

# Active Measures Roll Up Report

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## Acknowledgements

The community stories woven within the following pages, and the important work each Active Measures project undertook would not have been possible without the generous support of Indian and Northern Affairs, the First Nations Social Development Society (FNSDS) and the Active Measures Working Group. Thank you to Andy Butler, Evan Jones, and Michael Sadler for your commitment and dedication to strengthening the Active Measures Initiative.

Thank you to the Active Measures projects leads, community staff and Active Measures participants for being change agents and helping create new memories for Social Development and Active Measures programming across British Columbia.

As we move forward with confidence we are grateful for the guidance and collaborative spirit of our Active Measures team. Over the past four years we have created a solid foundation, however much work remains to be undertaken. Looking into 2011 - 2012 we can envision new successes and large returns on our collective investments. While the Active Measures story of 2011 - 2012 remains to be told we can celebrate our advancements of years past and be proud that we have made significant strides in improving the quality of life with First Nations across British Columbia. We can celebrate our accomplishments in building individuals, families, communities and Nations one person at a time.

In celebrating our past successes it would be remiss to not acknowledge the late Wameesh George Watts. George was a driving force behind the establishment of the FNSDS. He shared a vision for a better quality of life for Aboriginal people. He urged people to become authors of their own destinies and take ownership for getting out of the poverty cycle. He always stressed the importance of education. If he were with us today he would see Active Measures as a means to achieve his vision.

*“There are three kinds of leaders: floaters who do nothing but float around: those who push others down so they can stay afloat themselves: and swimmers. Be the swimmers to gain skills and knowledge and swim for your people...” George Watts*

*September 6, 1945 – May 31<sup>st</sup> 2005*

## **Introduction**

This report is a synthesis of the experiences of 19 Active Measures projects across British Columbia. Urban, Rural, semi-remote, remote and isolated communities were represented, as well as, three off-reserve organizations. While the projects, communities and organizations were unique and diverse, many common themes emerged from their experiences. This report highlights those themes that include: elements of successful programming, barriers to employment and strategic partnerships.

## What is Active Measures?

The Active Measures (AM) initiative is designed to support First Nations moving from a passive income assistance environment towards the job market. It can include skills development, counseling, job searching support etc. The initiative, developed by Indian and Northern Affairs with direction and input from the First Nations Social Development Society (FNSDS), brings Federal, regional (Provincial) and First Nations partners to the table.

For the 2010 -2011 year the budget was approximately 1.2 million. This funded 19 projects with 7 being on Vancouver Island. While the focus of AM is breaking dependency on income assistance, the program is actually much broader than that in scope; it is also intended to respond to unique community needs. For example, one Nation used the funding to respond to the pine beetle infestation in their territory; another used the funding to deliver healing programs etc. Active Measures utilizes a holistic approach and encourages a collaborative environment in which First Nations education, health, and social development workers, along with local ASETS Holders (Aboriginal Skills and Employment Training Strategy) support individuals on their path towards employment.

For the 2010 -2011 year there were over 40 proposals submitted with an ask of 3.1 million. Of the 40 plus proposals 8 were second or third year projects. The 2010 -2011 budget was allocated to 19 BC First Nation communities and organizations for projects and capacity building initiatives that support Active Measures objectives.

Projects targeted development in the areas of youth, literacy, basic skills, service delivery and case management. Active Measures dollars were distributed among urban, rural, remote and isolated First Nations communities across BC. The communities varied in capacity. There have been over 28 projects delivered since 2008. All of them have had a positive impact on the community in which they were delivered.

## Why Now?

As noted in the Active Measures to Improve the Income Assistance Policy Community Dialogue Report 2008, Indian and Northern Affairs Canada (INAC) spends approximately \$1.3 billion annually on social programs for First Nations individuals and families living on reserve. These programs include: Income Assistance (IA), Assisted Living (AL), the National Child Benefit Reinvestment (NCBR) Initiative, First Nations Child and Family Services (FNCFS) and the Family Violence Prevention Program (FVPP). In terms of expenditures, the IA program ranks amongst the highest of the total 54 sub-activities in the INAC activity architecture and in 2006 ranked the 4th highest welfare program in all of Canada.

The Research Study and Report on Active Measures Across Canada with regard to the Income Assistance Program 2007 highlights the gaps between Aboriginal people and the average Canadian stating, "In general, Canadians have certain expectations with regards to health and well-being. Yet the quality of life for Aboriginal people does not compare to that of the average Canadian. Currently, 35 percent of on-reserve residents receive income assistance, while the national average for the rest of Canada is 5.5 percent."

In addition to the financial cost in maintaining the status quo there is a human cost to keeping people stuck in the poverty cycle. Loss of opportunity, poor quality of life, continuation of learned dependency and all the social ills associated with living in poverty will continue to plague Aboriginal people if there is not a collective effort to address root causes of dependency on income assistance.

## Project Priorities

Project priorities for the 2010 -2011 year included; Literacy and Basic Skills, Youth (19 -30 year olds) and Service Delivery and Case Management.

For the 2011- 2012 year there was a total of 19 projects delivered across BC, 15 were with First Nations communities and 4 were with organizations that serve Aboriginals. Of the 4 with Aboriginal organizations 2 were serving inmates. 13 of the 19 projects had a youth component.

## Building Capacity

For the 2010 – 2011 year, a portion of the AM budget was allocated to Capacity Building Initiatives for AM Project Leads. The goal was to build local community capacity that would contribute to the Nation’s human resource inventory. This would reduce both the environmental and financial impacts of bringing outside consultants in to address community needs. By developing skills of local community leaders environmental impacts remain carbon neutral, and there is a cost savings due to eliminating the need to hire outside consultants (often with limited local community knowledge) to deliver training.

This year’s focus included capacity building in financial literacy, essential skills assessment and program delivery and how to utilize the Work Opportunity Program (WOP), Training and Employment Support Initiative (TESI) and Aboriginal Social Assistance Recipient Employment Training Initiative (ASARET). Attendance indicated there was total of 64 participants over the three sessions. Positive feedback was received from the Active Measures Project Leads and Community leaders who were trained.

Training	Delivered	Number of Participants	Outcomes	Recommendations for 2011- 2012
Financial Literacy – Train the Facilitator Training	November 2010 in Partnership with SEDI	22	Approximately 10 sessions have been delivered with Aboriginal Learners since November 2010. 12 of the trained facilitators commit to delivering this	Ideally partners could be sought to fund the Asset Building - “Learn Save” Program that follows the Financial Literacy Program. The Asset Building program matches dollars saved by the learner. It is recommended

			programming on a regular basis.	the Financial Literacy Program continue as it helps learner's manage their finances.
WOP, TESI, ASARET Training	December 2010 In Partnership with the FNSDS. Original request was made to Stolo Nation however they were committed to another engagement.	10	Only 2 of the 10 participants began using WOP as part of their AM projects.  All participants completed evaluation forms and indicated the training was very valuable.	Refer Nation's to Stolo if they require WOP, TESI, and ASARET Training.
Communications And Math Employment Readiness Assessment (CAMERA) and Essential Skills Training	January 2011 & May 2011	16 Participants for Each Session for a Total of 32	All participants received certification to conduct the CAMERA Assessment and facilitate Essential Skills training in their	The CAMERA Assessment provides concrete quantitative data identifying where the learner is on the HRSDC Employment Readiness Scale. This is useful information

			<p>own community. As the approach is asset based and supportive to the learner, pilot results have been extremely positive. Learner outcomes include progression along the employability continuum, transition to Post Secondary and employment.</p>	<p>for our validation of the return on investment for AM funding.</p> <p>Continued support of using this approach is recommended so the data for AM learners can be compiled for the 2011-2012 year.</p>
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## Who Are The Communities That Received Funding?

The BC Region AM projects had representation from urban, rural, semi-remote, remote and isolated First Nation communities. Four urban based organizations who provide services to aboriginal people also received project funding; Corrections Canada, the First Nations Social Development Society (FNSDS), Literacy Victoria and the Prince George Nechako Aboriginal Employment and Training Association (PGNAETA).

Urban and rural communities included:

- Campbell River
- Cowichan
- FNSDS
- Gitksan Government Commission
- Nanaimo
- Penticton
- PGNETA
- Seabird
- Stolo Nation
- Tseshaht
- Tsleil-waututh
- Literacy Victoria &
- Corrections Canada

Semi-Remote and remote communities included:

- Doig River
- Kwakiutl
- Lake Babine &
- Pacheedaht

Isolated communities included:

- Skidegate and
- Tsawataineuk / Kingcome Inlet

## Elements of Successful Programming

The most successful projects shared common denominators of strategic partnerships, leveraged funding, essential / life skills training and holistic programming. In the most ideal environments positive impacts of the AM projects were noticeable at the individual, family, community and Nation levels. Each project is ranked on these and a variety of other elements in the project overview section.

