high school diploma in terms of weekly income is \$180 USD; between a young adult with a high school diploma versus a young professional with a bachelor's degree is \$433 USD. These numbers demonstrate the need for services that improve academic achievement, job readiness and preparedness, and youth mentorship for struggling young adults.

Doc Wayne Youth Services, Inc., a Boston-based 501 (c) (3) non-profit organization, whose mission is to fuse sport and therapy to heal and strengthen youth, has made it a top priority to implement a program that supports young adults age 16 and up gain critical job experience, peer mentorship, and career development. Our goal was to help the implementation of a youth employee program and research the established literature on career programs, academic development, youth mentorship, and best practices in the effectuation of these programs. The following research is an attempt to investigate those factors and provide a theoretical background for the senior staff at Doc Wayne Youth Services, Inc. who will execute the youth employee program.

Keywords: Doc Wayne Youth Services, Inc. (DWYS), Youth participants, Young Adults, Nonprofit organization, Youth employment, Career development, Boston, MA

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Problem Statement

Doc Wayne Youth Services, Inc., or DWYS, is a non-profit agency located in Boston, Massachusetts. DWYS's core mission is to "fuse sport and therapy to heal and strengthen youth," and the organization works closely with children age six years and older. DWYS has been an integral institute in delivering cognitive behavior therapy to youth participants who have experienced some form of neglect, abuse, violent crime, or sexual trafficking in Eastern Massachusetts. Their programs, which include DW Therapeutic Sports Programs, Chalk Talk Group Therapy, Global Life Empowerment, and one-on-one sessions, attempt to provide therapeutic care, by way of physical activities and curriculum, to strengthen the lives of youth. In 2014, DWYS reached over 500 youth participants, who would not have access to, or would be resistant to therapy (RWF 2015).

However, DWYS has identified a section of their organization that has limited impact on teenage individuals and young adults who have aged out of their programs. Recently DWYS has identified the new area of need in their organization as followed: a youth employee/youth coach program. This program will help young adults, primarily secondary school teenagers, who need career development, a supportive employment environment, and professional mentorship.

Assumptions

The leadership at DWYS is interested in creating a program for young adults, age 16 to 19, that would be beneficial to the lives of many DWYS alumni and continue to expand on the core mission of DWYS. The idea for a program that employees young adults was buoyed by the Massachusetts Council of Human Services Providers, Inc., or otherwise known as the Providers' Council. The conception of a youth alumni employment program won grant funding from the Providers' Council's *2015 What A Great Idea!* Contest. DWYS envisioned a program that could assist both current DWYS students and those who have graduated their program.

The *What A Great Idea!* proposal became the groundwork for the development of an youth employee program. This program will employ graduates of DWYS's various youth programs to be Junior Coaches and work with current DWYS Coaches (staff); furthermore, they will assist with therapeutic recreation groups for youth participants. The alumni hired, or other interested young adults, as Junior Coaches will have a unique opportunity to continue working with trusted adults, and also begin working in a mentorship role themselves.

Research Topic: Youth Employment Programs

The purpose of the following literature review is to analyze and report the current empirical evidence and best practices for establishing youth career development, youth mentoring, and supported employment programs. In addition, the assessment of scientifically researched findings is meant to inform DWYS of the most effective and pragmatic approaches to employment programs for at-risk and transitional age youth. The procurements will advise the implementation of the DWYS youth employment program. This literature review sought to answer the following questions:

- 1) Is there empirical evidence to support mentoring programs;
- 2) What are empirically based best practices for developing mentoring programs;
- 3) Is there empirical evidence to support employment programs for at-risk, transitional age youth;
- 4) What are the best practices for developing supportive employment programs for at-risk, transitional age youth?

Definition of Terms

Doc Wayne Youth Services, Inc. (DWYS): a non-profit agency located in Boston, Massachusetts. DWYS's core mission is to "fuse sport and therapy to heal and strengthen youth," and the organization works closely with children age six years and older. They are the main subject of our research.

Youth participants: the main constituency of DWYS. These are the 6 year old and up recipients of DWYS therapeutic programs.

Young Adults:

Nonprofit organization:

Youth employment:

Career development:

Boston, MA

Purpose of Project/Research

DWYS is seeking to develop an youth employee program in order to provide former participants and eager potential candidates with a supportive work environment. The goal is to teach, guide, and nurture youth employees or youth coaches with on-the-job skills and professional responsibilities, which will allow them to continue to be gainfully employed in the future.

