**Training Background/Rationale:**

At the heart of Community Matters Toronto (CMT) is the idea of Neighbours Helping Neighbours. CMT does this by encouraging and supporting St. James Town residents to continually improve and change their lives and the places where they live, not just for themselves but for others less fortunate. CMT’s core community response is through our Drop In Program. This program runs each day from 10 am – 5 pm with all of our Community Assistants (CAs) taking part. During Drop In, CAs act as catalysts for change by responding to a multitude of questions and requests as well as explaining our programs and projects. As a result, we identified a need to provide CAs with the skills and knowledge to fulfill their role in Drop In. This includes:

1. Conducting Drop In reception
2. Intake: community resources referral and follow up
3. Drop In Administration
4. Research
5. Coordinate referrals to other CMT programs and referrals to other resources
6. Develop rapid, effective responses to the needs of particular groups

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| **Training Name:** | CA Level 1 Training |
| **Capacity:** | 15 |
| **Length**: | 5 – 2 hour sessions |
| **Logistics:** | **Dates:**  **Time:**  **Location:** |
| **Description:** | Community Matters Toronto (CMT) is about Neighbours Helping Neighbours. Our core community response is our daily Drop In Program run by our Community Assistants (CAs). CA Level 1 Training is designed to provide CAs with the knowledge and skills to support and inform our St. James Town participants during Drop In and beyond. Each 2 hour session will cover a different topic including a thorough understanding of: CMT, the CA Role, the importance of networks, community resources and services, identifying needs, researching and making referrals. |
| **Learning Objectives:** | **By the end of the training, participants will:**   * Understand CMT’s Mission, Principles and ways of working and how these are built into our work and programs. * Understand the skills and knowledge needed to perform the CA role and feel better equipped to be a CA. * Have had an opportunity to build connections between CAs that might not work together. * Have had an opportunity to learn together and from each other. |
| **Who Should Attend:** | 1. All CA Staff 2. Volunteers |
| **Other Considerations:** |  |
| **Pre-Work:** | Pre-reading of the CMT Oases of Decency and Principles |

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| **Workshop Preparation Checklist** | |
| **Preliminary Workshop**  **Set Up and Materials:** | * Training/meeting room booked and previewed * Room set-up requested (i.e. U-shape, tables of 6 etc.) * Other materials requested:   + Flip charts ( ) and flip chart paper   + Computer / connector cords   + Projector   + Screen   + Remote   + Other   + Other * Workshop invitation sent to participants * Food and beverage ordered (optional) |
| **Day Of Workshop**  **Set Up and Materials:** | * Room set-up confirmed (i.e. U-shape, tables of 6 etc.) * Flip chart easel(s) and flip chart paper * Flip chart markers and tape * Other materials for the session (pens/note paper/stickers/scissors etc). * Sign-in sheet (optional) * Tent cards (optional) * Prepared flip charts (see below for each session): * Facilitator’s guide printed (this document) (1 for the facilitator(s)) * Participant Workbook printed (if applicable) (1 per person) * Workshop Handouts (if applicable) (1 per person) (see below for each session): * Workshop Participant Evaluation Form (1 per person) * Facilitator Evaluation Form (1 for the facilitator/trainer) |

