

NABE (Northern Adult Basic Education) Program

Essential Skill Program or Initiative Elements		Description	
1. Title of Initiative	NABE (Northern Adult Basic Education) Program		
2. Delivery Organization (Name)	Yukon College in Partnership with Yukon First Nations		
<ul style="list-style-type: none"> • Sector <ul style="list-style-type: none"> <input type="checkbox"/> Not for Profit <input checked="" type="checkbox"/> First Nations, Métis, Inuit <input type="checkbox"/> Business <input checked="" type="checkbox"/> Other (specify) Post-Secondary Institutions 			
3. Contact Details	Erica Bourdon 867-456-8641		
4. Website or Other Information Source	Website: http://www.yukoncollege.yk.ca/ Tsouthwick@yukoncollege.yk.ca		
5. Funder(s)	CanNor (Canadian Northern Economic Development Agency)		
<ul style="list-style-type: none"> • Amount of funding 	\$ 4,591,587.00 (over 5 years 2011-2016)		
6. Other Partners involved			
	Partner name	Role	Responsibilities
	First Nations Partners		
	Selkirk First Nation	Financial Support for community's program participants Advisory Role	To ensure course curriculum and objectives meet the needs of the community members/students (needs analysis), over-seeing course activities including program application, orientation and graduation, ensuring community members are provided educational tuition and possible training allowances.
	Kluane First Nation	Financial Support for community's program participants Advisory Role	Same as above
	Cacross Tagish First Nation	Financial Support for community's program participants Advisory Role	Same as above
	Champagne and Aishihik First Nation	Financial Support/project support for community's program participants Advisory Role	To ensure course curriculum and objectives meet the needs of the community members/students (needs analysis), over-seeing course actives including program application, orientation and graduation, ensuring community members are provided educational tuition and possible training allowances, provide feedback and direction on course final project (i.e. Walking Tour Brochure)
	First Nation of Nacho Nyak Dun	Financial Support for community's program	Same as above

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		participants Advisory Role	
Little Salmon Carmacks First Nation		Financial Support for community's program participants Advisory Role	Same as above
White River First Nation		Financial Support for community's program participants Advisory Role	Same as above
Teslin Tlingit Council		Financial Support for community's program participants Advisory Role	Same as above
Tr'ondek Hwech'in First Nation		Financial Support for community's program participants Advisory Role	Same as above
Ta'an Kwach'an Council		Financial Support for community's program participants Advisory Role	Same as above
Nihtat Gwich'in Council		Financial Support for community's program participants Advisory Role	Same as above
Gwichya Gwich'in Council		Financial Support for community's program participants Advisory Role	Same as above
Ehdiitat Gwich'in Council		Financial Support for community's program participants Advisory Role	Same as above
Industry and Other Partners			
Wolverine Mines		Volunteer Interested Employer In-kind contribution	Working with courses to ensure skill elements meet industry standards, providing additional training, orientation to potential worksites, free tours and resources
Minto Mines		Volunteer Interested Employer In-kind contribution	Working with courses to ensure skill elements meet standards, providing additional training, orientation to potential worksites, free tours and resources
Yukon Wildland Fire		Volunteer Interested Employer In-kind contribution	Providing equipment for practical training, providing scenarios and case studies and company tour
Village of Haines Junction		Interested Community/Employer In-kind contribution	Providing volunteer support, resources and information, use of trails

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	Parks Canada	Sharing information/resources In-kind contribution	Providing support and informational resources
	Ducks Unlimited	Sharing information/resources In-kind contribution	Providing support and informational resources
	RCMP	Sharing equipment In-kind contribution	Providing snow machine for classroom use
7. Third Party Contractors involved			
	Name	Role	Responsibilities
	Yukon College Community Education Department	Service Provider: Training	Provide Industry Certification Training to Adult Basic Education (ABE) Programs including: <ul style="list-style-type: none"> • First Aid • Wilderness First Aid • WHMIS • Fall Arrest • Confined Space • TDG (Transport of Dangerous Goods) • Food Safe • B.A.R.S. (Safe Preparation of Drinks)
	St. John's Ambulance	Service Provider: Training	Basic First Aid Training
	Yukon Learn	Service Provider: Training	Computer Literacy Training
	Main Street Driving School	Service Provider: Training	Driver Training as needed
8.	Location (Name of city, community, etc.)		Whitehorse First Nations communities and surrounding First Nations communities: Program is offered on-site in territorial communities including the use of mobile facilities.
9.	<ul style="list-style-type: none"> • Yukon Territory (Whitehorse and surrounding communities) • Whitehorse; Old Crow; Dawson City; Mayo; Pelly Crossing, Ross River, Faro, Carmacks, Haines Junction, Beaver Creek, Burwash Landing, Watson Lake, Carcross, Tagish, Teslin • Developed a course which will be offered at Whitehouse Correctional Centre in Fall 2013 	<input checked="" type="checkbox"/> Urban <input checked="" type="checkbox"/> Rural <input checked="" type="checkbox"/> Fly-in (accessible only by air) <input checked="" type="checkbox"/> First Nations, Métis, Inuit community <input checked="" type="checkbox"/> Prison <input checked="" type="checkbox"/> Other: Mobile Training Units	
	<ul style="list-style-type: none"> • Scope of Program Sharing materials with Nunavut Arctic College and Aurora College Yukon College hosting an ABE Symposium (Fall 2013) including ABE and Skills Educators from Nunavut, NWT and possibly Alaska and Labrador	<input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> Provincial/territorial <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Special interest group (in-house program)- Whitehorse Correctional Centre	