Introduction to Literature Review:

Doc Wayne Youth Services, Inc. (DWYS) works closely with at-risk youth and has recently identified a new area of need concerning the youth they support; specifically, the need for career training and employment for young adults. The communities that make up the core constituency that is served by DWYS very readily have limited support and opportunities for young adults once they age out of the program. While the U.S. Bureau of Labor Statistics (2015) shows that Boston's unemployed rate is down to 3.7% as of April 2015 (lower than New York City and Chicago), the U.S. Census (2014/2015) estimates that about 22% of the population live in poverty.

Additionally, the Boston Redevelopment Authority (2014), or BRA, found that unemployment in the City of Boston is highest among racial minorities in the city, including: Black/African American population (13.5%), Hispanic/Latino population (11.4%), and Asian population (10.7%). Among other sets, the BRA (2014) found that unemployment also disproportionately hit groups such as: recent immigrants (20.8%), individuals without a high school degree (16.1%), and individuals with a disability (16.2%). Given that DWYS already

serves a major section of these respective groups, aiding in creating more prosperity through the youth employment program is a major point of concern.

Moreover, these young adults may lose some of the support they have when they graduate from DWYS, school, or age out of the Massachusetts Department of Children and Family (DCF) system. The BRA (2014) states: “The unemployment rate among those aged 20-24 is 11% and the labor force participation rate among this age group is 64.6%. . . Additionally, people age 16-19 who appear to have dropped out of high school have a very high unemployment rate of 43.8%.” In 2015, the Congressional Research Service (CRS) explored how youth who have aged out of foster care, runaway from their home, find themselves homeless, and have criminal youth offences are at a higher risk for dropping out of secondary school or attending higher education. The CRS (2015) reports an average weekly income on \$488 USD for youth who do not have a high school diploma. Youth with a high school diploma earned an average weekly income of \$668 USD, whereas young adults with a bachelor’s degree earned on average a weekly income of \$1,101 USD (Congressional Research Service 2015). With the presence of high rates of unemployment, come other societal costs: lost payroll taxes, increased welfare payments, and increased incarceration (Congressional Research Service 2015).

In our research interviews with DWYS, they emphasized youth unemployment as an area of need that they want to address. Additionally, DWYS envisioned an opportunity to expand their programming and continue to support the youth participants with whom they have formed positive relationships with.

After hiring one youth coach, who had previously been involved with DWYS, the idea blossomed to formalize and craft a youth employee program. While this program started in earnest, the goal was to institutionalize a program that does not only help aid senior staff and senior coaches, but a program that could grow to provide additional support and training needed for young adults with limited employment opportunities.

Types of Published Documentation – Academic and Commercial:

For this literature review, the research included information from several different types of sources. For obtaining these research materials and journal articles our investigation utilized the following online libraries: Gale’s Academic OneFile, ITHAKA’s JSTOR, The Johns Hopkins University Press’s Project Muse, Google’s Google Scholar, and more. The type of research and studies we used were varied, and these include: peer-reviewed articles, empirical studies, resource guides developed by community organizations, and federal, state, and local agency data sets, and university data sets. Most of our research, if not all, is provided and supplied by research university and public governmental studies, mainly focused on the Boston, Massachusetts, and New England area.

Investigation:

In *Exploring Protective Factors Among Homeless Youth: The Role of Natural Mentors*, Dang et al. (2014) explored the role of kin and non-kin based natural mentoring relationships in the lives of at-risk children. Many of the children and participants who are enrolled in DWYS's programs have had distinctively tough lives or grew up in hostile communities. In our investigatory interviews with the leadership at DWYS, they identified that a sizable percentage of the kids, throughout their young lives, have had to provide for themselves and find their own shelter. Dang et al. (2014) state that 12% of the homeless population in the United States are youth and that they face a higher rate of mental illness, drug and alcohol abuse, victimization, sexual exploitation, and more (1121). Additionally the National Alliance on Mental Illness projects that four million low-income youth suffer from mental illness, but as much as 80% do not receive mental health services (Roulier and Lynes, 2015).

However, the main subject matter of Dang et al. (2014) hypothesis is that natural mentorship, or non-kin based and sometimes youth/peer-to-peer based mentorship, can create a positive influence on the lives of at-risk youths. DWYS's youth alumni employment program is striving to create an avenue in which at-risk youth can foster and create new natural mentorship through a positive program.