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| **Workshop Preparation Checklist Cont.** | |
| **Flip Charts (FC)**  **Session 1**   * Working Arrangements (to be used for each session) * Oases of Decency Questions/Vocabulary Questions * CA Questions * Drop In Questions * What stands out? (Optional)   **Session 2**   * Working Arrangements (from first session) * CA Questions (from first session – add to this list) * Evaluating Programs: What / How   **Session 3**   * Working Arrangements (from first session) * CA Questions (from first session – add to this list) * Session 2 network diagrams * Community Resources (Housing/Employment) (Financial / Legal & Immigration) (Adult Education / Child Education) (Physical Health / Individual and Family Counselling) * Characteristics of Good Services * CA Roles * Notes for Case Studies (as needed)   **Session 4**   * Working Arrangements (from the first session) * I Wish I Had Known… * Uncovered Needs | **Handouts**  **Session 1**   * CA Level 1 Training Skills Checklist * Session 1 slide deck * Confidentiality Handout (from Drop In Binder) * Drop In: Open / During / Close / General Info (From Drop In Binder) * Phone Script (from Drop In Binder)   **Session 2**   * Spider Diagram sample * Apartment Scan * Updated resource lists for (After School / English / Job Resources / Adult + / Healthy Living / Welcome) * Map of St. James Town for group exercise * Child-minder Checklist * Personal Program Checklist (in the PP deck)   **Session 3**  **NOTE: Need screen and projector**   * Ottawa Charter for Health Promotion * Maslow’s Pyramid of Needs * What are my needs (in the PP deck) * 911 Handout * 911 / 211 / 311 / 411 Notes (in PP deck) * Telehealth * Show 211 on the computer * Show 311 on the computer * 1 registration form to show the group   **Session 4**   * Network Diagram (in PP deck) * Show YMCA on the computer * Show LINC on the computer * Show WES on the computer * Have 311 ready on the computer |
| **Workshop Preparation Checklist Cont.** | |
| **Flip Charts**  **Session 5**   * Session Questions | **Handouts**  **Session 5**   * Websites |

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| **TOPIC /**  **RESPONSIBILITY** | **TIMING** | **CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
| **Pre session**  **( )** | 1 week prior to the 1st session | **Send** a confirmation email to all participants:   * Confirming session dates, times and location * Outlining the pre-work:   1. Read Oases of Decency (Provide the link!)   2. Think about the following questions and come prepared to discuss:      1. What questions do you have about the Oases of Decency / What vocabulary/words do you not understand      2. What are the issues you have faced while doing drop in?      3. What questions were you unable to answer while doing drop in? | 1. Read Oases of Decency 2. Come prepared to answer the pre-work questions |
| **Session 1** |  |  |  |
| **Upfront Activities**  **( )** | 15 mins:  00:00 – 00:15 | **Welcome** everyone to the session.  **Introduce** the session objectives and agenda.  **Review** the overall CA Level 1 Training Objectives:   * Understand Community Matters Toronto’s Mission, Principles and ways of working and how these are built into our work and programs * Understand the skills and knowledge needed to perform your role as a Community Assistant and feel better equipped to be a CA. * Build connections between CAs that might not work together. * Provide an opportunity to learn together and from each other.   **Review** the Session 1 Training Objectives:   * Understand and discuss Oases of Decency, Mission and Principals * Review CMT programs * Understand and discuss the role of the CA and the specific role during Drop In | PP: Objectives / Agenda  FC “I wish I had known”  PP: Session 1 Objectives |

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| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 1 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
| **Upfront**  **Activities Cont.** |  | **Identify** working arrangement, circle, resolving issues. Working arrangement examples include:   * Ask any questions (there is no such thing as a silly question) * Actively participate * Share your ideas, thoughts * One person speaks at a time * The conversation will build on each other’s ideas * Etc.   **Review** of skills checklist level 1. | FC (Working Arrangements)  Handout: Latest Skills Checklist Level 1 |
| **What is CMT?**   * **O of D** * **Mission** * **Principles** * **Expectations**   **( )** | 30 mins  00:15 – 00:45 | **Discuss:** The Oases of Decency:   * What did you understand about the Oases of Decency document? * What questions do you have about it? * What vocabulary/words did you not understand?   **Review:** CMT Mission and Principles   * What do these terms mean? * How are the Mission and Principles expressed in our daily work? | FC (Oases of Decency Key Questions)  PP (Mission)  PP (Principles)  FC Questions |
| **What are CMT programs and initiatives?**  **( )** | 10 mins  00:45 –  00:55 | **Provide** overview of the CMT Programs and Initiatives plus:   * Advocacy * St James Town Arts * Home Management | PP (Programs)  CMT program schedule |

