

EVALUATION OF KDFN'S EDUCATION AND EMPLOYMENT TRAINING PROGRAM

DELIVERED THROUGH:

KENADAN KU - HOUSE OF LEARNING

PROGRAM FUNDED BY:

LABOUR MARKET PROGRAMS AND SERVICES,
ADVANCED EDUCATION,
GOVERNMENT OF YUKON

RAINBOW'S END CONSULTING

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EXECUTIVE SUMMARY

In December 2016, Rainbow's End Consulting was contracted to complete an evaluation of the Kwanlin Dün Education and Employment Program (EETP). The EETP has been offered since 1998, and has been funded by the Labour Market Programs and Services Unit, Yukon Advanced Education Branch at the Yukon Government. The program's main goal is to improve independent living skills in order to generate better employment outcomes for the citizens of Kwanlin Dün First Nation. This evaluation focused on the programming delivered by the Education and Employment Program between April 1st, 2015 and March 31st to 2017. During this time the program responsibility was assumed by the KDFN Education Department. The purpose of this evaluation at the end of Year Two is to "provide information and direction as to how the House of Learning can most effectively and efficiently provide meaningful/relevant services for KDFN citizens, while meeting the needs of the Yukon Government funders." (Evaluation RFP, November 2016)

In April 2010, the KDFN Education programs underwent a restructuring, and since that time the program has been responsible for Early Childhood Education; K-12 Education; and Adult Education. Social Assistance officially fell under the department until 2011; but the daily supervision of the program remained with Education staff until 2015, when it fully became the responsibility of the KDFN Health Department. The program submitted a new program plan and funding application to the Labour Market Programs and Services Unit in early 2015. This application was approved and led to the launch of the revised Kwanlin Dün Education and Employment Program, with committed funding until March 2018.

The current funding agreement and requirements are outlined in the Transfer Payment Agreement (TPA) between the Advanced Education Branch and the Education and Employment Program. Schedule A outlines the Program Details and Agreement Activities. The main headings are:

- *Case Management – Assessment; Development; Management; and Follow-Up*
- *Skill Enhancement – Essential Skills – Workshops; General Literacy – Tutoring; Pre Employment; Job Specific – Workshops*
- *Work Experience – Job Coaching*
- *Research Planning*

Schedule E – Participants, outlines the Expected Number of Project Participants and the Expected number of Project Participants by Participant Group.

The program currently has two full-time employees: an Adult Educator/Facilitator and an Employment Support Facilitator. "The central approach of the EET Program involves defining and meeting the employment related needs of individual citizens." (EETP Evaluation Plan, March 2016). The program recognizes that individuals who are interested in the program's services bring along with them "a broad range of capabilities and constraints, opportunities and challenges." The types of services provided are very wide ranging, and are tailored to the needs of each individual client. A client's length of involvement with the program varies as much as the services that the program delivers.

Clients may arrive with a single need or multiple needs; with multiple barriers, that need to be addressed, and therefore will take much more time to support.

The three main roles of the Adult Educator/Facilitator are Program Coordination, Case Management, and Drop-in Tutoring.

The roles of the Employment Support Facilitator position are:

- Job coaching;
- Resume preparation assistance;
- Job search assistance;
- Assisting clients in finding appropriate training opportunities;
- Employer outreach and partnership;
- Workshop and event assistance; and,
- Case Management as well as assistance to the Adult Educator.

The main target group of the program has been unemployed Kwanlin Dün First Nation citizens, who are not currently on Employment Insurance (EI) and have not been on an EI claim in the past three years; or 5 years, if for maternity/paternity leave. No referral is needed to enter the program. The program utilizes a case management approach that focuses on meeting the individual needs of each client. The program understands that all needs cannot be addressed using a “one shoe fits all” approach.

Partnerships are key in this program. First and foremost is the partnership between the program staff and the client. Secondly, the program relies on collaboration and partnership with other staff in the KDFN Education Department, as well as staff from other KDFN departments. Partnerships with other community organizations are also key to the provision of services to clients. And last, but definitely not least are partnerships with employers who hire Kwanlin Dün First Nation citizens.

Several pages of charts and statistical information regarding the program’s offerings over the past two years are presented in the report. Some overall statistics include:

- Intakes into case-management/programming – 88 individuals
- Continued on with case-management to create action plans – 58 of the 88
- # that gained employment - 28
- # of follow-ups (6/12 month post-employment) – 13 (11 were still employed)
- # that accessed individual tutoring - 17
- Workshop completions in the Essential Skills category* - 29
- Workshop completions in the Pre-Employment category* - 76

*It is important to note that these numbers don’t necessarily represent unique individuals, but rather course completions.

For the purpose of this evaluation, 37 individuals contributed their feedback about, and recommendations for, the Education and Employment Program. These individuals provided their input through an in-person interview, a telephone interview, or by completing a written questionnaire. Seventeen other individuals were contacted to

participate in the evaluation and did not respond to Evaluator's requests. Four other individuals indicated that they did not have any feedback to offer.

The Kwanlin Dün Education and Employment Training Program appears to be a program that is seen as needed in the Kwanlin Dün community and a program that is making an impact on those that it serves.

With respect to reaching the target group the program appears to be well known. There did seem to be some confusion about who could participate in the program, and many comments were made about the program being too restrictive. Many barriers to becoming involved with the program or staying involved were identified. Interviewees spoke highly of their involvement with the program and the program staff. Program staff was described as being approachable, supportive, and responsive.

In terms of programming and services provided, the comments were generally positive. Clients expressed appreciation for the different programs and services that the program offers, but were disappointed when trainings needed to be cancelled.

The case management/action plan approach was generally agreed to be the best approach to serving clients. The importance of a trusting relationship between staff and client was highlighted. Clients were comfortable with the action plan process and felt involved and heard. The documentation and signing of such documents was seen as a potential barrier or drawback, as citizens can often be uncomfortable signing documents. Follow-up and checking in with the clients was noted as very important.

Many positives were identified with respect to the program's operation. Many comments were made about the staff, their commitment, and how they "go out of their way" to help clients. Clients expressed appreciation for the support they received. The staff described themselves as a team that works well together, and is a team of strong, driven, and dedicated women. Weekly team meetings help in providing a well-rounded service. In terms of programming, many commented that short-term programming works best. A recent sewing circle was very positively reviewed and mentioned by many. Many noted that programming that includes a First Nation cultural aspect, as well as a meal, will be well attended. The Boot Camp was seen as an excellent way to teach a number of skills in a short period. The use of local resources to provide training was also positively viewed.

Current challenges and areas of concern included the barriers, the location and setting of the program; and the presence of social assistance in the same building. More challenges and areas of concern were identified in terms of the workshops and training sessions provided, and the other services provided by the program. A couple of upcoming challenges were also expressed with the start of the new Social Assistance Pathways program, and the uncertainty of potential changes from the new Liberal Territorial Government.

With respect to impact, clients spoke highly about the positive impact that the program has had on them. The program kept them on track and focused, and helped them formulate

options and work on things step-by-step. Other interviewees indicated that they have seen the program give people a significant boost in their self-confidence and self-esteem.