Dang et al. (2014) scientific research used a sample size of 197 male and female homeless youth from Northern California (57% of the sample size were female), and used numerous variables; including, but not limited to: number of natural mentors, parental connectedness, friends with problem behaviors, social support, mental health, and more (1126).

Dang et al. (2014) testing found that 74% of participants had natural mentorships, and 38% thought their mentor to be a truly key person, while 50% said to have connected with their mentor at least once a week (1129 - 1130). Dang et al. (2014) concluded by stating that the study had discovered that the natural mentors tend to be key individuals in the majority of the homeless youths' lives.

By building an employment program targeting alumni of DWYS, the organization is able to create an additional supportive network of peers for these young adults. One positive aspect of the program alone is the ability for these youth to form positive relationships with other alumni who may have faced similar challenges. DWYS should build on this and promote an environment for the alumni to form a positive peer network.

A major part of the implementation of the DWYS youth employment program is to create positive influences for at-risk youth from youth who can sympathize with the struggle and can empathize with the participants. Dang et al. (2014) study also goes on to state that these natural mentors act as parental figures and have massive impacts on the youth:

As young people who are disconnected from their homes and conventional institutions, homeless youth may form relationships with adults within their social networks who could function as surrogate parents and who could fulfill a developmental need for adult role modeling of skills essential for transitioning into adulthood (Dang et al., 2014, 1132).

As the youth employment program is implemented it should be stressed to the youth employees, in a delicate and non-stressful way that their work can really have a lasting impact on the youth participants who they will be mentoring.

In S. Michael Gaddis's (2012) journal article *What's in a Relationship? An Examination of Social Capital, Race and Class in Mentoring Relationship*, he explores the intersection of race and class in mentorship; and furthermore, how that can affect adolescent relationships in general. When introducing youth to adult relationships, Gaddis (2012) states that while adult to adult relationships are connections of experiences and general knowledge, youth to adult relationships must provide the youth some type of human capital from the adult to create positive outcomes (1238). While DWYS's youth employment program will strive to help create a connection between the youth to youth mentorship, it is also imperative that the program also includes a mentorship for the youth employee to the adult supervisors.

Gaddis (2012) goes on to espouse: "Thus, stronger relationships and more access to adult human capital come from adults spending greater amounts of time with youths" (1238). With that said, Gaddis (2012) believes a high quality relationship is the biggest factor (1238). Using the example of a child with a single parent who may not have much time to spend with the child, Gaddis (2012) uses Coleman (1998) study to show that the child has an increased chance of dropping out of school, independent of human and financial capital (1239). More than simply creating a safe and secure working environment, making sure that the youth employees also feel a connection to the adult supervisors at DWYS will foster a stronger sense of responsibility with the youth employees.

As it relates to social class and its relations with mentorship and social capital, Gaddis (2012) introduces two types of social relationships: strong ties and weak ties. For Gaddis (2012), strong ties are the relationships between close family members and friends (1241). On the opposite spectrum, weak ties: “occur through relationships with acquaintances or friends of friends” (1241). Nevertheless, Gaddis (2014) does not describe weak ties as a negative for youth: “Weak ties form a network of heterogeneous members that creates valuable social connections and makes upward mobility possible” (1241). Contrasting to conventional thinking, weak ties can actually be a net positive for youth, especially at-risk youth, because they expand the reach of human and social capital beyond the home front and can help with obtaining jobs or higher education (Gaddis 2012, 1242). In this case, someone who is college educated or has what is perceived to be a good job and a good life can be a positive influence for at-risk youth.

As it relates to the racial component of youth mentoring, Gaddis (2012) suggest that pairing a mentor and a mentee of the same race may help create positive outcomes (1241). Not based on racial bias or prejudice, Gaddis (2012) explains that: “youths involved in mentoring programs may not trust someone dissimilar to themselves entering their world and having close proximity to them on a regular basis. Lack of trust may create distance within a dyad and reduce the impact of a mentor” (1241). Gaddis (2012) states that in prior studies youth with same-race relationships received better grades and more positive behavioral outcomes because: “a youth may see a mentor as sympathetic and knowledgeable about his or her particular circumstances” (1241). In this instance, it appears the better outcomes are not necessarily because the youth and adult have the same race, but because the youth perceives the adult as being empathetic and

sympathetic to their situation. In these cases, the youth will respect the teaching of their adult counterpart and try to apply their lessons into their actions. In another sense, DWYS's youth employment program should hire coaches from all types of racial backgrounds to give positive role models for the youth participants.