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10. Target Audience <ul style="list-style-type: none"> • Age 	<input checked="" type="checkbox"/> Youth (15-25) +18 <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 Sharing curriculum with Nunavut and NWT	<input checked="" type="checkbox"/> First Nations <input checked="" type="checkbox"/> Inuit <input checked="" type="checkbox"/> Métis
11. Participant Eligibility Criteria:	Must be 18 years of age or older, must be seeking skill/workplace training, must meet basic student requirements as set in Yukon College Student handbook.
12. Year Program/Initiative Started	November 2011
13. Year Program/Initiative Ended <ul style="list-style-type: none"> • Why did the program end? 	Will end in March 2016 Funding allowances will cease at this time.
14. Description of Initiative <ul style="list-style-type: none"> • Overview 	<p>Northern Adult Basic Education Program: The Canadian Northern Economic Development Agency (CanNor) is investing over \$4.2 million over four years to enhance adult basic education programming in the Yukon. The program will be delivered by Yukon College.</p> <p>Yukon College works in partnership with relevant stakeholders in the Yukon including First Nation governments, the local French association, literacy service providers, and employers to introduce programming and build capacity that will significantly improve the literacy and employability skills of Yukoners.</p> <p>With a strong emphasis on rural programming, each of the projects is designed to uniquely respond to the social and economic realities of the region in which it takes place.</p> <p>Development: Each of the Yukon's fourteen First Nations' education directors or employment training officers reviewed the scope of the project and identified priorities based on immediate and emerging social and economic needs of their governments. They identified the overall goal and measure of success at the end of the five year project: to see a decrease in the number of citizens, particularly young men, applying for or relying on Social Assistance.</p> <p>The First Nations identified the following initiatives to be incorporated in the project:</p> <ul style="list-style-type: none"> • inclusion of Life Skills in ABE programming • creation of a student success course that deals with individual learning barriers • Additional skills for employment that reflect the local labor market and interests of the community • Review and revise some college preparation programming to enhance community access and

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	<p>student retention</p> <ul style="list-style-type: none"> • Culturally relevant assessments <p>A framework for the project based on priorities identified by Yukon’s First Nations was created outlining 5 key areas of project concentration</p> <ul style="list-style-type: none"> • Assessment and PLAR • Life Skills • Case Management • Skills for Employment • College Preparation <p>Highlighting these 5 key areas, the NABE project began working with communities in developing course ideas. Course delivery began in the Fall 2012.</p> <p>Community Needs Assessment: Following the pilot stage of delivery additional community needs assessments asking basic questions on community needs, economic needs and general course/educational interests was done in each First Nations communities. The findings are being used to develop an accurate 3-year plan for ABE initiatives needed for a particular community.</p> <p>Delivery: Training is community-based and provided on-site in the community. If training facilities are not available the college provides mobile training units. In the case of computer training the College provides a mobile computer lab with 20 laptops.</p> <p>Sustainability: NABE has created sustainable approaches to the project by:</p> <ul style="list-style-type: none"> • Ensuring investment on behalf of potential employers and First Nations prior to course (pilot)delivery • Involving key skilled people within the community either in instructing the program or aiding in program development or delivery: (i.e. work in partnership with the instructor of the program as mentor/mentee.) After course completion, this local community member could then lead a future course. • After the initial pilot course, communities invest financially for the delivery in the program. NABE only provides materials and curricula • Communities pay tuition and possible training allowances to their attending community members as well as support attendance. • In years 3-5 of project, communities will take over the role of initiating life skills, qualitative assessment of participants, and goal setting with participants, helping to create pathways for