Partnerships have played a significant role in the program. The Program staff and managers interviewed reported having a very good relationship with the funder, who is extremely approachable and open to new ideas. Program staff reported having a good working relationship with their other partners. All of the employers contacted have been open to partnering with the program. Organizations were very positive in their comments regarding their relationship/partnership with the program. Partners reported the staff being very approachable and always willing to work in a collaborative fashion.

Based on the evaluation results, this report ends with the Evaluator's conclusions as well as several recommendations regarding the next year of the program.

INTRODUCTION

In December 2016, Rainbow's End Consulting was contracted to complete a comprehensive evaluation of the Kwanlin Dün Education and Employment Program offered through the KDFN Education Department located at Kenadan Ku - House of Learning. The Education and Employment Training Program (EETP) has been offered since 1998, and has been funded by the Yukon Advanced Education Branch at the Yukon Government since that time. Until 2015, the programming was developed and offered by Yukon College staff at the House of Learning. From 1998 to 2015 some modifications were made, but the purpose of the program remained the same – to prepare students for entry into College and University level programs.

The program's goal is to improve independent living skills in order to generate better employment outcomes for the citizens of Kwanlin Dün First Nation. "KDFN seeks to enable its citizens to explore their interests in education, and obtain the skills needed to take advantage of employment opportunities. KDFN believes that all citizens should have the opportunity to expand their education and reach their full potential. This program is designed to assist citizens to address the many barriers to employment that exists within the community. Kwanlin Dün believes that citizens who are equipped to take advantage of employment opportunities will have greater potential for a good quality of life." (EETP Evaluation Plan, March 2016)

This evaluation will focus on the programming delivered by the Education and Employment Program between April 1st, 2015 to March 31st to 2017. During this time the program responsibility was assumed by the KDFN Education Department. For this two-year period Yukon College continued to be a partner in the program, but they did not have a daily presence in the Kwanlin Dün community and were not responsible for the program delivery.

The purpose of this evaluation at the end of Year Two of a three-year funding agreement is to "provide information and direction as to how the House of Learning can most effectively and efficiently provide meaningful/relevant services for KDFN citizens, while meeting the needs of the Yukon Government funders." (Evaluation RFP, November 2016) More specifically it will:

- Document implementation of the newly-designed program
- Assess the performance of the program in the context of a pilot initiative
- In particular, assess achievement of defined outcomes
- Identify ways in which the program might be improved in both the short and long terms

IMPORTANT HISTORICAL EVENTS

The Kwanlin Dün House of Learning was established in the mid 1990's. In the early years the House of Learning assisted individuals interested in improving their education level. More recently the primary aim of the House of Learning has been to provide programming, support, and training to assist Kwanlin Dün citizens in becoming employment ready and to assist them in finding jobs.

A Little Bit About Kwanlin Dün

Kwanlin Dün is the largest of fourteen First Nations located in the Yukon Territory. At present there are approximately 1200 Kwanlin Dün citizens and beneficiaries, with 500 to 600 living in the Kwanlin Dün village. Approximately 230 of these citizens are currently on Social Assistance.

According to the Kwanlin Dün First Nation website:

“Kwanlin Dün First Nation, the largest Yukon First Nation is now putting in a system of governance that reflects this new environment of self-determination and moves Kwanlin Dün into the responsibilities of self-government. The transition from an Indian Act government to a Self-Governing First Nation has brought many changes to ensure that Kwanlin Dün First Nation is a government that respects First Nations culture, delivers appropriate programs and series that promote health, wellness and prosperity, and respects the empowerment process of self-government.”

“The Kwanlin Dün First Nation has been focused on building internal capacity to manage the challenges and opportunities created through the Final and Self-Government Agreements. Along with the same rights and responsibilities as other Yukon First Nations, Kwanlin Dün First Nation secured special provisions such as major land holdings within the City of Whitehorse and support for completing the Waterfront Cultural Centre. Implementing these Agreements is for the good of all Citizens and has created a new beginning for Kwanlin Dün First Nation.”

A Little Bit of History about the Program

“Beginning in 1998, the KDFN Education Department collaborated with Yukon College to deliver a variety of courses at the HOL (House of Learning) under the Education and Employment Training Program (EETP), funded by Yukon Advanced Education Branch (AEB). Yukon College (YC) offered a variety of courses at the HOL, including regular courses aimed at preparing students for formal entry into College-level programs. Instructors were Yukon College staff, and Kwanlin Dün provided the facility at no charge. With some adjustments, that arrangement with Yukon College continued until 2015, when the KD Education Department assumed responsibility for direct delivery of the program” (EETP Evaluation Plan, March 2016).

More specifically, the program is funded by the Labour Market Programs and Services Unit, Yukon Advanced Education Branch at the Yukon Government. The “unit represents the substantive labour market expertise in Yukon and is tasked with supporting projects that strengthen the labour market. The House of Learning programming seeks to address Kwanlin Dün members who are having difficulty in gaining employment or lack the skills that lead to success in finding, getting and keeping a job. As indigenous workers are under-represented in the Yukon labour market, and as First Nations are partner governments under the UFA, it is important that our unit support efforts to improve labour market outcomes for indigenous workers and the House of Learning is attempting to accomplish that with this program” (Labour Market Programs and Services Unit Director).

Another significant happening in the program occurred in April 2010, when the KDFN Education programs underwent a restructuring. At that time all components of education were moved under the umbrella of the KDFN Education Department. The focus of the Department was to expand and improve education services to meet the Education needs of the Kwanlin Dün First Nation. Since that time the program has been responsible for:

- Early Childhood Education
- K-12 Education
- Adult Education

The Department was also responsible for Occupational Health and Safety until 2014, when it moved over to the Human Resources Department.

Social Assistance officially fell under the umbrella of the Education Department until 2011. Even though it was not part of the Education Department after 2011, until 2015 the daily supervision of that program was the responsibility of the Education staff. In January 2016, the program became the responsibility of the KDFN Health Department.

As noted, the Yukon College program delivered a variety of courses at the House of Learning. Despite the variety of courses offered in the community the number of citizens enrolling in the courses was small throughout the 17 years of operation. Low enrolment was one of several reasons that the Kwanlin Dün education leaders determined that the program being delivered by the College was not meeting the communities’ needs. The other reasons included:

- The majority of courses being offered in Kwanlin Dün were also being offered by Yukon College. It had been envisioned that the Kwanlin Dün location would be a motivating factor for residents to attend but this did not occur.
- Kwanlin Dün education staff questioned the appropriateness of some of the academic courses for a program attempting to get citizens employment ready.
- The education staff believed that course content needed to encompass life and essential skills, but the courses being offered had little of this type of information.
- The Kwanlin Dün Yukon College programs “were limited in how responsive they could be to local conditions, and lacked the flexibility to change program content quickly.” (EETP Evaluation Plan, March 2016).