In their 2006 report, *Understanding and Facilitating the Youth Mentoring Movement*, Rhodes and DuBois reviewed empirical evidence supporting youth mentoring programs and further discussed possible implementation pitfalls and cautions. Their report highlights two main conclusions; first, that mentoring relationships that are most likely to have positive outcomes for youth are characterized by consistent contact, a close relationship and is longer than one year in length; and second, their review found that programs have had limited success in cultivating and sustaining such relationships. In their new venture, DWYS should be cognizant of the negative impact high turnover and absenteeism may have on their younger students and their groups. Youth coaches who do not attend consistently or leave after only a few months, can upset the therapeutic groups that they were working with. DWYS should take this into consideration when selecting young adults to participate in the employment program.

Carolyn J. Heinrich and Harry J. Holzer (2011) explore youth development programs, policies and techniques that potentially could have positive effects on disadvantaged youths and high school graduation and employment rates in their article: *Improving Education and Employment for Disadvantaged Young Men: Proven and Promising Strategies*. Heinrich and Holzer (2011) explore four main components of current evidence of youth development: youth development programs, in-school youth programs, out-of-school youth programs and public

“jobs of last resort” for youth (165 -175). As it relates to DWYS, it is imperative to look at the youth development programs and out-of school youth programs.

For research on youth development programs, Heinrich and Holzer (2011) focus on organizations such as Big Brothers Big Sisters, Boys and Girls Clubs of America, and Harlem Children’s Zone as examples (165). Heinrich and Holzer (2011) state that these organizations are focused on, “mentoring through supportive relationships with adults and older peers; case management and individual assessments, with referrals to outside services as necessary; tutoring and homework assistance; engagement in daily club activities, arts and drama, and sport” (166). Heinrich and Holzer (2011) state that because of their robust programs, which includes matching a youth with an adult, weekly meetings and activities, club sports, and arts and craft programs, research of Big Brothers Big Sisters show an effective increase in academic performance and college expectations (166). Big Brothers Big Sisters programs have also correlated to the reduction of school infractions and unexcused absences.

Nevertheless, Big Brothers Big Sisters, a national institution with over 110 years of operations and over \$12 million dollars in total assets, have a comparatively larger amount of resources than DWYS (Big Brothers Big Sisters 2014 Form 990). This matters because the programs implemented by DWYS, especially for the youth employment program, will have significantly less budgeting and more group activities than one-on-one interaction. This also factors in the evaluation of youth employees and coaches because DWYS, most likely will not be able to keep full quantitative measurements of the youth employees because of the scope of the program and the limitations of their budget. However, Bloom (2010) contends that simply

having measurements of outcomes is not enough to prove success of youth development programs: “Measuring program outcomes is necessary, but does not ensure quality because programs that achieve good outcomes do not necessarily generate strong impacts” (102). Having a youth employment program that has qualitative analysis of each member can also be effective.

In their 2010 resource guide, *Preparing At-Risk and Gang-Involved Youth for the Workforce: An Analysis of Promising Programmatic Strategies from Local and National Youth Employment Programs*, authors Posick et al. state that two key elements of successful youth employment programs are skills assessment and employment preparation. Posick, et al. (2010) advise using an application or intake tool in addition to a quantitative assessment, such as TABE (Test of Adult Basic Education) (3) (see appendix I for a list of employment assessment tools).

With all of that said, as the youth employment program develops and improves, having activities for the youth employees or youth coaches would probably help improve the employee's' success rate moving into the future. Heinrich and Holzer (2011) assert that “Youths in the Big Brothers Big Sisters programs who had mentoring relationships that lasted at least a year and grew stronger (or more structured) over time were more likely to realize social and academic benefits from participating” (167). This means that the youth employees or youth coaches should be encouraged and motivated to stay within the program for more than a year as to have a positive effect on themselves and on the younger participants who they will be in-turn mentoring.

In Heinrich and Holzer (2011) exploration of out-of-school youth programs they looked at work-oriented programs, that were focused on on-the-job training, rather than youth schooling

completion or higher education (172). Heinrich and Holzer (2011) identify that because of the deficiencies in cognitive and non-cognitive skills that are high among youth who look into the out-of-school youth program vocational jobs, it is imperative that supportive services can be readied for youth in these programs (172). They look at services that increase self-sufficiency, “such as assistance with housing, referrals for substance abuse,” as important to the success of these programs. For DWYS, this program will be initiated to help the senior staff with the youth participants, but informally checking in on the youth coaches and youth employees can be as effective as full mentoring programs. The point is to make sure that the youth employees feel safe, welcomed, and encouraged by being a part of the DWYS team.