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<ul style="list-style-type: none"> • Topics covered <p>Training programs (courses) developed under Northern Adult Basic Education Program funding include Trades Exploration (Carpentry, Electrical, Plumbing, Oil Burner), Outdoor Power Equipment Technician, Food Security, Cultural Arts, Mining, Interpretive Tourism, GED Upgrading, Food Prep, Student Success</p> <p>Program content is tailored to the type of training needed. Program content includes but is not limited to:</p> <ul style="list-style-type: none"> • Community Needs Assessment • Student Needs Assessment • Academic Upgrading as needed • Essential Skills: All nine ES being utilized: Reading, Document Use and Numeracy aligned with Occupational ES requirements are emphasized • Life Skills and Personal Wellness • Cultural Component • Introduction to the Occupation • Occupational – Trade specific skills training • Driver Training • Computer Literacy Training <p>Examples of Programming:</p> <p>Whitehorse: Portfolio and Essential Skills Development - This Essential Skills 15-week program is designed with a unique focus and approach that encourages the personal growth and development of students. Academic skill development in numeracy and literacy is embedded in workplace skills to enhance educational and vocational opportunities. Students will enhance their workplace essential skills through work placements, volunteer placements, and/or specific projects which will be offered based on students' interests and community needs.</p> <p>Watson Lake: Skills for Employment - Mining This program will help develop workplace essential skills through classroom instruction and field trips to numerous Yukon mines. The main goal is to equip students with the skills needed to work in the mining sector and gather the knowledge and basic experience required to be competent, local employees.</p>	<p>students.</p> <p>Each program is unique to community needs: Training Programs being delivered or in development include;</p> <table border="1" data-bbox="824 352 1429 1579"> <thead> <tr> <th data-bbox="824 352 1003 388">Community</th> <th data-bbox="1003 352 1429 388">Program</th> </tr> </thead> <tbody> <tr> <td data-bbox="824 388 1003 457">Carcross</td> <td data-bbox="1003 388 1429 457">Food Sustainability - Essential Skills/Skills for Employment</td> </tr> <tr> <td data-bbox="824 457 1003 493">Carmacks</td> <td data-bbox="1003 457 1429 493">Essential Skills (ES) for Cultural Arts</td> </tr> <tr> <td data-bbox="824 493 1003 529">Dawson</td> <td data-bbox="1003 493 1429 529">ES for Multimedia</td> </tr> <tr> <td data-bbox="824 529 1003 598">Faro</td> <td data-bbox="1003 529 1429 598">Outdoor Power Equipment Maintenance and Repair</td> </tr> <tr> <td data-bbox="824 598 1003 667">Haines Junction</td> <td data-bbox="1003 598 1429 667">ES for Interpretation/Tourism</td> </tr> <tr> <td data-bbox="824 667 1003 739">House of Learning, Old Crow</td> <td data-bbox="1003 667 1429 739">Outdoor Power Equipment Maintenance and Repair</td> </tr> <tr> <td data-bbox="824 739 1003 774">Mayo</td> <td data-bbox="1003 739 1429 774">GED upgrading, College Preparation</td> </tr> <tr> <td data-bbox="824 774 1003 919">Pelly Crossing, House of Learning</td> <td data-bbox="1003 774 1429 919">Trades Exploration – Housing, Skills for Employment</td> </tr> <tr> <td data-bbox="824 919 1003 970">Ross River, Mayo</td> <td data-bbox="1003 919 1429 970">ES and Food Preparation + OFA3</td> </tr> <tr> <td data-bbox="824 970 1003 1087">Carcross</td> <td data-bbox="1003 970 1429 1087">ES for ECD (Early Childhood Development) – Curriculum Development</td> </tr> <tr> <td data-bbox="824 1087 1003 1123">Watson Lake</td> <td data-bbox="1003 1087 1429 1123">Skills for Employment - Mining</td> </tr> <tr> <td data-bbox="824 1123 1003 1192">Whitehorse, Teslin</td> <td data-bbox="1003 1123 1429 1192">Event Planning for Essential Skills</td> </tr> <tr> <td data-bbox="824 1192 1003 1243">Whitehorse</td> <td data-bbox="1003 1192 1429 1243">Student Success Course- College Preparation</td> </tr> <tr> <td data-bbox="824 1243 1003 1312">Whitehorse</td> <td data-bbox="1003 1243 1429 1312">Student Boot Camp- College Preparation</td> </tr> <tr> <td data-bbox="824 1312 1003 1381">Whitehorse</td> <td data-bbox="1003 1312 1429 1381">Radio Broadcasting – Skills for Employment</td> </tr> <tr> <td data-bbox="824 1381 1003 1417">Whitehorse</td> <td data-bbox="1003 1381 1429 1417">Portfolio and ES Development</td> </tr> <tr> <td data-bbox="824 1417 1003 1453">Whitehorse</td> <td data-bbox="1003 1417 1429 1453">Esthetics Course, ES</td> </tr> <tr> <td data-bbox="824 1453 1003 1522">Whitehorse</td> <td data-bbox="1003 1453 1429 1522">Greenhouse Construction, Skills for Employment</td> </tr> <tr> <td data-bbox="824 1522 1003 1579">Whitehorse</td> <td data-bbox="1003 1522 1429 1579">Greenhouse Growers, Skills for Employment</td> </tr> </tbody> </table>	Community	Program	Carcross	Food Sustainability - Essential Skills/Skills for Employment	Carmacks	Essential Skills (ES) for Cultural Arts	Dawson	ES for Multimedia	Faro	Outdoor Power Equipment Maintenance and Repair	Haines Junction	ES for Interpretation/Tourism	House of Learning, Old Crow	Outdoor Power Equipment Maintenance and Repair	Mayo	GED upgrading, College Preparation	Pelly Crossing, House of Learning	Trades Exploration – Housing, Skills for Employment	Ross River, Mayo	ES and Food Preparation + OFA3	Carcross	ES for ECD (Early Childhood Development) – Curriculum Development	Watson Lake	Skills for Employment - Mining	Whitehorse, Teslin	Event Planning for Essential Skills	Whitehorse	Student Success Course- College Preparation	Whitehorse	Student Boot Camp- College Preparation	Whitehorse	Radio Broadcasting – Skills for Employment	Whitehorse	Portfolio and ES Development	Whitehorse	Esthetics Course, ES	Whitehorse	Greenhouse Construction, Skills for Employment	Whitehorse	Greenhouse Growers, Skills for Employment
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(15 weeks)	
<ul style="list-style-type: none"> • Duration of program (# of sessions) 	10-15 training programs (courses) per fiscal year
<ul style="list-style-type: none"> ○ length of each session 	Each program runs between 6-25 weeks each (average 15 weeks)
15. Number of times offered per year	Each training program is offered up to twice a year
16. Number of participants per intake	71 students in total (2012-2013)/ Up to 12 students per course
17. Completion rate (%)	80%
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	<p>The purpose of NABE is to help working-age adult Northerners acquire basic education skills needed to participate in the labour market. The 5 year funding program is intended to build sufficient capacity in the territorial colleges to deliver expanded, improved adult basic education capacity in their respective territories over a fixed period; to help meet the needs of a current adult cohort which has deficits in basic education, including essential workplace skills.</p> <p>The program objective is to improve ABE services and capacity in the territories and their colleges, and to increase the number of working-age adults with basic workplace skills, such as numeracy and literacy needed to increase Northerners' chances of joining the labour market or access vocational training to enter that market.</p> <p>For the purposes of this program adult basic education (ABE) is defined to include education related activities that assist adults in achieving sufficient levels of literacy, numeracy and other Essential Skills required to obtain a job or benefit from occupational training.</p> <p>Funding will be allocated based on ABE need, as determined by each territory's share of working-age Northerners lacking Grade 12 education in the 2006 census (Nunavut 44.5%, the Northwest Territories 37.1%, and Yukon 18.4%).</p> <p>Training programs learning objectives include:</p> <ul style="list-style-type: none"> • Demonstrate improvement in workplace Essential Skills such as safety awareness, reading text, document use, writing, numeracy, oral communications, thinking skills, working with others, computer use and continuous learning • Perform job-related tasks as identified in work