The EETP Evaluation Plan document also indicates that the program’s experience with Yukon College did help the program to clarify what the program feels is important for Kwanlin Dün citizens and what future direction they wanted to take:

- “a program oriented to employability and gaining literacy skills needed to enter employment or further education: and,
- attention to addressing the barriers faced by individual citizens in finding jobs.”
(EETP Evaluation Plan, March 2016)

Based on this future vision for the program, the program submitted a new program plan and funding application to the Labour Market Programs and Services Unit, Advanced Education Branch at the Yukon Government. This application was approved and led to the launch of the new and revised Kwanlin Dün Education and Employment Program with committed funding from April 1st, 2015 to March 31st, 2018.

Education Department Needs Survey

From June 30th to July 15th, 2016 the Kwanlin Dün First Nation Education Department conducted a needs survey in order “to engage KDFN members in a meaningful discussion about the strengths, needs and future possibilities of education, training, and employment support and services offered through the House of Learning”. The survey was administered so the Education Department could informally assess their current services and to elicit ideas for future direction.

In an attempt to maintain consistency and to elicit more detailed responses, many of the survey participants were asked the questions by a House of Learning staff member, who then recorded their responses. Those who did not complete the survey verbally with a House of Learning staff member, either filled out the survey themselves, or completed it via email. Here are some highlights from the survey. The complete results can be found in the Appendices.

- A total of 47 took the survey, 20 males, 24 females, and 3 undeclared.
- The age of the respondents was:

Age of Respondent	#
21 or less years	2
22 - 30 years	16
31 - 50 years	18
50+ years	9
Undeclared	2

- Thirty-four respondents had used the services offered at the House of Learning, while 11 had not and 2 were undeclared.

- They had accessed post-secondary funding/counselling (9 respondents), first aid training (4), Social Assistance - SA (4), ALFA (4), funding (3), upgrading (3), computers (2), education (2), WHMIS (2), and short courses (2).
- Thirty-six were happy with the service they received, 3 were not and 9 were undeclared.
- Twenty-eight individuals indicated that they have an employment or educational goal, while 7 did not and 12 were undeclared.
- Suggestions for improvement included many positive comments as well as:
 - More respect for people;
 - SA only caters to people they like;
 - Give more money to low income families instead of giving a Christmas bonus and flight home;
 - 2 people at front desk;
 - Add home maintenance and carpentry courses;
 - Shouldn't treat students as welfare cases, but as an investment;
 - Electronic forms;
 - Apprenticeship programs added;
 - Treat people with respect;
 - Give them the benefit of a doubt and give unconditional support;
 - More training courses; and
 - More activities for children and adults.
- Those who had not utilized the education services indicated they had not because they:
 - Are looking for job;
 - Have no time or interest;
 - There are too many conditions that are government driven;
 - Are unemployed;
 - Used to need services and SA, but now am on my feet;
 - Have education and a job thanks to KDFN;
 - Do not have enough time;
 - Just moved here; and,
 - Are a stay-at-home mom (2).
- Recommendations for future types of services and programming included:
 - Funding for trades and other courses
 - Graduate upgrading
 - Work with crafts, skills, art
 - Elders Tea (fire pit), a garden?
 - Cooking course
 - Language/heritage course
 - Literacy program
 - Carving training

- Native language
 - Family activities
 - Hunting, back to land activities
 - First Nation courses
 - Carpentry courses
 - Cultural courses
 - Fishing, hunting, beading
- Twenty-eight individuals indicated that they would use the services of a cultural educator at the House of Learning, if one were available. A full list of suggested services appears in the full needs survey report in the Appendices, but a few that received significant mention are: language, fishing, hunting, trapping, tanning, traditional medicines, and skills to live off the land.
 - The following suggestions were made when asked “How can KDFN’s Education Department serve you best?”.
 - Make Social Assistance fair;
 - Ask YG/Feds for more money;
 - Run classes here;
 - Upgrading;
 - Develop our own criteria for education, quit offering programs the Government way;
 - Literacy and tutoring for all ages, keep people busy, story time;
 - Access to tutoring for college students;
 - Provision of transportation to college, homework club, stay open a little later, fire pit;
 - Use KDFN graduates as mentors, have a celebration for completing programs;
 - Pay for my masters;
 - Love to have a space to reconnect with my culture;
 - Show respect; and,
 - Several comments indicating that they are doing a good job and to keep it up.

KDFN Community Meeting on Moving Forward in Education

On July 14th, 2016, a Kwanlin Dün community meeting was held to discuss how to move education forward in the community. The following summarizes the comments made at that meeting that pertain to the types of services offered in the Education and Employment Training Program. The numbers in brackets represent the number of respondents who stated that response.

Wish List for Workplace Education and Training:

- A guaranteed position at KDFN for an adult educator/advisor (8);
- Increased access to trades training and a skills centre (9); and,
- Increased access to apprenticeship opportunities within KDFN and beyond (10).

Wish List for Post-Secondary Education:

- Availability of tutoring resources (4);
- Availability of First Nations' educational/career/life counsellors (9); and,
- Opportunity for adults to obtain "adult graduation" at no cost (3).

CURRENT FUNDING AGREEMENT

The Kwanlin Dün First Nation Education and Employment Program is currently funded by the Labour Market Program and Services Unit, Advanced Education Branch at the Yukon Government, through the Canada Job Fund – Employment Services and Supports program.

Employment Services and Support Program Objectives and Description

The Employment Services and Supports program aims to increase the participation of Yukoners in the workforce in order to meet current and future labour requirements.

The funding requirements are outlined in the Transfer Payment Agreement (TPA) between the Advanced Education Branch and the Education and Employment Program. Schedule A outlines the Program Details and Agreement Activities. The following will present the highlights of Schedule A. These are the activities as outlined in the TPA:

- ***Case Management – Assessment***
 - “Assessment of a client within the context of case management – gathering background information, career/academic planning and guidance based on participant’s goals, interests and preferences, determining the participant’s barriers to employment, and documenting appropriate next steps.
 - The Case Manager will provide employment and Academic Readiness Assessments to determine academic levels, history and identify participants’ barriers and needs.
 - Career and academic counselling will be provided to assist Participants in exploring their interests, work history, education, skills and abilities and suitability of their employment goals.
 - Career counseling tools such as the Meyers Briggs Type Indicator (MBTI) and other on-line tools such as Career Cruising, will be provided when required to assist in exploring suitable career options or determining specific career goals.
 - If it is determined by Participant’s individual needs assessment that they require assistance from other members of the HOL Case Management team, they will be referred to the appropriate specialty areas accordingly.”

- ***Case Management – Development***
 - “Development of a mutually agreed upon Return to Work Action Plan (RTWAP) consisting of a series of interventions that are designed to break down barriers to employment, and to help guide the participants from a situation of unemployment to finding and maintaining employment.
 - The Case Manager will assist the client in developing an individualized action plan by identifying employment/education goals and interests, barriers to attaining those goals, and determining appropriate intervention that will assist and guide the participants towards overcoming barriers and achieving success. Participant Action Plans will also include referrals to other programs and services appropriate to their needs.”

- ***Case Management – Management***
 - “As the Participants complete each planned intervention, they will be monitored by phone, email or through planned return visits to ensure that they are proceeding without additional barriers to success and are achieving expected outcomes.
 - If additional barriers arise, the participant and the Case Manager will meet to reassess and revise the Participant’s Action Plan accordingly.
 - Participants with complex multiple barriers will be monitored more often and may require significantly more personal supports than those presenting with fewer barriers.”

