

One Arrow

Essential Skill Program or Initiative Elements		Description									
1. Title of Initiative	One Arrow (ESWP project: Essential Skills in the Workplace) To provide pre-employment training for First Nations population										
2. Delivery Organization (Name)	Carlton Trail Regional College (CTRC)										
<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	Lisa Irlbeck irlbeckl@ctrc.sk.ca										
4. Website or Other Information Source											
5. Funder(s)	Ministry of the Economy										
<ul style="list-style-type: none"> • Amount of funding 	\$100,000										
6. Other Partners involved											
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8. Location (Name of city, community, etc.)	Humboldt Saskatchewan and One Arrow First Nations										

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9. • Location Type	<input 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:
• Scope of Program	<input type="checkbox"/> National <input type="checkbox"/> Provincial/territorial <input checked="" type="checkbox"/> Local <input type="checkbox"/> Special interest group (in-house program)
10. Target Audience • Age	<input type="checkbox"/> Youth (15-25) <input checked="" type="checkbox"/> Adult <input type="checkbox"/> Other (specify):
• Gender	<input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input type="checkbox"/> Other (Specify):
• Group	<input checked="" type="checkbox"/> First Nations <input type="checkbox"/> Inuit <input type="checkbox"/> Métis
11. Participant Eligibility Criteria:	Low literacy level; unemployed
12. Year Program/Initiative Started	2010
13. Year Program/Initiative Ended	2011
• Why did the program end?	End of funding for project
14. Description of Initiative • Overview	<p>The Essential Skills in the Workplace One Arrow project provided Essential Skills training and work placement for employment readiness specifically with Ready to Move house-building.</p> <p>A company based out of Saskatoon allowed learners of this project to stay on reserve and build uses for the company, Zak's RTM homes. The learner did not need to leave their home reserve in order to be employable. They constructed the houses from scratch and then moved them onto the site where the homeowner had purchased their land after the inside and outside framing work had been finished. The houses were then completed after they were moved to the proper sites.</p>

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<ul style="list-style-type: none"> Topics covered 	<ul style="list-style-type: none"> Provided safe parenting practices, healthy life style choices, diet and nutrition, online learning, and community plans for a better living environment. Provided Bow Valley Essential Skills curriculum, Circle of Learning, and Grass Roots Press resources. Qualified instructor had a 3 week life skills class, a Personal Plan of Action individually or within a group, and focused on a conflict/communication role playing in workplace. Learners embraced in activities using the “Empowering Your Spirit” resource. Each learner completed a resume and a portfolio of skills using e-portfolio.
<ul style="list-style-type: none"> Duration of program (# of sessions) 	<ul style="list-style-type: none"> Qualified instructor had a 3 week life skills class, a Personal Plan of Action individually or within a group, and focused on conflict/communication role playing in workplace. CTRC has approximately 9 months with the learner in a given academic year. Often times, education becomes the only priority, and as a result success is not achieved. Time spent with the learner can, and should be, seized. In order to effectively educate, the ‘whole’ learner must be addressed. Success of the learner relies on this holistic/integrative case management approach.
<ul style="list-style-type: none"> length of each session 	5.5 hours/day
15. Number of times offered per year	Once in August of 2012
16. Number of participants per intake	30 learners registered
17. Completion rate (%)	<ul style="list-style-type: none"> 12 completed; 4 withdrew for employment; 4 withdrew for education/training; 6 withdrew for personal reasons; and 4 were discontinued. 40% completion rate. Learners did not complete the program but chose to stay and work at their work placement before the program was done. The demand for labourers was very high Employment Outcome: 89% (17 out of 19).
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

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19. Main Objectives	<ul style="list-style-type: none"> • To provide counselling services as required. • To provide suitable project curriculum based on Essential Skills using Bow Valley Curriculum along with the Guiding Circle Curriculum. • To provide work experience that will emphasize cross-cultural awareness for both learners and the community, including: <ul style="list-style-type: none"> ○ Traditional teachings to help foster understanding and acceptance of cultural differences; ○ Job placements that are based on aptitude/interest and career plans; and ○ Coaching and mentoring to develop employment readiness skills prior to employment and continued support during employment.
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 <p>To provide work experience that will emphasize cross-cultural awareness for both learners and the community, including:</p> <ol style="list-style-type: none"> 1. Traditional teachings to help foster understanding and acceptance of cultural differences. 2. Up to 29 days of job shadowing, job mentoring and work experience based on aptitude/interest and career plans. 3. Coaching and mentoring to develop employment readiness skills prior to employment and continued support during employment.
21. Type of Intervention: (Check more than one if applicable)	<input 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 type="checkbox"/> Tool Development <input type="checkbox"/> Other:
22. Type of delivery approach: (check all that apply)	<input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar, discussion <input type="checkbox"/> Personal reflection-awareness training <input 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	Adult Basic Educator (Bachelor of Education) Master in Educational Psychology
24. Tools and Resources Used to Implement program (e.g., assessment tools, video tapes of practice, etc.)	<ul style="list-style-type: none"> • Individualized assessments used were COPES, COPS, and CAPS. This system measures interests and aptitudes of the learner using a team