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	<p>placements, volunteer placements and/or specific projects</p> <ul style="list-style-type: none"> • Solve workplace numeracy questions/problems using basic mathematics and science skills • Demonstrate effective literacy skills through reading text, writing and oral communication • Create and organize a vocational and/or personal portfolio
<p>20. Does the program include special emphasis on: (check all that apply)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Culture <input checked="" type="checkbox"/> Language <input type="checkbox"/> Tradition <p>Offers a Cultural Arts Training Course using local art and local crafts- Elders involved in presenting traditional designs and technique</p> <p>Two of the training programs provide a Language Component. Students study their first language in relation to the occupation they are training for.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Cultural Arts cannot be separated for the students First Language- this is an essential aspect of being a Cultural Artist • Training Interpretive Tourism – Knowledge of the land and the language are inseparable <p>Developing an on the Land/Science Exploration and Wildness Management course which will integrate traditional knowledge with current science technologies. Community resource persons will play an essential role – Ex: Elders may be involved in curriculum development and delivery.</p>
<p>21. Type of Intervention: (Check more than one if applicable)</p>	<ul style="list-style-type: none"> <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; Community Assessment protocol – Culturally appropriate Qualitative assessments/surveys for students; all curriculum content/material - <input checked="" type="checkbox"/> Other: Life Skills and Personal Wellness
<p>22. Type of delivery approach: (check all that apply)</p>	<ul style="list-style-type: none"> <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: Training is provided on-site in partnering First Nations Communities; a community member with appropriate skills is mentored by instructor; Workshops for additional safety certification;