## Project Overviews

This section provides an overview of all of the community projects in individual and roll up formats. Information is provided on the community demographics, number of AM Learners and barriers to employment. Demographic information was obtained from INAC's website.

The following roll up chart provides data related to the number of Active Measures Learners impacted and the number of the learners engaged in a WOP.

<b>COMMUNITY / ORGANIZATION</b>	<b>WOP</b>	<b># OF LEARNERS IMPACTED</b>
<i>Urban / Rural</i>		
Campbell River	0	15
Cowichan	21	193
Doig River	0	10
Nanaimo	0	34
Penticton	26	28
Seabird	3	20
Skidegate	16	34
Tseshah	27	32
Tsleil-waututh	2	27
Literacy Victoria	N/A	14
Corrections Canada	N/A	7
<i>Semi-Remote / Remote</i>		
Kwakiutl	10	24
Lake Babine	0	12
Pacheedaht	4	16
<i>Isolated</i>		
Kingcome Inlet	2	7
<b><u>TOTALS</u></b>	<b><u>111</u></b>	<b><u>473</u></b>

It is important to note that not all AM projects provided data. In some cases the project was unique and there was no impact to AM learners directly. This is the case for the First Nations Social Development Society and Stolo Nation. In both cases the projects focused on initiatives that served the AM Project Leads or the Band Social Development Workers in the area of capacity development. Two other AM projects did not participate in providing data. On a final note, in some cases the final report reflected different numbers compared to the data gathered in the barriers to employment data collection process.

## **Campbell River**

### **Community Demographics**

Campbell River is a Zone 1 in the Geographic Zone which is defined as a First Nation located within 50 Km of the nearest service centre to which it has year-round road access.

<b>Total Registered Population as of May 2011</b>	<b>Total On-Reserve Population as of May 2011</b>	<b>Number of Social Development Recipients</b>	<b>Number of 2010-2011 Active Measures Learners</b>
716	335	36	15

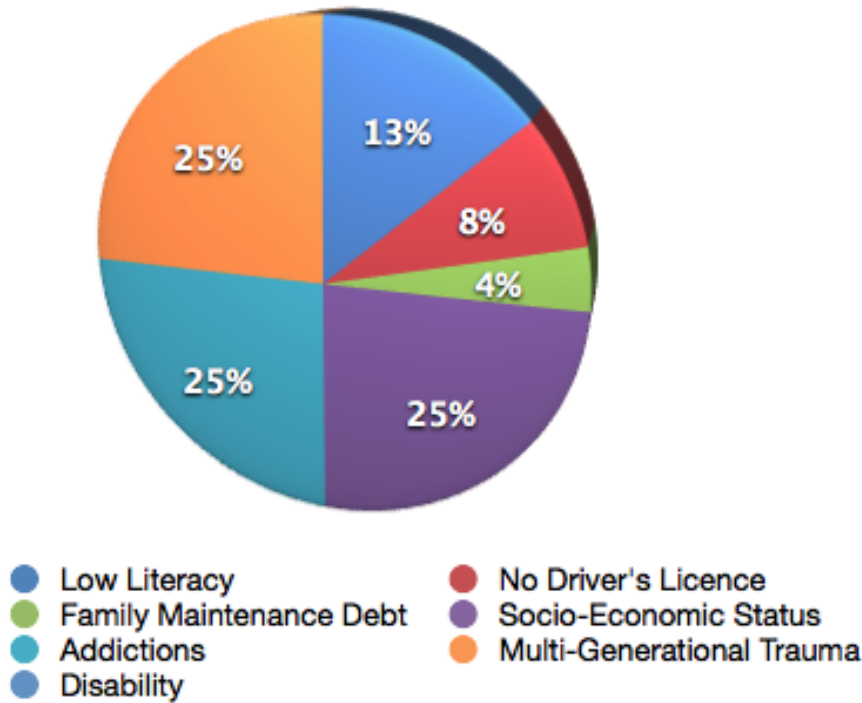
### **Project Overview**

The Ready to Work program, focused on employment readiness, assessments and essential skill development. Programming included; Skills Testing, Job Readiness, Retail Training and Heavy Duty Equipment training. Of the 15 Participants there were 8 Males and 7 Females. The learners had an average of a Grade 10 Education. The program focused on Single Employables; 9 of the 15 learners have found employment.

Partnerships included Education, Employment and Social Development Departments, North Island College and local employers.

### Barriers to Employment

As illustrated in the chart below Multi-Generational Trauma, Addictions and Socio-Economic Status were identified as the top three barriers to employment.



### Elements of Successful Programming

Political - Support from Chief & Council	✓
Capacity – Am lead has been in position for 3 or more years	✓
Programming – Includes culture, education, and healing	✓
Partnerships – at least one internal and one external	✓
Funding – more than 2 funding sources were leveraged	
Human Resources – at least one full-time staff person is dedicated to the AM project	✓

## **Corrections Canada (CORCAN)**

### **Community Demographics**

The CORCAN project was based out of Victoria BC and included a 50 / 50 split of former inmates and learners without criminal records.

### **Learner Profiles**

There were 7 male participants for this program. Learner's had an average of a grade 6 education. Their program focused on employment in construction. Ten Aboriginal seats were made available to participants from urban and First Nation communities on income assistance, and offenders on parole that would meet the income assistance criteria. The seat were split 5 for CSC (represented by CORCAN) / 5 for INAC (representing the community).

### **Project Overview**

The goal of the project was to offer training and an introduction to the trades for learners. Learners worked on refurbishing and expanding a new Aboriginal Supported Living Project. Learners were exposed to various opportunities available in the construction industry while providing them with some basic trades training and certification to assist them in obtaining employment. All of the participants were assessed on literacy and numeracy and were briefed on their results for future training.

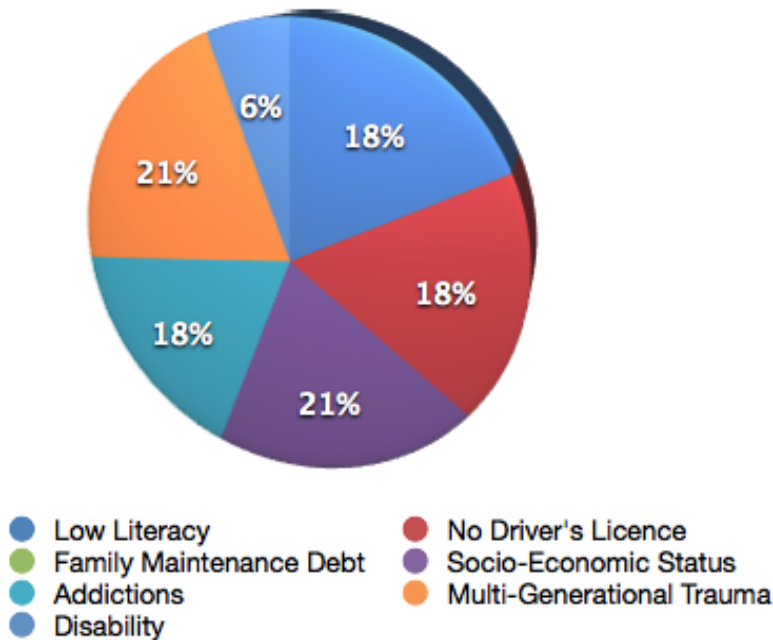
The training provided a unique situation in that it allowed the offenders to take training with participants that didn't have a criminal record. The participants received 6 weeks of full time training in a Trades Introductory Program run under the CORE Construction branding. All the successful participants received 3rd party certification from Camosun College for the CORE Construction, Forklift, and First Aid training. In total 9 participants were granted seats, in the end 5 graduated from the program and 4 have secured employment with the project through August 2011.

Ottawa has requested that portions of the CORCAN report be reproduced on the INAC website as a best practice story. The CORCAN project is an ideal best practice related to INAC’s mandate for status, non-status, reserve and urban Aboriginal issues.

Partnerships included Industry, Camoson College John Howard Society, Sun Dog Developments and Victoria Friendship Centre and the trades.

**Barriers to Employment**

As illustrated in the chart below Multi-Generational Trauma, Addictions and Socio-Economic Status were identified as the top three barriers to employment.



**Elements of Successful Programming**

Political - Support from Chief & Council	N/A
Capacity – AM Lead has been in position for 3 or more years	√
Programming – Includes culture, education, and healing	Unknown

Partnerships – at least one internal and one external	√
Funding – more than 2 funding sources were leveraged	Unknown
Human Resources – at least one full-time staff person is dedicated to the AM project	√

## Cowichan

### Community Demographics

Cowichan First Nation is a Zone 1 as it is located within 50 Km of the nearest service centre to which there year-round road access.