Moreover, Heinrich and Holzer (2011) look at Job Corps and the National Guard ChalleNGe, who used certain supportive services to improve civic values, leadership skills, and educational opportunities moving forward (Heinrich and Holzer, 2011, 172). Nevertheless, Bloom (2009) states that strictly vocational out-of-school youth programs are dwindling, as the focus has become more in-school youth programs that guide youth to postsecondary education (Heinrich and Holzer 2011, 172). In his article *Programs and Policies to Assist High School Dropouts in the Transition to Adulthood*, Dan Bloom (2010) found that Job Corps program had 42% of participants attaining a GED within four years of entering the study, and 38% earning a vocational or trade certificate (94). Therefore, Bloom (2010) argues that research has found that many young people who have left school try to reengage with education as they mature (105). The research has shown that education needs to be stressed as an important factor to the job. Youth coaches should be able to talk about their school experiences with senior members at

DWYS, and should have flexible time in order to limit the stress of school, work, family, and other personal situations.

The study conducted by Carter and Wehby (2003), *Job Performance of Transition-Age Youth with Emotional and Behavior Disorders*, further demonstrates the need for a safe, supportive employment program. Carter and Wehby (2003) found significant discrepancies in how a youth population rated their job performance as compared to their supervisor's ratings of their performance (456). Carter and Wehby (2003) pointed out that among young adults who were employed one year after leaving school, after 2 years 35% were unemployed (450). Carter and Wehby (2003) attributed this to the notion that young adults with emotional and behavior disorders lacked the expected social and job performance skills needed to maintain employment (450).

Carter and Wehby (2003) measured both students and employers assessment of performance and perceived importance of employment skills performance, employment skills importance and job satisfaction. Carter and Wehby (2003) found that employers consistently rated student's job performance lower than the student's ratings of their own performance (455). Carter and Wehby (2003) found large discrepancies on what employers viewed as important work related behaviors and student's performance in those domains, demonstrating the need for employment programs where these young adults can learn the interpersonal and professional skills needed to maintain employment. DWYS seeks to do just that with their employment program (458). The positive relationships DWYS has already formed with their youth alumni,

makes them uniquely qualified to provide the important job performance feedback needed by this population.

In addition to the barriers to successful employment these students already face, Posick et al. (2010) interviewed service providers who noted that these youth also face stigma by society and potential employers. Young adults with criminal records and/or psychiatric diagnoses may face stigma in their communities by potential employers and may experience feelings of hopelessness around finding and sustaining employment (Posick et al. 2010, p. 11).

For DWYS, Inc., the selection process for the youth employment program will have to be rigorous because of the emotional intelligence and savvy that is needed to work with the youth participants. However, the hiring process should factor in that the youth coaches are still themselves youth, and need to be trained on work etiquette and professionalism. Combining the ideas of civic leadership, with leadership skills, and work professionalism will give an advantage to the youth coaches in the future.

Additionally, DWYS staff should take into consideration some barriers their students may face, such as transportation or unstable housing, not as characteristics that would negate a student from becoming a junior coach, but as barriers with which the right supports in place, these students can work around in order to become more successful young adults.

The conclusion that Heinrich and Holzer's (2011) study found is that combined with a quality education, "Paid work experience . . . can be quite successful for at-risk students in high school, both by effectively engaging them in the short term and giving them valuable both by effectively engaging them in the short term and giving them valuable" (179). While DWYS

cannot monitor all their youth employee's school work, by allowing the youth coaches flexible work, and weekly check-ups on school and life, the program can be a success for the youth participants and the youth coaches.

