

Northern Aboriginal Training for Employment Program- NATEP

Essential Skill Program or Initiative Elements	Description												
1. Title of Initiative	Northern Aboriginal Training for Employment Program- NATEP												
2. Delivery Organization (Name) Sector <input checked="" type="checkbox"/> Not for Profit <input type="checkbox"/> First Nations, Métis, Inuit <input type="checkbox"/> Business <input type="checkbox"/> Other (specify)	<p>North East Native Advancing Society (NANAS) has been in operation since 1990 and continues to work on shaping the framework to meet the goals and aspirations of the Aboriginal clientele in the north east region of British Columbia.</p> <p>As a registered Private Career Training Institutions Agency (PCTIA) in BC, NENAS strives to deliver quality, relevant and effective Workplace Essential and Industry Specific Skill development in conjunction with Personal Development and Career Exploration as well as industry related safety certification to the Aboriginal population in northern BC. In addition to these outcomes, NENAS also provides academic upgrading and pre-college preparation along with drug and alcohol testing for industry safety regulations.</p> <p>In keeping with proven “Best Practices” it has been evident that the incorporation of Aboriginal content, holistic teachings, as well as utilizing local First Nations staff has ensured students are more successful in obtaining their training goals.</p>												
3. Contact Details	Audrey Sam, Executive Director (250)785-0887 asam@nenas.org												
4. Website or Other Information Source	www.nenas.org												
5. Funder(s) • Amount of funding	Labour Market Agreement - HRSDC Not disclosed												
6. Other Partners involved -													
	<table border="1"> <thead> <tr> <th>Partner name</th> <th>Role</th> <th>Responsibilities</th> </tr> </thead> <tbody> <tr> <td>Various NEBC Large Industry Partners ex: Shell Canada, TransCanada Pipeline, Anglo American, Talisman, Flint Energy</td> <td>In – kind & Cash Contributors</td> <td>Depending on scope and size of initiative may partner in donation alone, or actively consult or advise on project.</td> </tr> <tr> <td>Various surrounding First Nation Communities and other non-profit organizations:</td> <td>In – kind & Cash Contributors</td> <td>Depending on initiative can be involved in an Advisory Capacity or have active participation in the Initiative, such as Employer or play an active part in delivery of services.</td> </tr> <tr> <td>Various Local Northern Employers</td> <td>In – kind & Cash Contributors</td> <td>Mainly partnering by employing students during work experiences or by taking on apprentices. May donate small monetary contributions to specific programs and or projects</td> </tr> </tbody> </table>	Partner name	Role	Responsibilities	Various NEBC Large Industry Partners ex: Shell Canada, TransCanada Pipeline, Anglo American, Talisman, Flint Energy	In – kind & Cash Contributors	Depending on scope and size of initiative may partner in donation alone, or actively consult or advise on project.	Various surrounding First Nation Communities and other non-profit organizations:	In – kind & Cash Contributors	Depending on initiative can be involved in an Advisory Capacity or have active participation in the Initiative, such as Employer or play an active part in delivery of services.	Various Local Northern Employers	In – kind & Cash Contributors	Mainly partnering by employing students during work experiences or by taking on apprentices. May donate small monetary contributions to specific programs and or projects
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	Local Educational Institutes	Colleges & Universities	Certified Training
	Local Safety Training Institutes	Provide additional training if NENAS cannot provide it	Certified Training
	Regional Educational or Training Institutes	Provide training not available in our area	Certified Training
8.	<p>Location (Name of city, community, etc.)</p> <p><u>Urban Centers Service Area</u></p> <p>Fort St John Dawson Creek Chetwynd Tumbler Ridge Fort Nelson</p> <p><u>First Nation Communities Service Area</u></p> <p>Blueberry River First Nations Daylu Dena (Lower Post) Doig River First Nations Halfway River First Nation Prophet River First Nation Saulteau First Nation Fort Nelson First Nation West Moberly First Nation</p>	<p>Main office located in Fort St. John, BC Satellite office in Fort Nelson, BC Training center in Fort St. John, BC Deliver Services to all urban centers, as well as on-site to all First Nations Communities.</p>	
9.	<ul style="list-style-type: none"> Location Type <p>The area extends from Kelly Lake in the south, to Chetwynd in the west, the Yukon border in the North and the Alberta border in the East. The closest First Nation community serviced by NENAS is Doig River, which is a 50 minute drive northeast of Fort St. John. The furthest First Nation community is located in Lower Post (Daylu Dena Council) which is approximately a 10-12 hour drive northwest of Fort St. John. There is no direct air service to Lower Post or to the closest urban centre of Watson Lake, Yukon.</p>	<input checked="" type="checkbox"/> Urban <input checked="" type="checkbox"/> Rural <input type="checkbox"/> Fly-in (accessible only by air) <input checked="" type="checkbox"/> First Nations, Métis, Inuit community <input type="checkbox"/> Prison <input type="checkbox"/> Other:	
	<ul style="list-style-type: none"> Scope of Program 	<input type="checkbox"/> National <input checked="" type="checkbox"/> Provincial/territorial <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Special interest group (in-house program)	
10.	<p>Target Audience</p> <ul style="list-style-type: none"> Age <p>All ages</p>	<input checked="" type="checkbox"/> Youth (15-25) <input checked="" type="checkbox"/> Adult <input type="checkbox"/> Other (specify): We service all ages	
	<ul style="list-style-type: none"> Gender <p>Both</p>	<input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input type="checkbox"/> Other (Specify):	
	<ul style="list-style-type: none"> Group <p>All groups</p>	<input checked="" type="checkbox"/> First Nations <input checked="" type="checkbox"/> Inuit <input checked="" type="checkbox"/> Métis	