Total Registered Population as of May 2011	Total On-Reserve Population as of May 2011	Number of Social Development Recipients	Number of 2010-2011 Active Measures Learners
4,490	2,347	555	193

### Project Overview

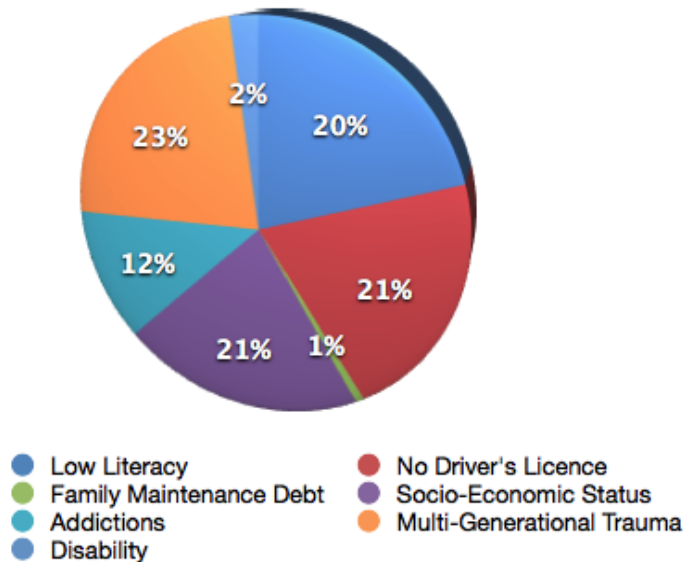
Cowichan's Individual Opportunities Program Phase 3 Program focused on planning, training and development with and for learners so they would be equipped to respond to labour market needs in the region. They served 193 participants. The average learner had a Grade 10 Education.

Partnerships included Education and Health departments, Coast Salish Employment and Training Society (CSETS) and Vancouver Island University (VIU). The partnership proved valuable as identified in the following outcomes; TESI funded 121 learners, NCBR funded 111 youth, 8 Learner's completed WOP projects, CSET reached 120 learners and all 193 learners were assessed at VIU.

Cowichan also participated in a capacity building project with the First Nations Technology Council, FNSDS, Tsawout First Nation and the Ministry of Social Development. The focus of the capacity building project was identifying data sets to collect in relation to barriers to employment and transitioning to employment.

## Barriers to Employment

The top 3 barriers to employment were: Multi-Generational Trauma, No Driver's License & Socio-Economic Status (tied), followed by Low Literacy.



## Elements of Successful Programming

Political - Support from Chief & Council	✓
Capacity – AM Lead has been in position for 3 or more years	✓
Programming – Includes culture, education, and healing	✓
Partnerships – at least one internal and one external	✓
Funding – more than 2 funding sources were leveraged	✓
Human Resources – at least one full-time staff person is dedicated to the AM project	✓

## Doig River

### Community Demographics

Doig River is a Zone 2 in the Geographic Zone, which is defined as a First Nation located between 50 and 350 Km from the nearest service centre to which it has year-round road access.

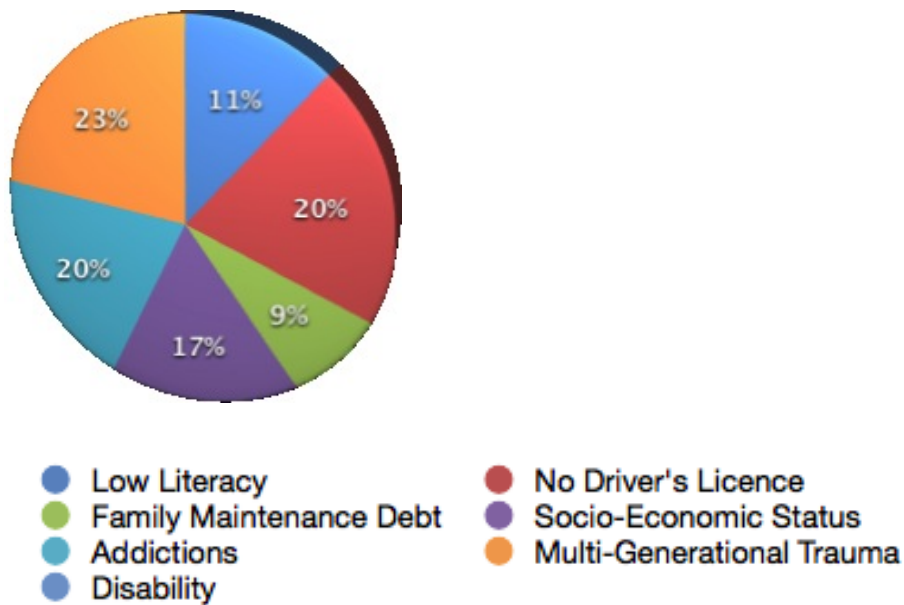
Total Registered Population as of May 2011	Total On-Reserve Population as of May 2011	Number of Social Development Recipients	Number of 2010-2011 Active Measures Learners
277	128	27	10

### Project Overview

This project focused on Forest Fuel Management & Pine Beetle Infestation Remediation. Active Measures Learners were supported in a training initiative, which also provided fire suppression services to the community.

Partnerships – a partnership established with the North East Native Advancing Society (NENAS).

### Barriers to Employment



### Elements of Successful Programming

Political - Support from Chief & Council	√
Capacity – AM Lead has been in position for 3 or more years	√
Programming – Includes culture, education, and healing	√
Partnerships – at least one internal and one external	√
Funding – more than 2 funding sources were leveraged	√
Human Resources – at least one full-time staff person is dedicated to the AM project	<b>Unknown</b>

## First Nations Social Development Society (FNSDS)

### Project Overview

FNSDS received funds to deliver three AM components – Capacity Building sessions, AM Coordination through contracting of a BC Region AM Coordinator and hosting the FNSDS Annual Conference.

Capacity Building Sessions were coordinated through the AM Coordinator and included: Communications and Math Employment Readiness Assessment (CAMERA) & Workforce Literacy, Financial Literacy Train the Facilitator Training, and Work Opportunity Training. Jump Drive Tool Kits were also developed and were distributed to all participants at the FNSDS Annual Conference – held February 8, 9, and 10 in Vancouver.

Partnerships included; Ministry of Social Development, Cowichan First Nation, Tsawout First Nation, First Nations Technology Council, Triumph, Pathways to Possibilities, and SEDI.

### Elements of Successful Programming

Political - Support from Chief & Council	N/A
Capacity – AM Lead has been in position for 3 or more years	√
Programming – Includes culture, education, and healing	√
Partnerships – at least one internal and one external	√
Funding – more than 2 funding sources were leveraged	√
Human Resources – at least one full-time staff person is dedicated to the AM project	√

## Literacy Victoria

### Project Overview

This community driven project was a partnership between Literacy Victoria and Victoria Youth Custody Services. It was community driven in that the youth determined their primary learning goals in consultation with the Literacy Victoria team. The youth noted the Essential Skill areas that they wanted to focus on were:

- Working with others
- Oral Communication
- Continuous Learning

Thus all sessions were structured to focus on those areas and embed the skills from other areas.

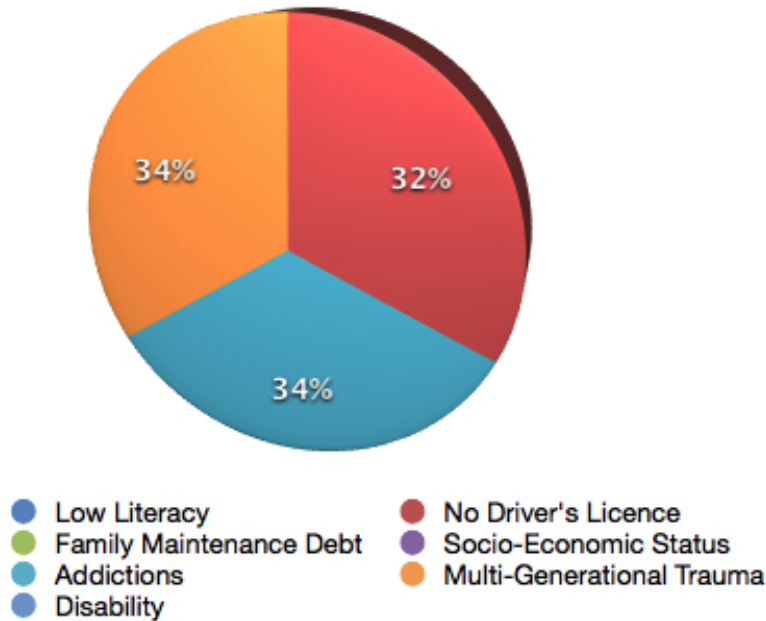
All participants were guided through the following materials and encouraged to implement them in ways that were most meaningful to them.

- A Dream that Walks
- First Nations Holistic Lifelong Learning Model
- What are Essential Skills?
- Workwrite series
- Office of Literacy and Essential Skills Portfolio
- Essential Skills Construction Workers Workbook
- Essential Skills Profiles for various occupations requested by the participants.

### Learner Profiles

Given the learners were minor's information was limited on both the profiles and the barriers to employment data collection. Information collected in these areas is based on voluntary data provided by some of the learners. It is interesting to note that all learners scored high on literacy and CAMERA assessments. Their primary barriers to employment were Multi-Generational Trauma, No Driver's License and Addictions.

