

ACCESS Essential Skills for Aboriginal Futures (ESAF)

Essential Skill Program or Initiative Elements	Description	
1. Title of Initiative	ACCESS Essential Skills for Aboriginal Futures (ESAF)	
2. Delivery Organization (Name) <ul style="list-style-type: none"> • Sector <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Not for Profit <input checked="" type="checkbox"/> First Nations, Métis, Inuit <input type="checkbox"/> Business <input type="checkbox"/> Other (specify) 		
3. Contact Details	Cori Thunderchild, Director 735 Carnarvon, New Westminster BC V3M 1E6 604-521-5929	
4. Website or Other Information Source	Accessfutures.com	
5. Funder(s) <ul style="list-style-type: none"> • Amount of funding 	Human Resources and Skills Development Skills and Partnership Fund Metro Vancouver Urban Aboriginal Strategy Not disclosed	
6. Other Partners involved		
Métis Nation of BC (MNBC)	In- Kind contribution - Collaborate on ideas for the project – refer clients	Collaborate on ideas for the project Refer clients
Sto:lo Aboriginal Skills and Employment Training	Collaborations on common initiatives	Refer Clients
Employer Partners <ul style="list-style-type: none"> • Safeway • Fortis BC • CN Rail • Canadian Pacific Rail • BC Ferries • BC Housing • TD Bank • Atira – Women’s Resource Society • City of Vancouver • City of Surrey • Surrey Public Library • Vancouver Parks and Recreation • Vancouver Public Library • City of Vancouver 311 Centre • Hastings Race Course • Vancouver Olympic Committee • 2010 Olympics Aboriginal Pavilion • Friendship Catering 	In-kind contribution	<ul style="list-style-type: none"> • Provide interviews and potential job placement • Input on development of training curriculum and provide clients with mentoring and support on the job • Provide authentic workplace documents to develop curriculum
Service Delivery Partners	Collaborate on training initiatives where ESAF provides	Collaborative and inclusion of Essential Skills initiatives

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	<ul style="list-style-type: none"> BladeRunners ACCESS Trades ATEC (Aboriginal Training and Employment Cooperative) 	Essential Skills component	
7. Third Party Contractors involved			
	Name	Role	Responsibilities
	Justice institute	Facilitation	Provide specialized training in Communication and Conflict Resolution
	Cultural consultants	Facilitators	Provide specialized cultural training/components of program
	Specialized trainers	Training and facilitation	Provide training in specialized skills such as computers, call centre training, first aid, customer service, whatever is required based on training needs of clients
8. Location (Name of city, community, etc.)		New Westminster (providing services to the Greater Vancouver Regional District)	
9. <ul style="list-style-type: none"> Location Type 		<input checked="" type="checkbox"/> Urban <input type="checkbox"/> Rural <input type="checkbox"/> Fly-in (accessible only by air) <input type="checkbox"/> First Nations, Métis, Inuit community <input type="checkbox"/> Prison <input type="checkbox"/> Other:	
<ul style="list-style-type: none"> Scope of Program MNBC brought in candidates from other parts of the province. We share the model nationally and share the curriculum provincially.		<input checked="" type="checkbox"/> National (Share program model nationally) <input checked="" type="checkbox"/> Provincial/territorial (share curriculum provincially) <input checked="" type="checkbox"/> Local- deliver program locally <input type="checkbox"/> Special interest group (in-house program)	
10. Target Audience <ul style="list-style-type: none"> Age 		<input checked="" type="checkbox"/> Youth (15-25) (+16) <input checked="" type="checkbox"/> Adult <input type="checkbox"/> Other (specify):	
<ul style="list-style-type: none"> Gender 		<input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input type="checkbox"/> Other (Specify):	
<ul style="list-style-type: none"> Group 		<input checked="" type="checkbox"/> First Nations <input checked="" type="checkbox"/> Inuit <input checked="" type="checkbox"/> Métis	
11. Participant Eligibility Criteria:		Aboriginal and able to work in Canada	
12. Year Program/Initiative Started		2006	
13. Year Program/Initiative Ended <ul style="list-style-type: none"> Why did the program end? 		Program is on-going (dependent on continued funding)	
14. Description of Initiative <ul style="list-style-type: none"> Overview 			
		Our vision is to deliver an innovative Essential Skills program to the Aboriginal Community through employer partnerships and customized training that supports employment & training success and retention	