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| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 1 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
| **What is the role of the CA?**  **( )** | 25 mins  00:55 – 01:20 | **Discuss**: What is the general role of the CMT Community Assistant?   * Discuss the overall role of a CA. * Discuss the role of the CA in Drop In:   + First Contact/First impression   + Welcome (friendly, ask people to sit down etc.)   + Ask how you can help   + Share what we do at CMT   + Encourage discussion   + Work through next steps * **Discuss** confidentiality * **Discuss** active listening to ensure you understand what they really want/need | PP (The CA Role)  FC (CA Questions)  PP (the CA Role in Drop In)  FC (Drop In Questions)  PP (Confidentiality)  Handout: Confidentiality  PP (Active Listening) |
| **Role of CA and Safety** |  | * **Discuss** Health and Safety:   + **CPR**   + **Fire Alarms**   + **Use case examples to define what to do in different situations.**   **Discuss** what other general questions do you have about the role of the CA? |  |

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| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 1 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
| **CA and Drop In**  **( )** | 35 mins  01:20 – 01:55 | **Review** the following points about Drop In:   * **Drop in “owner”**   + Mariam is the Drop In owner but everyone is responsible for identifying needs/gaps/issues and advising Mariam * **Drop In Schedule:**   + Expectations around punctuality and sitting at the Drop in Desk and doing Drop In work (plus own work responsibilities if time permits)   + Arranging for back up for illnesses etc.     - CAs are responsibility to find a back up for themselves - have all phone numbers for all CAs (unless it is a major emergency then call Mariam) * **Staff and volunteer list:**   + Location (in the Drop In Folder on the Drop In Computer and in the binder)   + Confidentiality of staff/volunteer phone numbers and email. Do not give out unless you have asked the staff/volunteer first)   + Language coverage * **Program information**:   + On the computer   + On the bulletin board * **Drop In Check-list:**   + Opening   + During your Drop in Time:     - Buzzing people in to the office     - Answering the phone     - Taking messages (email all messages)     - Helping people to complete registration forms/other forms     - Referral     - Other (data entry / reminder phone calls etc.)   + Closing | Circle approach, ask the question…….get the answer and add information that has been missed  Take notes about the questions and answers to be made available in Drop in Binder  FC (Drop In questions) |

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| **TOPIC /**  **RESPONSIBILITY** | **TIMING** | **SESSION 1 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
| **Drop In Administration**  **Cont.** |  | * **Office Information/Technology**:   + CMT address and postal code, phone and buzzer M4X 1J6, 416 944 9697   + Entry (buzzing someone in)   + Phone:     - check: \*98 / enter password 9697     - write any messages on the message pad and email to the recipient (if this person is away then forward to another CA or Margaret and Chris or Sarah     - CMT entry code is 8605 / let them in by pressing 9 on the phone key pad   + Drop In Folder:     - How to log in:       * User Name: Volunteer / Password: sjtfls       * What to do if the computer does not work   + Printer:     - Checking paper     - Types of problems     - How to fix these * **Telephone skills:**   + Answering slowly, clearly   + Taking good messages:     - what do you ask?     - what if you don’t understand?     - Where do you write down a message?     - How do you pass on a message (everyone needs to check the phone pad but they should also pass on messages via email? |  |

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| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 1 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
| **Drop In Administration**  **Cont.** |  | * **What if I don’t know the answer?**   + ASK ASK ASK (one of the Program Leads / another CA / say you will find information and get back to the participant) * **Housekeeping**   + Keys (who has a key / Seniors Room key)   + All rooms need to be kept tidy   + Kitchen needs to be kept tidy   + Heat in both offices   + Tea, coffee, * **Office Supplies**   + Stationary (where it is kept)   + Supplies (drop an email to Chris or Sarah or ?) | PP (What if I don’t know) |
| **Wrap Up**  **( )** | 5 mins:  01:55 – 02:00 | **Ask** everyone for one thing that stands out from this session?  **Discuss** the content for the next session:   * Review Questions from Session 1 * Neighbourhood Networks and Underground Resources   **Thank** everyone for coming and for their time and commitment to making CMT run smoothly and well for our staff and participants. | FC (What stands Out?) – Optional |