- ***Case Management – Follow-Up***
 - “Case Manager will maintain contact with participants who have completed their action plans for a period of up to one year to determine the success of the participant in finding or maintaining employment.
 - The Case Manager will conduct follow-up at 26 weeks and 52 weeks after completion of each Participant Action Plan in order to record updated information about the participant’s employment status.”

- ***Skill Enhancement – Essential Skills - Workshops***
 - “Short term employability courses to promote skill development and improve employability based on need and determined as a direct results of Case Managed Client Action Plan, Community interest and demand.
 - Possible Course offerings are listed:
 - 2015/16 – Construction Carpentry for Beginners, Basic Home Plumbing, Basic Home Wiring
 - 2016/17 – Computers for Beginners, Intro to Microsoft Word, Excel – Level 1
 - 2017/18 – Safety in Bear Country, Recertification First Aid, Wilderness & Remote First Aid, Emergency Medical Responder
 - Changes in possible course offerings must be discussed with and approved by the Agreement Manager.
 - Priority will be given to KDFN Citizens, with reasonable efforts made to ensure each participant meets program requirements.
 - If, in the event that seats cannot be filled by eligible KDFN Citizens, seat offerings may be made available to other individuals who are actively engaged with employment service partners such as: Skookum Jim Friendship Centre – Youth Employment Centre clientele, other First nation Employment Offices, etc...and the cost of the seat will be paid by the referring Service Provider.”

- ***Skill Enhancement – Essential Skills – General Literacy – Tutoring***
 - “The Adult Educator/Facilitator will provide counseling services, conduct assessments to determine academic levels, and prepare and develop individualized Academic Training Plans.

- Provision of a drop-in academic program providing one-on-one tutorial assistance with Adult Basic Education with a focus on essential math, English, and Computer Literacy.
- Assistance and supports will be provided in acquiring/accessing/preparing for Distance Education, College Prep, other Yukon College programs or courses, or other training needs as required, including financial assistance.”
- ***Skill Enhancement – Pre Employment***
 - “Short term workshops to enhance personal Pre-Employment skills – the self-management and interpersonal abilities needed for an individual to function effectively within society and the workplace.
 - Plan, organize and schedule the delivery of a variety of workshops to promote skill development, enhance essential life skills, improve confidence, self esteem and social interaction, eliminate individual personal barriers to employment and improve employability.
 - Workshops will be planned and offered based on need and determined as a direct result of Case Managed Client Action Plans and Community interest and demand. Participants may also be referred out to other service providers to access appropriate workshops as required.
 - Short-term workshops/courses may include: Stress management training, Student success and wellness, Trauma workshops, Guiding Circles, Life Skills, Traditional Parenting Courses, Anger Management Workshops, Financial Literacy, Lateral Violence Awareness or any other similar workshops/courses of demand and interest.
 - Priority will be given to KDFN Citizens, with reasonable efforts made to ensure each participant meets program requirements.
 - If, in the event that seats cannot be filled by eligible KDFN Citizens, seat offerings may be made available to other individuals who are actively engaged with employment service partners such as: Skookum Jim Friendship Centre – Youth Employment Centre clientele, other First Nation Employment Offices, etc...and the cost of the seat will be paid by the referring Service Provider.”
- ***Skill Enhancement – Job Specific – Workshops***
 - “An Employment Readiness Boot Camp (ERBC) will be organized, planned and delivered annually in the spring of Year (2016) and Year 3 (2017).
 - The ERBC will include a series of 8 certified industrial safety courses to prepared Citizens for upcoming season or permanent employment opportunities, Clients may take all courses, or a combination of courses that meet their needs.
 - Eligible Participants will be determined according to individualized Case Managed Action Plans, and the expiration dates of current and valid Participant Industrial tickets.
 - The Employment Readiness Boot Camp will consist of the following training courses:
 - Chainsaw Safety
 - Standard First Aid
 - Food Safe Level I

- Workplace Hazardous Materials Information System (WHMIS)
 - Hydrogen Sulphide Training (H2S Alive)
 - Fall Protection
 - Traffic Control
 - Transportation of Dangerous Goods (TDG)
 - Any other course must be discussed with and approved by the Agreement Manager.
- Priority will be given to KDFN Citizens, with reasonable efforts made to ensure each participant meets program requirements.
 - If, in the event that seats cannot be filled by eligible KDFN Citizens, seat offerings may be made available to other individuals who are actively engaged with employment service partners such as: Skookum Jim Friendship Centre – Youth Employment Centre clientele, other First nation Employment Offices, etc...and the cost of the seat will be paid by the referring Service Provider.”
- ***Work Experience – Job Coaching***
 - “A half-time Employment Support Facilitator (ESF) will assist KDFN Citizens who are experiencing barriers that prevent them from gaining or maintaining employment.
 - Case Managers who refer participants for job coach assistance will provide a complete action/management plan, as well as an exit strategy.
 - The ESF will provide case management, review/create client action plans, provide updates from the worksite and make recommendations for continued client success.
 - The ESF will accompany clients to their work sites and assist them in orientation, specific duties/tasks, training mentoring, liaison between the employer and client to ensure that jobsite expectations are reasonable and obtainable, and provide any other supports required in the transition to employment that will help them achieve success and/or maximum level of employment capacity on the job site.”
- ***Research Planning***
 - “Evaluation plan drafted and submitted by March 31st, 2016.
 - Evaluation conducted by March 31st, 2017.
 - Implement any recommended changes resulting from evaluation by September 30th, 2017.”

There is also a Schedule E – Participants that is part of the TPA. This schedule outlines the Expected Number of Project Participants and the Expected number of Project Participants by Participant Group. They are outlined below:

Schedule E

Participant Group	# of Participants Expected
Aboriginals	150
Education-Less than High School	120
Employed	20
Female	75
Low skilled employed	15
Male	75
Older workers	50
Persons with disabilities	25
Social Assistance Recipients	100
Unemployed	130
Youth	100

WHAT DOES THE PROGRAM LOOK LIKE NOW

The Kwanlin Dün Education and Employment Program has been operating in its' current format since April 1st, 2015. The program currently has two full-time employees: an Adult Educator/Facilitator and an Employment Support Facilitator. The program has the support of other staff in the Education Department, who work at the House of Learning, and the program is overseen by the Director of Education and the Manager of Education.

Program Philosophy and Approach

“The central approach of the EET Program involves defining and meeting the employment related needs of individual citizens.” (EETP Evaluation Plan, March 2016) The program recognizes that individuals who are interested in the program’s services bring along with them “a broad range of capabilities and constraints, opportunities and challenges.” The individual case management approach will be discussed further below, but the program meets people at the point they are at in their life when they approach the program for support. For example, one participant may need support and assistance in improving their literacy skills, another may need help accessing counseling services, while another may need assistance in writing a resume and cover letter, and yet another may need help applying to university.

As can be seen, the types of services provided by the program are very wide ranging, and are tailored to the needs of each individual client. This type of individual approach tends to take more time, but also tends to result in greater success. Only placing individuals, for example in training sessions in order to gain employment, when they are experiencing many barriers to success in their lives, will not generally have a successful outcome because the barriers have not been addressed.

