



INDIGENOUS SKILLS4SUCCESS

4-PHASE EMPLOYER PARTNERSHIP PROGRAM IMPLEMENTATION GUIDE

COPYRIGHT

Published by ACCESS
Suite 109 - 100 Park Royal
West Vancouver, BC V7T 1A2

Phone: (604) 913-7933
www.accessfutures.com

Copyright © 2023 ACCESS. All Rights Reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means – by electronic, mechanical, photocopying, recording or otherwise without prior written permission. May be used for educational purposes without written permission but with a citation to this source.

Design & Production by Samuel Smith Esseh
Editorial support by Mary Denyo

DEDICATION

This guide is a heartfelt tribute to John Webster in memory of his resolute devotion and steadfast commitment to delivering exceptional employment services to Canada's Indigenous communities, always emphasizing the importance of honouring and respecting their dignity.

contributors

ACKNOWLEDGEMENTS

CONTRIBUTIONS:

Patricia Babukiika, Writing and Development of this Guide.

Heather Crosby, Director, Indigenous Skills for Success – Overall Management and Supervision

Don Owen, Owner Crow Hop Media – Graphic Concepts

Samuel Smith Esseh, Editorial Review and Production

Donnalee Bell, Annika Laale & Team CCDF, Subject Experts.

ACKNOWLEDGEMENTS:

Lynn White, ACCESS President and CEO, for her exemplary leadership and her entire professional team of dedicated and caring staff.

Our many **Indigenous Skills and Employment Training Strategy Partners** that have been instrumental in testing and refining our program model.

To the **Indigenous Essential Skills for Success Studio Team**, your unmatched passion for upskilling Indigenous people distinguished you as a champion for this program model.

Our numerous **Employer Partners** who work with us for the benefit of all Indigenous people.

Our Indigenous heroes - **ACCESS client partners** who work with us to create a vibrant Indigenous workforce.

Douglas College, and the **Training Group Team**, for the vital role of certifying our instructors, ensuring they possess the knowledge and tools to enhance our learners' skills.

A heartfelt gratitude to the **ACCESS-IS4S Team**, who show up daily with tremendous passion and put in endless hours of dedication and hard work to create a culturally safe learning environment for our Indigenous learners. You are changing destinies and making a profound impact.

It is through the collective efforts of each individual and organization involved that this training manual has become a reality. With deep appreciation and respect.

FUNDER:

Employment and Social Development Canada (ESDC)

WELCOME



Welcome to the Indigenous Skills for Success (IS4S) 4-Phase Employer Partnership Program Implementation Guide!

IS4S, formerly Essential Skills for Aboriginal Futures (ESAF), is thrilled to welcome your organization as a valued partner in our dynamic initiative to equip and empower Indigenous workers across Canada for successful employment and retention.

This guide shares the incredible journey of ACCESS's unwavering dedication over the past two decades, culminating in the development of this innovative, customized training model that consistently produces remarkable outcomes. Sharing our model with fellow Indigenous-led organizations has long been a cherished aspiration, and we hope to inspire the delivery of exceptional, culturally sensitive employment services that honour and respect Indigenous communities nationwide.

Through collaborative efforts, we aim to establish a comprehensive framework that nurtures skill development and personal growth among Indigenous participants by delivering culturally relevant programming. The resources and insights within this guide will serve as a valuable framework, facilitating you in customizing your program to align with your organization's unique needs and objectives.

From implementation strategies to best practices and success stories, this Guide for Indigenous-led employment and training services, based on the Skills for Success Program model, stands as a committed support for your mission. We extend our gratitude for your participation in this transformative journey!

Heather Crosby
Director, ACCESS IS4S.

CONTENTS

- II | Copyright
- III | Dedication
- IV | Acknowledgements
- V | Welcome
- VI | Contents

01 | INTRODUCTION

- 01 | Purpose of the Guide
- 02 | Background
- 04 | IS4S 4-Phase Model Explained
- 05 | The IS4S 4-Phase Model
- 07 | Features of the IS4S 4-Phase Model
- 08 | Benefits of the IS4S 4-Phase Model
- 10 | Implementation: The IS4S 4-Phase Employer-Partnership Model

13 | PHASE 1: PREPARATION

- 14 | Establishing An IS4S Team
- 15 | Staffing Recommendations
- 16 | Staffing Attributes
- 17 | Identifying Labour Market and Skills for Success Gaps in Your Community
- 20 | Identifying Funding and Resources
- 22 | Networking within the SFS Community
- 24 | Potential Challenges to Achieving program success

25 | PHASE 2: CONNECTING TO COMMUNITY AND EMPLOYERS

- 26 | Program Design: Bridging Community Needs with Employer Expectations
- 29 | Building Relationship with Potential Employers
- 33 | Creating The Memorandum of Understanding
- 35 | Developing Curriculum For The Program
- 40 | Promoting and Marketing The Program
- 42 | Recruitment of Program Participants

45 | PHASE 3: IMPLEMENTATION OF THE SKILLS FOR SUCCESS PROGRAM

- 46 | Delivering The IS4S Program
- 49 | Classroom Setup: Learning Environment
- 54 | IS4S Success Markers

55 | PHASE 4: SUPPORTING EMPLOYMENT SUSTAINABILITY

- 56 | Hiring and Onboarding Participants to the Workplace
- 60 | Monitoring and Supporting New Employees
- 62 | Evaluating the Program

66 | APPENDICES

0.1

PURPOSE OF THIS GUIDE

This Guide presents the Skills for Success-Based training program model called the Indigenous Skills for Success (IS4S) 4-Phase Employer-Partnership model of the Aboriginal Community Career and Employment Services Society (ACCESS). It outlines a systematic approach to delivering the IS4S 4-Phase model with highlighted best practices and processes designed to address the unique needs of First Nations and Indigenous peoples of Canada. This guide aims to provide:

PROVEN STRATEGY

The guide provides Indigenous Skills and Employment Training (ISET) delivery organizations and other Indigenous led employment and training agencies with step-by-step instructions, practical processes, and proven strategies to expand and enhance their capacity to empower Indigenous people and communities with the skills and resources required to succeed in today's competitive job market.

OPTIMAL PRACTICES

ACCESS' IS4S department has rigorously tested, refined, and validated the optimal practices outlined in this program for over two decades. Using the IS4S 4-Phase Employer Partnership Program guide will support your efforts to implement this program within your organization.

RESOURCE ASSISTANCE

The guide includes an overview of the IS4S 4-Phase model, detailed descriptions of each phase, tips and strategies on designing and delivering the different components at each stage. Further, there are numerous sample materials, templates, and resources to assist you.

0.2

BACKGROUND TO THE IS4S 4-PHASE MODEL

Through ACCESS' mandate to provide employment and training services to indigenous people, we have served hundreds of clients over decades. In 2006, ACCESS observed that indigenous community members were encountering significant challenges in securing employment, despite receiving assistance from ACCESS to find work.

ACCESS investigated the issue and sought ways to bridge the gap. As a result, ACCESS introduced the 'Skills for Success (IS4S) 4-Phase Employer Partnership Model'. After the pilot program proved highly successful, it led to partnerships with several employers in the metro Vancouver area, enabling ACCESS-IS4S to assist hundreds of Indigenous people to develop their foundational skills and find meaningful employment. The IS4S program began to evolve to incorporate this model within



its trades programs. This helped to prepare Indigenous apprentices for the formal and fast-paced learning environments in tertiary institutions such as BC – Institute of Technology. As a result, in 2010, IS4S began incorporating this model and witnessed an immediate 35% increase in the performance of their trades Indigenous apprentices. (ACCESS Annual Report 2011)



IS4S’s efforts have positively impacted Indigenous community members in the metro Vancouver area, providing them with the tools and skills necessary to succeed in the workforce. ACCESS’s dedication to improving the lives of Indigenous people continues and serves as an example of the impact that can be made through Skills for Success training interventions that are tailored to indigenous people.

In 2009 ACCESS’s IS4S 4-Phase model received the WOW award for Training Innovation from the Canadian Society for Training and Development; our model was also selected by Canadian Career Development Foundation (CCDF) as one of

the top three Literacy and Essential Skills programs (LES) programs in Canada and featured on the First Nations, Inuit, and Metis Essential Skills Inventory Project (FIMESIP) website. The IS4S campus continues to get visitors from around the country interested in our program and seeking our expertise and delivery model for their region.

In 2018, the Office of Skills for Success (OSS) and ACCESS collaborated forces on a project called ‘Passing it On’ . The goal of this project was to select five ISET delivery organizations across Canada that were then trained to adopt and deliver Skills for Success training in their communities using the IS4S 4-Phase Employer Partnership model. This project will be completed by the end of 2023.



0.3 THE IS4S 4-PHASE EMPLOYER PARTNERSHIP MODEL EXPLAINED

IS4S (formerly ESAF) 4-phase employer partnership model is a program that is a systematic progression of four distinct phases. The overall program’s aim is to provide training and employment opportunities for Indigenous participants in a holistic manner.

PROGRAM GOALS:

- 01** Raise awareness within indigenous communities about the importance of enhancing literacy and skills, and promote Skills for Success programming.
- 02** Establish a dedicated Skills for Success training division. This entity will collaborate with employers to develop customized programs that meet their business needs while also addressing the needs of program participants.
- 03** Create a culturally safe learning environment for participants within the IS4S program to strengthen foundational skills necessary for their desired occupation and overcome other employment barriers to secure and retain meaningful employment.
- 04** Assist employers in their recruitment and hiring processes by connecting them with skilled and productive candidates.
- 05** Act as a liaison between employers and the Indigenous community to advocate for and address labour market discrimination against Indigenous people.
- 05** Provide tailored support addressing the unique obstacles Indigenous workers face in today’s economy to foster thriving and successful careers.



THE IS4S 4-PHASE MODEL

THE IS4S 4-PHASE MODEL

PHASE 1



▶ PHASE ONE

Phase one involves establishing the IS4S team that is dedicated to the delivery of this program. Following this, a thorough analysis of the gaps experienced by the program participants is conducted. Another main focus of this phase is the exploration of various sources of funding to establish the program. Subsequently, the ISET devises a networking strategy to engage with other Skills for Success stakeholders to strengthen its capacity for continuous improvement and ensure it remains sustainable in the long run.

▶ PHASE TWO

Focuses on building strategic relationships that are essential for the IS4S Team's success. Among the various stakeholders, these two are the program's pillars: the community where participants live and identified employer partners. Working closely with the community, the delivery organization ensures that each upskilling program is designed to meet the specific needs of the participants and aligns with the available job opportunities in the local area. Likewise, an employer partner collaborates with the delivery organization to provide participants with meaningful long-term employment opportunities while also committing to their long-term success. These community links form a critical part of this model and help ensure that the participants are well-equipped to thrive in the workforce.



PHASE 2

▶ PHASE THREE

The model centers on the delivery of the training program, supporting participants to enhance and acquire the skills required to secure employment. Training takes place in an interactive and supportive classroom environment which includes a combination of one-to-one teaching, self-directed and experiential learning in a group setting. The training program is designed using the Skills for Success (SfS) framework, which specifically targets the development of job skills required for specific job positions. The ultimate goal of this phase is to ensure that participants are well-equipped to excel in the employer interviews at the end of the program and embark on their desired careers.



PHASE 4



▶ PHASE FOUR

is dedicated to monitoring and providing support to ensure sustainable employment for the participants. This phase is critical in ensuring that participants are able to maintain their employment and continue to grow in their chosen fields. We equip program graduates with essential resources to comfortably start work and appoint a job coach to guide them during this period. A job coach is available to provide any required guidance and support in collaboration with the Employer Partner. After the last phase of a program, planning for the next one ensues.

FEATURES

OF THE IS4S 4-PHASE MODEL



0.4

BENEFITS OF THE IS4S 4-PHASE MODEL

ADDRESSING UNEMPLOYMENT



A steadfast commitment to employment skills training is imperative to combat the persistently high unemployment rates among Canada's First Nations and Indigenous populations. The IS4S 4-Phase Employer Partnership Model represents an ideal means of achieving this goal, as it involves forging strong alliances with employers and actively promoting the interests of indigenous people. By proactively seeking out employment opportunities in the communities, the IS4S helps to create a brighter, more prosperous future for all.

CLOSING SKILLS GAPS DIRECTLY

The IS4S 4-Phase model is a targeted skill-building program model for specific job positions, directly addressing the skills gap hindering the participants' employment success. This approach removes the barriers that prevent access to education and training opportunities, enabling them to acquire the necessary skills and secure employment without being prematurely rejected. By closing this gap, the program provides a pathway for our indigenous communities to succeed in the workforce.

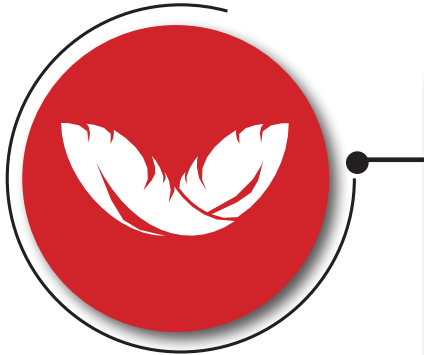


FOSTERING COMMUNITY DEVELOPMENT

The IS4S 4-Phase model fosters community development by enabling indigenous people to build networks and relationships with employers, government agencies, and other community organizations, resulting in more effective solutions to indigenous community challenges through greater collaboration.



CULTURALLY SAFE



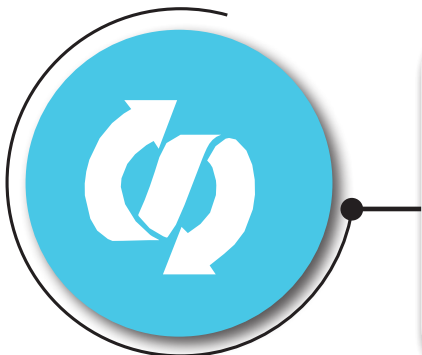
Cultural safety is essential in addressing the historical discrimination and racial profiling that has hindered many indigenous people's access to education and employment. The IS4S 4-Phase model is designed and tailored to the needs of the participants, integrating cultural elements and practices that honour and preserve traditional knowledge and skills. The IS4S 4-Phase approach fosters an environment that allows for the preparation of individuals for employment opportunities without triggering negative memories or feeling of past experiences.

HOLISTIC APPROACH

The holistic approach prioritizes the welfare of the participants, guaranteeing long-term, sustainable, and successful employment outcomes. The IS4S 4-Phase model goes beyond mere skill building to encompass all aspects of the participants' lives that might impact their successful transition to work. Consequently, our program incorporates essential supports that address their overall welfare to ensure that the journey to employment is not overwhelming and causing them to slip off the employment ladder.



ADAPTABLE WITH A FOCUS ON SUSTAINABILITY



The IS4S 4-Phase model is a versatile approach that has yielded consistent success across diverse settings, whether in urban or rural environments. Its adaptability allows it to be tailored to a community's specific economic needs, accommodating training cohorts of any size or number of employers. The program's efficacy is a testament to the viability of fostering self-reliance and economic independence within indigenous communities, negating the need to relocate to urban centers in search of work.

0.5

IMPLEMENTATION: THE IS4S 4-PHASE EMPLOYER PARTNERSHIP MODEL

The Guide is thoughtfully structured into four interconnected phases, reflecting the systematic approach of our model's implementation.

Each phase is designed to serve a distinct focus and purpose, recognizing the multi-faceted developmental stages and structural diversity of Indigenous-led employment and training delivery organizations.

This flexibility allows users, whether experienced or new to the industry, to selectively integrate features and strategies into their operations, ensuring efficient program delivery and enhanced outcomes; and facilitating the development of new programs from the ground up.



Consequently, the Indigenous Skills for Success 4-Phase model addresses Indigenous peoples' unique challenges, enhances their employability, and fosters overall community development. This approach recognizes the importance of a holistic and culturally relevant approach to skill development, acknowledging Indigenous communities' diverse strengths and needs.

MANY OF THE PROGRAM PARTICIPANTS

who walk through ACCESS doors seeking employment services do not meet the minimum performance requirements of even entry-level jobs, which further limits their career opportunities and wages, making them vulnerable to a variety of other negative outcomes. But with this Skills for Success model, we can increase success in technical training and on-the-job performance no matter where they live or what job they pursue.

Skills for Success are for everyone; employers, workers, training providers, governments, and communities. The components and proficiency levels of each skill have been clearly defined. Everyone benefits from having strong skills for success.

COMPELLING FACTORS FOR IMPLEMENTING THE IS4S 4-PHASE MODEL:

- ▶ A significant portion of the adult population faced low literacy skills, which impeded their comprehension and use of written information. Limited educational attainment was closely linked to low literacy skills, posing barriers to higher education and personal advancement.
- ▶ Many workers lacked the necessary literacy skills for complex tasks, struggling with technology, work materials, and communication. This led to reduced productivity, increased training needs, and limited career advancement.
- ▶ Low literacy skills limited economic growth, healthcare access, civic understanding, and democratic participation.
- ▶ Many adults faced challenges in basic literacy and numeracy skills, impacting their everyday lives. Low literacy skills were associated with limited educational opportunities, perpetuating disadvantage and restricting individual potential.
- ▶ Workplace demands for higher-level literacy and problem-solving skills were rising, yet many workers lacked the ability to engage with technology, adapt to changes, and remain competitive.
- ▶ Inadequate societal literacy skills caused exclusion and limited social mobility, emphasizing the need to address deficits for inclusive development and reduced inequality.