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| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 2 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
| **Upfront Activities**  **( )** | 15 mins:  00:00 – 00:15 | **Welcome** everyone to the session.  **Include a Circle question related to the content i.e. Describe how someone you are connected to (in your network) has helped you.**  **Introduce** the session objectives and agenda.  **Overall CA Level 1 Training Objectives (just as a reminder):**   * Understand Community Matters Toronto’s Mission, Principles and ways of working and how these are built into our work and programs * Understand the skills and knowledge needed to perform your role as a Community Assistant and feel better equipped to be a CA. * Forge links between CAs. * Provide an opportunity to learn together and from each other.   **Session 2 Training Objectives:**   * **Understand** the importance of resources and networks to the individual, the family, the community and to CMT CAs. * **Understand** and practice evaluating a resource or program.   **Identify** working arrangement, circle, resolving issues. Working arrangement examples include:   * Ask any questions (there is no such thing as a silly question) * Actively participate * Share your ideas, thoughts * One person speaks at a time * The conversation will build on each other’s ideas * Etc. | PP: (Objectives / Agenda)  FC (Working Arrangements) |

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| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 2 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
| **Personal Network and Mapping**  **Discuss Broader Networks and Mapping** | 60 mins  00:15 – 01:15 | **Review** any questions from Session 1  Conduct a network ice breaker (present a problem / throw a ball of wool / continue) – wool gets tighter as the problems get solved).  **Lead** a discussion onthe importance of knowing and understanding resources andnetworks to the role of the CA. Start with the CAs own personal needs and networks and moving out to the broader community.  Show a sample spider or do a version with 1 participant?   1. Personal:  * **Conduct** personal network mapping by asking the group:   + To draw a map of the key resources they use for themselves/their family by making their own spider diagram   + Ask them who they talk to daily  1. Soft Resources:  * **Discuss** what soft resources the CA might need beyond him/herself: * Ask who you talk to next (work/clubs/church etc.) * **Discuss** Apartment Scan   + tutors, babysitters, math * **Welcome Sheet** * **Discuss** Neighbourhood resources (organized local soft resources) * After School * English (have) * Job Resources * Adult Plus (have) * Healthy Living (have) * **Ask** the group to usestickers to map the above resources on the map of St. James Town * **Discuss** CMT partners/ Local Services:   + CMT Partners-Local: Rose, ERC, WCC, Public Health, Regent Park, Landlords   + Ask the group to add these to the map of St. James Town. | Flip Chart Questions  Sample Spider Diagram  Drawn own map on page within PP document  Handout: (Apt. Scan)  Exercise: Map of SJT using stickers  Add CMT Partners/local services to same Map |

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| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 2 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
| **Discuss Evaluating Programs / Checklists** | 30 mins  01:15 – 01: 45 | **Group Exercise:**  **Discuss**evaluating programs by conducting a Program Evaluation “What and How” exercise with the entire group:   * WHAT - Ask the group “what would be on your checklist/what’s good for you for a fitness program?”: * HOW – Ask the group “how would you go about evaluating the fitness program now that you had your checklist?” * Show the child-minders checklist as needed   **Personal Exercise:**  **Ask** everyone to think about a program to evaluate and draft a checklist for that program  **Ask** everyone to visit and evaluate a program by next week.  Evaluate a program using Circle round asking people to describe a program in their own words, then respond to others’ questions about registration, time etc | FC: Evaluating A Fitness Program – WHAT / HOW  Handout: Show the Child-minder checklist  PP Deck: Checklist Master |
| **Wrap Up**  **( )** | 10 mins:  01:45 – 01:55 | **Ask** everyone for one thing that stands out from this session?  **Discuss** the content for the next session:   * Review Questions from Session 1 and 2 * Government Benefits and Services   **Thank** everyone for coming and for their time and commitment to making CMT run smoothly and well for our staff and participants. | FC (What stands Out?) – Optional |