A client’s length of involvement with the program varies as much as the services that the program delivers. Some clients may only need one meeting with the program staff to achieve their objective, while others may be part of the program for several months or years. Clients may arrive with a single need or multiple needs, with multiple barriers, that need to be addressed, and therefore will take much more time to address and support.

Staff Roles

The current Adult Educator/Facilitator has been in her full-time position since November 2014. The three main roles in her position are:

- Program Coordination, including coordinating and at times delivering programs (e.g. training programs, Boot Camp);
- Case Management; and,
- Drop-in Tutoring.

With respect to the Employment Support Facilitator position there has been staff turnover and periods of time when the position was vacant. The current Employment Support Facilitator has been in her position for approximately 18 months. The main roles in the position are:

- Job coaching;
- Resume preparation assistance;
- Job search assistance;
- Assisting clients in finding appropriate training opportunities;
- Employer outreach and partnership;
- Workshop and event assistance; and,
- Case Management as well as assistance to the Adult Educator.

As outlined in the document “Case Management Model – Guidelines” developed by the Advanced Education, Labour Market Programs and Services Unit, “the role of the case manager is not to manage the person but to assist the individual with the development and management of their action plan.”

Target Group

The main target group of the Education and Employment Program over the past two years has been unemployed Kwanlin Dün First Nation citizens, who are not currently on Employment Insurance (EI) and have not been on an EI claim in the past three years or 5 years, if for maternity/paternity leave. Some preliminary discussions about this target group happened in 2016 between the EETP staff and the funder. Further discussion was needed in February 2017 because the program had clients who were collecting EI who were interested in accessing programs to help them get back into the workforce. The funder clarified that clients who are currently receiving EI (or have in the past three years) can access programming through the “Employment Readiness Boot Camp”, there are just some additional clerical duties that need to be completed by the EETP staff prior to the Boot Camp. This is an exception to the target group, which is only applicable to the Boot Camp.

At present, when a program/workshop/training is offered by the program, preference is given to eligible Kwanlin Dün citizens up to 2 weeks prior to the event. At that point the program is open to eligible citizens from other First Nations, to a maximum of 25% of the spots available in the training. The other First Nation is responsible for the cost of the training.

No referral is needed to enter the program; citizens are free to contact the program staff and request information and support. The program currently uses Facebook, job/career fairs, the KDFN community newsletter, flyer delivery, poster campaigns, and the annual report to advertise its services, as well as having a presence at community events. Word-of-mouth has also brought new clients to the program.

Case Management Approach

The program utilizes a case management approach that focuses on meeting the individual needs of each client. The guidelines for this approach are outlined in a document entitled “Case Management Model – Guidelines” developed by the Advanced Education, Labour Market Programs and Services. The document states that “the goal of case management is to increase positive outcomes by providing the information, support and guidance needed for participants to make informed decisions. The labour market case manager consults

with and refers participants to a wide variety of professionals and services to meet their labour market needs.” The full Guidelines can be found in the Appendices.

As was noted earlier in the report, the program currently understands that all needs cannot be addressed using “one shoe fits all” programming and training opportunities. There is an emphasis now on developing life skills that will enhance a client’s ability to obtain employment. This is a very important focus of the program because it is now recognized that a critical step to improving employment outcomes and/or gaining employment, is achieving independent living status. “Participants under this model are supported to set and achieve realistic goals within the labour market. Participants must be present or represented at all stages of service, and engage in the development and implementation of their action plan. The case manager remains engaged until the participant meets their goal, a referral to another agency can be made or the participant voluntarily withdraws from service” (Case Management Model – Guidelines”, Advanced Education, Labour Market Programs and Services).

The Case Management Approach follows a similar process, outlined below:

- The Applicant receives a personal assessment.
- The Applicant in conjunction with the Adult Educator/Facilitator prepares an individualized plan for improvement.
- The Applicant participates in appropriate program/training, according to the plan; proceeds along a path that may involve such components as:
 - Life skills training
 - Literacy skills development (reading, comprehension, numeracy, computers)
 - Job readiness training (Book Camp or similar)
 - Specific job skills or certification training

The outcomes are a graduating series of improvements in personal circumstances that culminate in the participant becoming job ready, and ultimately finding employment.

“In the case of the EETP, the theory is that unemployed or underemployed citizens , including those on social assistance, will respond within a case-management environment to initiatives designed to improve their life situation and, ultimately, their employment prospects. A careful assessment of individual needs linked to a customized activity plan will enable each client to work towards independent living and job-related improvement.” (EETP Evaluation Plan, March 2016)

Partnerships

Partnerships are key in this program. First and foremost is the partnership between the program staff and the client. This program relies on the fact that there is a trusting and effective partnership between the program staff and the client.

Secondly, in an effort to provide the best service and support to the clients, the program relies on collaboration and partnership with other staff in the KDFN Education Department, as well as staff from other KDFN departments, in an effort to provide the best service and support to the clients.

Partnerships with other community organizations are also key to the provision of services to clients. Other organizations play a key role in providing support to clients and/or in partnering in or providing training opportunities.

And last, but definitely not least are the partnerships with employers who hire Kwanlin Dün First Nation citizens.

The following presents a list of partners that were identified during the evaluation process (this is not necessarily a comprehensive list):

- **KDFN Departments** – health, justice, economic development, community services and finance
- **ALFA** – All First Nation individuals who are unemployed can apply to ALFA for funding for employment training and industry training. The program and ALFA connect regularly when a client of the EETP program is interested in a training opportunity that meets the ALFA criteria.
- **Yukon Government** – Advanced Education, Workplace Diversity
- **Yukon College** – Centre for Northern Innovation & Mining, School of Academic and Skill Development, Registrar, Continuing Education & Training; and other departments as required.
- **Northern Safety Network** – provider of safety training programs.
- **Skookum Jim Friendship Centre**
- **Ta’an Kwach’in Council**
- **The Training Policy Committee**
- **Challenge**
- **Employment Central**
- **Yukon Learn**
- **Yukon First Nation Chamber of Commerce**
- **Government of Canada, Public Service Commission**
- **Quantum Murray** – Construction company worked closely with KDFN for workers
- **Kilrich**
- **Canyon City Construction**– Kwanlin Dün construction company

Program Forms and Documents

The Program utilizes several forms to keep track of clients and their programs. Which forms are utilized will be dependent on the client and their situation. The following are the possible forms that may be utilized (copies of these forms can be found in the appendices):

- **Intake Form** – education, skills, health and disabilities – helps us to understand an individual’s demographic situation
- **Education and Employment History** – employment history, other skills, health and disability details
- **Readiness Assessment** – case information (list of questions about life situation), education history, employment history, and personal readiness

- **The Return to Work Action Plan (RTWAP)** – sets out details of the type of interventions to be pursued, action steps; timing; and current status (underway, completed, abandoned, etc.)
- **Sources of Funding for Training** – this form outlines that the EETP can assist clients in accessing various sources of funding. The client when accessing these funds must sign the declaration indicating that they “...have been made aware of the expectations of the funding sources”, as well as the cancellation policy for each source.
- **Case Management Checklist** – records contact with EETP staff
- **Action Plan Development and Process** - this is a guiding document utilized by the Case Manager that outlines “a series of steps designed to take them from a situation of unemployment to finding and maintaining employment.”
- **Personal Action Plan** – education and employment goal, action plan steps – intervention, skill enhancement – life skills, job search – workshops, and signatures

Program Reporting Forms

The Education and Employment Training Program must also complete reports in order to track progress for themselves, the KDFN Education Department and for their funders.