## Barriers to Employment



## Elements of Successful Programming

Political - Support from Chief & Council	N/A
Capacity – AM Lead has been in position for 3 or more years	✓
Programming – Includes culture, education, and healing	✓
Partnerships – at least one internal and one external	✓
Funding – more than 2 funding sources were leveraged	✓
Human Resources – at least one full-time staff person is dedicated to the AM project	X

## Kingcome Inlet

### Community Demographics

Tsawataineuk First Nation is a Zone 4 as it has no year-round road access to a service centre and, as a result, experiences a higher cost of transportation

Total Registered Population as of May 2011	Total On-Reserve Population as of May 2011	Number of Social Development Recipients	Number of 2010-2011 Active Measures Learners
509	87	16	7

### Project Overview

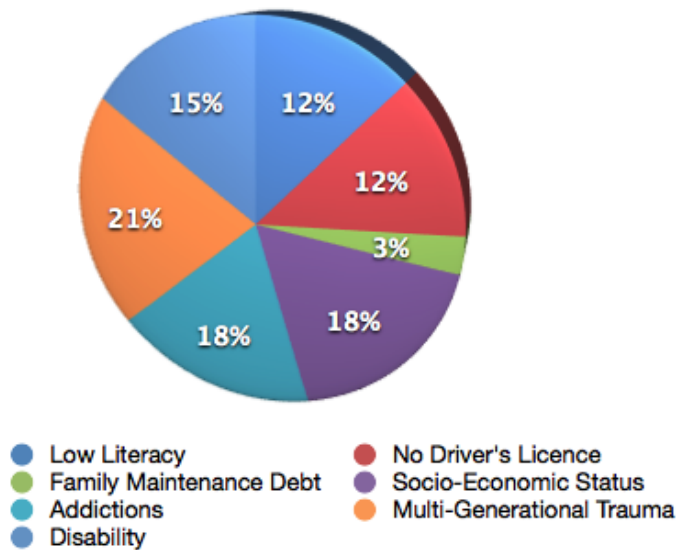
Community Building through Active Measures Phase 2 –the goals of this project were to revise and update Social Development policies and data management systems.

Training was offered to 13 participants for 8 different workshops. There was a strong focus on healing and wellness. Statistics on the number of monthly Active Measures Learners differs greatly between the original proposal and reported rates in the final report.

Partnerships – This community does an exceptional job of community engagement. All departments work collectively towards achieving community goals as identified by their membership. Their remoteness serves as both a blessing and a curse – a blessing in that administration works collaboratively and while there are separate and distinct departments they partner together as a collective; and a curse in that it is challenging to develop partnerships with outside agencies.

## Barriers to Employment

The top three barriers to employment were identified as Multi-Generational Trauma, Socio-Economic Status and Addictions (tied for second) and Disability.



## Elements of Successful Programming

Political - Support from Chief & Council	✓
Capacity – AM Lead has been in position for 3 or more years	✓
Programming – Includes culture, education, and healing	✓
Partnerships – at least one internal and one external	X
Funding – more than 2 funding sources were leveraged	✓
Human Resources – at least one full-time staff person is dedicated to the AM project	X

## Kwakiutl

### Community Demographics

Kwakiutl First Nation is a Zone 1 in the Geographic Zone which is defined as a First Nation located within 50 Km of the nearest service centre to which it has year-round road access.

Total Registered Population as of May 2011	Total On-Reserve Population as of May 2011	Number of Social Development Recipients	Number of 2010-2011 Active Measures Learners
297	297	49	24

### Project Overview

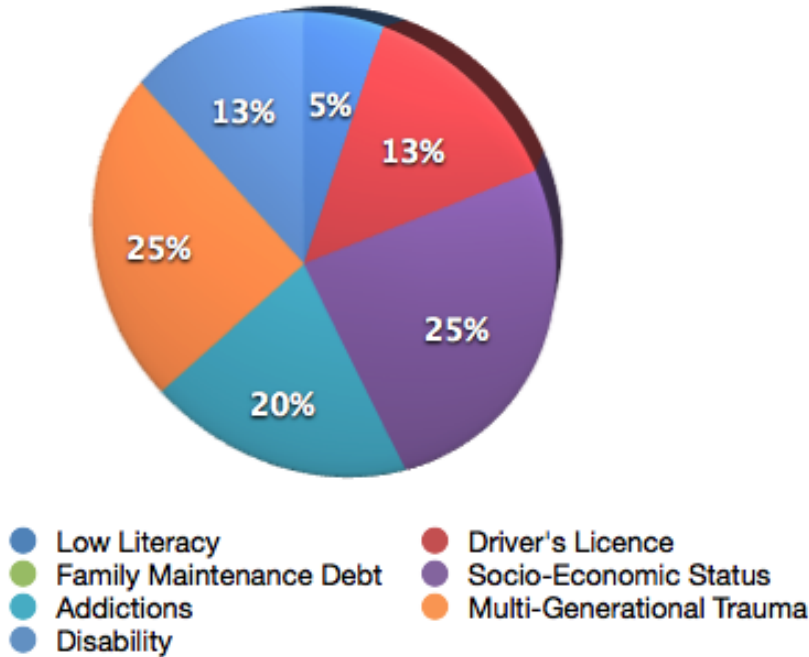
The Active Measures Employment Readiness Program, focused on providing pre-employment training to prepare and equip learners for successful transition to employment. Training covered: work ethics to assist them in developing positive attitudes towards tasks, timeliness, accountability, and team work to be supportive of each other and to take initiative to get the job done. The program also provided health and wellness training to help participants overcome barriers and increase mental health and wellness, reduce dependency on the Social Development program, and help them move toward independence through building capacity.

Workshops and courses focused on; personal accountability, goal setting, community programs and services, healing through cultural activities and personal development.

Partnerships – The Nation partnered with North Island College for assessments and courses.

### Barriers to Employment

The top three barriers to employment for Kwakiutl were; Multi-Generational Trauma & Socio-Economic Status (tied), followed by Addictions.



### Elements of Successful Programming

Political - Support from Chief & Council	✓
Capacity – AM Lead has been in position for 3 or more years	✓
Programming – Includes culture, education, and healing	✓
Partnerships – at least one internal and one external	✓
Funding – more than 2 funding sources were leveraged	✓
Human Resources – at least one full-time staff person is dedicated to the AM project	Unknown

## Lake Babine

### Community Demographics

Lake Babine First Nation is a Zone 2 in the Geographic Zone, which is defined as a First Nation located between 50 and 350 Km from the nearest service centre to which it has year-round road access.

Total Registered Population as of May 2011	Total On-Reserve Population as of May 2011	Number of Social Development Recipients	Number of 2010-2011 Active Measures Learners
2,313	1411	197	12

### Project Overview

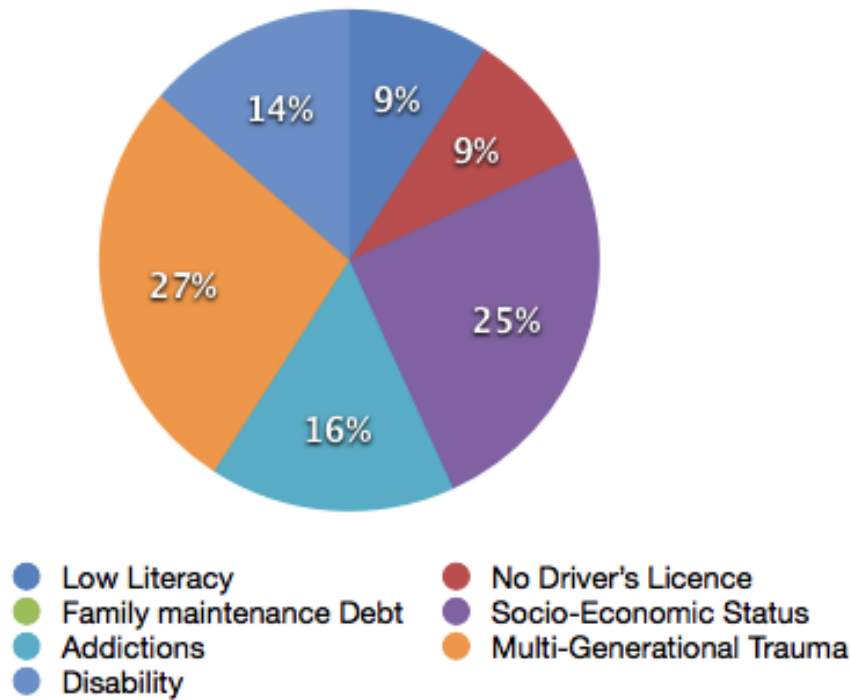
The Active Measures – Building Human Resources Capital through Life Skills

Development program offered Life Skills Workshops and Training, Cashier Training, Food Safe Level 1, Transportation Endorsement, Level 1 First Aid, WHIMIS, Career Readiness and Cultural workshops.