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	<p>ESAF programs are developed for Aboriginal client learning styles and rooted in Essential Skills.</p> <p>The Project has 4 phases:</p> <p>Phase 1: Collaboration with Employers</p> <ul style="list-style-type: none"> • Form a partnership with an employer • Develop curriculum and learning modules specific to the job position <p>Phase 2: Connection to the community</p> <ul style="list-style-type: none"> • Targeting clientele interested in employment positions offered • Participants discover Essential Skills level by taking TOWES <p>Phase 3: Culture of Learning</p> <ul style="list-style-type: none"> • Participants supported through one to one and group based instruction in accordance with their individually assessed needs • Essential Skills development to the job position offered, therefore job ready <p>Phase 4: Continuous learning</p> <ul style="list-style-type: none"> • Participant supported through one-to-one and group-based instruction in accordance with individually assessed needs <p>A continuous learning plan is developed to ensure progress and success with their career goal. ESAF curriculum is culturally enhanced and has a holistic impact on each learner. Learners gain: higher level thinking skills, self-esteem and confidence, satisfaction with the learning experience, higher achievement goals; leading to improved employment/training options. As a result learners are better equipped to: compete in the labour market, transition through change within their jobs and respond to employment/training demands.</p>
<ul style="list-style-type: none"> • Topics covered 	<p>UNITS COVERED:</p> <ul style="list-style-type: none"> • Essential Skills – Reading, Writing, Document Use, Numeracy, Thinking Skills, Working With Others, Computer Use, Oral Communication, Continuous Learning • Continuous Learning plans • Journals - Writing Exercises • Computer Skills Training and Practice • Team Building and Teamwork Exercises • Presentations and Public Speaking • Cultural Component: Research and Presentations, Cultural Activities and Speakers • Industry research, specific to employer and career choice • Authentic Workplace Documents • Knowledge of corporate language and terminology - Understanding Workplace Etiquette and

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	Corporate Culture <ul style="list-style-type: none"> • Certifications as per Employer prerequisite for example: First Aid, Food Safety Slip and Trip • TOWES pre and post testing • Resume, cover letters and interview skills Accountability • Circle of Courage • Time Management • Work/Life Balance • Self-Awareness • Benefits of Employment • Sensory Integration • Portfolio Development • Resume • Test of Workplace Essential Skills (TOWES) Plato and Essential Skills Online • Prep for GED and BC Drivers written Exam
<ul style="list-style-type: none"> • Duration of program (# of sessions) 	8 -12 week programs
<ul style="list-style-type: none"> • length of each session 	Pending on lesson plan
15. Number of times offered per year	4 - 6
16. Number of participants per intake	14 -16
17. Completion rate (%)	90 %
18. Which Essential Skills are covered (check all that are covered)	<input checked="" type="checkbox"/> Reading Text <input checked="" type="checkbox"/> Document Use <input checked="" type="checkbox"/> Numeracy <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Oral Communication <input checked="" type="checkbox"/> Working with Others <input checked="" type="checkbox"/> Thinking Skills <input checked="" type="checkbox"/> Computer Use <input checked="" type="checkbox"/> Continuous Learning
19. Main Objectives	<ul style="list-style-type: none"> • Employment and Training • Enhanced self-sufficiency through Essential Skills enhancement • Provide follow-up support • The overall aim of this program is to provide participants with specific and customized training that will support employment success and retention
20. Does the program include special emphasis on: (check all that apply)	<input checked="" type="checkbox"/> Culture <input type="checkbox"/> Language <input type="checkbox"/> Tradition
21. Type of Intervention: (Check more than one if applicable)	<input checked="" type="checkbox"/> Awareness Building <input checked="" type="checkbox"/> Assessment of skills <input checked="" type="checkbox"/> Development of Learning Plan <input checked="" type="checkbox"/> Training or Skill Development <input checked="" type="checkbox"/> Tool Development (develop curriculum) <input type="checkbox"/> Other:

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22. Type of delivery approach: (check all that apply)	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar, discussion <input checked="" type="checkbox"/> Personal reflection-awareness training <input checked="" type="checkbox"/> Project/Theme Based <input checked="" type="checkbox"/> Skill practice by participants in sessions <input checked="" type="checkbox"/> Skill practice by participants in work place <input checked="" type="checkbox"/> Interview/consultation with stakeholders <input type="checkbox"/> Other:
23. Staff/Practitioner Training and Background	<ul style="list-style-type: none"> • Adult Education • Employment Counselling/Career Development Practitioner, Job Club Facilitation • Guiding Circles Facilitator Certification • PLATO Facilitator Certification • Essential Skills Practitioner • Life Skills, Drug and Alcohol Counselling • BA Communications • BA Engineering
24. Tools and Resources Used to Implement program (e.g., assessment tools, video tapes of practice, etc.)	<ul style="list-style-type: none"> • PLATO - Bow Valley ES On-line; • Skill Plan manuals, authentic work place documents, in-house curriculum and own in house training videos • TOWES assessments • Appropriate Career Development and Career Planning formal assessments (e.g. SDS, Career Cruising –etc.)
25. Difficulties or Barriers encountered	Securing Ongoing Funding
26. Monitoring and Evaluation Mechanisms. Please provide details on how you assess the following:	
<ul style="list-style-type: none"> • Achieving general program goals 	<ul style="list-style-type: none"> • A Final Project Evaluation (external) • The Program Evaluation will consider all portions of the project, and will include a detailed project summary of results, activities, and recommendations for improvement. Interviews with staff, clients, partners and employers. • Mid-term evaluation by the student of the program • Management provided yearly Evaluation of staff • Summative evaluation at the end of program (external)
<ul style="list-style-type: none"> • Tracking program adherence by participants 	<ul style="list-style-type: none"> • Client evaluations and assessments – pre and post Towes • Client skills testing throughout program – marked by instructors • ESAF ETC program participation
<ul style="list-style-type: none"> • Tracking program adherence by Staff 	<ul style="list-style-type: none"> • Feedback surveys with staff, clients, partners and employers • in house staff evaluations done yearly
<ul style="list-style-type: none"> • Assessing participant skill attainment 	<ul style="list-style-type: none"> • Pre and Post TOWES • Mini- tests/quizzes throughout program • Facilitator observation of participants • Participant testimonials

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<ul style="list-style-type: none"> Assessing participant knowledge acquisition and ongoing Evaluations of learning assessments 	<ul style="list-style-type: none"> Pre and Post TOWES Mini- tests/quizzes throughout program Facilitator observation of participants Participant testimonials
<ul style="list-style-type: none"> Assessing changes in participant attitudes 	Instructor Observation of participants
<ul style="list-style-type: none"> Program Impact including key results or outcomes 	Post program employment and training stats (completion rates, number of participants hired, number of participants continuing with on-going training, number of participants referred back to case manager)
27. Lesson Learned	<ul style="list-style-type: none"> Try out ideas Be creative and don't hang onto what does not work Be flexible in the moment Be resourceful Adapt to group and its needs
28. Reporting (what and to whom)	<p>Quarterly to the ACCESS Board –on program activities, number of intakes, number of participants, completion rate, progress regarding targets' goals related to organizations' 5 year plan</p> <p>Quarterly to Service Canada- financial, activities, program progress and milestones, client statistics</p>