Source: The Adult Literacy and Life Skills Study. Government of Canada (2004)



PHASE ONE

PREPARATION

In this Phase you will know how to:

- ◆ Establish an IS4S Team
- ◆ Identify Labour Market and Skills for Success Gaps in Your Community
- ◆ Identify Funding and Resources
- ◆ Network Within the SfS Community
- ◆ Navigate Potential Challenges to Achieving Program Success

ESTABLISHING AN IS4S TEAM

Indigenous Skills and Employment Training Organizations (known as the ‘delivery organization’) need to establish a team that is dedicated to the delivery of this program. Before scaling up your IS4S training intervention, the internal processes must be developed by hiring skilled and competent facilitators, a coordinator and intake worker to run the program. The better qualified your staff is, the more efficiently the new initiative will be run, and the better the participants will be supported. Identifying the key characteristics and qualifications of the staff is essential. The following factors must be considered in hiring a team for the program.



Select trained, passionate and committed individuals to run the program. This is crucial for delivering effective Skills for Success training as obtaining and retaining competent workers is challenging for ISETS in the nationwide skilled labour shortage

STAFFING RECOMMENDATIONS

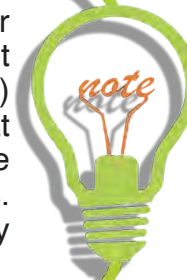
You must have the right people to manage and deliver the program, especially if you already have an existing training program. We recommend the following:

For the start-up phase, the IS4S department should not be started as a stand-alone department but as a part of the existing training structure and eventually can transition into a full-fledged department.

To accommodate the department's growth, employ two instructors and a coordinator to conduct full-time training for 8 to 12 weeks, with an average of 12 to 16 participants, and help them prepare for employment. The IS4S approach, although very distinct in curriculum development, uses the same program structure that many of the ISETS utilize.

Consider hiring staff with passion for empowering people. Different roles demand specific skill sets, but one overarching requirement is a passion for empowering people. For instance, a background in training adults in a group setting is paramount for the instructors. If you have staff already certified in Essential Skills/Skills for Success, you are off to a good start. However, if you do not, enrolling your staff in the certificate training should be a priority; the IS4S training is specialized. Although most of the Career Development Training programs now include it as a course module, we know that IS4S practitioners would benefit from the specialized training.

Several colleges all over Canada offer Skills for Success Practitioner Training (SFS-PT) throughout the year. However, private arrangement to have your staff trained can also be made. Douglas College (DC) in BC has a dedicated ES/Skills for Success training department that offers an online certificate course for training practitioners. They have also developed an Introduction Course for Indigenous Practitioners. DC's Training Group unit has proven to be a supportive force in capacity building ISETS interested in establishing an IS4S training operations.



STAFFING ATTRIBUTES



IDENTIFYING LABOR MARKET AND SKILLS FOR SUCCESS GAPS IN YOUR COMMUNITY

This stage involves assessing the specific needs and demands of the local job market and understanding how well individuals in the community align with the essential skills required for success. This process includes analyzing job market trends, employment opportunities, and the skills that employers are seeking in their employees (labor market demands). Simultaneously, it involves evaluating the skills and competencies present within the community to identify any gaps. The “gap” refers to the mismatch or disparity between the skills demanded by employers and the skills present in the available workforce.

By recognizing these gaps, the IS4S Team recommend and design training programs aimed at enhancing the skills of individuals in the community to better align with the demands of the labor market and promote overall success.

Two primary activities are essential here. Firstly, collect data to understand labor market needs and identify skill gaps within the community. Secondly, analyze the gathered data and formulate recommendations.



Overall, identifying the gap, can help your organization streamline resources, leverage existing expertise, and align the programs with community needs. This approach promotes efficiency, sustainability, and the potential for long-term success.

STEP 1: UNDERSTAND

LABOUR MARKET NEEDS AND SKILL GAPS

01

LEVERAGE EMPLOYER PARTNERSHIP

The first step is to research and gather data on the labour market needs and skills gaps of the program participants to understand, address and tailor the program to effectively bridge these skills gap needs. This can involve reviewing existing reports from local government and studies on Indigenous employment and analyzing labour market data to understand skills and qualifications that are in demand and those that are lacking.

02

MARKET RESEARCH & PROJECT DEFINITION

Employers can provide valuable insights into the labour market needs and skills for success gaps of the program participants that the delivery organizations serve. Engage with employers in sectors that employ Indigenous workers and ask about the skills and competencies they look for in job candidates. To fully understand labour market needs, delivery organizations are encouraged to adopt point 2a-2c when engaging with employers.



This information is valuable for designing a targeted holistic Skills for Success Program that aligns with the specific needs of program participants and helps acquire the necessary skills to meet the current and future labour market

”

2a

FOCUS ON SECTORS EMPLOYING INDIGENOUS WORKERS

The IS4S team prioritizes engagement with employers operating in sectors that employ Indigenous workers. These sectors are of particular interest as they provide relevant opportunities and insights for the program participants.

2b

INQUIRE ABOUT DESIRED SKILL AND COMPETENCIES

The IS4S team actively engages with employers to gather information on the skills and competencies they seek in potential job candidates. This input helps shape the program's curricula and training to meet the employers' needs and enhance program participants' employability.

2c

LEVERAGE EMPLOYER PARTNERSHIPS

The IS4S Team should utilize its existing network of employer partnerships to bring on board additional employers within the same industry. Successful collaboration with multiple employers creates the opportunity to scale the project nationally and increased access to employment opportunities for the Indigenous community.

03

PROMOTE INDIGENOUS HIRING

During the engagement, the team emphasizes the advantages and significance of employing Indigenous individuals. They have the opportunity to spotlight the success stories of Indigenous employees in the industry, illustrating the positive outcomes and the valuable contributions they bring to the workforce.

04 CONSULT WITH THE RESPECTIVE COMMUNITIES

The delivery organization's IS4S team takes the initiative to consult with the community to gain a deeper understanding of their unique employment needs and challenges. This process may involve engaging with community members, elders, and other Indigenous-serving organizations. Additionally, surveys can be distributed to gather feedback from both current and past program participants.

05 IDENTIFY BARRIERS AND CHALLENGES

It is crucial to identify barriers and challenges faced by community members in accessing the labour market. This involves reviewing existing research, consulting community members and organizations serving Indigenous people. Also valuable data can be gleaned from the delivery organization itself such as participant feedback, program evaluations, recruitment reports, training outcomes, and employment success rates.

STEP 2: ANALYZE DATA AND DEVELOP RECOMMENDATIONS

01 ANALYSING THE DATA

The IS4S team compiles data obtained during the research phase, and analyse the data in a way that helps to identify valuable insights into the barriers and challenges, the skills in demand and their availability within the community. The data can be reviewed based on:

- ◆ Employment rates
- ◆ Job vacancies and skills requirements
- ◆ Educational attainment

1b ANALYSING THE DATA

- ◆ Demographic information
- ◆ Employment outcomes for community members
- ◆ Community's barriers to employment
- ◆ Skills challenges
- ◆ Demand for skills and their availability within the community.
- ◆ Areas where skill shortages or gaps exist.
- ◆ Industries/sectors facing significant skills gaps
- ◆ Other relevant factors related to the labour market

02 WHAT TO DO WITH THE INFORMATION AFTER ANALYSIS

Based on the analysis, the team formulates well defined objectives for the IS4S program. Specific outcomes are identified, encompassing the desired impacts the program aims to achieve. Subsequently, the team formulates recommendations and assigns priority to each. These recommendations become the driving factors in designing key program components. These may include:

- ◆ The engagement strategy for employers and program participants.

2b WHAT TO DO WITH THE INFORMATION AFTER ANALYSIS

- ◆ Establishing program timelines.
 - ◆ Prioritizing resource allocation.
- At this stage, the team now has a clear direction and an implementation plan for the recommended strategies. Roles and responsibilities of team members are defined, clear objectives, specific outcomes and milestones are set, and monitoring and evaluation mechanisms are established to track progress and make necessary adjustments.

IDENTIFYING FUNDING AND RESOURCES

Whether the training will be offered on a small or large scale, in-person or online, there will be cost implications associated with the successful rollout of this new venture. Therefore, once the delivery organization has determined the viability and necessity to integrate the IS4S training model into their existing services, the next critical step is to evaluate the program expenses and how to secure the necessary funds. To identify the required funding and resources for the program, the expenses and how to secure funds to complete the program successfully, must be identified and evaluated.

IDENTIFY THE EXPENSES

Break down the work into phases and set milestones with schedules and budgets. Consider all possible costs from the teams' expense, expenses from the program itself, the participant expenses and miscellaneous expenses.

Establishing The IS4S office (Operational Cost)



- ◆ Rent
- ◆ Utilities/Operational
- ◆ Furniture & Equipment
- ◆ Office Supplies

Class/Resources Lab Set Up Cost



- ◆ Computers
- ◆ Tables & Chairs
- ◆ Internet
- ◆ Resources

Staffing & Training Cost



- ◆ Recruiting and Hiring
- ◆ Staff Salaries & Wages
- ◆ Practitioner Training
- ◆ Training Materials

Participant Costs



- ◆ Materials & Supplies
- ◆ Printing
- ◆ Training Allowance
- ◆ Certificates
- ◆ Work Gear & Safety

Program Costs



- ◆ Marketing & Promotion
- ◆ Employer Engagement
- ◆ Community Info Sessions
- ◆ Others

ADDITIONAL RESOURCES



- BUDGETING TEMPLATE
- EMPLOYEE WORKPLACE SURVEY

SEE APPENDIX

SOURCING FOR FUNDING

Before sourcing for funding, you should obtain quotations from different vendors and compile the details of all anticipated expenses like training fees, and wages into a budget breakdown. With this in place, you are ready to approach funding partners.

THE OFFICE OF SKILLS FOR SUCCESS (OSS)

The Government of Canada provides funding to support the growth of Indigenous communities and to foster lifelong learning and skills development. The Office of Skills for Success (OSS), would be the first avenue to consider this being their focus area.

REPROFILING AND UPSKILLING

ISETS may also have training dollars that can be reprofiled towards the new Skills for Success program and explore other training partners historically supporting training and upskilling initiatives.

MOBILIZE: FUNDRAISING ALTERNATIVES

Fundraising is another angle to explore. Local businesses and partners are usually open to funding initiatives that will boost the economy and widen the job candidate pool for their hiring and recruitment department.

PEDAGOGICAL PARTNERING

Colleges and training institutions too, would be eager to partner on such focused and targeted types of training initiatives with local ISETS.

NETWORKING

WITHIN THE SfS COMMUNITY

This is a deliberate and thoughtful approach to building connections and relationships within the community. It implies the use of planned methods to foster collaboration, share resources, and enhance the overall success of individuals participating in the Skills for Success program. For organizations newly acquainted with the Skills for Success (SfS) community and aspiring to navigate and integrate effectively, embracing a strategic approach that encompasses several fundamental principles is key.

- ✿ **STAY INQUISITIVE:** Maintaining a consistent sense of curiosity is essential; individuals should continuously seek information and updates about SfS initiatives to ensure they remain well-informed and aligned with the framework's objectives.
- ✿ **BUILD CREDIBILITY:** Building credibility is equally paramount, involving active participation in relevant discussions and showcasing one's program's positive impact.
- ✿ **NURTURE RELATIONSHIPS:** Prioritizing relationship-building is emphasized, recognizing that genuine connections often serve as the foundation for fruitful collaborations within the SfS network.
- ✿ **EMBRACE CONTINUOUS LEARNING:** If new in the industry, we encourage you to embrace a commitment to continuous learning, staying abreast of evolving trends in the SfS community and adapting strategies accordingly.
- ✿ **CONTRIBUTE TO THE COMMUNITY:** Actively contributing to the Skills for Success community by sharing insights, resources, and best practices is a valuable means of establishing a presence and making meaningful contributions.

PRACTICAL TIPS FOR NETWORKING



INITIATE CONTACT WITH THE GOVERNMENT DEPARTMENT:

- Start by connecting with the Skills for Success Program within the Employment and Social Development Canada department.
- Leverage the wealth of knowledge and information available through ESDC's Skills for Success Program regarding organizations and programs they fund.

EXPLORE TERTIARY AND TRAINING INSTITUTIONS:

- Investigate major educational institutions in your vicinity offering specialized Skills for Success (SfS) training.
- Establish connections with these institutions to foster collaborative efforts.

ATTEND ANNUAL NETWORKING EVENTS:

- Prioritize attendance at the Skills for Success annual networking events.
- Leverage these opportunities to build meaningful in-person connections within the SfS community.
- Reach out to established organizations and seek mentorship.
- Forge partnerships with other SfS delivery organizations.

ENHANCE ORGANIZATIONAL VISIBILITY:

- Construct and sustain an informative program website to serve as a professional online hub.
- Maintain a regular and purposeful presence on relevant social media platforms to secure exclusive Skills for Success networking event invitations.

By following these strategic steps, you can effectively integrate into the Skills for Success community, fostering valuable connections and contributing meaningfully to the collective goals of the framework.



POTENTIAL CHALLENGES TO ACHIEVING PROGRAM SUCCESS





PHASE TWO

CONNECTING TO COMMUNITY AND EMPLOYERS

In this Phase you will know how to:

- ◆ Design the Program: Bridge Community Needs with Employer Expectations
- ◆ Build Relationship with Potential Employers
- ◆ Develop Curriculum for the Program
- ◆ Promote and Market the Program
- ◆ Recruit Program Participants

PROGRAM DESIGN

BRIDGING COMMUNITY NEEDS WITH EMPLOYER EXPECTATIONS

As we advance to a new phase of the program - *Connecting to Community* - its imperative for the IS4S team to first consider an overarching theme/strategy that concentrates efforts on Program design and development.

This part of the program focuses on building strategic relationships that are essential for the IS4S team's success. Community engagement is about ensuring that communities have their voice heard. It is your strategic interactions with stakeholder groups impacted by the program mutual decision-making, to design an effective and efficient program engaging stakeholders ensures your program design and development process has received input from those who will be directly involved in delivering the program or those most affected by the program. Stakeholder engagement is about understanding the priorities, concerns and perspectives of different program users. This information is used to plan, communicate and improve all aspects of the program.

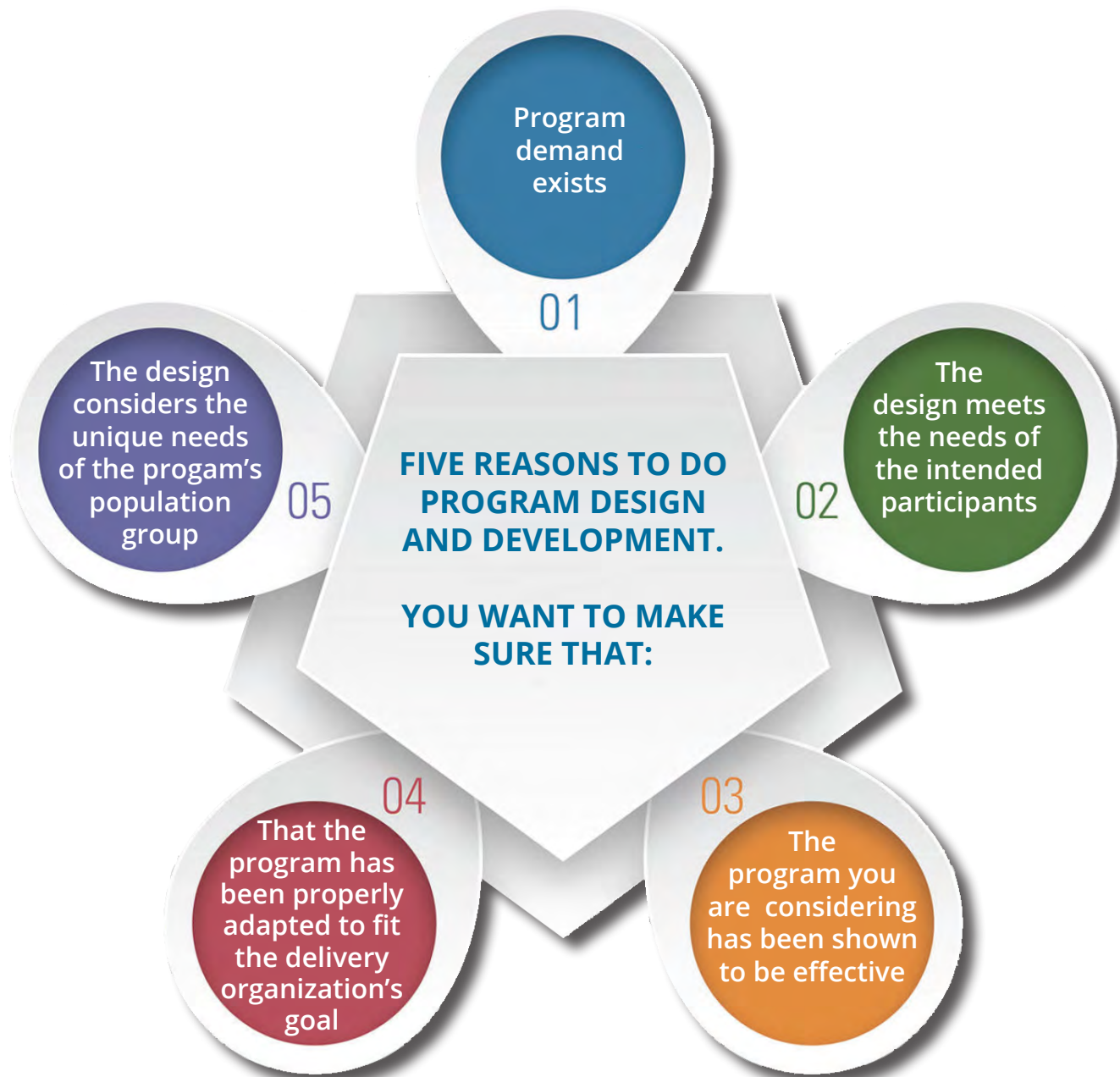
To run the IS4S program successfully, there are two key stakeholders to be considered. First, the

community where participants live. These are communities where future program participants are recruited from; for example First Nation Bands. Second, Employer partners. Establishing a partnership with an employer who actively collaborates with the IS4S team in crafting the program for participants that aligns with the employer partners' unique employment opportunities enhances the likelihood of the program participants gaining employment following the program.