While the project only retained 13 out of an intended 20 participants, these 13 participants completed all of the life skills, academic and essential skills for work components of the course. The report notes that 5 participants are now working full time. The instructors also had to overcome the difficulties of working with individuals who lived in a remote area. The program took the trouble to transport all participants into the town of Smithers and the report includes a substantial list of mitigation activities for future iterations of the program (should it be offered). Additionally, the final report recommended a substance abuse counseling component be added in addition to extending the duration the program is offered over the course of the year.

Partnerships included North West Community College and Lake Babine's Social, Education, Employment & Training and Health departments.

## Barriers to Employment



Political - Support from Chief & Council	√
Capacity – AM Lead has been in position for 3 or more years	√
Programming – Includes culture, education, and healing	√
Partnerships – at least one internal and one external	√
Funding – more than 2 funding sources were leveraged	√
Human Resources – at least one full-time staff person is dedicated to the AM project	<b>Unknown</b>

## Pacheedaht

### Community Demographics

Pacheedaht First Nation is a Zone 2 in the Geographic Zone, which is defined as a First Nation located between 50 and 350 Km from the nearest service centre to which it has year-round road access.

Total Registered Population as of May 2011	Total On-Reserve Population as of May 2011	Number of Social Development Recipients	Number of 2010-2011 Active Measures Learners
268	93	19	16

### Project Overview

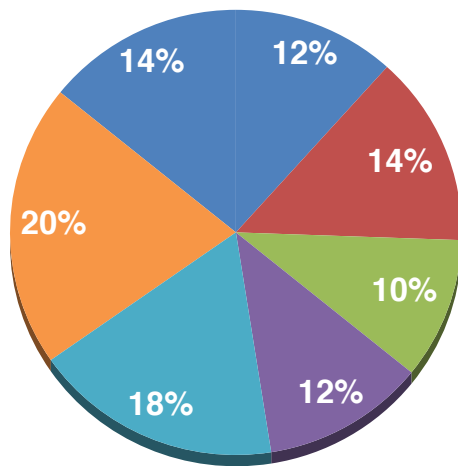
Iisak “Respect with Caring” is a community project linked to Pacheedaht’s Comprehensive Community Plan to build local community capacity and address housing issues.

The coordinator has been on a steep learning curve and has proven very capable. Despite an initial reluctance for public speaking she shared her community’s story as a best practice example at the FNSDS Annual Conference. Details were provided on how to leverage in-kind and financial partnerships and how to include your local ASETS holder in AM programming. The Iisak project involved 24 participants (including 2 youth) with 17 going on to further employment or education after the project ended.

Partnerships – the project was linked to CSET, the local School District, and Port Renfrew Emergency Response team.

### Barriers to Employment

The top three barriers for Pacheedaht Learner’s are; Multi-Generational Trauma, Addiction and Low Literacy and No Driver’s License (tied). Note – this community had the highest percentage of Family Maintenance Debt as a barrier to employment at 10%.



- Low Literacy
- Family Maintenance Deb
- Addictions
- Disability
- No Drivers Lisence
- Socio-EconomicsStatus
- Multi-Generational Trauma

### Elements of Successful Programming

Political - Support from Chief & Council	✓
Capacity – AM Lead has been in position for 3 or more years	✓
Programming – Includes culture, education, and healing	✓
Partnerships – at least one internal and one external	✓
Funding – more than 2 funding sources were leveraged	✓
Human Resources – at least one full-time staff person is dedicated to the AM project	✓

## Penticton

### Community Demographics

Penticton First Nation is a Zone 1 in the Geographic Zone which is defined as a First Nation located within 50 Km of the nearest service centre to which it has year-round road access.

Total Registered Population as of May 2011	Total On-Reserve Population as of May 2011	Number of Social Development Recipients	Number of 2010-2011 Active Measures Learners
978	529	123	28

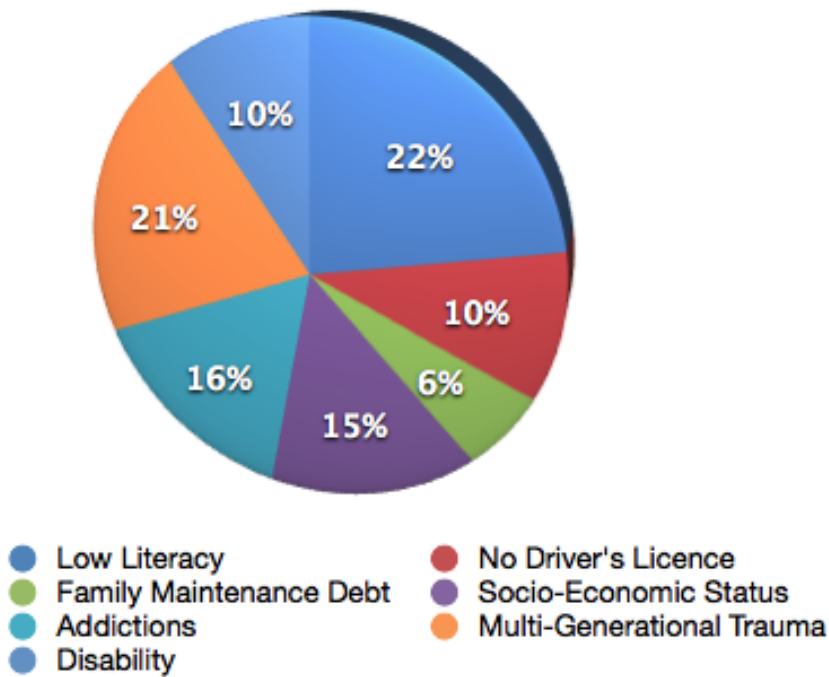
### Project Overview

The Moving Forward Program offered Forestry Fuels Modification / Invasive Plants and the Journey to Successful Employment training to 28 participants. Programming included a variety of life, employment and wellness supports. The program focused on Single Employables, the learners averaged a Grade 10 education level.

Partnerships included health and employment departments. All learners utilized WOP. This community may be featured as a Best Practice for utilizing WOP.

## Barriers to Employment

The top three barriers were identified as Low Literacy, Multi-Generational Trauma and Addictions.



## Elements of Successful Programming

Political - Support from Chief & Council	✓
Capacity – AM Lead has been in position for 3 or more years	✓
Programming – Includes culture, education, and healing	✓
Partnerships – at least one internal and one external	✓
Funding – more than 2 funding sources were leveraged	✓
Human Resources – at least one full-time staff person is dedicated to the AM project	Unknown

## PGNAETA

### Project Overview

The goal of the PGNAETA Advanced Upgrading Program was to address the educational upgrading needs of Aboriginal learners preparing to enter trades courses at the college level.

Project activities included:

- Recruiting learners through marketing the program to the 17 Nations they serve
- Identifying learner's long term employment and educational goals through employment counseling
- Providing academic upgrading to learner's who need to obtain their Grade 12 Dogwood
- Providing academic upgrading through the college
- Providing necessary personal supports to learners so they can succeed.

Learner Outcomes included:

- 24 client interventions
- 21 to secure employment
- 13 to continue with their apprenticeship courses
- 8 utilized the funds for required tools
- 3 self-terminated

Partnerships included local school districts and community college.

### Elements of Successful Programming

Political - Support from Chief & Council	N /A
Capacity – AM Lead has been in position for 3 or more years	√
Programming – Includes culture, education, and healing	Unknown
Partnerships – at least one internal and one external	√
Funding – more than 2 funding sources were leveraged	√
Human Resources – at least one full-time staff person is dedicated to the AM project	√

## Seabird Island

### Community Demographics

Seabird First Nation is a Zone 1 in the Geographic Zone which is defined as a First Nation located within 50 Km of the nearest service centre to which it has year-round road access.

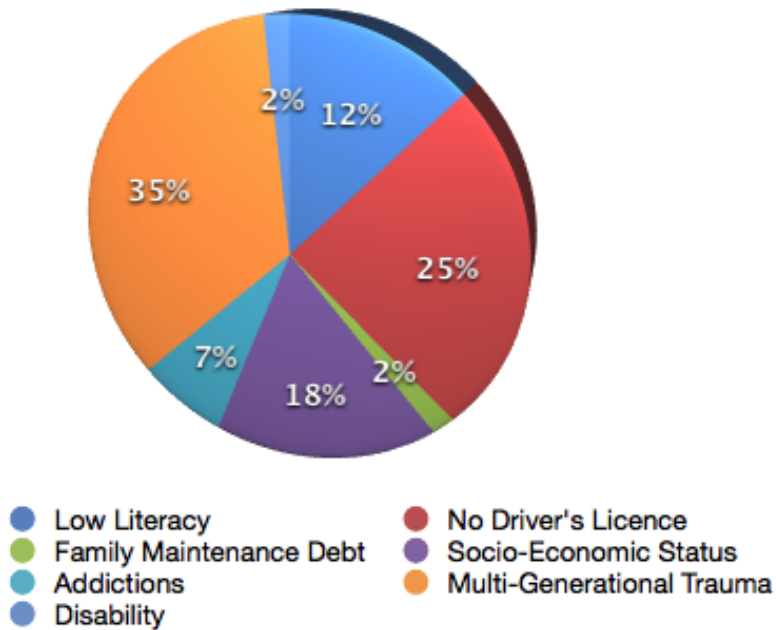
Total Registered Population as of May 2011	Total On-Reserve Population as of May 2011	Number of Social Development Recipients	Number of 2010-2011 Active Measures Learners
876	532	141	20

### Project Overview

Bridging the Gap to Employment offered employment readiness, assessments and essential skill development. The project retained 20 learners for the duration of the project with all learners successfully completed the program. Learners achieved certifications that will assist in providing potential employment opportunities. 9 clients transitioned into some form of employment following the program while 4 were selected for further transition programs for employment.