- **Employment Services and Supports Quarterly Activity Report** – this report collects data on client demographics, case management, intake/assessment, client development, general literacy – tutoring, pre-employment workshops, essential skills workshops, job specific workshops (Boot Camp), job coaching, and follow-ups.

The following page outlines the current Logic Model for the program, which was developed as part of the Evaluation plan in March 2016.

KDFN Education and Employment Training Program

Goal: To improve independent living skills in order to generate better employment outcomes for the citizens of Kwanlin Dün First Nation.

Resources:

- A budget of \$520,648 over three years
- Two staff members a full-time Adult Educator and a half-time Job Coach
- House of Learning facility and learning resources
- Support and participation in the case-management model from other KDFN departments

Activities:

- Intake clients and assess their needs
- Case manage clients
- Provide academic counseling
- Tutor clients on a drop-in basis
- Deliver short-term training programs and personal development workshops
- Deliver Boot Camp
- Maintain records and report to Advanced Education Branch (as outlined in TPA)
- Provide job coaching
- Work with employers to facilitate accommodations for employees as required

Outputs:

- Individualized plans for clients
- Clients completing training programs/courses & receiving certification
- Clients referred to other community services
- Status reports for AEB (Advanced Education Branch at YTG)

Short-term outcomes:

- Clients demonstrate personal responsibility by becoming increasingly active in goal setting, decision making and self-management
- Some other clients have increased literacy
- Other clients have improved life skills
- Other clients are ready for employment

Medium-term outcomes:

- Citizens are ready for employment
- Program clients find jobs or improve their job situation
- Individuals acquire skills to live responsible, healthy and independent lives
- Increased levels of self-esteem, confidence and self-determination by clients

Long-term impacts:

- Citizens are self-sufficient and employed
- Reduced dependency on social assistance

WHAT HAS THE PROGRAM ACCOMPLISHED

Much of the information regarding what the program has accomplished was gathered by the Evaluator, from quarterly reports to the funder, and from discussion with the Adult Educator/Facilitator and the Employment Support Facilitator.

The following provides some overall statistics about the program from April 2015 to December 2016. The workshop completion numbers presented below vary somewhat from those listed on page 32 because the above includes workshops/trainings presented in January and February 2017. A full statistical analysis for the last quarter of the 2016/2017 fiscal year had not been conducted at the time of this report, so only some data was available.

- Intakes into case-management/programming - 88
- Continued on with case-management to create action plans – 58 of the 88
- Number that gained employment - 28
- Number of follow-ups (6 or 12 months post-employment) completed – 13 (11 were still employed)
- Number that accessed individual tutoring - 17
- Workshop completions in the Essential Skills category* - 29
- Workshop completions in the Pre-Employment category* - 76

*It is important to note that these numbers don't necessarily represent unique individuals as often the same individuals will complete multiple workshops. Instead they represent numbers of course completions.

Prior to presenting the following pages of the report, the Evaluator would like to make note that the statistical information provided was, at times, difficult to collate and comprehend due to different formats being used by different staff members, different interpretations of a statistical category, changes to the reporting requirements, and/or missing or unavailable statistics. In working with the Adult Educator/Facilitator, the Evaluator was able to clarify some of the statistics and presents the following that represents the statistics as they were understood at the time of the report.

The majority of statistics regarding the work of the Adult Educator/Facilitator are captured in the quarterly reports to the funder. When reviewing the internal quarterly reports it was noted that the Adult Educator/Facilitator completed a number of tasks in her position. These included:

- Setting up the new program initially – process, reporting and form development; research, training provision
- Program Development and Coordination
- Academic advising/career counseling
- Instructing
- Tutoring

- Assistance with resumes, cover letters, and job search
- Coordination with Yukon College for student arrival and support
- Partnering with other groups to provide training and other events
- Drop-in sessions
- Partnering with Employers
- Input to EETP Evaluation Plan
- Personal Professional Development
- Attending a variety of meetings:
 - KDFN gatherings and events
 - Staff Meetings
 - Meeting with community partners
 - Steering Committee meetings
 - PACFNI quarterly meetings

Based on Internal Quarterly Reports, a breakdown of additional statistics, not captured in the quarterly report to the funder, for the Employment Support Facilitator is presented on the following page. It is important to note that the Employment Support Facilitator also indicated that she completed many other tasks on top of those represented in the chart. These additional tasks included:

- Assisting clients in applying for specific jobs
- Programming
- Assistance with resumes, cover letters and job search
- Case Management and assistance to the Adult Educator/Facilitator
- Organizing Job Fairs
- Assistance to Adult Educator/Facilitator
- Meetings
 - KDFN gatherings, events and meetings
 - Staff Meetings
 - With community partners
 - With Employers (this requires a significant amount of the Employment Support Facilitator's time)
- Personal Professional Development

Employment Support Facilitator Position Statistics

Client Support

	Oct-Dec 2015	Jan-Mar 2016	Apr-Jun 2016	Jul-Sep 2016	Oct-Dec 2016
# of Clients who accessed support	7 new clients	16	18 clients		5 clients
# clients who found employment		2	7		5
Resume updates and renewal			12		14
Attended 2 of the Skills for Employment courses		□			
Assist clients to meet company bidding			□		

Programming

	Oct-Dec 2015	Jan-Mar 2016	Apr-Jun 2016	Jul-Sep 2016	Oct-Dec 2016
Trades Open House	□				
Evening sessions for students to prepare to earn Class 1 Driver's License		□ 2 participants			
Follow-up from Spring Boot Camp with Construction Companies			8 attendees		
Job Fair and Recruitment Drive		□ (40 employers contacted)			
Meet and Greet with Clark Builders			□		
Canadian Armed Forces recruiting sessions					□ 1 attendee
Spring into Work Recruitment Event			□ 66, 4 gained employment		

As noted the program staff were also required to complete Employment Services and Supports Quarterly Reports for the Advanced Education Branch. The following tables highlight some of the information presented in those reports.