Serving as a bridge, connecting employers and the Indigenous community, the IS4S Team would have gathered sufficient information and now equipped with a comprehensive understanding of both parties' requirements and relevant labor market insights, the IS4S Team can now formulate a well-planned strategy, that will influence the program's overall organization, design and composition.

This process involves systematically planning, organizing, and implementing activities to achieve desired outcomes. On the next page, we have outlined five reasons for program design and development.

THE NEED FOR PROGRAM DESIGN



PROGRAM design involves reviewing and refining the foundational framework of the program, with a strong emphasis on harmonizing program components to ensure seamless integration in achieving the IS4S program objectives.

The IS4S 4-Phase program vision is to deliver innovative-customized Skills for Success training programs that support employment success and retention in collaboration with selected employers.

CRITICAL CONSIDERATIONS IN DESIGNING THE PROGRAM



ARTICULATE PROGRAM VISION

Program vision clearly stated to capture the overall purpose. The IS4S 4-Phase program vision is to deliver innovative-customized Skills for Success training programs that support employment success and retention in collaboration with selected employers.



INFRASTRUCTURE AND LOCATION IDEAL FOR PROGRAM

Training space should be ideal for delivering the program, with ample room for a conducive learning environment. It should be easily accessible to public transport, and amenities updated to support instruction and learning.



PARTICIPANT SUPPORT

Consider the living support for participants, including financial assistance, counseling, mentorship, and training, aimed at helping them achieve goals and overcome challenges.



TARGET COMMUNITY

How will Employer delivery partners be selected?
What are the characteristics of an ideal participant?
How will the criteria for acceptance be determined?



DEVELOP GOALS & OBJECTIVES

Set clear objectives with tangible targets for the program's mission. ACCESS's IS4S program aims to support unemployed Indigenous individuals in transitioning into the labor force through targeted training aligned with labor market demand



PROGRAM DURATION

In our experience, 8 to 12 weeks is sufficient for participants with multiple skill gaps to reach level 3 on the literacy scale, a generally agreed minimum proficiency for success in today's complex society, in both work and life.



PROGRAM FREQUENCY

Program frequency at ISET is determined by staffing, resources, capacity, and labor market factors. Quarterly programs are feasible, allowing enough preparation time before the next programs.

FURTHER READING

- DISTRIBUTION OF LITERACY DIAGRAM
- SAMPLE FLYER
- SAMPLE CONTENT RUBRIC
- SAMPLE TRAINING WISH

SEE APPENDIX

Programs involve various stakeholders, - examples include participants and funders etc. - each with different perspectives. Balancing program values with implementation practicalities often requires compromise. **CONNECTING TO THE COMMUNITY** can be beneficial in identifying priorities for implementers.

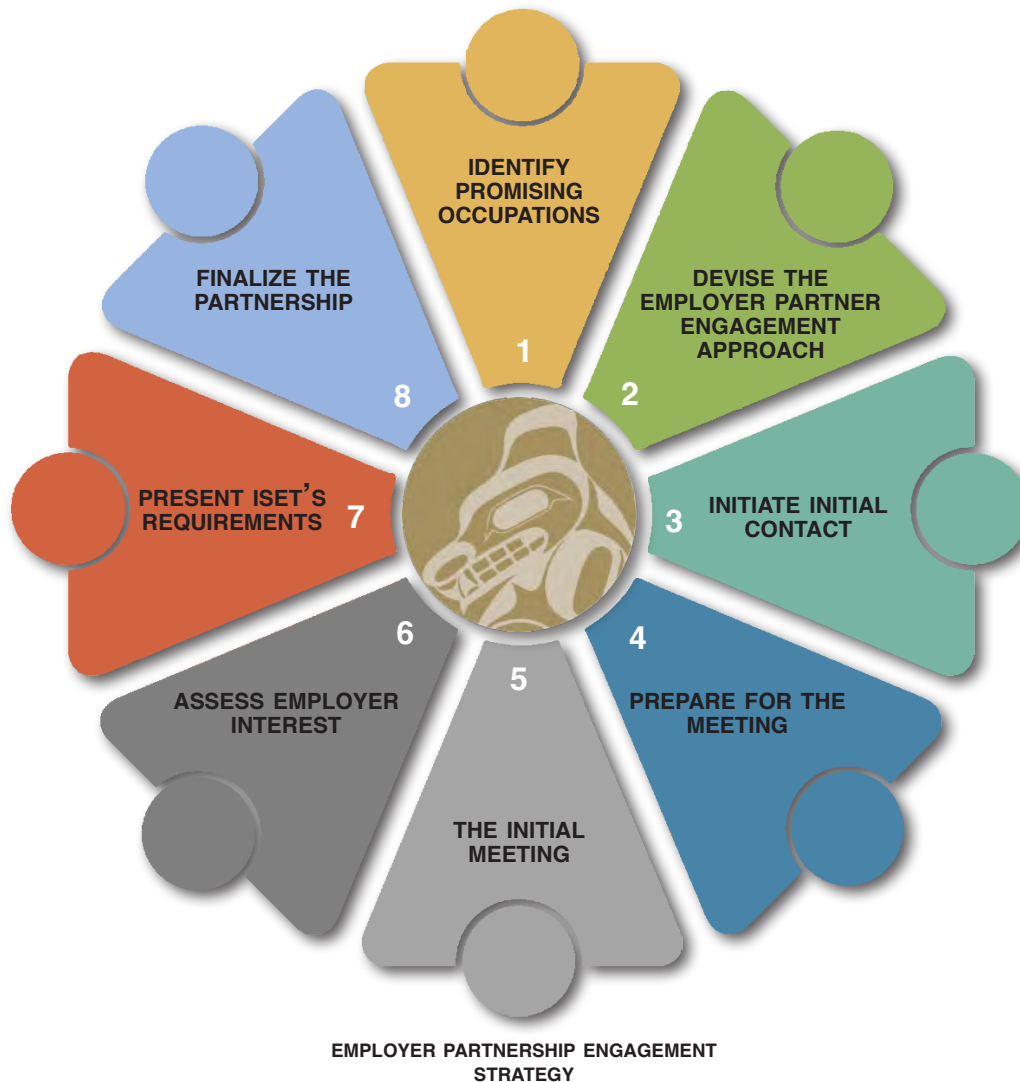
2.2

BUILDING RELATIONSHIPS WITH POTENTIAL EMPLOYERS

An employer partnership is a cooperative relationship established between employers (businesses, organizations, or companies) and ISET training institutions. This partnership is formed with the primary goal of collaboratively addressing workforce development and skills training needs. Here, the IS4S Team works closely with employers to influence and enhance the training program design, curriculum development, and other activities to meet the specific demands of the labor market and ensure that graduates are better prepared for the workforce.

“ It is recommended to focus on negotiating a single employer partnership at a time in order to establish a productive relationship with an employer partner. Additionally, the development of each program cohort requires a significant amount of effort and time.

INITIATING THE IS4S EMPLOYER PARTNERSHIP PROCESS



IDENTIFY PROMISING OCCUPATIONS

Start by conducting a Labour Market Scan to pinpoint occupations with excellent growth potential and earning prospects. This can involve reviewing existing reports and studies on Indigenous employment and analyzing labour market data. Analyzing labour market data is crucial for understanding and identifying the skills gaps and training needs of program participants. This analysis lays the foundation for the Skills for Success program's success.



DEVISE THE EMPLOYER PARTNER ENGAGEMENT APPROACH

Collaboratively strategize within the Skills for Success program team to pinpoint potential employers that resonate with the program's objectives. Evaluate how the ambitions of IS4S program participants align with the identified companies. The following strategic factors can be considered at this stage:

- ◆ Make initial marketing strategy phone calls
- ◆ Network industry referrals
- ◆ Research personal contacts inventory
- ◆ Web research industry sites/trends
- ◆ Web research specific company sites
- ◆ Read employment newspapers.

EMPLOYER ENGAGEMENT STRATEGY



INITIATE INITIAL CONTACT

Reach out to key company decision-makers. Request a meeting to explore the potential of establishing a partnership that aligns with both parties' interests. To establish that contact, consider the following:

- ◆ Contact should be made through the Director of the HR Dept.
- ◆ Provide an introduction of the program - make reference to the IS4S as a workplace preparation program.
- ◆ Establish whether or not the company has an interest in meeting
- ◆ Schedule the first meeting.



PREPARE FOR THE MEETING

Before the meeting, ensure thorough preparation. Craft a compelling presentation that highlights the advantages of the Skills for Success model and the concept of employer collaboration. Emphasize how this aligns with the company's interests and community benefits.



THE MEETING

During the Meeting, build rapport with the employer and establish a need and how IS4S 4-Phase model can meet that need. Consideration should be given to the following:

- ◆ Introduce the Indigenous led Agency and the IS4S Employer Model. Educate employer on IS4S 4-Phase program.
- ◆ Provide the employer with essential skills and promotional material.
- ◆ Establish whether the company has the capacity to hire 8 -16 individuals.
- ◆ Does the company have a Truth and Reconciliation hiring strategy?
- ◆ Does the company currently offer any training programs to their employees?
- ◆ Would the company be a good fit?
- ◆ Identify the decision makers in the organization for next step planning.
- ◆ Set up a time for meeting with the decision maker to discuss the possibilities of a partnership.

ADDITIONAL RESOURCES



EMPLOYER NEEDS SURVEY

SEE APPENDIX



ASSESS EMPLOYER INTEREST

Evaluate the company's genuine interest in embracing an Indigenous workforce and commitment to fostering integration. If affirmative, transition into collaborative discussions to identify the most effective partnership avenues. Concurrently, define the operational model that encompasses how the partnership will function, including providing a proficient, ready-to-work pool of Indigenous candidates tailored precisely to the company's needs.



PRESENT ISET'S REQUIREMENTS INTEREST

As negotiations progress, outline the ISET/agency's expectations. This includes detailing the anticipated levels of commitment from the employer, specifying the number of hires per program, and addressing any prerequisites for program participants.

- ◆ Identify Areas of Accountability
- ◆ Identify program contributions
- ◆ Identify employer contributions
- ◆ Identify point persons
- ◆ Discuss fiscal responsibilities

ACCESS IS4S, over the years, has signed MOUs with every employer partnership they have formed. The entire process can be both lengthy and exacting, and ensures that all topics and deliverables are covered for both parties, which is foundational for the smooth operation of the partnership.

FURTHER READING



EMPLOYER ENGAGEMENT CHECKLIST

SEE APPENDIX



FINALIZE THE PARTNERSHIP

With all elements aligned, finalize the partnership details. Embark on a purposeful journey to cultivate enduring relationships with employer delivery partners.

proceed to create a Memorandum of Understanding (MOU) that clearly defines the partnership's terms and conditions. While the MOU is not legally binding, it serves as a valuable asset for formalizing the business partnership.

Also, once the core program elements are established, the delivery organization can

CREATING THE MEMORANDUM OF UNDERSTANDING

Once the core program elements are established, the delivery organization can proceed to create a Memorandum of Understanding (MOU) that clearly defines the partnership's terms and conditions. The MOU documents and the agreed-upon terms from negotiations, clarifies expectations and responsibilities, and promotes trust and goodwill between the parties. Additionally, the MOU serves as a reference during program delivery, facilitating negotiation and collaboration.

CONTENTS OF THE MEMORANDUM OF UNDERSTANDING:

- Demographic information.
- ISET information.
- Employer Partner's Information.
- IS4S Program objectives.
- Job positions/descriptions, including qualifications details.
- Terms of hire (ideally, it should be a fulltime/permanent, paid position).


- Program dates and start date of employment, including:
 - Employer visits during training.
 - Job shadows dates.
 - Interview dates.
 - Curriculum content development.
 - Employer's program coordinator/contact.

While the MOU is not legally binding, it serves as a valuable asset for formalizing the business partnership. It documents the agreed-upon terms from negotiations, clarifies expectations and responsibilities, and promotes trust and goodwill between the parties. Additionally, the MOU serves as a reference during program delivery, facilitating negotiation and collaboration.

FURTHER READING

SAMPLE MOU

SEE APPENDIX



Skills for Success enhancement is seen as a crucial bridge to working with employers.

RESPONSIBILITIES OF THE PARTNER EMPLOYERS

The employer delivery partner is to appoint a liaison who coordinates the partnership and liaises dates, timelines and logistics on their behalf for the following activities:

- Curriculum development advising.
- Furnishing IS4S staff with authentic workplace documents, and corporate information for the purpose of:
 - classroom facilitation on workplace norms,
 - security protocols,
 - human resource policies,
 - interview & resume consultation,
 - worksite visit.
- Participate as guest speakers throughout the program.
- Staffing to conduct interviews.

- Participate in hiring up to 16 candidates
 - Onboarding and employment of successful interviewees.
- JOB PROFILING**
- Develop a guide for job profiling interviewees
 - Establish when on-site visits can be made
 - Deliver surveys to employees and department managers
 - Conduct employee and department manager interviews.

DEVELOPING CURRICULUM FOR THE PROGRAM

Once the negotiations with the employer delivery partner are being finalized, the curriculum development team should embark on curriculum development. The curriculum should be fundamentally built on the Skills for Success framework.



SKILLS FOR SUCCESS FRAMEWORK



The skill to find, understand, and use information presented through words, symbols, and images.



Ability to share ideas information using written words, symbols, or images



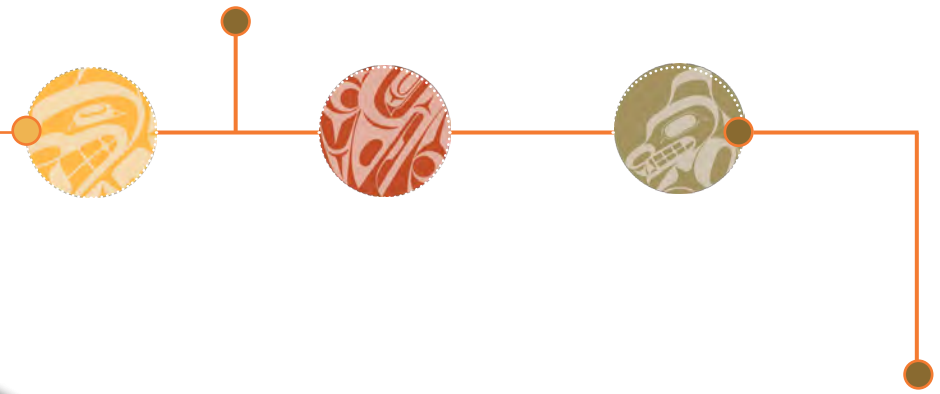
Ability to find, understand, use, and report mathematical information presented through words, numbers, symbols, and graphics.



The skill to use digital technology and tools to find, manage, apply, create and share information.



Ability to know how to find the right information, find new solution and make decisions



Understanding, listening to, and sharing information with others



Ability to work with and provide meaningful support to people of diverse background and cultures while completing a project



Able to learn new skills, deal with change, and not give up



Coming up with new and different ways to do things

SKILLS FOR SUCCESS TOOLS FOR CURRICULUM DEVELOPMENT

The good news is that there are numerous standardized Skills for Success (SfS) curriculum resources and manuals available, and most are available for free or at low cost which provide tools and resources about the framework. All tools can be adapted to suit any occupation or learner level.

The Skills for Success curriculum model focuses on building foundational and transferable skills required for life, learning and work. The IS4S curriculum development and delivery structure is guided by adult education principles and is designed to be engaging, interactive, and learner-centred. It is a primarily task-based curriculum that resonates with participants as the training materials are relatable and relevant to their unique life experiences.

Since the targeted participants lack adequate foundational skills applicable to find, retain and sustain employment, the approach allows participants to explore and acquire the foundational

employability skills required for work in an identified entry-level position.

Learning is in an interactive and supportive classroom environment that combines one-to-one teaching, self-directed, and experiential learning in a group environment.