Partnerships included education and employment departments. WOP and TESI funds were utilized in addition to having assistance from the local ASETS holder.

## Barriers to Employment



## Elements of Successful Programming

Political - Support from Chief & Council	✓
Capacity – AM Lead has been in position for 3 or more years	✓
Programming – Includes culture, education, and healing	✓
Partnerships – at least one internal and one external	✓
Funding – more than 2 funding sources were leveraged	✓
Human Resources – at least one full-time staff person is dedicated to the AM project	Unknown

## **Stolo Nation**

Sto:lo Nation delivered a series of training sessions on ASARET and WOP to other First Nations communities- in partnership with staff from INAC BC Region. In addition three information sessions on proposal-driven IA programs were offered. The sessions included Q & A's related to reporting and concerns. The sessions had 22, 23 and 31 First Nation participants respectively.

Feedback was overwhelmingly positive. While the positive benefits of the program will be difficult to estimate until more time has passed and Nations are applying their learning, the likely results from this project will be:

- An expected increase in accuracy and timeliness of Social Development reports from participating bands; and,
- An expected increase in the congruency between proposed activities, outputs, outcomes, budgeting and reporting for proposal-driven applications from participating bands.

## Skidegate

### Community Demographics

Skidegate First Nation is a Zone 4 as it has no year-round road access to a service centre and, as a result, experiences a higher cost of transportation.

Total Registered Population as of May 2011	Total On-Reserve Population as of May 2011	Number of Social Development Recipients	Number of 2010-2011 Active Measures Learners
1,493	701	164	34

### Project Overview

The Essential Skills for Work Certificate (ESWK) is a unique community partnership based program that integrated employment exploration and preparation skills with self-investigation. The program had a strong cultural foundation.

Workshops included:

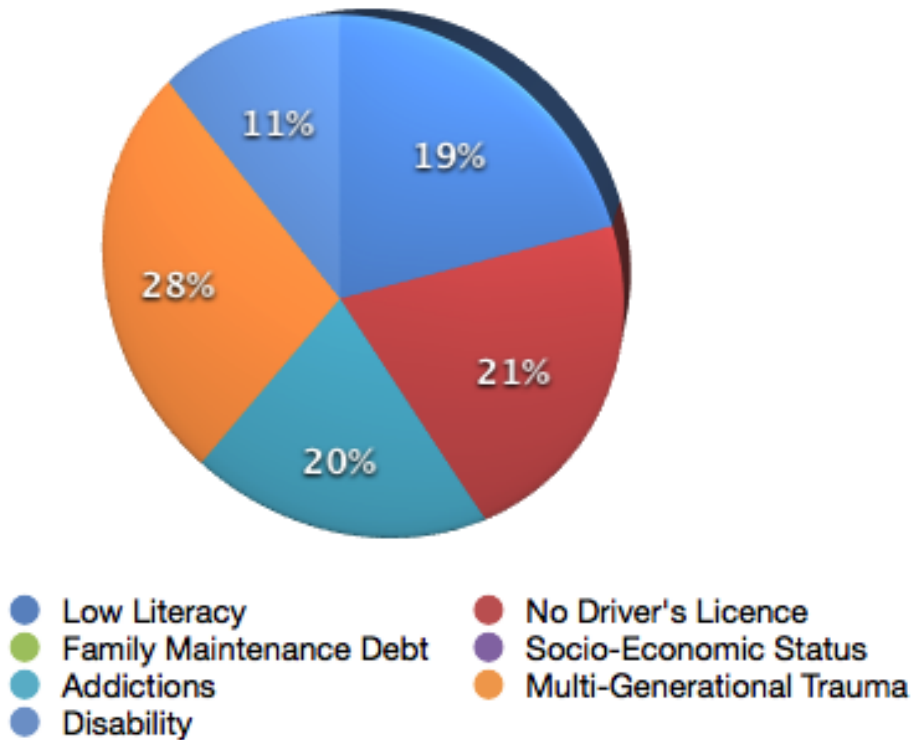
- Athilli Gwaii Celebrations
- Haida Culture and History
- Resume and Cover Letter Writing
- Radio Operators Course Marine License
- Small Craft Operators Certificate
- Level 1 First Aid
- World Host and
- Post Traumatic Stress Workshop

Project outcomes included a 90% completion rate with 44% of the learners finding employment.

Partnerships included Northwest Community College and Skidegate Social Development.

## Barriers to Employment

The top three barriers for Skidegate learners were: Multi-Generational Trauma, No Drivers License and Addictions.



## Elements of Successful Programming

Political - Support from Chief & Council	√
Capacity – AM Lead has been in position for 3 or more years	√
Programming – Includes culture, education, and healing	√
Partnerships – at least one internal and one external	√
Funding – more than 2 funding sources were leveraged	√
Human Resources – at least one full-time staff person is dedicated to the AM project	<b>unknown</b>

## **Sneneymuxw (Nanaimo)**

### **Community Demographics**

Sneneymuxw First Nation is a Zone 1 in the Geographic Zone which is defined as a First Nation located within 50 Km of the nearest service centre to which it has year-round road access.

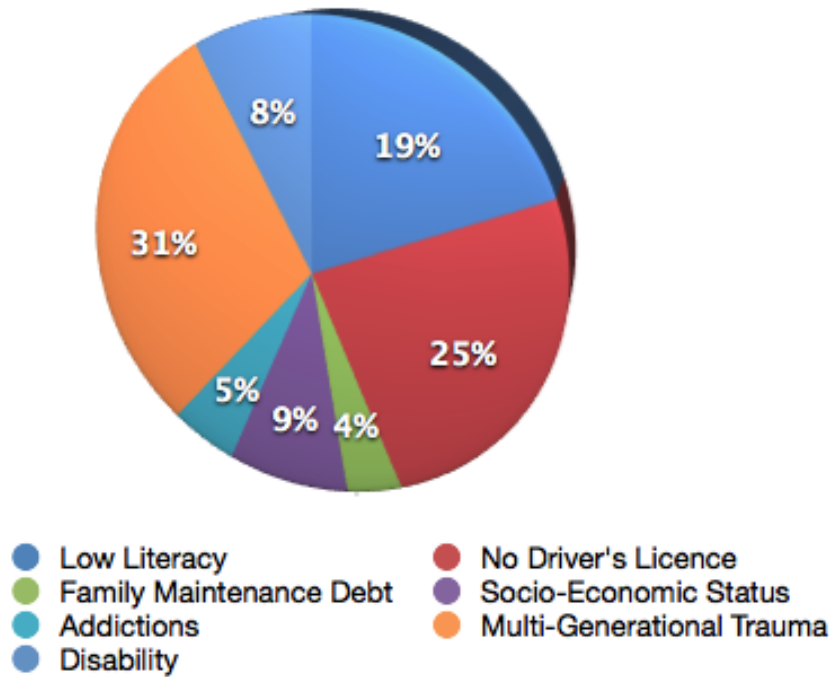
<b>Total Registered Population as of May 2011</b>	<b>Total On-Reserve Population as of May 2011</b>	<b>Number of Social Development Recipients</b>	<b>Number of 2010-2011 Active Measures Learners</b>
1,624	571	181	33

### **Project Overview**

The Building Community Capacity program had a focus on healing, pre-employment and essential skills development. There were 33 learners with an average of a Grade 10 Education. This Nation had lower addiction rates than other Nations. In addition their Socio- Economic status was comparatively lower at 9%. Discussions with the AM Project Lead identified that many learners subsidized their income through selling their artwork or had parents or grandparents that help provide basic needs and / or assets to improve their socio-economic status.

Partnerships included Health, Education and Employment

## Barriers to Employment



## Elements of Successful Programming

Political - Support from Chief & Council	✓
Capacity – AM Lead has been in position for 3 or more years	✓
Programming – Includes culture, education, and healing	✓
Partnerships – at least one internal and one external	✓
Funding – more than 2 funding sources were leveraged	✓
Human Resources – at least one full-time staff person is dedicated to the AM project	✓

## Tseshah

### Community Demographics

Tseshah First Nation is a Zone 1 in the Geographic Zone which is defined as a First Nation located within 50 Km of the nearest service centre to which it has year-round road access.