Conclusions:

There is plenty of empirical evidence to support the use of youth mentoring programs for at-risk youth as well as supportive employment programs for at-risk youth. In essence, DWYS is looking to merge the two ideas in order to provide continued support to their students during an integral transitional period in order to give them as much support as possible for them to become young productive members of their communities. Utilizing the outcome data of these studies and guidelines discussed, we present the following recommendations for the implementation of the DWYS youth employment program:

- 1) Careful selection of junior coaches. DWYS should be cognizant of psychosocial stressors and barriers to employment youth may be facing such as issues with transportation or lacking stable housing. These barriers may not negate these young adults from employment, but they should be able to discuss these issues openly and honestly with DWYS supervising staff and collaborate to develop plans to address any issues as they arise;
- 2) Making a clear expectation that the Junior Coaches expect to remain with the program for a minimum of one year;
- 3) Involve family or other positive supports: develop ongoing collaboration with other current service providers or positive supports. An advantage for DWYS is that these relationships should already be in place from the student's previous time in their programs;

- 4) On-going DWYS staff supervision & support around scheduling & mentor/mentee engagement including weekly check-ins with a supervisor and monthly group supervision. Bringing the junior coaches together regularly will help them develop a positive peer support network;
- 5) Provide periodic performance reviews. Identify with the Junior Coaches skills and characteristics that will help them be successful in the future: professionalism, punctuality, leadership skills, teamwork, professional appearance, conflict resolution, etc;
- 6) Educate youth about their rights as it relates to Criminal Offender Record Information, or CORI (for those who have had legal charges). Provide coaching around how to discuss CORIs, how to request a CORI, the importance of knowing what's on their CORI;
- 7) Provide trainings & certificates that students can apply outside of DWYS (CPR/First Aid);
- 8) Development of program evaluation & long term follow up services.

Lessons Learned:

Through our investigation we have learned there is a wealth of information on building mentoring programs and employment programs for at-risk, transitional age youth. There are numerous empirically supported models of mentorship and employment programs for young adults both locally and nationally. The program that DWYS wants to implement is a synthesis of the two ideas. Unemployment and educational statistics demonstrate the need area that DWYS is seeking to address. DWYS is in a unique position to create a program that seamlessly transitions at-risk youth that have completed their therapeutic curriculum into a supportive employment program where they can utilize the skills they have learned during their time enrolled with DWYS. Since DWYS is planning to begin employing students that have already graduated from their programs, they have the ability to qualitatively assess these young adults' ability to maintain employment, demonstrate leadership skills in therapeutic groups, and continue to carry out the overall mission of DWYS.

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Appendix I

Employment Skills Assessment Tools

TABE - Test of Adult Basic Education

<http://www.ctb.com/ctb.com/control/productFamilyViewAction?productFamilyId=608&p=products>

United States Department of Labor: Assess Yourself

https://www.doleta.gov/jobseekers/assess_yourself.cfm

Career Resource Library

<http://www.careerinfonet.org/crl/library.aspx?LVL2=4&LVL3=n&LVL1=1&CATID=404&PostVal=2>

MindTools

<https://www.mindtools.com/pages/article/get-started.htm>

CareerOneStop (U.S. Department of Labor)

<http://www.careeronestop.org/>

National Collaboration on Workforce and Disability

<http://www.ncwd-youth.info/topic/assessment>

Appendix II

Criminal Offender Record Information Resources

Criminal Offender Record Information

<http://www.mass.gov/eopss/crime-prev-personal-sfty/bkgd-check/cori/>

Mass Legal Help

<http://www.masslegalhelp.org/cori/what-is-it>

See attached CORI request forms

Appendix III

Capstone Presentation

Appendix IV

Doc Wayne Youth Services, Inc. Youth Coach Handbook

Welcome

Welcome to [REDACTED], Our mission is to fuse sport and therapy to heal and strengthen youth. Through our sports-based therapeutic curriculum, called [REDACTED], youth learn to perceive the world as less threatening and their ability to interact with their environment becomes more empowered and they gain greater self-esteem.

What We Do

In most cases, the youth we serve have been victims. Our goal is to help young people find their positive path and become responsible contributing members to society. Our program assists youth in forming healthy trusting relationships and making positive choices. Action based therapy is appealing to youth and is a live lab for learning and applying life skills.

We encourage all participants strengths regardless of athletic ability and sessions are structured in such a way that all can be accommodated and the environment is safe for all to compete together.

Our therapeutic sports program is designed to:

- Promote a youth's personal development
- Improve his/her capacity for pro-social relationships
- Maximize his/her capacity for inclusion and participation in therapy and school
- Become an experience that youth can apply to all other aspects of their lives on and off the field

The Handbook

This Handbook is provided to all youth coaches to serve as a guide regarding professional code of conduct as a member of [REDACTED]. All youth coaches are expected to act in a professional and ethical manner at all times. While the handbook describes many of the coaches' expectations, it is intended to address possible application of the general policies and procedures described.