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11. Participant Eligibility Criteria:	<ul style="list-style-type: none"> • Multi-Barriered clientele • Between the ages 18—65 • Willing to participate in the program to overcome employment barriers • Not attending school • Not E.I. eligible • Have not received Employment Insurance (EI) in the past 3 yrs • Have not received parental EI in the past 5 yrs • First Nations Status or Non-Status, Métis or Inuit • Residents of British Columbia
12. Year Program/Initiative Started	April 2010
13. Year Program/Initiative Ended <ul style="list-style-type: none"> • Why did the program end? 	Funding Ended September 2011 Received additional funds October 2012 to deliver a shortened version. Currently running a 10 week in class training – 6 month work experience Aboriginal Training for Employment Program (ATEP)
14. Description of Initiative <ul style="list-style-type: none"> • Overview 	The NATEP program for multi-barriered clients was comprised of a 3 month in-class training session which included an assisted job search component followed by a 6 month paid work experience.
<ul style="list-style-type: none"> • Topics covered 	<p>In every program the foundational personal development courses, which include: Effective Communications, Self-confidence, Problem Solving and Relationship Building Skills, are taught. Curriculum is then determined on student/group needs, organization requests and/or employer or labour market needs.</p> <p>Using this strategy we have had great success with the number of students completing the program. Generally we combine personal development, workplace Essential Skills training and career exploration. The program can also be tailored to identified target groups, including: multi-barriered, semi or skilled, gender, age, pre-college or trades training preparation, etc.</p> <p>We use Aboriginal material and content including: traditional learning/information sharing strategies such as Sharing Circles, Elder Talks, Celebration Ceremonies, Medicine Wheel etc.... throughout the course and employ Aboriginal Facilitators.</p> <p>Students are also asked to complete a reflective journal/scrapbook throughout their in-class training.</p>
<ul style="list-style-type: none"> • Duration of program (# of sessions) 	18 months
<ul style="list-style-type: none"> • length of each session 	3 month followed by a paid 6 month work experience
15. Number of times offered per year	4
16. Number of participants per intake	12

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17. Completion rate (%)	Our success rate sits at 80%. Majority of students who complete their work experience stay on with their placement companies and many move into more skilled or senior positions while 9% have moved into further post-secondary or trades programs.
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	Assisting Multi-barriered client into long-term employment
20. Does the program include special emphasis on: (check all that apply)	<input checked="" type="checkbox"/> Culture <input type="checkbox"/> Language <input checked="" type="checkbox"/> Tradition Aboriginal Content is included throughout the program: <ul style="list-style-type: none"> • Elder facilitated sharing circles each week • “Teach the Teacher” assignment in which students have to orally present a lesson on personal cultural/family tradition (There is a written and art component to this project as well)
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 <input checked="" type="checkbox"/> Other: Training & Return to Work Action Plans
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 checked="" type="checkbox"/> Other: Hands on Cooperative Learning, use of 21 century technology & communications (computers, smart board, video conferencing, webinars, iPhones, etc.), Workplace visits
23. Staff/Practitioner Training and Background	All certified Aboriginal staff: Teacher & Career Practitioner Life Skills & Drug and Alcohol Awareness Facilitator
24. Tools and Resources Used to Implement program (e.g., assessment tools, video tapes of practice, etc.)	Assessment tools used but are not limited to: <ul style="list-style-type: none"> • ITA Essential Skill Assessment: Assists people prepare for success in the first two levels of