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| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 3 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
| **Upfront Activities**  **( )** | 15 mins:  00:00 – 00:15 | **Welcome** everyone to the session using circle format.  **Introduce** the session objectives and agenda.  **Overall CA Level 1 Training Objectives (just as a reminder):**   * Understand Community Matters Toronto’s Mission, Principles and ways of working and how these are built into our work and programs * Understand the skills and knowledge needed to perform your role as a Community Assistant and feel better equipped to be a CA. * Forge links between CAs. * Provide an opportunity to learn together and from each other.   **Session 3 Training Objectives:**   * Understand the range of community services that are available while focusing on the services that CMT participants ask about most frequently. * Discuss how to work with participants to identify their priorities and define their goal(s) and plan * Understand how to support a participant by researching and screening resources, making appropriate referrals and doing follow-up/monitoring.   **Identify** working arrangement, circle, resolving issues. Working arrangement examples include:   * Ask any questions (there is no such thing as a silly question) * Actively participate * Share your ideas, thoughts * One person speaks at a time * The conversation will build on each other’s ideas * Etc.   **Ask** if there are any new names for “Drop In” and record these. | PP: (Objectives / Agenda)  FC (Working Arrangements) |

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| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 3 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
| **Discuss government benefits and services**  **( )** | 20 mins  00:15 – 00:35 | 1. **Lead** a discussion on what do people need beyond their personal and neighbourhood networks.    1. **Review** the WHO Social Determinants of Health (see Ottawa Charter handout)       1. Highlight how these elements go beyond our four areas of focus at CMT    2. **Discuss** how in Session 2, we looked at community networks and each individual’s different ways of ordering what networks they need and why/when they need them (different personality types, cultures, need for daily emotional contact/for emergencies, acquaintances) 2. **Prioritizing:** Explain Maslow’s theory of self actualization as one way to look at the range of issues a participant and their family may experience or are looking for:   **Optional Exercise:**  **Ask** people to prioritize their own needs by having them reflect:   * 1. When they first arrived in the SJT community – what were their immediate needs?   2. Now that they have been here longer, what are some of your current needs?   **Reinforce** that CAs need to really work to understand what participants really need.   1. **Ask** participants to think back to the network diagrams we did last week. THEN **ask them to think about what community resources they have used (define community resources – as those resources that are beyond our personal networks and CMT networks)**    1. **Record** the resources that participants mention on a flip chart and categorize under the types available: (housing, financial, legal/immigration, employment, education/adult, education/children, physical health, counselling/individual and family) | Handout: Ottawa Charter for Health Promotion  FC: Show the network diagrams from session 2  Handout: Maslow’s Pyramid of Needs  PP (Then and Now)  FC: Session 2 network diagrams  FC: Community Resources list |

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| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 3 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
|  | **1 hour 20 mins**  **00:35 – 01:55** | * 1. **Discuss cultural adaptation**: discuss the fact that many services are based on North American definitions. For example, with health:      1. many new Canadians would much rather deal with health by nutrition, cultural health practices and don’t have that much faith in Canadian practices ( long waiting periods, reliance on prescription and OTC drugs)      2. There are no words for autism, depression etc in many cultures plus the stigma of asking for help beyond the extended family      3. **Ask** what other examples CAs might have of this?   2. **Summarize** that we have discussed identifying needs and talked about services beyond our networks. We are now going to talk about referring people if that is was is needed. **Ask** the question: What are the characteristics of good services and record on a flip chart?:   Examples Include:   * Accessibility (wheelchairs, language, hours of operation) * Responsiveness * Small p Professional * Confidential * Confidence that they can help * Availability | FC: Characteristics of Good Services |