Creating a comprehensive and effective curriculum for entry-level positions that the employer offers requires careful planning and consideration of the learners' needs.

PROCESS IN IS4S CURRICULUM DEVELOPMENT

Designing Skills for Success (SfS) curricula is a very detailed process and is done progressively. Here is a step-by-step process that the ACCESS Indigenous Skills for Success (IS4S) team follows:



JOB PROFILING AND RESOURCE GATHERING:

Once the job for a particular cohort has been identified, the IS4S instructional team should begin collecting data about the job from various sources (employer delivery partner etc.) to have a clear understanding of the job and determine the routine tasks and responsibilities that make up the job.

The first source of information gathering is the employer delivery partner who provides a detailed job description that outlines all the aspects of the job, including tasks, responsibilities, qualifications, skills, and other relevant information the candidates need to know.

Other source include the following:

- ◆ Customized handbook for the program participants containing specific job and company-related information
- ◆ Documentation the employer provides to the curriculum team, which is refer to as Authentic Workplace Documents (AWD).
- ◆ The prime tool use for curriculum development - the Skills for Success Profiles, which the Government of Canada created for various occupations.
- ◆ Textbooks, occupational videos, articles, and real-world examples related to each topic.
- ◆ Other numerous upskilling resources for Skills for Success such as Skill plan, Bow Valley Skills for Success Department and ABC Life.

IDENTIFY UPSKILLING GOALS AND OBJECTIVES

Working closely with the community, we ensure that the program is designed to meet the specific needs of the participants and aligns with the available job opportunities in the local area. From this exploration process, the curriculum team then comes up with an inventory of skills, knowledge, and attitudes that the program participants should acquire by the end of the program. These are then categorized into either Skills for Success, technical Skills or employer-specific skills and form the goals and objectives of the program curriculum.





CONTENT DEVELOPMENT

This is the most creative and unique aspect of IS4S programming because it involves adapting authentic workplace documents and training materials into Skills for Success upskilling activities to suit a particular program's needs. The flexibility to develop a curriculum specific to the participants' and employers' needs distinguishes this program model.

As the IS4S program develops competency, we recommend leveraging readily accessible and cost-effective Skills for Success standardized curriculum resources, which can be found online for free or at a low cost. For example, Skill Plan's upskilling workbooks and SfS Practitioner guide, Douglas College's Indigenous SfS Practitioner's

guide, Bow Valley occupational workbooks, the ABC Life Literacy Skills for Success program, and numerous others. The optimal strategy involves combining personalized curricula with standardized Skills for Success resources.

During the content development stage, detailed content should be created for each session, including lecture notes, discussion prompts, activity guidelines, handouts and assessment questions in various formats like visual aids, slides, diagrams, and infographics to enhance understanding and retention. Interactive elements, such as group activities, case studies, and hands-on exercises, can be incorporated to keep participants engaged. The IS4S practitioners should strive to deliver Indigenous culturally aligned programs.

REVIEW AND REVISION

Finally, the curriculum is reviewed and revised where appropriate for implementation with expectations to make changes and update along the way. The revision process helps identify areas where the curriculum may be falling short and provides opportunities for enhancement; and to ensure that the curriculum remains relevant to the current and future needs of participants and the job market. The Employer Partners also have an opportunity to review the curriculum and give feedbacks.

In summary, undertaking a review is essential to maintain the quality, relevance, and effectiveness of the IS4S program. It ensures that the program remains responsive to the changing needs of participants, preparing learners for success in their future jobs.



FURTHER READING

- CURRICULUM DEVELOPMENT GUIDE

Skills for Success
**GET STARTED GUIDE
FOR PRACTITIONERS**

- SAMPLE LESSON PLAN
- SAMPLE SCHEDULE
- SAMPLE ASSESSMENT

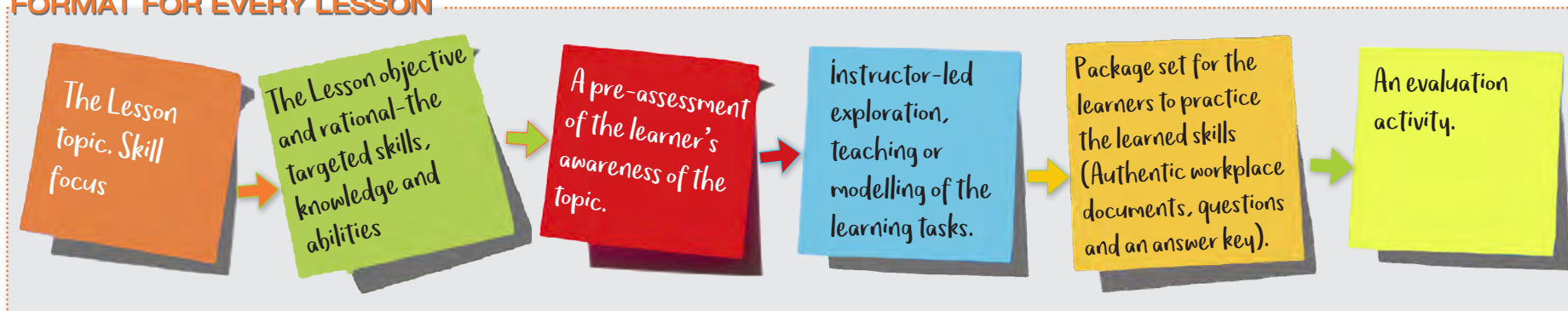
SEE APPENDIX

DEVELOPING THE LESSON PLAN

Following closely after the curriculum development is the preparation of lesson plan. The lesson plan is intricately linked to the curriculum, serving as a bridge between overarching program goals and daily classroom activities. The curriculum sets the foundation by outlining the broader learning objectives, educational standards, and a structured progression of skills and knowledge. Lesson plan then translate these elements into actionable steps, providing a detailed roadmap for instructors. Lesson plan should also facilitate

effective assessment and evaluation, allowing instructors to gauge participants progress in line with curriculum-defined standards. Moreover, lesson plans based on the curriculum offer flexibility for adaptation to diverse learning needs, while maintaining consistency across classrooms. In essence, lesson plans grounded in the curriculum create a cohesive and organized learning environment, fostering effective instruction and participant engagement. The Format for every lesson is presented below:

FORMAT FOR EVERY LESSON



SKILLS FOR SUCCESS ASSESSMENTS



WHY ASSESSMENTS IN SfS INTERVENTIONS?

Assessments play a crucial role in SfS interventions by identifying participants' skills and knowledge gaps. It also forms the foundation for adapting the curriculum in the IS4S model to address these gaps.



SELECTION OF ASSESSMENT TOOLS

A range of SfS assessment tools are readily available and are selected and administered based on the program structure and curriculum content. The assessments could be online, paper-based, formal, informal, or self-assessments.



MEASUREMENT OF SKILLS

The 9 Skills for Success were initially measured on a scale from 1 to 5 based on their complexity in job-related tasks. Different occupational tasks require varying complexity levels, and Level 3 is identified as the desired competence level to meet the increasing skill demands.



THE OVERARCHING GOAL

The goal of IS4S programming is to bring program participants to level 3, as at this level, the participant has the solid foundational skills required to thrive in the workplace.

PROMOTING & MARKETING THE PROGRAM

The marketing campaign is an essential component of IS4S because it is at this point that the program is announced. It will involve all stakeholders of the program working closely together to ensure the program attracts the best candidates.

The ISET wants to go out into the community - to program participants, our second major stakeholder - with marketing materials and messages that clearly communicate key information that portrays an answer to a need. Messages like program goals and expectations, who qualifies for the programs, what each party's responsibility will be, program activity dates, and incentives should be concise and clear etc.

The ultimate goal of the marketing Team of IS4S is to develop and implement a comprehensive recruitment and outreach plan to increase enrollment and contact with prospective participants within the community.



The IS4S outreach team is responsible for utilizing effective marketing methods to reach the target program participant group.



PROMOTION & MARKETING PROPOSED ACTIVITIES

The IS4S outreach team is responsible for utilizing effective marketing methods to reach the target program participant group. Promotion and Marketing – Proposed Activities



PUBLICITY

Generate and distribute marketing materials to identified network partners. Distribute these materials through:

- ◆ Websites: Publish program information on ISET and other Indigenous community organizational websites.
- ◆ Email: Send out email blasts to ISET's network and other identified key stakeholders with program information and updates
- ◆ Social media: Send campaigns on various social media platforms.
- ◆ Print Media: Share print materials such as Brochures, Flyers, Information Packages and Business Cards.
- ◆ Take advantage of all possible media channels
- ◆ In-person sharing: Facilitate Skills for Success (SfS) information and program orientation sessions.
- ◆ Share IS4S information with other employment assistance-related government and community organizations online and through in-person presentations.
- ◆ Maintain a database to record, review and analyze referral sources to improve marketing strategies.



OTHER ACTIVITIES

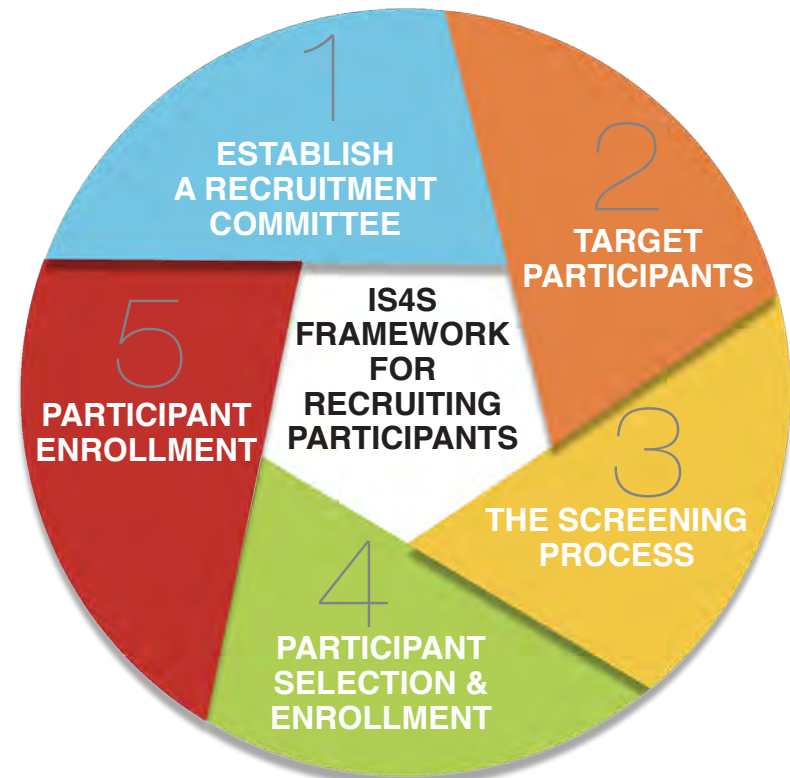
Other promotional and marketing activities that can be effective and worth considering are:

- ◆ Place a limited number of newspaper advertisements in various local newspapers at strategically planned times.
- ◆ Approach strategic partners in the community from past experiences, many clients hear about programs from significant family members like a mother, grandmother, auntie, who encourage and support them to join.
- ◆ Offer program orientation sessions at the ISET offices where you will meet potential program candidates
- ◆ Conduct liaison activities with other service providers through attending community events such as employment assistance service provider open houses and service providers meeting.
- ◆ Promote the IS4S program through displays, presentations and attendance at career fairs, job fairs and similar events.
- ◆ Announce the program launch.

RECRUITING PROGRAM PARTICIPANTS

Developing a comprehensive recruiting strategy for the IS4S program involves several key steps and considerations. Over time, ACCESS-IS4S has refined its processes and established this framework, which can be customized and adopted by other delivery organizations as a guiding tool.

Recruitment is strengthened when the program makes a concerted effort to identify applicants who meet the attributes based on the job description provided by the employer.



“Acceptance into the IS4S program is based on the client’s suitability for the targeted industry or employer partner and a commitment to enhancing their skill levels with an intended goal of future employment in either case.”

IS4S FRAMEWORK FOR RECRUITING PARTICIPANTS

01 ESTABLISH A RECRUITMENT COMMITTEE

- The committee, comprising program staff, manages candidate interactions, oversees applications, and collaborates with program stakeholders for ongoing communication

04 THE INTERVIEW

- The interview is crucial to assess participants' fit with employer standards and program requirements.
- Using holistic questions that covers commitment, skills, education, and potential barriers to the program is important

05 PARTICIPANT SELECTION & ENROLLMENT

- After the selection process, the committee compiles a shortlist and sends acceptance letters to successful candidates, formally inviting them to join the program.
- The acceptance letter includes key details like the start date, location, and preliminary program information.

02 TARGET PARTICIPANTS

- The target participant group for the program comprises unemployed or underemployed Indigenous individuals within the community.
- The ideal candidate attributes will be based on the job description provided.

03 THE SCREENING & SELECTION

- The recruitment committee enters the review phase post initial outreach, assessing applications for eligibility & suitability.
- The next step is evaluating the applicant pool & sending interview invitations



ADDITIONAL RESOURCES

DATA COLLECTION TOOLS FOR CLIENT SUITABILITY

SEE APPENDIX

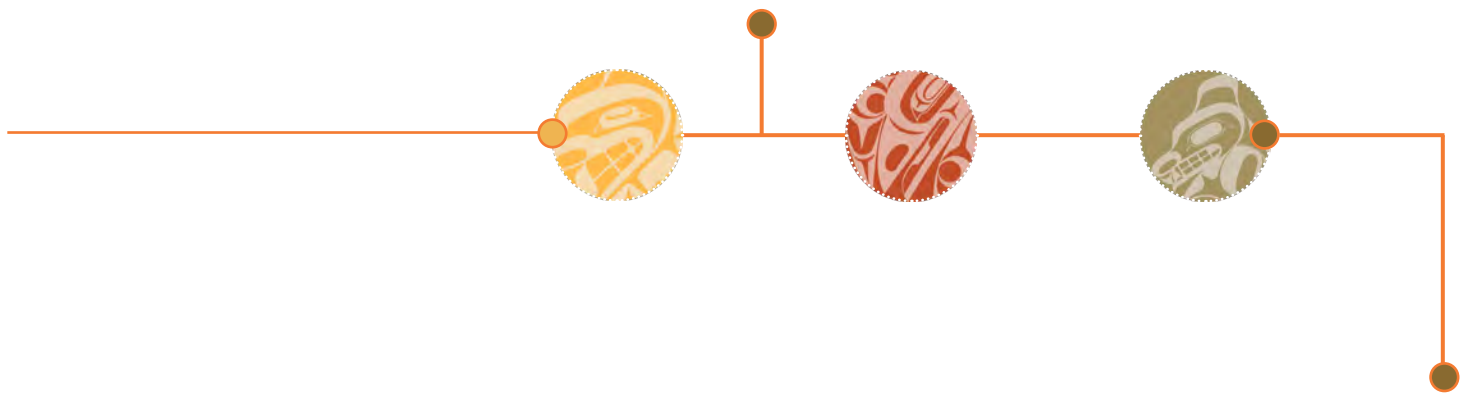


PHASE THREE

IMPLEMENTATION OF THE SKILLS FOR SUCCESS PROGRAM

In this Phase you will know how to:

- ◆ Deliver the IS4S Program
- ◆ Setup Classrooms for effective learning
- ◆ Evaluate Program Success Markers



DELIVERING THE IS4S PROGRAM

This Phase – also known as **UPSKILLING DELIVERY** – is the momentous and core part of the IS4S program model; it consistently marks a delightful highlight of the IS4S program calendar, representing the moment when all the collaborative endeavours that originated at the conceptualization of a new program idea come to fruition.

The ultimate goal of this part of the IS4S program is to ensure that participants gain all the skills, knowledge, and abilities they will need to navigate the hiring and onboarding process to obtain meaningful and sustainable employment.

The upskilling phase begins with program participants reporting to the training site to embark on an exciting and fulfilling **Skills for Success** learning journey extending eight to twelve weeks. It involves a series of carefully planned and selected SfS activities to strengthen program participants’ foundational and job-specific skills, aligning them with the demands of the targeted job opportunity on offer through the program. Here is an outline of the upskilling and training activities:

- ◆ Participants welcome and orientation
- ◆ Assessment and feedback
- ◆ Information sessions by the employer delivery partner
- ◆ Resources provision/ Student Services and Resources
- ◆ Design of Learning (Classroom) environment
- ◆ Routine assessments and progress reviews
- ◆ In-class assignments/ Personal learning time.
- ◆ Employer site visits/shadowing/observation
- ◆ Employer training
- ◆ Indigenous Cultural wellness activities and workshops
- ◆ Recommended certifications required by employer delivery partner
- ◆ Success markers

SUCCESS STORY



**BRAIN JAMES DAVIS II –
INDIGENOUS TOURISM AMBASSADOR**

I initially considered the Bridgewatch program but switched to the more versatile ITBC program aligning with my continuing education. Now, I can apply the skills and certificates gained to enhance my career in tourism, creating more authentic and memorable experiences. Since enrolling in the ITBC Certificate program at 35 with an intermediate understanding of tourism, I graduated with decades of knowledge, reflecting positively in the program quality.

Optimal learning for a substantial number of **Indigenous learners** happens within a context that prioritizes relationships, experiences, and visuals.