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	<p>technical training during their apprenticeship. It focuses on Essential Skills including: reading, math and document use. This assessment will provide a realistic look at the skills needed for the job. (Developed by ITA, Government of Canada & British Columbia)</p> <ul style="list-style-type: none"> • CAAT Testing – Canadian Adult Achievement Test • PLATO Learning – an on-line upgrading program which assists students’ in completing their Dogwood or transitioning into Post-Secondary studies. Students can complete their GED studies, prepare for CAT testing, or upgrade specific individual academic areas which can assist them in obtaining their employment goals in a quick and effective manner. (Developed by Eskilon Learning Solutions) • Essential Skills Self-Assessment for the Trades: Excellence in Everything We Do Series – Skills and Employment Office of Literacy and Essential Skills (Developed by Human Resources and Skills Development of Canada) • Aboriginal Teachings through: Sharing Circles, Elder Guiding Circles, completion and/or honour ceremonies • Apprenticeship Development Toolkit - (Developed in partnership with the Canadian Government) • CAREERInsite Planning: Career planning is the lifelong process of thinking about your values, needs and preferences, exploring life, work and learning options available to you, ensuring that your work reflects your personal priorities, adjusting your plans to manage the realities of the work world. (Developed by Government of Alberta) • Guiding Circles - Aboriginal guide to creating a fulfilling career path. This self-exploration package combines traditional teachings with contemporary career development exercises to help Aboriginal youth realize their true career potential. (Developed by Aboriginal Human Resource Council and Human Resources and Skills Canada) • Sparking Interest – Discover Trades Options and Opportunities (Developed by Ministry Of Education and ITA) • Barriers to Employment Success Inventory (BESI) – Just Works Publishing
25. Difficulties or Barriers encountered	<p>Programs do not run long enough; the program should be extended beyond 18 – 24 months. Employers, students, First Nations Communities and Industry just learn about or become familiar with the program when it has nearly finished. We then have to wait and re-apply for further or</p>

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	<p>new program funding. Programs that are based on best practices and have proven to be successful should run continually so instructors and staff can “somewhat perfect” the program and their delivery of outcomes. Instructors and program developers are always in a learning curve with short programming. Not fair to students or employer and industry who are utilizing the programs to fill labour needs.</p>
<p>26. Monitoring and Evaluation Mechanisms. Please provide details on how you assess the following: Client monitoring and management strategies are as follows:</p> <ul style="list-style-type: none"> • Reporting: NENAS uses the Accountability Resource Management (National database) System (ARMS) which is in compliance with HRSDC policies. • Will provide monthly, yearly and project end activity and financial reports as set out by the service delivery agreement • Student files are managed by program staff and will be maintained at NENAS head office when student has completed their training program. NENAS has security clearance and authorization from Service Canada to establish employment insurance status (AroLink system). NENAS has developed a working relationship with the Ministry of Housing and Social Development that allows for placing social benefit recipients into training and allowing them to continue to receive their benefits. • Monitoring – Conducted using the above described ARM system. Follow-up times will depend on student Individual Education Plans (IEPs) and Individual Training Plans (ITPs). Various communication strategies will be used to accommodate student and employers. • Conduct on-site monitoring visit with all sub-contractors and interview participants on the job at the worksite and document the results. • Program, course and instructor evaluations are conducted periodically as well as at the end of each intake. Program and instructor are given evaluation forms during and at the end of their in class portion as well as during and at the end of their work experience. All students are asked to write their own success story. 	
<ul style="list-style-type: none"> • Achieving general program goals 	<ul style="list-style-type: none"> • Track number of participants who move into employment or further education/skills training. Follow up times dependent on student Individual Education Plans (IEPs) and Individual Training Plans (ITPs). • Conduct on-site monitoring visit with all sub-contractors and interview Participants on the job at the worksite and document the results.
<ul style="list-style-type: none"> • Tracking program adherence by participants 	<p>See above in accordance to our ASETS agreement to report participant progress through ARMS</p>
<ul style="list-style-type: none"> • Tracking program adherence by Staff 	<ul style="list-style-type: none"> • Program Coordinator ensures program adherence who then reports to Executive Director. • Program, course and instructor evaluations are conducted periodically, as well as at the end of each intake. • Program and instructor are given evaluation forms during and at the end of their in-class portion, as well as during and at the end of their work experience.
<ul style="list-style-type: none"> • Assessing participant skill attainment 	<ul style="list-style-type: none"> • Monitor participant progress through Individual Education Plans (IEPs) and Individual Training Plans (ITPs) • The ability to obtain and maintain employment for

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	their 6 month work experience
<ul style="list-style-type: none"> Assessing participant knowledge acquisition 	Pre and post-test for academic results
<ul style="list-style-type: none"> Assessing changes in participant attitudes 	<ul style="list-style-type: none"> Client self-assessments, as well as confirmation statements from Friends, Family & Employer comments completed through Guiding Circles and other similar assessment tools. All students are asked to write their own success story.
<ul style="list-style-type: none"> Program Impact including key results or outcomes 	<ul style="list-style-type: none"> In addition to helping labour shortage in the area, these types of courses are life changing for clients and families. Once completed the program participants have the option of moving into the Trades Training program. NEATT (North East Aboriginal Trades Training) Having the accessibility to these types of laddering programs within the same organization again increases the success of students. Having support (in a variety of ways) throughout obtaining their trade journeyman can take up to 4 years and can be challenging for both the employers and apprentices. Support can be in many forms including: financial support for training, obtaining a position under a journeyman, obtaining hours, ITA registration and paperwork, obtaining tools or PPE etc.
27. Lesson Learned	<p>These sometimes change depending on the program. Most common themes include: students require more upgrading, workplace Essential Skill building, computer/communications training, as well as addiction awareness/prevention development.</p> <p>Program length should reflect the amount of support clients need to ensure success.</p>
28. Reporting (what and to whom)	Program Monitoring consists of Monthly Activity & Financial Reports, Year End and Project End reporting to HRSDC