Total Registered Population as of May 2011	Total On-Reserve Population as of May 2011	Number of Social Development Recipients	Number of 2010-2011 Active Measures Learners
1021	395		32

### Project Overview

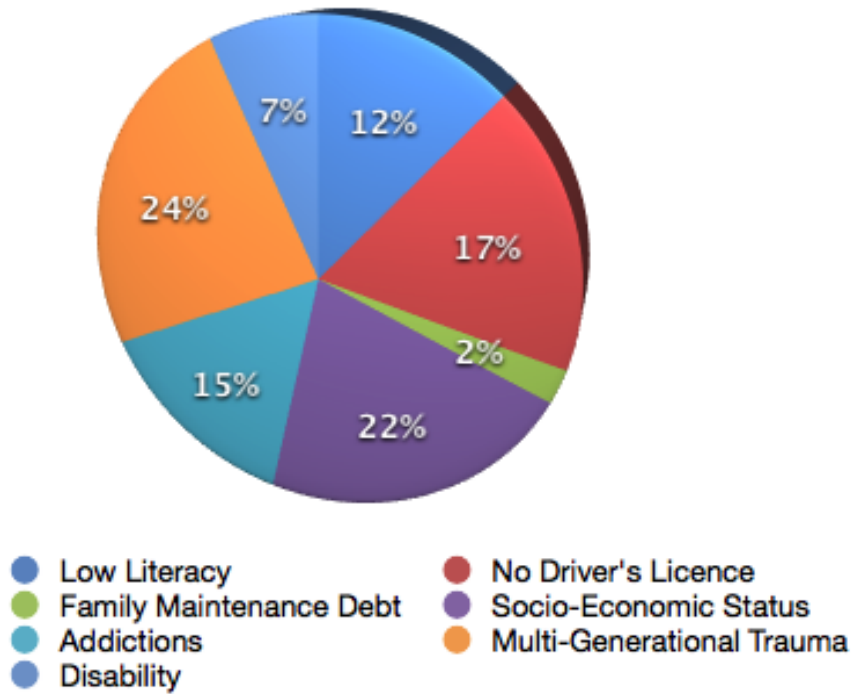
SEEDS is an acronym for Social Education Employment Development Services. The program focus is on helping people help themselves through healing, education, essential skills training and personal development. SEEDS has partnerships with School District 70, local ASETS, Nuu-chah-nulth Education Department, local employers, North Island College, and the Nuu-chah-nulth Tribal Council Mental Health Program.

The program included adult education, tutoring support for students in K - Grade 12, Personal and Professional Development Workshops, Clothing Exchange Program, Hand - Up Food Box, Healing Circles, Cultural Workshops, training, Essential Skills Assessments (CAMERA) and Development, NEDC workshops, NETP workshops, Certification in First Aid, WHIMIS, World Host, and Financial Literacy programs.

SEEDS has been in operation for 2 years and has assisted approx. 20 Grade 12 Adult Graduates, 15 people moving onto Post Secondary, 20 people increasing Essential Skills levels (through CAMERA and WorkWrite), 30 people placed in WOP or finding employment and 70 people accessing healing and support programs and workshops.

### Barriers to Employment

Top three barriers were: Multi-Generational Trauma, Socio-Economic Status and No Driver's License



### Elements of Successful Programming

Political - Support from Chief & Council	✓
Capacity – AM Lead has been in position for 3 or more years	✓
Programming – Includes culture, education, and healing	✓
Partnerships – at least one internal and one external	✓
Funding – more than 2 funding sources were leveraged	✓
Human Resources – at least one full-time staff person is dedicated to the AM project	X

## Tsleil-waututh

### Community Demographics

Tsleil-waututh First Nation is a Zone 1 in the Geographic Zone which is defined as a First Nation located within 50 Km of the nearest service centre to which it has year-round road access.

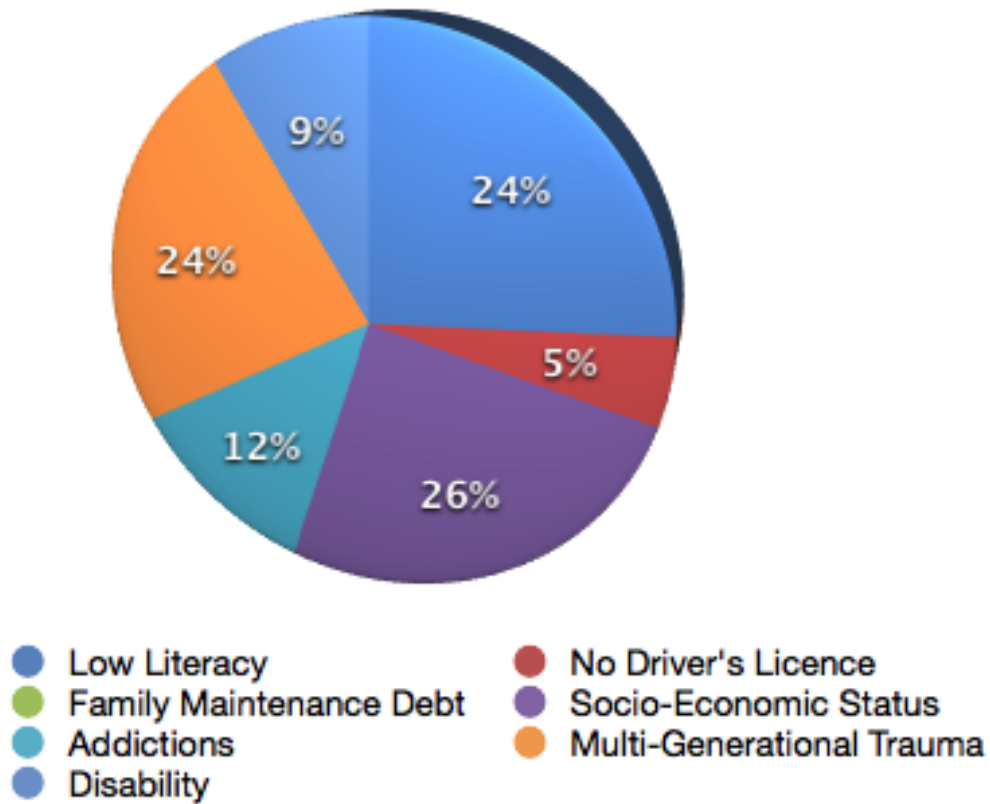
Total Registered Population as of May 2011	Total On-Reserve Population as of May 2011	Average Social Development Caseload Per Month	Number of 2010-2011 Active Measures Learners
477	247	26	27

### Project Overview

Removing Barriers for the Income Assistance Client – Employment readiness, assessments and essential skill development their final report noted that 42 clients were employed, 10 returned to school, 32 were still working on interventions and 1 did not complete. While it seems as if the supports under this Active Measures project was open to all community members (not just Income Assistance clients) it would be helpful to have this information broken out. The coordinator did give a detailed report on the specific number of youth on income assistance that were helped.

Partnerships included the First Nations Technology Council, and Education, Employment, Social and Health departments.

### Barriers to Employment



### Elements of Successful Programming

Political - Support from Chief & Council	√
Capacity – AM Lead has been in position for 3 or more years	√
Programming – Includes culture, education, and healing	√
Partnerships – at least one internal and one external	√
Funding – more than 2 funding sources were leveraged	√
Human Resources – at least one full-time staff person is dedicated to the AM project	<b>Unknown</b>

## Lessons Learned

### *Data Collection*

In general if INAC, FNSDS and the AM Working Group want to effectively plan for future AM programming there needs to be a strong strategy in place for data collection prior to the 2011-2012 projects commencing. AM Project Leads, Social Development Workers and the Nations they serve need access to systems to enter, manage, track, and interpret data related to social development programming, social determinants of health of their membership, and client outcomes. AM Project Leads, Social Development Workers need training and supports to case manage (people) and manage data and reports (information). INAC and FNSDS need qualitative and quantitative data to justify AM funding and demonstrate a return on investment.

It would be helpful to either have an AM Working Group meeting or a data sub-committee meeting on goals for data collection for 2011-2012 year. A team from Tsawout, Cowichan, FNSDS, FNTC and the Ministry of Social Development has been working on a data collection strategy for several months, it would be ideal for an INAC representative and the AM Coordinator to plan a data collection strategy before the end of July.