PARTICIPANT WELCOME AND ORIENTATION

WELCOME & INTRODUCTIONS

New students are warmly welcomed, and an introduction to the institution or organization is provided. Important individuals, such as administrators, faculty members, and support staff, may introduce themselves. Guided tour of the campus or relevant facilities to familiarize new participants with key locations, such as classrooms, libraries and administrative office.

ADMINISTRATIVE/ PAPER WORK

Explanation of administrative procedures, including enrollment, registration, issuance of ID, complete personal information form (PIF) and any required paperwork. Distribution of participant handbooks, guides, or manuals outlining policies, rules, and regulations.

OVERVIEW OF PROGRAM SCHEDULE

Overview of programs calendar, highlighting key dates such as the start and end of program, class time, holidays, and important deadlines. Information on extracurricular and co-curricular activities, guest speaker sessions and any other significant milestones, e.g. assessment & graduation dates



INFO SESSION BY EMPLOYER

The employer welcomes participants, introducing the organization and providing an overview of its mission, values, and workplace culture. Provides detailed overview of the specific job roles participants will be training for, including responsibilities, tasks, and skills required. Engages in a Q&A session to address participant queries and fostering interaction between participants and the employer.

CODE OF CONDUCT

Discussion on the institution's conduct expectations, values, and standards, Participants sign agreement & waivers. Overview of safety protocols, emergency procedures, and campus security measures. Vital session for new participants to adapt to program expectations and values.

Q&A

Opportunity for new participants to ask questions. Participants layout their expectations and are encouraged to ask questions related any aspect of the program. It is a chance for participants to learn about available opportunities beyond the program. It helps create an open and inclusive environment from the outset.

PARTICIPANT SKILLS ASSESSMENT

To initiate the process of enhancing participants' skills right from the program's outset, the first order of business is assessing their current skill levels. These assessments play a crucial role in understanding the strengths and areas for improvement among individuals, guiding the development of personalized learning plans and facilitating targeted support.

OVERVIEW

Assessments are foundational to Skills for Success training programs. We schedule assessments at the start of the program so that the learners realize their individual skill needs and identify which essential skills need to be improved to enhance their knowledge and abilities for the job. The information gathered from the assessments guides us in strategizing to deliver a customized program.



TAILOR CURRICULUM TO NEEDS

This also provides the platform for the ISET staff and the employer delivery partner to intimately grasp the identities and requirements of the participants, which insight is instrumental in tailoring the curriculum and program agenda to effectively cater to their unique needs.



ASSESSMENT TOOLS

The assessments within the SfS include the use of various tools: Test of Work Essential Skills (TOWES), which evaluated three foundational skills; and the Workplace Essential Skill Assessment (WESA). We use Structure of Intellect (SOI) testing to assess learning abilities (cognition, memory, creativity, and problem-solving evaluation).



INDIVIDUALIZED LEARNING PLANS

Subsequently, we develop individualized skills plans for each participant based on assessment results, considering the unique strengths and areas for improvement of each participant. Tailoring skill-building activities to address specific needs identified through assessments.



FEEDBACK & CONSTRUCTIVE DISCUSSIONS

Providing detailed feedback on participants' performance, emphasizing specific strengths and areas for development. The outcome of the assessment serves as a basis for constructive discussions about skill enhancement and potential career pathways.



CONTINUOUS IMPROVEMENT

These individualized plans serve as a basis for monitoring and measuring their progress in preparation for their upcoming job responsibilities and to guide the instructors in determining lesson complexity levels. Establish a continuous improvement loop through regular reassessment to track participants' progress.



BASELINE SKILL EVALUATION

From the appraisal results, we then determine a baseline from which to start building on the participants' existing skills. By assessing a their skills and comparing them to the skills needed in a particular job, one can identify their level of "job readiness" and what they need to do to prepare themselves for their job goal.



IN SUMMARY

In summary, the Skills for Success assessment:


- ◆ Is not an academic test.
- ◆ Serve as a starting point for upskilling interventions.
- ◆ Evaluate current skill levels and reveal participants' skill levels required for particular job tasks.
- ◆ Use authentic workplace documents to determine skill level suitability.
- ◆ Are customizable to particular careers and tasks.





CLASSROOM SETUP: LEARNING ENVIRONMENT


Creating an effective classroom setup for the Skill for Success program involves designing an environment that is both culturally sensitive and conducive to learning. Understanding that many of our participants have had negative experiences in traditional educational settings, we make significant efforts to avoid triggering past traumas and prioritize creating a safe and comfortable atmosphere for all participants. Here are key considerations:


 **FLEXIBLE LEARNING SPACES:**
Design the classroom with flexibility in mind, allowing for various learning styles and group activities. This accommodates the diverse needs of participants.

 **COLLABORATIVE CLASSROOMS**
To better prepare individuals for the workforce, we create classroom environments that foster interaction and collaboration among participants and incorporate group projects to promote adaptability so that participants become well-rounded candidates for future employment.

 **RELEVANT WORKPLACE TRAINING**
Classes are conducted in a group format, incorporating selected Sfs lessons and activities enriched with content derived from authentic workplace documents provided by the EDP, ensuring the highest level of relevance to the intended job position.

 **PERSONALIZED WORK STATION**
Each participant is provided with a dedicated workstation, a storage locker, and all necessary tools and resources for their training period.

 **FLEXIBLE SCHEDULING**
Incorporate Indigenous cultural events and celebrations into the classroom calendar to promote cultural awareness and inclusion. Consider flexible scheduling to accommodate cultural ceremonies or community events that participants may need to attend.

 **WELLNESS SUPPORT**
Additionally, we prioritize their well-being by offering regular breaks, access to beverages throughout the day, and providing one nutritious meal.



FURTHER READING



SAMPLE JOB SHADOW
QUESTIONS

SEE APPENDIX



The IS4S program provides participants with a 40 day culturally enhanced classroom curriculum targeting specific work related Skills for Success lessons and orientation to the workforce.



OTHER CONSIDERATIONS FOR EFFECTIVE CLASSROOM ENVIRONMENT

For the IS4S team, these additional considerations are essential in creating an effective and supportive classroom environment within the Skills for Success program, thereby enhancing the overall learning experience for Indigenous participants.

MAINTAIN LEARNERS RECORDS

Always keep a running record of:

- participant skill development
- attendance
- Individual enhancement plan details
- evaluation
- contact information
- general concerns

DEVELOP THE INSTRUCTOR BINDER

This is your go-to binder and should include:

- participant records
- curriculum/course outline
- classroom expectations
- participating employer information
- schedule

ADMINISTRATION SUPPORT

As a result of the intakes being close together, the instructor will need administrative support for copying and with inputting of participant information in documents.

DEVELOP THE PARTICIPANT BINDER

Participant binder should include:

- course outline
- schedule
- classroom expectations
- lined paper

HAVE CLEAR GUIDELINE OF JOB DUTIES - ROLE EXPECTATIONS

Clearly outline the specific roles and positions within the IS4S team, ensuring that each team member understands their individual responsibilities. The more everyone understands their role, the easier it will be to plan for success.

The **INSTRUCTIONAL METHODS** in the Skills for Success program for Indigenous people are designed to be comprehensive, culturally sensitive, and engaging.

” Aim at collectively creating an inclusive, supportive, and culturally relevant learning environment, empowering Indigenous participants to develop foundational skills for success in both their personal and professional lives **”**

MODE OF INSTRUCTION



ONE-ON-ONE SUPPORT

Provide one-on-one support through Intake Instructors, offering constant monitoring and assistance to participants as they work on their Skills for Success exercises.



ON-SITE JOB COACHING

Engage on-site job coaches to offer ongoing guidance, motivation, and emotional support throughout the program, enhancing participants' overall learning experience.



EMPLOYER SITE VISITS

It is an active learning experience where participants interact with employees, observe operations, and gain insights into the industry and specific job roles.



INDIGENOUS CULTURALLY RESPONSIVE INSTRUCTION

Infuse Indigenous cultural elements into the curriculum, ensuring relevance and resonance with the participants' cultural backgrounds. E.g. participants research a culture of their choice and prepare a 15-20 minute presentation.

EMPLOYER PARTNER INPUT

The employer partner plays a crucial role in the Skills for Success training program, contributing to its success by actively engaging in various capacities.



The employer welcomes participants, introducing the organization and providing an overview of its mission, values, and workplace culture. The initial week offers an opportunity to delve into the details of the employing organization and the specific job role for which the participants will undergo preparation and training.

The employer also provides a job description outlining the associated responsibilities, duties and expectations, providing the participant with a clear understanding of what is required in the role; including attendance, behavior, and performance standards.

Participants are provided with Employment Profile for the job position, which outlines the necessary Skills for Success levels and details any additional skills or requirements.

The employer may provide trainers to deliver critical training developed specifically for that Industry. E.g. a Railway Yard supervisor was brought in to teach the group on safety. Other external trainers can be contracted to provide relevant industry related training, such as First Aid and WHMIS. Employer conducts a tour of the workplace, familiarizing participants with the physical environment and facilities



The active involvement of employer partner ensures that the program remains responsive to industry needs, enhances participants' employability, and establishes a strong connection between training and the workforce, ultimately leading to successful outcomes for both participants and employers.

The employer's active involvement during the orientation session plays a pivotal role in aligning participants with the organization's values, fostering a positive learning environment, and ensuring a smooth transition into the training program.

IS4S PROGRAM

SUCCESS MARKERS

Skill for Success markers are quantifiable and qualitative indicators used to assess the effectiveness, impact, and outcomes of the IS4S program. These markers provide insights into the development, application, and sustainability of skills among program participants. Below are some common markers:



PARTICIPANT SATISFACTION SURVEYS:

Administer surveys to gather feedback on participants' satisfaction with the program, including the relevance of content, quality of instruction, and overall experience.



EMPLOYMENT PLACEMENT RATES:

Measure the percentage of program participants successfully placed in employment opportunities relevant to their newly acquired skills.



SKILLS PROFICIENCY IMPROVEMENT:

Assess the improvement in participants' skills proficiency through pre and post-program evaluations or standardized assessments.



SUCCESS STORIES AND TESTIMONIALS:

Collect and share success stories and testimonials from program graduates, highlighting individual achievements and the program's positive impact.



RETENTION IN EMPLOYMENT:

Track the rate at which participants retain their employment over time, indicating the sustainability of their skills in the workforce.



GRADUATION RATES:

Monitor the percentage of participants who successfully complete the Skill for Success program, indicating program engagement and commitment.



CULTURAL INTEGRATION AND PRIDE:

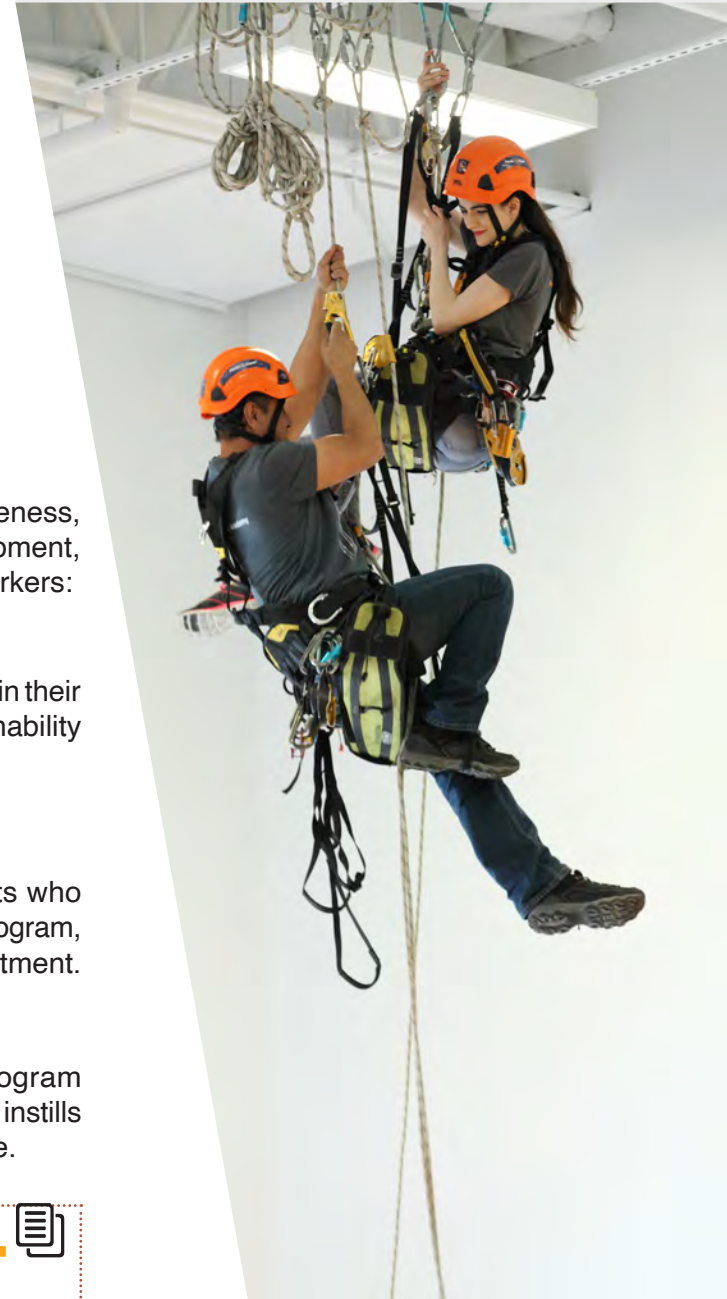
Measure the degree to which the program successfully integrates cultural elements and instills pride in participants regarding their heritage.

FURTHER READING



[ESSENTIAL SKILL RESOURCES & TOOLS](#)

[SEE APPENDIX](#)



PHASE FOUR



SUPPORTING EMPLOYMENT SUSTAINABILITY

In this Phase you will know how to:

- ◆ Hire & Onboard Participants to the Workplace
- ◆ Monitor and Support New Employees
- ◆ Evaluate the Program

HIRING & ONBOARDING PARTICIPANTS TO THE WORKPLACE

Throughout the program, participants undergo vigorous training and coaching to enhance their employability skills. However, as we approach the program's conclusion, the emphasis shifts towards ensuring successful participant placement, with particular attention to the following:

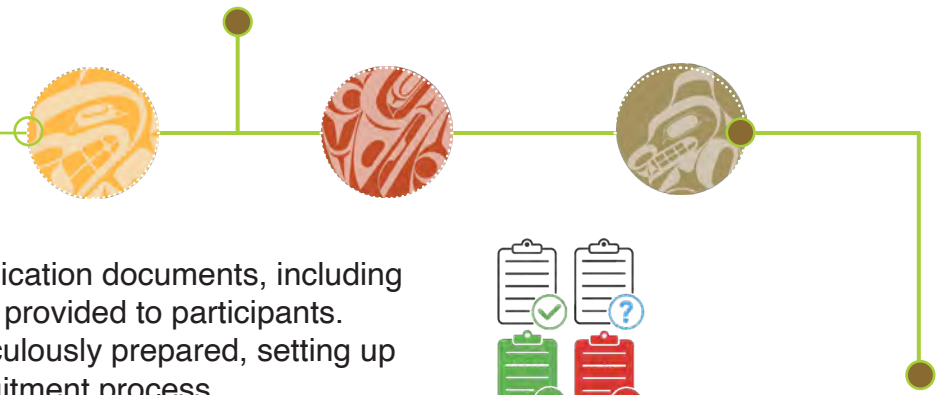
Preparing participants for the Interview

Participants' confidence and interview skills during the upcoming actual job interviews with the employer partner are to be perfected. You have to ensure they're fully equipped to ace the interview. It's important to note that, program completion doesn't guarantee employment; participants performance in this interview is the decisive factor in securing a position.

Verifying Prerequisites

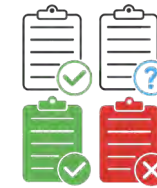
These prerequisites should be seamlessly integrated into the program activities throughout the training. You should ensure participants have acquired all the necessary job prerequisites to meet or exceed the required standards. This may include specific certifications or a particular set of technical skills. For instance, if the employer mandates a minimum typing speed of 40 words per minute, we aim for our participants to confidently reach at least 50 words per minute.





Document Compilation

Further guidance in assembling and optimizing essential job application documents, including resumes, cover letters, and letters of recommendation should be provided to participants. Thorough attention to detail ensures that each document is meticulously prepared, setting up applicants for success in advancing to the next stage of the recruitment process.



Applying for The Job

Once participants have met the necessary prerequisites, guide them through the formal job application process, typically conducted via email. Take active role in facilitating and overseeing this step, ensuring that applicants complete it flawlessly. In cases where the company requires applying through their website, ensure participants have the correct information and technical proficiency to navigate the online application system, offering guidance every step of the way.



Professional Attire Assistance

Ensure participants are dressed suitably for both interviews and their early days on the job until they receive their initial pay check. Through your extensive network of service providers, facilitate access to essential work wear items, including grooming services such as haircuts and appropriate attire.



Critical Interview Day

Strive to arrange for on-site interviews with the employer partner. This strategic move allows you to provide invaluable support to the participants during this important event. It's worth noting that participants also offer mutual support to each other during this time. This accommodation proves especially beneficial for those who have encountered numerous barriers in their independent job search journeys.