Client Demographics (Case Managed Clients)

	Apr-Jun 2015	Jul-Sep 2015	Oct-Dec 2015	Jan-Mar 2016	Apr-Jun 2016	Jul-Sep 2016	Oct-Dec 2016
# of new eligible case managed participants	3	7	10	4	15	40	9
Employment Status:							
Employed	0	0	0	0	0	3	1
Unemployed	3	7	10	4	15	37	7
Self-Employed	0	0	0	0	0	0	1
Education level of new participants:							
Less than high school	2	5	7	4	11	25	5
High School	1	2	3	0	4	8	2
Post Secondary	0	0	0	0	0	7	2
# of new participants by designated group:							
Aboriginals	3	7	10	4	15	39	9
Immigrants	0	0	0	0	0	0	0
Older Workers	0	1	0	0	0	3	0
Youth	1	3	3	1	4	18	3
Persons with Disabilities	0	0	0	0	1	0	0
Women	3	2	9	2	4	14	5
Social Assistance Recipients	2	5	7	4	10	22	4
# of new eligible participants participating in an intervention by type:						No Longer Recorded	No Longer Recorded
• Skills development and upgrading, for unemployed	2	7	5	2	6		
• Skills development and upgrading, for employed	0	0	0	0	0		
• Literacy/Tutoring for unemployed	1	3	0	2	4		
• Literacy/Tutoring for employed	0	0	0	0	0		
• Work experience, for unemployed	0	0	1	0	0		
• Combination of skills development and work experience, for unemployed	0	0	0	2	0		
• Job Coach Assistance, for unemployed	0	0	4	2	9		
• Job Coach Assistance, for employed	0	0	0	0	0		

	Apr-Jun 2015	Jul-Sep 2015	Oct-Dec 2015	Jan-Mar 2016	Apr-Jun 2016	Jul-Sep 2016	Oct-Dec 2016
# who completed intervention by type:						No Longer Recorded	No Longer Recorded
• Skills development and upgrading, for unemployed	0	6	6	1	8		
• Skills development and upgrading, for employed	0	0	0	0	0		
• Literacy/Tutoring for unemployed	0	0	0	0	0		
• Literacy/Tutoring for employed	0	0	0	0	0		
• Work experience, for unemployed	0	0	0	0	4		
• Combination of skills development and work experience, for unemployed	0	0	2	0	2		
• Job Coach Assistance, for unemployed	0	0	0	1	3		
• Job Coach Assistance, for employed	0	0	0	0	0		

Intake/Assessment

	Apr-Jun 2015	Jul-Sep 2015	Oct-Dec 2015	Jan-Mar 2016	Apr-Jun 2016	Jul-Sep 2016	Oct-Dec 2016
# of Participants who completed Intake/Assessment	3	7	10	4	15	40	8

Development

	Apr-Jun 2015	Jul-Sep 2015	Oct-Dec 2015	Jan-Mar 2016	Apr-Jun 2016	Jul-Sep 2016	Oct-Dec 2016
# of Participants who developed and signed a Return to Work Action Plan	2	5	6	5	6	29	3

NOTE: No Longer Recorded - reporting requirements with the funder changed so that the program was to report on the # of participants who started an intervention and the # of participants who completed an intervention.

Case Management

	Apr-Jun 2015	Jul-Sep 2015	Oct-Dec 2015	Jan-Mar 2016	Apr-Jun 2016	Jul-Sep 2016	Oct-Dec 2016
Total number of participants who started an intervention	Not recorded	Not recorded	Not recorded	Not recorded	Not recorded	39	13
Total number of participants who completed an intervention	Not recorded	Not recorded	Not recorded	Not recorded	Not recorded	35	14
Number of participants who:							
• Completed RTWAP	0	0	2	0	1	15	0
• Found employment (completed action plans)	0	0	3	3	1	15	3
• Found employment during management phase (uncompleted action plans)	N/A	N/A	N/A	N/A	N/A	9	1
• File closed due to lack of file activity	0	0	0	7	2	6	5
• Other	0	0	0	0	0	0	0

General Literacy - Tutoring

	Apr-Jun 2015	Jul-Sep 2015	Oct-Dec 2015	Jan-Mar 2016	Apr-Jun 2016	Jul-Sep 2016	Oct-Dec 2016
# or participants who regularly accessed tutoring *						2	2
# of new participants who accessed the drop-in program *	0	3	6	8	9		
# of participants who have demonstrated improvements in literacy and numeracy	0	3	6	8	9	0	2
# of participants who completed this intervention	Not Recorded	Not Recorded	Not Recorded	Not recorded	Not recorded	0	2

*Beginning in July 2016, the reporting requirement changed from the # of participants who accessed the drop-in program regularly to the # of new participants who accessed the drop-in program this quarter.

Pre-Employment Workshops

	Apr-Jun 2015	Jul-Sep 2015	Oct-Dec 2015	Jan-Mar 2016	Apr-Jun 2016	Jul-Sep 2016	Oct-Dec 2016	Jan-Feb 2017
# of participants who:								
Registered for	No	13	Drop-in	11	No	31	20	13
Attended workshops	Offerings	12	3	15	Offerings	31	13	8
Completed workshop		12	N/A	15		30		5
# of workshops that happened	0	2	1	2	0	2	3	1
# of workshops cancelled	0	0	0	0	0	1	0	2

Essential Skills Workshops

	Apr-Jun 2015	Jul-Sep 2015	Oct-Dec 2015	Jan-Mar 2016	Apr-Jun 2016	Jul-Sep 2016	Oct-Dec 2016	Jan-Feb 2017
# of participants who:								
Registered for	No	No	10	23	No	No	8	14
Attended workshops	Offerings	Offerings	9	20	Offerings	Offerings	7	12
Completed workshop			7	19			7	9
Gained Employment as a result of training			N/R	1			N/R	N/R
# of workshops that happened	0	0	1	3	0	0	1	2
# of workshops cancelled	0	0	0	0	0	0	0	0

Job Specific Workshops (Employment Boot Camp)

	Apr-Jun 2015	Jul-Sep 2015	Oct-Dec 2015	Jan-Mar 2016	Apr-Jun 2016	Jul-Sep 2016	Oct-Dec 2016
# of eligible clients who have registered for, completed and received certification in each of the following workshops:							
Chainsaw Safety	N/O	N/O	N/O	N/O	N/O	N/O	N/O
Standard First Aid	N/O	N/O	N/O	N/O	7	N/O	N/O
Food Safe Level I	N/O	N/O	N/O	N/O	7	N/O	N/O
WHMIS	N/O	N/O	N/O	N/O	11	N/O	N/O
H2S Alive	N/O	N/O	N/O	N/O	5	N/O	N/O
Fall Protection	N/O	N/O	N/O	N/O	11	N/O	N/O

Confined Space Awareness	N/O	N/O	N/O	N/O	4	N/O	N/O
TDG	N/O	N/O	N/O	N/O	8	N/O	N/O
Technical Tree Falling and Cutting	N/O	N/O	N/O	N/O	10	N/O	N/O
Spring into Work Recruitment Event	N/O	N/O	N/O	N/O	66	N/O	N/O
Resume Workshops	N/O	N/O	N/O	N/O	2	N/O	N/O
Mock Trial Interviews	N/O	N/O	N/O	N/O	1	N/O	N/O
N/O = Not Offered							
# of participants who gained employment as a result of this training	0	0	0	0	4 -only recorded for last 3 workshops	0	0

Job Coaching

	Apr-Jun 2015	Jul-Sep 2015	Oct-Dec 2015	Jan-Mar 2016	Apr-Jun 2016	Jul-Sep 2016	Oct-Dec 2016
# of Participants referred for Job Coach assistance	0	2	4	16	9	Position Vacant	15