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| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 3 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
|  |  | * 1. **Stress** the importance of CAs doing what is needed to find out how to assist participants. **Discuss** the many roles CAs fulfill by asking the question: “what are the most common things have you done for participants?”   **Record** the groups’ responses about what CAs do   * reading documents they bring in, * admitting that you may not know the answer but you will help them figure out how to get the right information, * going with them to appointments, * finding a volunteer to help them, * filling in forms, * calling up a service to see what they offer and ‘translate’ that, * follow up to make sure they went and it was what they wanted   **Remind the group to:**   * Give INFORMATION, not advice!!! * Share what questions they are getting (in emails, at Staff meetings etc.) | FC: CA Roles |
|  |  | * 1. **Emphasize** that the CAs are always earning, learning, learning about what is available!! * **Review** 911 / 211 / 311 / 411 through a roundtable discussion by asking CAs to answer the questions below: * **Using 911:**   + - When do you use 911?     - When should people use 911?     - When is it not advised and how can people be penalized? * What does Telehealth offer? When would you recommend it? | Handout: 911  PP (911 / 211 / 311 / 411  Handout: Telehealth |
| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 3 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
|  |  | * **Using 211 Toronto Services (24 hours a day / 7 days a week / confidential) (recommend calling vs. email)**   + What does City Adult Learning Centre do? Monsignor Fraser? How are they different?   + Answer: City Adult is TDSB / Monsignor Fraser is MTCSB – City Adult has a broader offering   + Are there doctors who would come to your home?   + What is in home licensed childcare? How do you sign up for it?   + What would you do if a parent has the chance for course or job and has no childcare? * **Using 311 Municipal Services**    + **Ask** if anyone has called 311 and if they are comfortable sharing what their call was for?   + How would you contact Public Health if someone was worried about bed bugs?   + What are other city services you should know about?   + **Using 411 – land line telephone directory**   1. **Case Studies**:   **Discuss** a few of the following case studies through a round table discussion:   * Someone wants to volunteer * Student needs 45 hours of community service * Someone needs an English assessment * Parent has received a notice saying the school wants an IEP and/or and IPRC for their child * A family that is new to Canada needs a family doctor? * Accompaniment? A woman is afraid to go to a specialist appointment and has no one to go with her. * A request comes in for someone who speaks Japanese to do some visiting for an 81 year old who is in hospital? * Where do you get information about citizenship? * What is a RESP? RRSP? |  |

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| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 3 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
|  |  | * 1. **Referral and follow up?** * **Discuss** the importance of helping participants as much as you can. If you refer someone internally to job club, adult + etc. then the CAs that support those areas will be following up with the participant. If you are helping a participant in Drop In, with a “one off” item, the CAs need to write on the Registration Form what the participant needed (under the goal section) and also record how the CA helped the participant. If the CA needs to get back to someone, it is her/his job to follow up (vs just referring to another CA or PL with more experience).   1. **Discuss the limits of our role-** mental health (person is agitated, case manager needed for a family with a child with serious health issues and one parent is working at a survival job, when to ask PL, Chris/Marg…. |  |
| **Wrap Up**  **( )** | 5 mins:  01:55 – 02:00 | **Ask** everyone for one thing that stands out from this session?  **Discuss** the content for the next session:   * Review Questions from Session 1 and 2 and 3 * Government Benefits and Services   **Thank** everyone for coming and for their time and commitment to making CMT run smoothly and well for our staff and participants. | FC (What stands Out?) – Optional |

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| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 4 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
| **Upfront Activities**  **( )** | 15 mins:  00:00 – 00:15 | **Welcome** everyone to the session using the circle process   * **Ask** everyone to answer the question “Thinking back to when you first came to St. James Town, what knowledge or information do you wish you had known that you now know?” * **Debrief** with the group * **Share** that we are going to spend the next few weeks talking about how we can support residents of St. James Town through our work at CMT and specifically through Drop In.   **Introduce** the session objectives and agenda.  **Overall CA Level 1 Training Objectives (just as a reminder):**   * Understand Community Matters Toronto’s Mission, Principles and ways of working and how these are built into our work and programs * Understand the skills and knowledge needed to perform your role as a Community Assistant and feel better equipped to be a CA. * Forge links between CAs. * Provide an opportunity to learn together and from each other.   **Session 4 Training Objectives:**   * To learn about some key resources * To practice using our CA skills and knowledge of networks by working on a few case examples * To start uncovering common needs among our participants   **Identify** working arrangement, circle, resolving issues. Working arrangement examples include:   * Ask any questions (there is no such thing as a silly question) * Actively participate * Share your ideas, thoughts * One person speaks at a time * The conversation will build on each other’s ideas * Etc.   **Ask** if there are any new names for “Drop In” and record these. | PP: (Objectives / Agenda)  FC (Working Arrangements) |