You are Hired!

After the interviews, our employer partners return to the training site to deliver acceptance letters to each participant. It means that a program participant secures employment or a job opportunity relevant to their skills and training acquired during the program. It signifies successful entry into the workforce and the application of learned skills in a real-world job setting. It's a big moment of celebration!





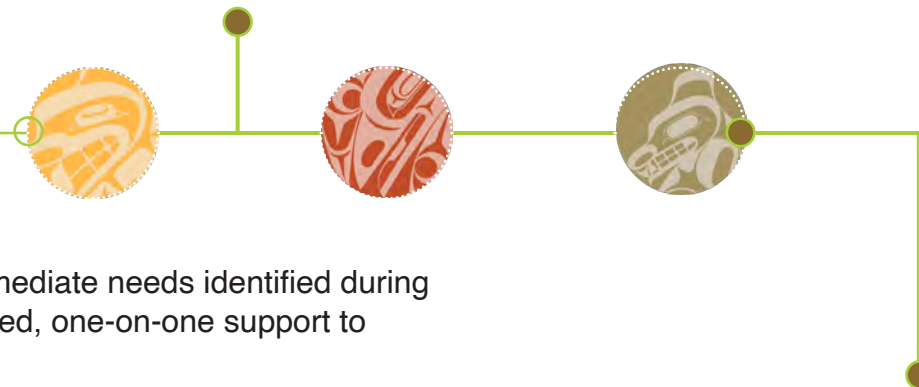
Plan the program schedule so that, if it ends on a Friday, the participants can start their new jobs the following Monday. This ensures that the momentum they built up during training isn't lost. Wrap up the whole program with a grand celebration to acknowledge the achievements of participants, which is a great way to end the journey on a high!



SUPPORTING

UNSUCCESSFUL INTERVIEWED PARTICIPANTS

In the event a participant is unsuccessful in obtaining employment, the IS4S team will implement the recommendations outlined in their Individual Skilling Plan (ISP) to address specific areas of improvement. Through continuous performance monitoring, assessments, and mock interviews conducted in the last week, the instructional team is dedicated to minimizing unexpected challenges. However, additional support measures will be activated if a participant fails at the interview level. This may involve:



Tailored coaching sessions

Tailored coaching sessions are designed to address specific, immediate needs identified during the interview or assessment process. These sessions offer focused, one-on-one support to enhance particular skills or overcome specific challenges.

Personalized skill development programs

Unlike tailored coaching, personalized skill development programs are designed to facilitate holistic skill enhancement over an extended period, offering a more comprehensive and in-depth learning experience for participants.

Alternative Pathways

Guide participants toward alternative pathways for skill enhancement. This might involve suggesting specific programs or initiatives within the Skill for Success framework that can address their identified weaknesses.

Emotional Support:

Recognize the emotional impact of an unsuccessful interview and offer emotional support. Encourage participants to view setbacks as opportunities for growth and provide reassurance to boost their confidence.

The IS4S team’s commitment is to ensure that even in the face of setbacks, participants receive the necessary support to ultimately succeed in their employment pursuits.

SUCCESS STORY



**CHERYL ARNOUS –
INDIGENOUS TOURISM AMBASSADOR**

Cheryl is from Secwepemc and was looking for employment in the city when she heard about our ITBC Program through our Facebook page. She reached out to our EA to help get into the program. With her background in tourism and as an artist, she thought this was the right fit for her at the time as she wanted to further her tourism/hospitality skills. After the successful completion of the program, Cheryl gained 12 Tourism-related certificates, including ITBC storey telling and Indigenous Tourism Ambassador, to help her gain a great job. After the program Cheryl is now using her skills and certificates gained working at the Burnaby Museum as an Indigenous Interpreter.

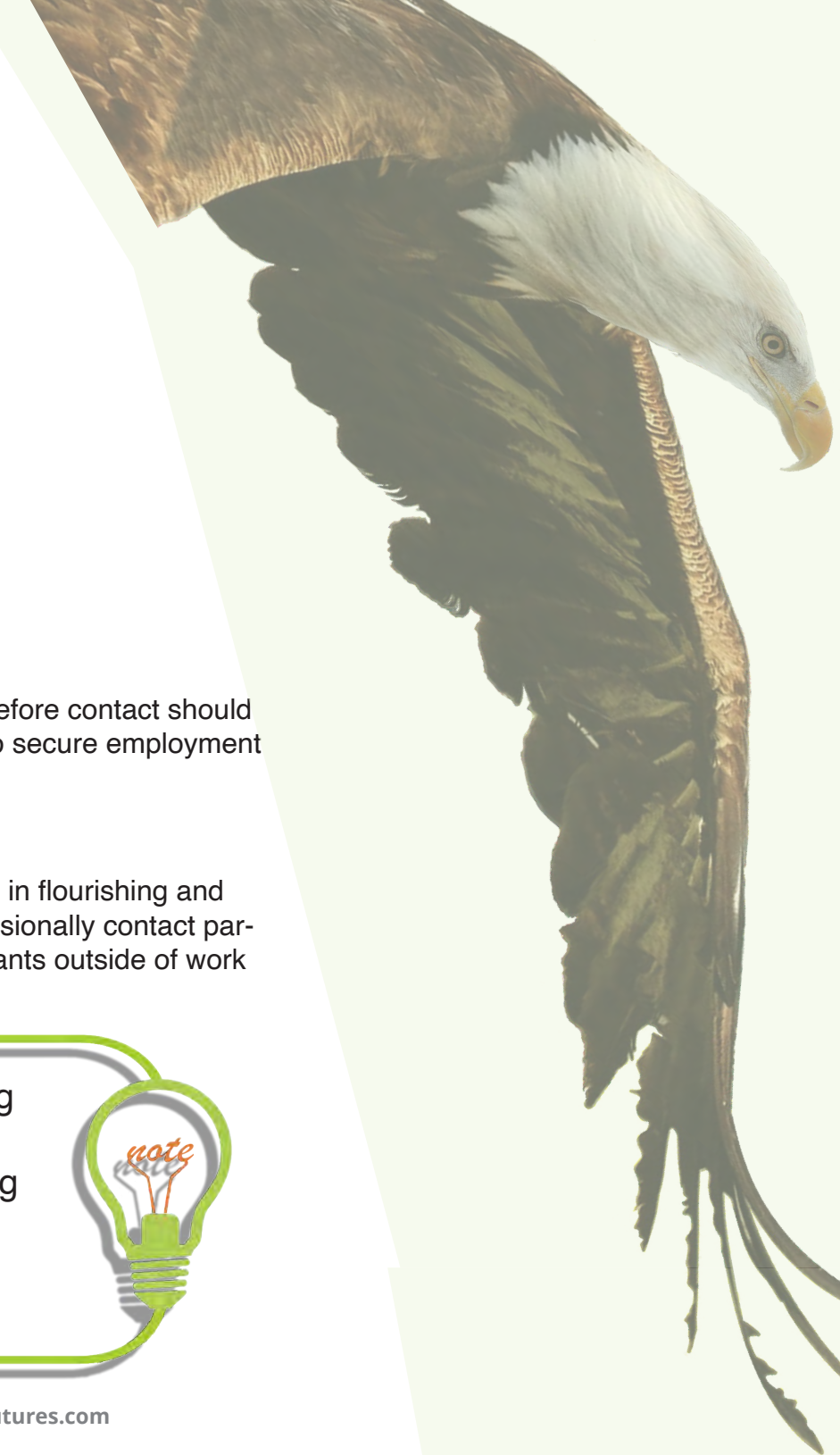
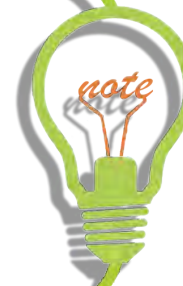
MONITORING AND SUPPORTING NEW EMPLOYEES

The program aims to achieve permanent and full-time employment therefore contact should be maintained with both the employer partner and the participants who secure employment upon program completion through the following:

Follow-up and Ongoing support

Maintain contact with participants after the initial 12 months to assist them in flourishing and ultimately achieving self-sufficiency. With the employer's permission, occasionally contact participants during work hours or visit the work site. Also, contact the participants outside of work hours or via email on some occasions.

Encourage former participants to continue accessing IS4S support services as needed. Supports may include assistance other than employment or training resources such as moving and relocation needs, daycare information, or information on indigenous cultural events in the community.



Employer contact should be maintained through both the HR department and the direct supervisors of participants. Meetings and conversations should be recorded in the client follow-up notes. IS4S staff goals should be to address any concerns before they happen and before they can jeopardize the placement.

Encourage former participants to continue accessing IS4S support services as needed. Supports may include assistance other than employment or training resources such as moving and relocation needs, daycare information, or information on indigenous cultural events in the community.

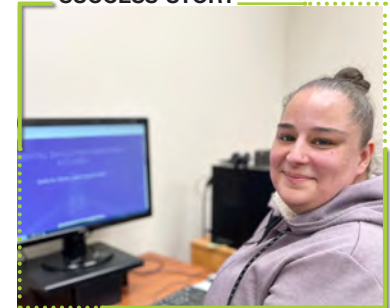
Managing potential concerns

The program delivery organization (IS4S team) should maintain a professional and cordial relationship with the Employer Partner to ensure credibility and create an open channel for addressing concerns.

Track Employment Retention

The program should maintain comprehensive and updated records of employment outcomes and retention. This practice enables the collection of data regarding the achievements of program graduates, such as promotions and salary increases. Additionally, welcome occasional visits from former participants who wish to share their success stories, and duly document them.

SUCCESS STORY



**ANGELA MCGILLIVRAY –
EARLY CHILD EDUCATOR**

Since taking the Essential Skills Program, I feel more confident. I am not afraid of solving math problems without a calculator. The Program also gave me the push I needed to continue my studies. I think everyone should attend the Essential Skills Program, even just to refresh basic knowledge that may have been forgotten.

The support given during the Program is amazing. I honestly believe without having that, I probably would not have continued. It gave me a reason to be accountable and show up.

EVALUATING THE PROGRAM

Evaluation is an integral part of the IS4S 4-Phase program model. Evaluations should be conducted on an ongoing basis throughout the program. However, after each cohort is completed, an extensive evaluation should be conducted to determine how well the program met the set objectives. Although there is often an inclination to swiftly transition to the next program, dedicated time to review success, shortcomings, areas of improvement and potential addition is vital for the development of efficient and effective programs.

At the program's outset, an evaluation plan should be established to allocate timelines and resources for the process in advance, as the assessment component plays a crucial role in developing quality programs. The evaluations should centre on these areas:

- ◆ The delivery organization
- ◆ The employer partner
- ◆ The participants
- ◆ The Instructors and staff

The evaluation should be centered on these areas due to the following:

- ◆ To obtain important feedback and data that is helpful for continuous performance improvement.
- ◆ To remain relevant and up-to-date with community needs
- ◆ For awareness purposes for both participants and delivery organizations
- ◆ To be efficient in resource allocation
- ◆ For follow up purposes



EVALUATION APPROACH

STRIKING THE RIGHT BALANCE

We recommend hiring an external evaluator as an option to monitor the program’s progress and ensure the thorough capture of both comprehensive qualitative and quantitative data. However, working closely with the evaluator is crucial to capturing robust data. Otherwise, final documentation may not fully represent all the developments and learning that occurred throughout the program’s life cycle.

While an external evaluator can provide valid information, it may lack the experience needed to capture all the essential nuances crucial to achieving the overall evaluation goal. If employing external evaluators proves cost-prohibitive, the organization can opt to conduct an internal evaluation that yields equally accurate and valuable data. Consider conducting in-person interviews and meetings using program administration data or one of the following instruments that can be developed for this purpose.



SUCCESS STORY



**LOURIE PARKER –
WORKING AT ICBC**

This training not only equipped me with essential skills but also restored my self-belief as a valued worker. Overcoming challenges, particularly in typing, was my biggest hurdle, but with the support of ESAF staff, especially Sybil, my job coach, I succeeded. I didn't want to return to my toxic job of 14 years, and ACCESS provided a great opportunity to gain new skills. The training environment at ACCESS was exceptional, and my advice is to embrace all they offer, give your best, and don't hesitate to seek help. It's a safe and non-judgmental space for learning.

THE BENEFITS OF CONDUCTING EVALUATION

Helps gather critical insights to drive ongoing performance enhancements and informed decision-making.

Enable you to adapt and evolve by staying attuned to the evolving needs and dynamics within the community.

Promote a better understanding among both participants and delivery organizations, fostering transparency and shared understanding of program successes and areas for growth.

Enhance resource allocation and efficiency by pinpointing areas of improvement, thereby maximizing impact and effectiveness.

Establish a basis for informed follow-ups and adjustments based on evaluation results, ensuring continual progress and improvement within the program.

CONCLUSION

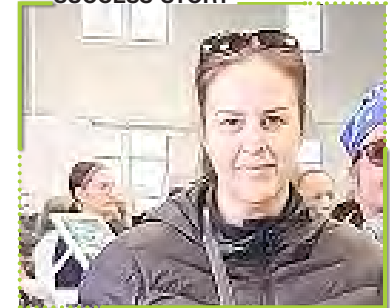
In conclusion, there is no one-size-fits-all approach to implementing Skills for Success programming, but our extensive experience in designing and refining the Indigenous Skills for Success Employer Partnership Four Phase Model has demonstrated that its distinct features play a crucial role in empowering our community members. Through this model, individuals have overcome the challenges of unemployment, thrived in their occupations, and achieved success beyond their wildest dreams.

We hope that Indigenous-led training and employment organizations will draw inspiration from our story and make skills-focused, culturally tailored training a central component of their services. Additionally, fostering strong relationships with employers can be transformative, even if it means stepping out of the familiar. The investment in such endeavours is undoubtedly worthwhile.

The ACCESS-IS4S department remains committed to providing ongoing support, mentorship, and knowledge-sharing to contribute to Indigenous people's economic empowerment and prosperity across Canada.



SUCCESS STORY



**LORAIN BURGEL –
METAL FABRICATOR**

The program taught me to take a deep breath and focus on the task at hand. The program exposes you to situations you may encounter in life and how to cope with adversity. The Skills for Success curriculum is comprehensive and a great starting point for future goals and dreams.

APPENDICES



SAMPLE ANNUAL BUDGET FOR IS4S 4-PHASE PROGRAM MODEL

Office Space		
Item	Cost Details (\$)	Amount (\$)
Rent Costs	5,000*12	36,000
Utilities/operational costs	4,000*12	48,000
Furniture and Equipment	10,000	10,000
Office Supplies	650*12	7,800
Sub Total		101,800
Staffing & Training		
Recruiting and Hiring	1500*3	4500
Staff Wages	15,000*12	180,000
Mercs & Benefits	27%	48,600
Staff Training/S4S Certification	2,790*3	8,370
Training Materials	500*12	6,000
Sub Total		247,470.00
Participant Costs		
Learning materials & supplies	3000*12	36,000
Printing	1000*12	12,000
Training allowance (8-week cohorts)	1500*16*3	72,000
Safety Certificates	400*16*3	19,200
Work Gear	300*16*3	14,400
Other Participants costs	220*16*3	10,560
Sub Total		164,160
Classroom Set Up		
Computers PC	2,000*16	32,000
Tables	1300*16	20,800
Chairs	70*16	1,120
Internet	600*12	7,200
Resources (Curriculum & Library)	13,000	13,000
Sub Total		74,120
Program Costs		
Marketing & Promotion	5,000*3	15,000
Employer Engagement	1,000*3	3,000
Community Info Sessions	2,000*3	6,000
Start-up Costs	15,000	15,000
Program support expenses	10,000	10,000
Sub Total		49,000
TOTAL		\$636,550



EMPLOYEE WORKPLACE SURVEY

Position held: _____

Instructions:

1. Read the statements in each section.
2. Check the box that corresponds to whether or not this task is used at work.
3. If a task was missed under the appropriate category, please write the task in the notes section under each section.
4. Please list the tasks in order of frequency with 1 being the most used task and 8 being the least completed task.

Section 1: Reading

Tasks (Clerks)	Yes	No	N/A	Order of Frequency
Read notes or memos with information about new products or procedures, price changes, new services, administrative matters, upcoming sales promotions or special events.				
Read company catalogues to find descriptions of items and ordering information.				
Consult manuals for information on procedures, such as how to refund money or give discounts.				
Read government publications regarding the handling of food and food safety.				
Read customer service and computer manuals to clarify procedures for working with specific types of orders.				
Read notes that have been left by the manager about food specials or staffing changes.				
Read brochures and short reports related to safety and union matters.				
Read letters from suppliers with information about products or price changes to pass this information on to customers.				

Additional Tasks:



Section 2: Document Use

Tasks (Clerks)	Yes	No	N/A	Order of Frequency
Read price tags, bills, cash register displays or account statements to determine the amount due.				
Read brand labels and compare them to promotional flyers or coupons to determine if the product is on sale.				
Consult lists, such as lists of product names and their prices, stock numbers and quantities.				
Fill in administrative records such as time cards, production report forms, time sheets or daily report sheets.				
Consult work schedules and enter the times they begin and end their daily shift.				
Complete forms, such as charge slips, cheque cashing forms, rain checks, credit slips or payment slips. May also complete daily cash out sheets, deposit sheets, deposit envelopes or charge control sheets.				
Fill in tables for payroll summary and inventory sheets. Complete holiday request forms and termination forms.				
Complete forms to transfer stock between stores or to return unsold merchandise				
Fill in "action required" forms in response to customer complaints.				
Complete refund, repair and order forms.				
Plot information on a graph, for example, to show the volume and subject matter of telephone calls and customer visits.				