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	<p>approach to meet learner’s needs. HRSDC assessment tools were also used.</p> <ul style="list-style-type: none"> • Provided formal intake session using the Canadian Adult Achievement Test (CAAT) to place them in the proper programs. Counsellors met with learners testing motivation and purpose of education for each learner. • Each learner completed a resume and a portfolio of skills using e-portfolio. • Each learner gained confidence in their ability to function outside their home. Through role play in the classroom and support of the counsellor and job mentor, while being placed in the work experience the learner realized that they had the ability to succeed within school and the work place. • Each learner completed WHMIS, Safe Food Handling, and First Aid/CPR. • Each learner was given a plan of action on how to deal with outstanding Drivers License issues, some completed the test and some obtained their driver’s license. • Delivered TOWES testing to each individual and employers looked at each potential employee with their own individual TOWES results.
25. Difficulties or Barriers encountered	Attendance issues due to childcare and transportation
26. Monitoring and Evaluation Mechanisms. Please provide details on how you assess the following:	
<ul style="list-style-type: none"> • Achieving general program goals: 	<p>The goals of the program were mapped out every month for the whole program. These goals were placed on a whiteboard in the classroom where the learner could see what was going to be achieved each month and the expectation of the learner was part of this board. The learner was able to see where they needed to be in terms of instructor expectations and because it was outlined and clearly defined the learner was able to celebrate the success of the expectation of the board.</p>
<ul style="list-style-type: none"> • Tracking program adherence by participants: 	<p>The main goal was to create a family of support amongst learners within the classroom. When someone didn’t come to the classroom, learner would go to that person’s house and provide support to those individuals. The learners were made responsible for not just their own success, but the success of the other learners. The learners were the drive behind the retention piece. The attitude of the learners over the course of the program changed and the instructor could clearly see that the learners in the classroom became a family. They supported each other when the learners were lost, but made them accountable for when a learner missed a few classes. They made each other accountable and together they succeeded.</p>
<ul style="list-style-type: none"> • Tracking program adherence by: 	Monthly reports were made by staff on the progression of

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	<p>the program and that of the learners in the program. Meetings were held monthly in order to see what needed to change in the program to make it more successful. Staff made the program fun and encouraged those that stuck with the program. With the support of a counsellors problems were identified early and allowed staff to be proactive in the ways they could helping the learner. The engagement of staff and learners on both skill and personal levels made the learners feel that the classroom was a safe place to come to everyday. These relationships became a life-line of support.</p>
<ul style="list-style-type: none"> Assessing participant skill attainment: 	<p>The use of portfolios was the main objective in assessing skill attainment for the learner. Record keeping and group projects, attitude and attendance also contributed to the skill attainment.</p>
<ul style="list-style-type: none"> Assessing participant knowledge acquisition: 	<p>Learners were engaged in the process along the way. Every learner was given a checklist of tasks they needed to complete every month. The instructors supplied monthly reports to all the learners. The outcomes were listed on the report cards and the learner and instructor had a monthly meeting to discuss the learner’s progress. The learner at all times knew what they needed to improve and what they were successful in at the end of every month. The communication of these tasks was key to the learner’s progress throughout the program.</p>
<ul style="list-style-type: none"> Assessing changes in participant attitudes: 	<p>This is an on-going process and is put in place by the instructors of the project. An initial report is written up by the instructors at the beginning of the project on the learner’s goals and person plans of action are done throughout the program. Based on these goals made by the learner we can judge the willingness of the learner to make these changes in order to be successful. By doing this throughout the program we can see the change in the learner and attitude once they have experienced success in any part of the program.</p>
<ul style="list-style-type: none"> Program Impact including key results or outcomes 	<ul style="list-style-type: none"> Tracked employment and training enrollment outcomes. Number of work placements and completion rates. Employment Outcome: 89% (17 out of 19). 15 work placements: 13 are working but not all at work placements.
<p>27. Lesson Learned</p>	<ul style="list-style-type: none"> Strong partnerships vital to program success. Key components included: Equine Assisted Learning program, having a job coach, essential skills, work placements documents and portfolio documents. Flexibility in the program resulted in better attendance: this program was at night time rather than daytime; and attendance was poor on Fridays so learners agreed to work longer hours the other days and have Fridays off which worked

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	<p>well for the class.</p> <ul style="list-style-type: none"> • CTRC ABE Team has adopted a holistic model/framework which helps meet the learners' needs, identifies gaps in the learners' life, advice on these gaps, and empowers the learner to take charge and make a difference in their own lives. Change takes time but CTRC helps to create this change. • When babysitting and transportation are provided the program is more successful. • CTRC realized the need to do a better job of providing transportation to and from the work place if the learner wants to work in a more urban setting. • It is more effective to pay babysitters directly rather than to the learner – this increases retention of babysitters.
<p>28. Reporting (what and to whom)</p>	<p>Three reports submitted to Ministry of the Economy Individual progress reporting to participants.</p> <p>There is an Initial Report, an Interim report and a final report.</p> <p>The initial report indicates the number of learners assessed for the program and the number accepted into the program. After 3 weeks, attendance is reviewed, participant's reasons for leaving is noted and what interventions the organization put into place to help learners stay in the program are recorded. Formal and informal assessments are reported as well as the assessment tools and processes used.</p> <p>The interim report requires the enrolment update, as well as reporting on status of achieving program objectives. A report on the successes and concerns of the program is also required. A detailed report of work placements is also required.</p> <p>The final report requires summary of recruiting process, intake and assessment process, enrolment update, partnership roles and effectiveness, curriculum and assessment used, Essential Skills addressed in program and overall recommendations for program improvements in future.</p>