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| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 4 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
| **Session 4** | 5 mins  00:15 – 00:20  15 mins  00:20 – 00:35 | **Practice Makes Perfect:**  **Say** that we are going to use what we have learned already so that you continue to get comfortable being in drop in and learning to support participants (without having all the answers).   1. **Review** what we have learned by:  * **showing** the Spider diagram of personal network to neighbourhood network to partner network to government services * **reminding** people of the importance of using questions and active listening to uncover the real need  1. **Discuss** a few key resources:  * **Discuss** the YMCA by asking what people think the YMCA does?   + Assists newcomers   + Assesses English proficiency   + Runs many programs for children, youth, adults * **Discuss** LINC (Language Instruction for New Comers) by asking people what it is? * Provides free French and English language for Permanent Residents * **Discuss** what is (WES) World Education Service:   + Provides equivalency of credentials (academic, professional etc.)  1. **Practice** using our knowledge using Case Studies: 2. Someone comes in to our office without Permanent Resident or Refugee papers and asks if their child can go to school. What would you do?  * Refer to Rose Avenue School Newcomers Consulting Office * Advise that - children don’t need to share their residency status | PP Spider Diagram  Show website and location vs. CMT  Show website and location  Show website and location |
| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 4 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
|  |  | 1. Someone comes in to the office and needs help applying for Daycare subsidy **Ask** what is the first step?   **Ask** people to use a computer and try to navigate through the process (see actual steps below)   * Go to Toronto 311 (note: Translate in to 51 languages) * Find the 311 Knowledge Base * Type in “child subsidy” * Read the options – click on first option “applying for child care” * Click on the link: [www.toronto.ca/children](http://www.toronto.ca/children) * Click on Apply for a child care fee subsidy * Scroll to the bottom to apply on -line   + Fill it in on-line but you need income info (means test – test)   **Share** that there are three places in SJT:   * + Wellesley Community Centre (all day daycare)   + Rose Avenue (Daycare in school)   + Glen Road Child Care Centre (above the Fire Hall)  1. **Discuss** what needs we have uncovered among our participants:  * **Ask** for examples in the past. (examples: advanced computer, Life Through Art) * **Discuss** how to take info you get helping from one person and find patterns and take it up the line to make change (to PL and up the Margaret and Chris) * **Ask** what needs have you heard about? | Have 311 ready on the computer  Use three laptops, and two desktops  FC: Uncovered Needs |

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| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 4 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
| **Wrap Up**  **( )** | 5 mins:  01:55 – 02:00 | **Ask** everyone for one thing that stands out from this session?  **Share** that we will be discussing more training in the new year  **Thank** everyone for coming and for their time and commitment to making CMT run smoothly and well for our staff and participants. | FC (What stands Out?) – Optional |

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| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 5 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
| **Upfront Activities**  **( )** | 15 mins:  00:00 – 00:15 | **Welcome** everyone to the session.  **Introduce** the session objectives and agenda.  **Overall CA Level 1 Training Objectives (just as a reminder):**   * Understand Community Matters Toronto’s Mission, Principles and ways of working and how these are built into our work and programs * Understand the skills and knowledge needed to perform your role as a Community Assistant and feel better equipped to be a CA. * Forge links between CAs. * Provide an opportunity to learn together and from each other.   **Session 5 Training Objectives:**   * **Understand** important information about housing and immigration in order to support our participants.   **Identify** working arrangement, circle, resolving issues. Working arrangement examples include:   * Ask any questions (there is no such thing as a silly question) * Actively participate * Share your ideas, thoughts * One person speaks at a time * The conversation will build on each other’s ideas * Etc.   **Share** that you have a flip chart to list questions | PP: (Objectives / Agenda)  FC (Working Arrangements) |