Additional Notes:



Section 3: Writing

Tasks (Clerks)	Yes	No	N/A	Order of Frequency
Fill in order forms for supplies or merchandise.				
Write reminder notes to themselves about tasks which must be completed.				
Write a daily log listing all items in stock or recording the types of calls received and the subject of complaints.				
Write notes to supervisors to update them on activities or to seek clarification of policies.				
Write notes to inform other staff. These may be memos, brief notes jotted on a board or entries written in a journal to convey information to people on the next shift.				
Complete forms.				
Write letters or accident reports for compensation claims.				
Write brief notes to record and explain customers' complaints.				
Write incident reports about difficult customers or missed delivery dates.				
Write letters to customers to resolve complaints.				

Additional Notes:



Section 4: Numeracy

Tasks (Clerks)	Yes	No	N/A	Order of Frequency
Receive cash, make change and credit payments.				
Total bills by entering amounts in a cash register or calculator, receive payments and make change.				
Plan the ordering and stocking of products, considering how much of each product is already on hand and how much will be needed in the coming weeks.				
Handle U.S. currency and use an exchange rate chart or a calculator.				
Total cash and credit-card transactions and compare these totals with cash register receipts. Enter the results in financial records, reporting cash surpluses or shortfalls.				
Calculate discount prices and taxes.				
Weigh produce and convert between kilograms and pounds for customers.				
Record and monitor hours worked, noting break times and payment for breaks that were not taken due to workload. Calculate overtime worked.				
Count stock, such as lottery tickets, and subtract this figure from the previous count to calculate sales.				
Estimate prices for customers, such as the price of foods sold by weight.				
Use graphs to compare performance data over a period of time.				
Estimate by sight the number of forms on the shelf when it is time to reorder supplies.				
Make calculations using a pen and paper				
Make calculations using a calculator.				
Make calculations using a computer				

Additional Notes:



Section 5: Oral Communication

Tasks (Clerks)	Yes	No	N/A	Order of Frequency
Listen to customers describe their needs and respond to customer inquiries about products, services, their bill, hours of operation or where particular products or services can be found.				
Handle complaints from dissatisfied customers.				
Greet customers, tell them the total of their bill.				
Take phone messages and use an intercom to page co-workers.				
Listen to public address system announcements for information.				
Participate in periodic staff meetings.				
Speak with suppliers to receive information about products or to trace lost orders.				
discuss changes in service policy with supervisors.				
Interact with supervisor, receiving instructions or information, informing their supervisor of problems, such as running sort of change, and discussing how the shift is going.				
Communicate with co-workers to co-ordinate schedules and tasks.				
Talk to co-workers to request and provide information on prices, codes or procedures and to co-ordinate schedules and tasks.				
Give customers unwelcome information, such as that their cheque will not be accepted, their credit-card transaction was not approved, a requested item is out of stock or a refund will not be issued.				

Additional Notes:



Section 5: Oral Communication

Tasks (Clerks)	Yes	No	N/A	Order of Frequency
Listen to customers describe their needs and respond to customer inquiries about products, services, their bill, hours of operation or where particular products or services can be found.				
Handle complaints from dissatisfied customers.				
Greet customers, tell them the total of their bill.				
Take phone messages and use an intercom to page co-workers.				
Listen to public address system announcements for information.				
Participate in periodic staff meetings.				
Speak with suppliers to receive information about products or to trace lost orders.				
discuss changes in service policy with supervisors.				
Interact with supervisor, receiving instructions or information, informing their supervisor of problems, such as running sort of change, and discussing how the shift is going.				
Communicate with co-workers to co-ordinate schedules and tasks.				
Talk to co-workers to request and provide information on prices, codes or procedures and to co-ordinate schedules and tasks.				
Give customers unwelcome information, such as that their cheque will not be accepted, their credit-card transaction was not approved, a requested item is out of stock or a refund will not be issued.				

Additional Notes:



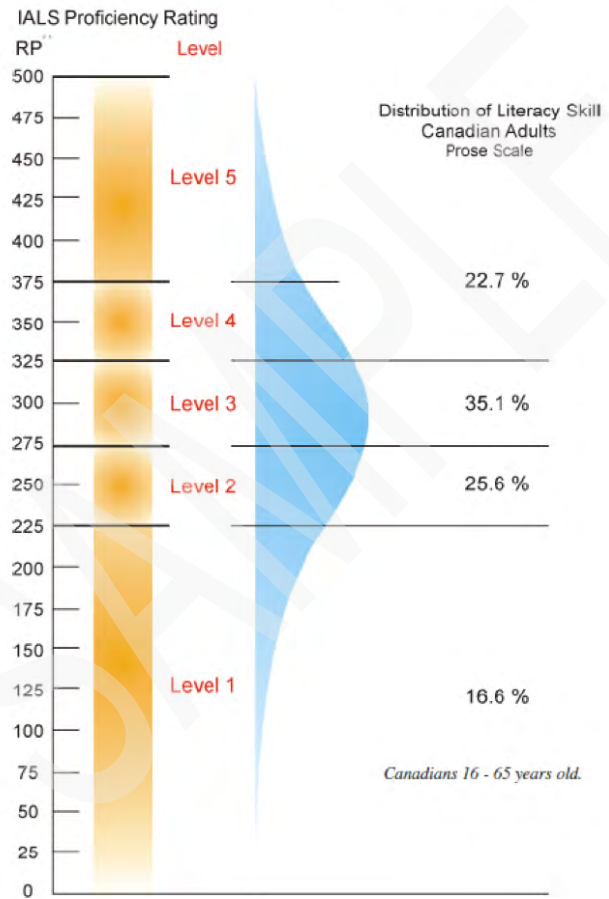
Section 7: Working with others

Tasks (Clerks)	Yes	No	N/A	Order of Frequency
Participate in formal discussions about work processes or product improvement.				
Have opportunities to make suggestions on improving work processes.				
Monitor the work performance of others.				
Inform other workers or demonstrate to them how tasks are performed.				
Orient new employees.				
Assign routine tasks to other workers.				
Deal with other workers' grievances or complaints.				
Identify training that is required by, or would be useful for, other workers.				

Additional Notes:



DISTRIBUTION OF LITERACY



SAMPLE FLYER

ACCESS
ESSENTIAL SKILLS for ABORIGINAL FUTURES
 In partnership with
Pacific Ropes™
 ACCESS THROUGH INNOVATION

Rope Access Program
 May 16 – June 30, 2016

ELIGIBILITY

- Aboriginal ancestry and able to work in Canada
- At imminent risk of homelessness
- Have a referral from an ACCESS Employment Counsellor

JOB REQUIREMENTS

In this industry staff members are required to be:

- Requires a healthy respect for safety at height and a commitment to best practice and safety above all else
- Must have **No fear of heights**
- Punctual, reliable and hard working
- In good physical condition

CERTIFICATES:

- Society of Professional Rope Access Technicians (SPRAT) Certification
- First Aid level 1
- WHMIS

FURTHER INFORMATION

ACCESS EAS #110-1607 E. Hastings Street Vancouver, BCTel: 604 251-7955
 ACCESS ACE 390 Main Street Vancouver, BCTel: 604 687-7480
 ACCESS ATEC 10757 – 138th Street Surrey, BCTel: 778-395-0385

ESAF is located at: #201- 681 Columbia New Westminster, BC V3M 0A9 Tel: 604 521-5929

Funded by:



SAMPLE IS4S CONTENT RUBRIC

WRITING	ADAPTABILITY	READING
Journaling	Essential Skills Intro	Wokini
Poem	Self-Assessment	Reading Books
Writing Essays	Learning styles	Acronyms
Book Reports	Learning Strategies	Vocabulary
Program Evaluations x 3	Staying the course	Spelling
Self-Assessment	Career exploring day & Intro	Grammar
TOWES	Career exploring and laddering	Self-Assessment
Resume Writing	ESI DVD	Location Strategy
Cover letter writing	Training and careers	ES reading Intro
DIGITAL SKILLS	CREATIVITY & INNOVATION	CULTURAL IDENTITY
Google Platform	Essential Skills Online	Culture Research
Zoom	Authentic Documents	Sharing Circle
Self-Assessment	Plato	Billy Mills Video
Emailing Basics	Self-Assessment	Cultural Presentations
PowerPoint Lesson	TOWES	Assignment
Computer lessons	Location Strategy for DU	Story Telling
Computer Assessment	ES doc use intro	
Keyboard Assessment		
Micro Soft Office Suite		

1



SAMPLE IS4S CONTENT RUBRIC

NUMERACY	LIFE SKILLS/PERSONAL MGT	TRADES SPECIFIC
WESA Learning Plan	Self-Esteem	
ES Self-Assessment	Change Management	
Metric/Imperial Conversion	Envisioning Your Future	
Measurement for cooking	Overcoming Fear	
WESA	Work Life balance	
Location Strategy for Numeracy	Wheel of Life	
COMMUNICATION	COLLABORATION	PROBLEM SOLVING
Intro to OC	Personality Types	TOWES
Delivering Great Presentations	Conflict Resolution	Values
Talking Circles	Team Building -TEAMWORK	Board Games
Voice Level I	Storming, Forming & Norming	Self-Assessment
Feedback Model	Conflict Resolution	Goal Setting
Self-Assessment	Boundaries	Thinking Skills Intro
Classroom Presentations	Team Intros and rules	Decision Making
Formal Speeches	Self-Assessment	Time Management
Listening Skills	Group Norms	Job Task Planning
Communication Skills	Anger Management	Problem Solving
Assertiveness	Assumptions and Biases	Action Planning
Negotiation skills	Work Life Values	Brain Teasers
Interviews	Emotional Intelligence	Take a leaf Leave a leaf
	Accountability & Commitment	
	Networking	

2



SAMPLE TRAINING WISH LIST	
AUTHENTIC DOCUMENT, OTHER WORKPLACE MATERIALS AND SUPPORT WISHLIST	COMMENTS
Availability of trainers to come on site to provide training	
Basic numeracy requirements (metric vs. imperial)	
Company culture; expectations regarding product know.	
Contact information for company trainers	
Customer Service	
Description of training style and content (formal, informal)	
Document Use: common signs, symbols, charts, maps, etc.	
Employee manuals, company policies and guidelines	
Employee orientation guide and other supporting material	
Employee training materials	
Employer expectations	
Examples of what an employee may need to write on the job	
Flyers, posters, promotional/display information for ESAF	
Food Safety/Handling	

1



SAMPLE TRAINING WISH LIST	
AUTHENTIC DOCUMENT, OTHER WORKPLACE MATERIALS AND SUPPORT WISHLIST	COMMENTS
If unionized, some information regarding the union	
Interview process and tips	
Job Descriptions	
Job Titles	
List of popular acronyms (around 30)	
List of popular vocabulary typical to the job	
On line certificate programs (ladders safety, fall prevention)	
Personal hygiene and dress code	
Popular product knowledge information (information sheets)	
Product Code lists	
Safety material	
Scenarios for common errors	
Standard certificate training that would be helpful	
Touring options	
Typical forms, charts, graphs (AWDs)	
Use of computers (cash register, inventory capture devices)	

2



ABC ORGANIZATION - EMPLOYER SURVEY

In order to help us determine your needs and gain information that can be used for our program's success, it would be appreciated if you could complete this survey. Once completed, please send it back to the Essential Skills Office either by fax to 604.521.5931 or email esafadmin@buildingfuturestoday.com at your earliest convenience.

- 1 What are the core values you look for in a prospective employee?

- 2 Are there any employee skill gaps that have impacted your organization that would be worthwhile to address in the ESAF program?

- 3 What are your expectations/desired outcomes of the ESAF program?

- 4 What will the partnership look like to ABC? In what ways do you see ABC contributing?

- 5 a) Can our ESAF team complete a tour of ABC and observe the job tasks of each position?
 1 2 3 4 5 (1 being least likely and 5 being most likely)
 b) Could we videotape some aspects of this tour? *Yes / Possibly / No*



ABC ORGANIZATION - EMPLOYER SURVEY

- 6 a) Do you have the capacity to potentially hire 15 clients after the completion of the ESAF program?
 1 2 3 4 5 (1 being least likely and 5 being most likely)
 b) Are you willing to hire clients who have obtained desired skill levels at any stage of our program?
 - 7 Briefly describe the hiring process that ABC implements and the usual timeline of when this usually occurs.

 - 8 Please complete the following table and highlight the job positions currently in demand for employees by ABC.
- | Job Title | No. of Positions currently available | Wage Scale |
|-------------------------|--------------------------------------|------------|
| Courtesy Clerk | | |
| Cashier | | |
| General Clerk | | |
| Bakery Production Clerk | | |
| Meat Production Clerk | | |
| Meat Wrapper | | |
| Seafood Clerk | | |
| Deli Clerk | | |
| Gas Bar Attendant | | |
| Starbucks Baristas | | |
- 9 a) Do employees receive job-specific training once hired? Check all that apply.
 ___ Always
 ___ Dependent upon the job position
 ___ Never
 ___ Only if needed by a particular client
 b) Can the ESAF team have access to workplace documents and training material that is used for each particular job position? *Yes / Possibly / No*



EMPLOYER ENGAGEMENT STRATEGY CHECKLIST		
SOURCES PROSPECT	PERSON RESPONSIBLE	REMARKS
1	Makes initial marketing strategy phone cold calls	
2	Network industry referrals	
3	Research personal contacts inventory	
4	Identify resources that will help me meet my objectives.	
5	Web research industry sites	
6	Web research specific company sites	
7	Web research industry trends	
8	Study business Magazines	
9	Read employment newspapers	
10	Make a list of the people you already know who can help.	
DEVELOPS & CULTIVATES EMPLOYER RELATIONSHIPS	PERSON RESPONSIBLE	REMARKS
1	Network, both formal and informal	
2	Develop personal connections	
3	Identify designated HR decision-makers.	
4	Build relationships intentionally	
5	Reach decision maker	
6	Cultivate goodwill	
7	Have clear intentions	
8	Encourage candid conversations	
9	I collaborate with my project partners.	
10	Define your message	
11	Coordinator makes initial sales call.	
12	Inform Employer (on ISET & Funder) of expectations	
13	Employer and Coordinator establish a shared program vision.	
14	Employer and Coordinator secure verbal agreement – set up 2nd presentation meeting	
15	Listens generously	

1



EMPLOYER ENGAGEMENT STRATEGY CHECKLIST		
IS4S TEAM GUIDES EMPLOYER PARTNERSHIP.	PERSON RESPONSIBLE	REMARKS
1	Prepare Executive brief for Employer meeting (know your audience)	
2	Team plans presentation	
3	Choose and clarify pertinent roles.	
4	Know your designated piece of the presentation.	
5	Arrive prepared	
6	Decide on which team members will attend 2nd Employer meeting.	
7	Clarify & commit to program dates & Employer's level of involvement.	
8	Adapt practices for exploring a variety of perspectives.	
9	Solidify a date for the next meeting.	
10	Assess employer needs/expectations.	
11	Listen generously	
COHORT PLANNING BY IS4S TEAM	PERSON RESPONSIBLE	REMARKS
1	Create calendar	
2	Design schedule	
3	Agree to guest trainers.	
4	Identify Areas of Accountability	
5	Identify program contributions	
6	Identify employer contributions	
7	Discuss effective delivery	
8	Identify point persons	
9	Discuss fiscal responsibilities	
PARTNERSHIP / TRAINING FOCUS	PERSON RESPONSIBLE	REMARKS
1	Establish relationship with employer's HR & Training Departments	
2	Identify in-house trainer.	
3	Confirm dates for host participation.	
4	Set training objectives	
5	Coordinate meticulously	
6	Confirm trainer dates (Industry Certificates)	
7	Identify graduation participation	
8	Create evaluation and reporting structures.	
9	Embrace uncertainty	
10	Be resilient. Anticipate	

2



EMPLOYER ENGAGEMENT STRATEGY CHECKLIST		
MARKETING TRAINING PROGRAM	PERSON RESPONSIBLE	REMARKS
1 Design brochures		
2 Ensure all stakeholders have signed off on marketing materials		
3 Distribute to recruiting partners.		
4 Invite feedback		
5 Be open to requested changes.		
6 Adopt Feedback		
7 Distribute brochures		
PROGRAM ACTIVITIES COMMENCE	PERSON RESPONSIBLE	REMARKS
1 ISET commits to an 8 - 12 week communication plan with the employer partner and offers coaching and support opportunities for the clients, maintaining strong positive relationships		