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	Sustainability of programming by the community is built into program delivery approach
23. Staff/Practitioner Training and Background	<p>Essential Skills Instruction: Bachelor of Education, ABE Instructional experience (5-10 years), trained in Guiding Circles, Program Advising, and Essential Skills (Douglas College)</p> <p>Course Skills Instruction: Apprenticeship/Journeyman certification, trade experience (5-10 years), some training experience with Adults</p>
24. Tools and Resources Used to Implement program (e.g., assessment tools, video tapes of practice, etc.)	Assessment tools used are charts, handouts and feedback/testing sheets (designed in-house) for both qualitative and quantitative figures; photo- voice journaling, written journaling; specific trade equipments; community supplied housing for work projects; beads, art materials; personal protection equipment; internet searches and videos; engine handbooks, iPads.
25. Difficulties or Barriers encountered	<p>Some of the difficulties in executing this initiative are the following:</p> <ul style="list-style-type: none"> • reduced funding support from some communities (limited resources) • community space (sometimes mobile training units are required) • lack of student numbers at the time of registration (sometimes students are interested but not ready when courses being offered- seasonal on-land activities may overlap or conflict with times programs are being offered) • lack of personal wellness • lack of proper career counselling especially career exploration • have limited time to deliver courses – start and finish dates must happen within fiscal year • housing and travel for instructors hired outside of a community
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"> • Regular student check-in via informal discussions, instructional monitoring during course work (project completion), qualitative chart analysis each week • In conjunction with community consultations, on-going meetings with members of the President's Advisory Committee for First Nations Initiatives (PACFNI) are held quarterly whereby updates on current program developments/offerings are discussed and agreed upon.
<ul style="list-style-type: none"> • Tracking program adherence by participants 	Journaling, weekly personal reponses, completion of smaller assignments/projects, qualitative chart completion, attendance
<ul style="list-style-type: none"> • Tracking program adherence by Staff 	<ul style="list-style-type: none"> • Weekly phone check-ins with staff, completion of weekly projects/tasks by staff, certifications

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	<p>received by students completed, monthly reports from communities, periodic visits to showcase student work.</p> <ul style="list-style-type: none"> • Provide professional development for staff in ES
<ul style="list-style-type: none"> • Assessing participant skill attainment 	<p>Through tactile demonstrations of project creation or task completion, through weekly informal writing/math assessments or activities, through the completion of a student portfolio, through the involvement in community and college activities</p>
<ul style="list-style-type: none"> • Assessing participant knowledge acquisition 	<p>Through the completion of smaller projects/tasks leading to a final class/group project, through journaling, through weekly small discussions, through peer mentorship and demonstrations, through samples of work completed</p>
<ul style="list-style-type: none"> • Assessing changes in participant attitudes 	<p>Completing weekly qualitative ‘attitude’ charts, journaling, photos, attendance, involvement in class discussion, involvement in community activities</p>
<ul style="list-style-type: none"> • Program Impact including key results or outcomes 	<p>Student and instructional feedback post course delivery, course project completion, successful work placements or jobs achieved after course delivery, student portfolio completed, student numbers maintained until course completion</p>
<p>27. Lesson Learned</p>	<p>More planning for curriculum development and course implementation is required (at least a month), additional community support for course/program delivery, more accurate budget guidelines and template for monthly variance reports on community projects, better life skills/case management support within the community for student success.</p>
<p>28. Reporting (what and to whom)</p>	<p>Reporting to CanNor, the funder quarterly (on deliverable and financial statements) and then a summative final report after each fiscal operating year.</p> <p>In conjunction with community consultations, on-going meetings with members of the President’s Advisory Committee for First Nations Initiatives (PACFNI) are held quarterly whereby updates on current program developments/offers are discussed and agreed upon.</p>