Other lessons learned related to data include:

- For 2011- 2012 collect data on debt in general as opposed to only Family Maintenance (FM) debt. For 2010-2011 FM debt ranged from 0% to 10% as a barrier to employment. Feedback from AM Leads suggested to ask if debt in general was a barrier to get a more accurate reflection of this situation. They suggested that ICBC debt and court fines have a direct link to no driver's license as a barrier.
- For 2011 -2012 collect data related to children in care. It was noted anecdotally through regular communication with AM Project Leads that a number of their learners had children in and out of care on a regular basis. This impacted their ability to secure and maintain employment and speaks to the multi-generational trauma and general quality of life for Aboriginal families on reserve. In addition, if the data reflects the anecdotal information it presents a need to form strategic partnerships with Aboriginal child protection agencies and Health Canada for future AM programming.

### *Communication*

It would be beneficial if there were enhanced and regular communication among AM Project Leads. For the 2011- 2012-year we attempted to communicate via Facebook. Despite Nations indicating this was one of their preferred methods of communication use was limited and ultimately it was deemed not appropriate due to limitations in idea exchange and lack of privacy. For 2011- 2012 virtual coaching forum using a blog- style web application is recommended. In this forum the AM Coordinator can post group assignments, newsletters, questions to individual participants, provide one- on- one coaching, and host motivational group sessions. Users can then respond to the posted information in a contextual manner and build rapport with the AM Coordinator and the group as a whole. Moreover, all information and discussions are contained within a private and secure environment. The goal of this form of communication is to enhance opportunities for sharing and learning from each other's projects.

### *Strategic Partnerships*

Pre-planning with a small core group of AM Leads would be helpful so we can collectively identify strategic partnerships with key people, organizations and research projects. For example:

- Enhanced communication with AM Leads from across the country could potentially build capacity, improve service delivery and enhance learning.
- Working with new and existing research projects could improve our collective return on investment in that we share and gain information related to improved service delivery. Efforts are currently under way to engage with a National research project through the Assembly of First Nations (A Poverty Reduction Approach to Improving the Health and Well-Being of First Nations)
- Collaborating the Ministry of Social Development in relation to lessons learned regarding intake, assessments and data collection could save time, money and resources.
- There is a strong need to form a formal relationship with Health Canada to address challenges identified with our AM Learners and programs. Multi-Generational Trauma and Addictions were cited as major barriers to employment across the province. Together we can make greater strides on addressing these challenges and improving the quality of life for the people we serve.

## Recommendations for 2011- 2012

### *Capacity Building*

1. That the ASARET training materials created under the Active Measures funding in fiscal year 2009/2010 continue to be made available to First Nations bands and the training road-show continue in order to educate BSDWs and ASETS workers on the benefits and processes of partnering to deliver client service
2. Create a web based “how to” Operational Manual featuring best practices from around the province. The Operational Manual could highlight how to develop, implement, fund and evaluate AM –like programming (i.e. Clothing Exchange, Food Security, Essential Skills and community engagement programs).
3. Continue to deliver Essential Skills training on CAMERA and the WorkWrite series. This approach will assist in capturing concrete data related to HRSDC’s Essential Skills. AM communities and learner’s benefit from utilizing this asset-based approach as they have clear information related to the learner’s strengths and areas for improvement. The assessment measures the learner at three different interval and progress along the employability continuum is easily monitored.
4. Continue to include Financial Literacy (FL) as a component of AM Programming. Transitioning off of income assistance into the labour market brings unique benefits and challenges. Offering FL programming is a now cost / low cost initiative that has a high return on investment for the AM learner and the AM community. As stated in SEDI’s publication Financial Literacy: Strategies To Meet The Needs of Low Income Albertans (2009), “Financial literacy initiatives aim to increase financial knowledge and change financial behavior. As Canadians experience financial education, become more confident about financial matters and make more informed financial decisions, they will become more self-sufficient and financially secure” (p. 2). This is one measure we can take to help AM Learners escape the poverty cycle.

*Policy*

That the BC Region's Aboriginal Social Assistance Recipient Employment and Training (ASARET) agreement between Service Canada and Indian and Northern Affairs Canada be retained; and, that INAC, Service Canada and First Nations bands continue to seek congruency between reporting for ASETS/Social Development. A key support mechanism to assist FN Bands in accurate data collection and statistical reporting is a Data Management system.

*Celebrating Success* - Produce 3 Dvd's featuring 3 Active Measures Projects, possibilities could be a follow up – "Where are they now" featuring learners from the RBMW program, Pacheedaht, or Campbell River projects; and another perhaps feature Seabird Island implementing CAMERA Essential Skills Assessment and Training.

## Words of Wisdom ~ Quotes from our AM Community Partners

SEEDS offers Tseshaht members an opportunity to shed dependency on the social assistance program. Seven Graduates emerged with their Grade 12 Dogwood in our first year creating a new path for Tseshaht members to follow; certainly their children and family are on the same road. *Tseshaht Chief Les Sam*

One of the participants will be taking formal roofing trades training for his first year apprenticeship in May of this year. These students have been well supported during their training and had great opportunity to learn about the options available to them in the community for long-term sustainable employment. *Corrections Canada Representative*

One man stated this training was going to change his life. This is an example of the difference a few weeks of training can make to those that have very little. *Corrections Canada Representative*

This program gave me a sense of purpose, a reason to wake up every morning. I like “working” for my community and getting experience to help me find employment. *Active Measures Learner*

SEEDS was a very crucial part in helping me make it to where I am today, going back to school with a career goal in mind and 2 years ago I would have never thought in a million years I could see myself striving for such a goal. My goal is to get my PHD in Psychology.

What I like about SEEDS is that I was able to bring my girl with me to school when I didn't have anyone to watch her. SEEDS helped me walk the stage, which 2 years ago I didn't even think was possible. If it weren't for SEEDS I still wouldn't have my Dogwood. SEEDS has offered so many opportunities to those in our community who reached out to grab it. One of the benefits to having SEEDS in our community is that I felt at home because I was on my homeland and it was familiar area to me. *Tammy L ~ AM Learner*

I have seen many changes in learners - the most profound involved a student who started out saying that he had nothing to live for and no hope of anything ever changing. He has started making future plans now. He intends on working and attending school to better his chances of having a permanent job in a field that he wants to be in. Most of the learners entered the program feeling that they weren't in control of their own lives. As they went through, they started to see that they were the only ones who could realistically make any changes. *Sheena F ~ Essential Skills Instructor*

The teachings that the learners have left me with is their acceptance, tolerance and determination to keep moving forward. I have discovered a culture within my own community that I didn't know much about, have come to respect and admire those within that culture and have had my eyes opened to the importance of bridging the gap between diverse groups of people. I feel as though I have made friendships and learned lessons that will last a lifetime. I have often said to the learners that I have learned as much as I have taught. *Program Instructor*

Before I started the Workplace Essential Skills (WESCan) program, I was employed at Coulson Forrest Products for 6 years. Unfortunately the mill shut down and we never got called back and my EI ran out. I applied for S.A. on the reserve and after a couple months, Sandra Rose asked if I want to give WESCan try. I accepted.

I gained a lot of reading and math skills from the workplace essential assignments and that really helped me prepare for the TOEWS test. I got a pretty good score on the test. After the TOEWS test, I started upgrading and then eventually started upgrading at North Island College. After I do the upgrading this summer, I will be enrolled in a Joinery and Cabinetry course at the college this fall. I would have never chose to go back to school if it weren't for the WESCan program. WESCan has changed the way I think about life, I use to think the world owed me something, but after hitting the books for a year, I found out I have to want to learn. It is not going to come to me, I have to put in the work and nobody's going to do it for me. I think essential skills training will help band members realize there is a world outside the reserve. *Nathan W ~ AM Learner*

## **Language and Definitions**

*Active Measures Learner* - The term Active Measures Learner has been used throughout this report. Where communities have resorted on “Income Assistance Recipients” it has been replaced with Active Measures Learner. The rationale in using this language to reflect forward movement along the employability continuum rather than language that reinforces dependency model thinking. In addition, using the term learner is more reflective of the activities the participant is engaged in. This term also reinforces our need to connect with other learning supports and departments like education and health.

### *Barriers to Employment Definitions*

Addictions – the learner has an addiction or addictions to relationships, gambling, substances (alcohol or drugs) or other that interferes with their ability to seek, secure or maintain employment.

Disability – the learner has a suspected disability that may or may not be confirmed via an assessment per the INAC Income Assistance Policy. The disability interferes with their ability to seek, secure or maintain employment.

Family Maintenance Debt – The learner owes money through the Family Maintenance Enforcement Program and this serves as a disincentive to seek, secure or maintain employment.

Low Literacy – the learner’s ability to read, write and comprehend is low and therefore serves as a barrier to seek, secure or maintain employment.

Multi-Generational Trauma – the learner or someone in their immediate family has experienced trauma. Examples include but are not limited to; one or more generations of abuse (physical, sexual, mental, or spiritual), is a residential school survivor, a family member has committed suicide, overdosed or been murdered, they witnessed abuse, adult child of alcoholic or addict.

No Driver’s License – the learner does not have a driver’s license

Socio-Economic Status – the learner has difficulty in meeting their basic needs for food, clothing and shelter as their income, assets and resources place them below the poverty level.