3



SAMPLE MEMORANDUM OF UNDERSTANDING (MOU)
<p>THIS PARTNERSHIP is made on the ___ day of _____</p> <p>Between: Aboriginal Community Career Employment Services Society (ACCESS) And: <u>Employer Partner</u></p> <p>Recognizing the mutual benefits to be gained through a co-operative program promoting Essential Skills activities and employment; the goal of this Memorandum of Understanding (MOU) is to confirm the partnership between the above parties as well as to outline the agreements between the parties with regards to the ACCESS Essential Skills for Aboriginal Futures (ESAF) program.</p> <p>This Memorandum of Understanding establishes an Essential Skills training partnership between ACCESS and <u>The Employer</u>.</p> <p>I. VISION Our vision is to deliver an innovative Essential Skills program to the community through Employer Partnerships and customized training that supports employment success and retention.</p> <p>II. BACKGROUNDS <u>Company Background</u> <u>Employer Background and purpose</u></p> <p>III. PURPOSE AND SCOPE The purpose of this MOU is to facilitate and promote a partnership in cooperation between <u>Company</u> NAME and <u>The employer</u> using specific entry level employment requirements, Essential Skills and other relevant specific information to develop targeted training to enhance program participant success of potential employment and retention within <u>The Employer</u></p> <p>IV. FURTHER AGREEMENTS</p> <ol style="list-style-type: none"> This document is a Memorandum of Understanding and is not intended to create binding or legal obligations on either party. Each organization is responsible for its own expenses related to this MOU. <p>V. BENEFITS</p> <ol style="list-style-type: none"> The benefits to <u>The Employer</u> are to have a pool of qualified potential future employees with improved workplace Essential Skills which will: <ul style="list-style-type: none"> <input type="checkbox"/> enhance performance, increase efficiency <input type="checkbox"/> better quality staff retention, improved morale, motivation and job satisfaction Learners will benefit from: <ul style="list-style-type: none"> <input type="checkbox"/> Increased foundation skills <input type="checkbox"/> Increased commitment to achieving individual, team and industry goals <input type="checkbox"/> Increased engagement in the workplace <input type="checkbox"/> Knowledge acquisition and application for the workplace
1



SAMPLE MEMORANDUM OF UNDERSTANDING (MOU)

VI. COMMITMENTS

YOUR COMPANY NAME agrees to the following tasks and financial commitments of the 8 -week program in the cash amount of \$xxxx.xx for this MOU:

Our organizations will:

- Develop targeted training curriculum
- Implement an 8-week Essential Skills program
- Provide a post program client support and progress report
- Cover the costs of the following:
 - o Operational Expenses
 - o Client Expenses

The Employer agrees to the following tasks and financial commitments for this MOU:

As an Employer Partner the in-kind contributions for the 8-week program are valued at \$xxxx.xx and commitments include providing Human Resources Staff to oversee and liaise dates, timelines and logistics for the following activities:

- Interviews for up to 16 candidates
 - Potential employment opportunities to successful interviewees
- Curriculum Development Advising - Provide Company Name with outline of jobs, responsibilities and qualifications of the positions, and other relevant information for the purpose of curriculum development prior to commencement of the training
- Classroom Visit and specific employer related training
 - Interview Space and Staffing to conduct interviews

AUTHORIZATION:

The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to reach, to the best of their ability, the objectives stated in the MOU.

Company Name

Date: _____

Name, President and CEO

The Employer Partner

Date: _____

Name, The employer



SAMPLE JOB SHADOWING QUESTIONS

QUESTIONS	COMMENTS
1. How many students in the store location?	
2. What are the areas that can have students for job shadowing?	
3. How long in each area?	
4. How many students at once per area?	
5. Who is going to be in charge of students at each area?	
6. What will they be doing during the job shadow e.g, performing tasks, observation?	
7. What is the dressing requirement for students?	
8. What are the expectations of the students?	
9. Are there any safety concerns to be addressed – waiver?	
10. Is the 13 th or 14 th September possible for job shadowing to take place? Morning or afternoon?	
11. Do students need to bring anything with them?	
12. Can the students rotate between stations?	



ESSENTIAL SKILLS FOR ABORIGINAL FUTURES PROBLEM SOLVING – LESSON PLAN				
Opening: “All life is problem-solving.” Good problem-solving skills are essential for life, work, and learning.			Total Time 90 min White Board and Markers	Time 2 min
Objective: Students will master the art of problem-solving by learning a systematic step-by-step process that will enhance their skills and make them more efficient and confident problem-solvers.				
Pre-Assessment: When did you last have a problem you had to solve? Have you ever had a problem-free day?				5 min
Learning Tasks	Instructor Activities	Learner Activities	Resources	Time
Problem-solving Self-assessment Exercise	The instructor hands out a self-assessment and gives instructions on how to complete it. The instructor asks 1 or 2 volunteers to give feedback on the activity.	Students read instructions and check the response for each statement indicating how they would likely respond in similar situations. Two students share their experiences with the class.	“My problem- solving quiz” Handout.	10
Problem-Solving in Action.	The instructor presents a video featuring a bicycle mechanic at work facing a problem that is now prompting him to contemplate quitting, yet he loves his job.	Students watch the video and then discuss the questions on the handout. One member then presents a summary of ideas that were explored. (Rate Aaron’s skills)	Smart Aaron video.	20 mins
What is Problem Solving?	Lecture: Problem-solving			10 mins



ESSENTIAL SKILLS FOR ABORIGINAL FUTURES PROBLEM SOLVING – LESSON PLAN				
	<p>The Skills: Identifying, analyzing, proposing solutions, making decisions, monitoring, and applying lessons learned.</p> <p>Prompt students to contribute to the list of skills. Problem-solving vs Solution finding mindset.</p>	<p>Students listen and take notes. Participate in brainstorming. Answer plenary questions.</p>	<p>PowerPoint</p> <p>Handouts</p>	
8-Steps of effective Problem-solving	<p>There are many problem-solving techniques and steps that can be effective, but some of the most commonly recommended ones are:</p> <ol style="list-style-type: none"> 1. Define the problem. 2. Gather information. 3. Analyze the information. 4. Brainstorm solutions. 5. Evaluate solutions. 6. Choose a solution. 7. Implement the solution. 8. Evaluate the results. 			10 mins
Hands in the Clay – Applying my Problem-Solving Skills	<p>Students are given an opportunity to apply and practice the above processes in their respective groups. The instructor distributes six different scenarios.</p> <p>Group presentations</p>	<p>Students use the 8-step process to find solutions and help solve the selected problem.</p>		30 mins
Post Assessment: Write down one thing you will take away from this class today and post it on the large blue Post-it note at the back of the class.				2 mins
Summary: It's important to note that different problems may require different problem-solving techniques, and there is no one-size-fits-all approach. It's essential to remain flexible and adapt your problem-solving strategy to suit the specific problem you're facing. Keep practicing until this process becomes more natural to you!				1 min



SAMPLE SCHEDULE

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
ICBC	24-Oct-22	25-Oct-22	26-Oct-22	27-Oct-22	28-Oct-22
9:00 - 10:15	Program Overview/ICBC	SOI Assessment	WESA Assessment	Personality Dimensions	Math Intro
10:15-10:30	Break	SOI Assessment	WESA Assessment	Break	Break
10:30-12:00	Group Norms/Job Description	SOI Assessment	WESA Assessment	Personality Dimensions	Math Intro
12:00-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-02:00	Essential Skills Intro	Core Values ICBC/Team Building Activity	R L1 - Scanning/Loc. Strategies	Cultural Fridays/Intro to PowerPoint	W L1 - Lists/Lists Order
2:00 - 2:15	Break	Break	Break	Break	
2:15 - 3:30	SOI/Laptop Set-up	Team Build. Activity/WESA Prep	Typing Intro/Data Entry/Sign	Cultural Fridays Intro - PowerPoint	2:30 Off

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
ICBC	31-Oct-22	1-Nov-22	2-Nov-22	3-Nov-22	4-Nov-22
9:00 -10:15	Resume ICBC Specific	Resume ICBC Specific	ICBC Website Links Mission/ Values	Com - Giving/Receiving Feedback	Brain Gym/SOI Workbook
10:15-10:30	Break	Break	Break	Break	Break
10:30-12:00	C & I - Goal Setting	Adapt - Self-Esteem	PS - Critical Thinking Skills	Collab - Work Ethic	Typing/Data Entry Practice
12:00-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-2:00	Numeracy-Addition/Subtraction	Numeracy - Multiplication	Numeracy - Division	Numeracy - Worksheets	Resume 1st Draft/Cultural Friday
2:00 - 2:15	Break	Break	Break	Break	
2:15 - 3:30	Typing/Data entry - ES books	Typing/Data entry - ES books	Typing/Data entry - ES books	Typing/Data entry - ES books	

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
ICBC	7-Nov-22	8-Nov-22	9-Nov-22	10-Nov-22	11-Nov-22
9:00 -10:15	Behavioral Interview Star Method	Microsoft Word Workshop	SITE VISIT	Debrief Visit/Cover Letter Lesson	Remembrance Day
10:15-10:30	Break	Break		Break	
10:30- 12:00	Write Star Responses to Resume	Microsoft Word Workshop		Behavioral Interview /Star Practice	
12:00-12:45	Lunch	Lunch		Lunch	
12:45-2:00	Numeracy	Microsoft Word Workshop		Behavioral Interview /Star Practice	
2:00 - 2:15	Break	Break		Break	
2:15 - 3:30	Typing/Data entry - ES books	Microsoft Word Workshop		Typing/Data entry - ES books	



SAMPLE SCHEDULE

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
ICBC	14-Nov-22	15-Nov-22	16-Nov-22	17-Nov-22	18-Nov-22
9:00-10:15	Data Entry/Typing/Brain Gym	Typing Practice	Typing Practice	Typing Practice	Cultural Friday - Drum Making Workshop
10:15 - 10:30	Break	Break	Break	Break	
10:30 - 12:00	Numeracy	Microsoft Excel Workshop	Numeracy	Microsoft Excel Workshop	
12:00 - 12:45	Lunch	Lunch	Lunch	Lunch	
12:45 - 2:00	PS - Successful Study Habits	Microsoft Excel Workshop	Writing - Note Taking	Microsoft Excel Workshop	
2:00 - 2:15	Break	Break	Break	Break	
2:15 - 3:30	PS - Time Management	Microsoft Excel Workshop	Digital - File Management	Microsoft Excel Workshop	
Week 5	Monday	Tuesday	Wednesday	Thursday	Friday
ICBC	21-Nov-22	22-Nov-22	23-Nov-22	24-Nov-22	25-Nov-22
9:00-10:15	Typing Practice	Typing Practice	Typing Practice	Office Closed	Typing Practice
10:15 - 10:30	Break	Break	Break		Break
10:30 - 12:00	Numeracy	Numeracy	Numeracy		C & I - Multitasking
12:00 - 12:45	Lunch	Lunch	Lunch		Lunch
12:45 - 2:00	Collab - Professionalism	Reading-Tables/Location Strategies	W - Entry Forms/Acronyms		PP Dry Run
2:00 - 2:15	Break	Break	Break		Off 2:30
2:15 - 3:30	Digital - Handling Confidential Info	Digital - Email Etiquette	Writing - Record Keeping Skills		
Week 6	Monday	Tuesday	Wednesday	Thursday	Friday
ICBC	Nov 28,2022	Nov 28,2023	Nov 28,2024	1-Dec-22	2-Dec-22
9:00-10:15	Typing Practice	Typing Practice	Typing Practice	Typing Practice	Office Closed
10:15 -10:30	Break	Break	Break	Break	
10:30 -12:00	Numeracy	Numeracy	Numeracy	Numeracy	
12:00 - 12:45	Lunch	Lunch	Lunch	Lunch	
12:45 - 2:00	R - IBC Workplace Policies/Procedures	Adapt - Adaptability	Collab - Working With Others	Collab - Diversity	
2:00 - 2:15	Break	Break	Break	Break	
2:15 - 3:30	Com - Observation Skills	Adapt - Setting Boundaries	Com - Conflict Management	Adapt - Work/Life Balance	



SAMPLE SCHEDULE

Week 7	Monday	Tuesday	Wednesday	Thursday	Friday
ICBC	5-Dec-22	6-Dec-22	7-Dec-22	8-Dec-22	9-Dec-22
9:00-10:15	Post-WESA Assessment	Typing Practice	Typing Practice	PowerPoint Prep	Dress for Success Appointments
10:15 -10:30	Break	Break	Break	Break	
10:30 -12:00	Post-WESA Assessment	Com - Telephone Etiquette	Com - Telephone Etiquette	Cultural PowerPoint Presentation	
12:00 -12:45	Lunch	Lunch	Lunch	Lunch	
12:45 -2:00	A - Accountability/Leader. Skills	Com - Interview Skills	Com - Interview Skills	Cultural PowerPoint Presentation	
2:00 - 2:15	Break	Break	Break	Break	
2:15 - 3:30	Com - Active Listening Skills	Com - Mock Interview	Com Mock Interview	Cultural PowerPoint Presentation	

Week 8	Monday	Tuesday	Wednesday	Thursday	Friday
ICBC	12-Dec-22	13-Dec-22	14-Dec-22	15-Dec-22	16-Dec-22
9:00-10:15	Interview with ICBC at ESAF				Grad
10:15 -10:30					
10:30 -12:00					
12:00 -12:45					
12:45 -2:00					
2:00 - 2:15					
2:15 - 3:30					

APPENDIX



DATA COLLECTION TOOLS FOR CLIENT SUITABILITY				
BACKGROUND CAREER PROFILE				
Full Name:				
	FIRST	INITIAL	LAST	
Address:				
STREET/BOX #				
Band Name/Nation:				
No. of Dependents:			Advisor's Name:	
(under 18 yrs)				
Work Experience: (last three years)				
1. Position:		Company Name:		
How long employed:		Reason for leaving:		
2. Position:		Company Name:		
How long employed:		Reason for leaving:		
3. Position:		Company Name:		
How long employed:		Reason for leaving:		
Education: (last three years)				
1. Name of Training:				
How long was the training?		Did you complete it?		No
What type of Certificate did you receive?				
2. Name of Training:				
How long was the training?		Did you complete it?		No
What type of Certificate did you receive?				
3. Name of Training:				
How long was the training?		Did you complete it?		No
What type of Certificate did you receive?				
Personal Questions:				
Who is your support in your career journey?				
How does this training fit into your life plan?				
What has prevented you from being where you should be today?				



DATA COLLECTION TOOLS FOR CLIENT SUITABILITY	
APPLICATION RATIONALE	
PROGRAM NAME _____	
Name: _____	Date: _____
1. What are your reasons for wanting to be accepted into the IS4S Program?	

2. How will the IS4S program benefit you?	

3. What is preventing you from applying todirectly without the Essential Skills program?	



SAMPLE ASSESSMENT CONSIDERATION

Assessments Considerations:



ASSESSMENTS PROVIDE THE STARTING POINT FOR INTERVENTIONS – CAREER SUITABILITY



USE THEM TO IDENTIFY LEARNER'S GAPS – HERE AND NOW



ACT AS A **GUIDE** TO IDENTIFY AND DEVELOP ONE'S ESSENTIAL SKILLS



THEY ASSESS ONLY TRANSFERABLE WORKPLACE SKILLS COMMON TO ALL CANADIAN JOBS



THEY ARE NOT A TEST OF INTELLIGENCE BUT OF TASK PERFORMANCE



USED CAUTIOUSLY/PROFESSIONAL – BUY IN FROM CLIENT, DEBRIEF, ET



ESSENTIAL SKILLS/SKILLS FOR SUCCESS RESOURCES & TOOLS

What Are Skills for Success?

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/what-essential-skills.html>
<https://www.canada.ca/en/employment-social-development.html>

OSS Website

<https://www.canada.ca/en/employment-social-development/programs/essential-skills.html>

How Others are Using Essential Skills/Skills for Success

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/other-usage.html#h2.1-h3.1>

Videos

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/video.html>
<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/video.html>
<https://www.canada.ca/content/dam/esdc-edsc/videos/services/jobs/training/initiatives/skills-success/video-en.mp4>

Tools, Assessments and Training Support

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools.html>
<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools.html>

Job Enhancement

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/job-enhancement.html>
<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools/job-enhancement.html>

Success Stories: Literacy and Essential Skills

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/stories.html>

Informal Assessments

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/online-indicator.html>
<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools/online-indicator.html>



ESSENTIAL SKILLS/SKILLS FOR SUCCESS RESOURCES & TOOLS

Skills for Success Get Started Guide:

<https://sfs-tools.ca/get-started-guide/>

Essential Skills Indicators

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/online-indicator.html>

Vocabulary Building Workbooks

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/vocabulary.html>
<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools/vocabulary.html>

Oral Communication Tips

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/oral-communication.html>

Essential Skills Profiles

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles.html>

Workbooks

<https://www.skillscompetencescanada.com/en/essential-skills/resources/>
<https://www.skillscompetencescanada.com/en/program/skills-for-success/>
<https://www.skillscompetencescanada.com/en/resources-downloads/>
<https://yourskillsforsuccess.com/workbook/numeracy/>
<https://yourskillsforsuccess.com/workbook/creativity-and-innovation/>
<https://yourskillsforsuccess.com/workbook/communication/>
<https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/guide.html>

Soft Skills Lesson Plans

<https://upskillsforwork.ca/resources-2/>

Indigenous Skills for Success Journey:

<https://www.douglascollege.ca/programs-courses/training-group/indigenous-skills-for-success>