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| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 5 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |
| **Immigration and Housing** |  | 1. **Housing**   **Context:**  **Share** that there is public and private housing:   * TCHC in St JT (4 buildings TCHC) * 14 private (5 different owners) * Coops; Hugh Garner Coop-subsidy and market rent (waiting list)   **Discuss** how people get in to housing:   * For private: apply through the landlord (the landlord may take the subsidy) * For public: apply through Housing Connections. This organizations helps people identify and apply for housing in the TCHC and other not for profit groups   **FORMS:** Housing Connection - Elm St and go to Housing Connections and fill in an online forms  **Other Housing Items:**   * Apartment insurance: * Insurance is required (but be careful as some insurance won’t cover all valuables) * Group insurance (Check with Brad/Ingred) * Eviction letter: * Read a participant’s eviction letter and try to understand what has happened. * What are the reasons for eviction? * When was the last time they paid rent? (don’t miss the next month’s payment!) * Important to appear in front of the judge. * They are often for non-payment of rent (when cheques bounce, the landlord files after a few times of non payment for the tribunal process). ***Judges are often lenient if people make an effort and your circumstances have changed.*** * Legal Aid is only for criminal cases. For all other housing issues: * **Issues with noise, conduct, harassment etc.**: Do not deal with it yourself. Go to the landlord, they will act * **Rent Bank**: If you do not have enough money for the rent. They can loan money, some banks will provide short term loans * **Leases and sublets:**   + Take care as you are on the lease and responsible for what happens. It is illegal to do this without the landlord’s permission.  1. **Immigration**   **Context:**  **Share** that themajor areas that we are asked about include:   * Refugees * International students * People on work permits * Permanent residents * Citizens   **For refugees:**   * Ask them what they want? * Ask them if they have been approved as a Protected Person. If yes:   + Ask if they have applied for health insurance and PR (their immediate health insurance is only valid 2 -3 month). They need to start the application process quickly   + They can now apply for their health card, work and education etc.   + If not approved (either because they have legal problems) it is urgent that they check with their lawyer (see Mariam)   **Forms:** Show them the Websites, phone and addresses:   * Citizenship, * Permanent residents and * Work permits * International students     **For international students and work permits apply**   * for permanent resident and work permit (see websites above) * can do volunteer work and if in doubt consult international student counsellor   **Legal Aid** (website legal aid)   * Refugees automatically get covered. For other situations, you can apply to them for criminal and immigration situations if you meet a means test (explain MEANS TEST)   **Deportation Hearings**   * Refugees can appeal and usually can get a Legal Aid lawyer ( Queen……..website Mariam). Students and those on work permits cannot appeal.   **Citizenship and/or have received a letter about the exam**   * If people are interested, there are free citizenship manuals at CMT office and online (Mariam websites) * Ask Angela to come and talk about the test, preparation and new challenges. Level four accreditation, LINC does not test for this.  1. **Child Minding**   **Context:**   * Child care spaces:   + in home licensed childcare   + CMT childminders   + local day cares   + after school   + emergency child care   **List of local day cares in St JT area** (up to date 2014)   * Above the fire station * Central Neighbourhood House * Winchester School * Rose Ave Day care, * WCC * St Simon’s for Gerrard Resource, * June at Network Child Care (supervisor for in home licensed child care in St JT)   **Childcare subsidies at City Hall**  **At birth:** child registration, birth certificate and social insurance card and child benefits (Website Mariam)  **Children with disabilities;** aids, subsidies, income tax disability benefits  **Review** any outstanding questions. | Look up……….landlord tribunal website Mariam  Landlord Tenant Hotline……..address: Mariam  Landlord tribunal website  Landlord and Tenant Board  (various addresses)  Rent Bank Website  Review websites  Review website  Review Website  Angela  Review website |
| **Wrap Up**  **( )** | 5 mins:  01:55 – 02:00 | **Ask** everyone for one thing that stands out from this session?  **Discuss** the content for the next session:  **Thank** everyone for coming and for their time and commitment to making CMT run smoothly and well for our staff and participants. | FC (What stands Out?) – Optional |

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| **Networking outreach**  **(apt. scan)** |  |  |  |
| **Developing a voice** |  | Introduction to Advocacy |  |
| **Other?** |  | Financial:   * Taxation financial planning for seniors( Bawani) * EI * Application for childcare subsidy * In home licensed childcare * Special needs provisions ($ and taxation)   Education:   * Application for community colleges * OSR and IPRC and IEPS   Legal:   * legal rights, CAS, custody, Office of the Official Guardian, eviction ( private and TCHC)Government Applications: OW, pensions, OAS, GIS, daycare subsidies, disabled people, tax, immigrations, Housing Connections,   English Terminology:   * Meaning of English terms: Aquafit |  |

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| **TOPIC &**  **RESPONSIBILITY** | **TIMING** | **SESSION 5 / 6 / 7 CONTENT/PROCESS** | **MATERIALS & HANDOUTS** |