Any specific questions concerning this Handbook, as well as other policies, procedures, and/or practices should be directed to [insert department or name].

Bongani T. Jeranyama
Zhengjun Liu (Charles)
Sarah Parsons

We hope that this introduction to [REDACTED] eases and empowers your coaching and that your work experience with us will be both positive and productive!

Junior Coach Description

Our coaches come from different backgrounds, but everyone wants to have a positive impact on the lives of our youth participants. As a youth coach, you will be working with our senior coaches and clinical staff to assist and run therapeutic activities. Your day-to-day job could include site visits to our multiple programs, or data collection, or mentoring our youth participants, or something else. This position changes by what is needed so you will gain a true understanding of how to work in multiple areas of an organization!

Many of our youth participants have been through difficult or traumatic experiences, so it is vitally important that you respect them. There might be difficult times where the youth participants may do something that angers you, remember as a youth coach they look up to YOU. You are their role model, so make sure to stay calm, take a breath before reacting, and if needed remove yourself from the situation.

Senior Coach Description

██████ coaches are trained to be the vehicles and living representations of the ██████ curriculum. Coaches consistently model the eight skills in positive, dynamic, and impactful ways to their players. Through circle-ups, coaches deliver the curriculum, encourage players, and provide instruction and guidance.

Each ██████ coach is trained in the ██████ therapeutic curriculum, sport-based youth development techniques, and best practices. Mentorship is provided to assist coaches along their developmental path, build upon their strengths, and help each coach attain their professional goals.

History of [REDACTED]

[REDACTED] is an independent non-profit organization which was founded in 2002 by Susan Wayne, for now works with almost 500 youth from greater Boston, Eastern and Central Massachusetts every year. We use our two programs to help youth who would have not had access to therapy, and who have been the victims of neglect, abuse, violent crime, sexual trafficking, and other traumatic events.

Future

[REDACTED] has already built a portfolio include the private and corporate foundations and earned revenue from government contracts and third party insurance coverage. And also our organization will try to double the number of the youth from 500 to 1000; improve the impact of our programs by add more sessions every week; add five more clinical and program for the youth increase; get more partnership from the school and low-income community.

Workplace Harassment Policy and Procedures

██████████ is committed to a working environment in which all individuals are treated with respect and dignity. Each of our youth coaches should be able to work in an atmosphere that promotes equal opportunity and forbids discriminatory practices such as harassment. In keeping with this commitment we will not tolerate harassment of our youth coaches at work by anyone, including any Board member, executive, supervisors, intern, contractor, seller or visitor.

We encourage youth coaches to report all information about workplace harassment without regard to the identity of the harasser or victim. We will quickly investigate all complaints of harassment and take prompt and effective remedial action to stop such conduct. Youth coaches who are found to have engaged in harassment will be disciplined accordingly, up to and including termination.

Definition of Workplace Harassment

Workplace harassment consists of unwelcome conduct – whether verbal, visual or physical – that is based on an individual’s protected status, and that results in a tangible employment action or that is severe or pervasive enough that it unreasonably interferes with an individual’s work performance or otherwise creates an intimidating, coercive, hostile, or offensive working environment. Protected statuses include sex, race, age, color, creed, national origin, religion, economic status, sexual orientation, ethnic identity, veteran status or physical disability, or any other basis protected by law.

Doc Wayne’s Youth Coach Handbook Acknowledgment Receipt

I acknowledge that I have received a copy of Doc Wayne’s Youth Coach Handbook. I agree that I have read it thoroughly, including the statements describing the purpose and effect of the Handbook. I agree that if there is any policy or provision in the Handbook that I do not understand, I will seek clarification from the senior staff. I understand that Doc Wayne is an “at will” employer and as such employment with Doc Wayne is not for a fixed term of definite period and may be terminated at the will of either party, with or without cause, and without prior notice. No supervisor or other representative of Doc Wayne has the authority to enter into any agreement for employment for any specific period of time, or to make any agreement contrary to the above. In addition, I understand that this Handbook states Doc Wayne’s policies and practices in effect on the date of publication. I understand that nothing contained in the Handbook may be construed as creating a promise of future benefits or a binding contract with Doc Wayne for benefits or for any other purpose. I also understand that these policies and procedures are continually evaluated and may be amended, modified or terminated at any time.

Please sign and date this receipt and return it to the Youth Coach Employment Coordinator.

Date: _____

Signature: _____

Print Name: _____