Report on 26 & 52 Week Follow-Ups

	Apr-Jun 2015	Jul-Sep 2015	Oct-Dec 2015	Jan-Mar 2016	Apr-Jun 2016	Jul-Sep 2016	Oct-Dec 2016
# of eligible participants who after leaving the intervention 26 weeks ago are (for first 3 quarters it was 12 weeks):							
Employed	0	0	2	0	1	2	0
Unemployed	0	0	0	0	1	0	1
Continuing on an intervention	0	0	0	0	0	0	0
Self-employed	0	0	0	0	0	0	0
# of eligible participants who after leaving the intervention 52 weeks ago are:							
Employed	0	0	0	0	0	2	3
Unemployed	0	0	0	0	0	0	0
Continuing on an intervention	0	0	0	0	0	0	1
Self-employed	0	0	0	0	0	0	0

The following three pages outline in chart format programming that has been offered by the Kwanlin Dün Education and Employment Program since April 2015. The first three pages represent a variety of workshops and training sessions offered. The fourth page outlines the training offered during the April 2016 Boot Camp, with the last page outlining the programming that is going to be offered in the April 2017 Boot Camp. The charts also indicate the cost of the sessions and some additional comments.

Between April 2015 and March 2017, 117 people registered for the workshops and training sessions offered through the Education and Employment Training Program, with 99 attending and 91 completing the training. One of the programs offered was a drop-in program, so did not require pre-registration, and another program had 6 people register, but 10 attended and completed the training. Thirty-four of the participants who participated in these training were linked to the Kwanlin Dün First Nation Social Assistance Program.

Eighty-three people registered for the 2016 Boot Camp Trainings, with 69 attending and 64 attaining certification. Of the 83 people who registered, 47 were linked to the Kwanlin Dün First Nation Social Assistance Program.

Summary of Program Attendance at the House of Learning 2015-2017

Program	# Registered	# Attended	# Completed	# Completed linked to KDFN SA	Cost	Comments
Skills for Employment: Introduction to Event Planning January – March 2015	14	11	6	5	Funded through a unique TPA with YG, and YC -administered NABE funds (~\$40 000)?	Three months, full-time program – partnership with YG and Yukon College
Driver's Tutorial Sessions August 31 – September 4 th , 2015	8	8	8	6	No cost – HOL staff instructed	Sessions aim to give students the information and confidence to pass the test for Class 7 Learner's
Personal and Employment Exploration Week September 21 – 25, 2015	5	4	4	3	~ \$1200	A week of various workshops including; personality dimensions, resume development, job search, interview skills, etc.
Construction Carpentry for Beginners November 23 – 27, 2015	10	9	7	4	\$6995*	Introductory Carpentry Workshop through Yukon College
Cooks and Books: Adult Life Skills Sessions December 2, 2015, ran 3 weeks	Drop-in	3	n/a	3	Materials cost only (less than \$500), HOL staff instructed	Drop-in program offered on a weekly basis, focusing on life skills and cooking
Basic Home Plumbing January 13 – 15, 2016	8	8	8	5	\$3995*	Introductory Plumbing Workshop through Yukon College
Basic Home Wiring March 8 – 10, 2016	10	7	6	3	\$3995*	Introductory Wiring Workshop through Yukon College
Digital Skills for the Work World January 18 – 29, 2016	5	5	5	1	No cost (Yukon Learn offered the course for free)	Introductory Computer course - two weeks full-time. Only 2 participants were KDFN citizens, 3 were from the greater Whitehorse community.

Program	# Registered	# Attended	# Completed	# Completed linked to KDFN SA	Cost	Comments
History Project (Yukon Archives) February 2-3, 2016	6	10	10	2*	Funded by Yukon Archives	Some participants were from the Elder's day program (unsure of their SA status)
Personality Dimensions-Youth March 14-15, 2016	5	5	5	0	~ \$1200	
Driver's Tutorial Sessions July 4-7, 2016	6	6	5	1	No cost – HOL staff instructed	
Asbestos Training (in partnership with QM Environ) August 2016	25	25				15 individuals went on to be hired by QM.
Personality Dimensions August 10-11, 2016	cancelled due to lack of interest				\$0	
Sewing Circle October 18 – November 22, 2016	10	7	ongoing	8	~ \$3400*	
Personality Dimensions October 19-20, 2016	6	6	6	3	Materials cost only (less than \$500), HOL staff instructed	Only 3 participants were KDFN citizens, 3 were students from the ILC
Career Focusing October 26-27, 2016	4	0	0	0	~ \$1500*	
Digital Skills for the Work World November 14-25, 2016	8	7	7	7	\$6750**	7 participants were KDFN, 1 was "family of KDFN" (and was funded through THFN)
Microsoft Word Level 1 January 23-24, 2017	7	6	5	5	\$2000*	
Microsoft Excel Level 1 January 26-27, 2017	7	6	4	4	\$2000*	

Program	# Registered	# Attended	# Completed	# Completed linked to KDFN SA	Cost	Comments
Money Matters January 17-18, 2017	cancelled due to lack of interest				No cost, funded by TD Bank	
Gúyàt nàáts'edlū (Sewing with Beads) February 6-22, 2017	13	8	5	4	\$3734.25	Of those who completed, 3 participants were KDFN, 2 were "family of" (both were CAFN)
Yukon First Nations 101 February 9, 2017	cancelled due to lack of interest				~ \$2400* (not charged due to cancellation)	
History Project (Yukon Archives) March 23, 2017 (dates TBD)	cancelled due to lack of interest				~ \$1000	
Yukon Women in Trades and Technology March, 2017 (dates TBD)	upcoming				Transportation costs only (less than \$500), funded through YWITT	
Driver's Tutorial Sessions March, 2017 (dates TBD)	upcoming				No cost – HOL staff instructed	

All programs are available at no cost to unemployed Kwanlin Dün citizens

*funded through Transfer Payment Agreement (TPA) with Yukon Government, Advanced Education

**Digital Skills for the Work World was funded on an individual basis through ALFA, at a cost of \$850 per person

Employment Readiness Boot Camp Attendance 2016

Course	# Registered	# Attended	# Received certification	# Completed linked to KDFN SA	Cost
Transportation of Dangerous Goods (TDG) April 7	10	8	8	6	\$495
H2s Alive April 11	8	6	5	3	\$1395
Workplace Hazardous Materials Information Systems (WHMIS) April 12	14	14	14	9	No cost – KDFN in-house instructor
Technical Tree Falling and Cutting April 13-14	10	10	10	9	\$4379 course fees + \$1750 gear rental = \$6129
Standard First Aid April 18-19	10	10	7	7	\$2457
Food Safe Level 1 April 21	8	6	6	4	\$798
Fall Protection April 27	15	10	10	7	\$2021
Confined Space Entrant and Standby Person April 28-19	8	5	4	2	\$3885

*All courses in the ERBC are funded through Transfer Payment Agreement (TPA) with Yukon Government, Advanced Education and were offered at no cost to unemployed Kwanlin Dün citizens

Upcoming Happenings

In March 2017 the program will be offering two workshops:

- Yukon Women in Trades and Technology
- Driver's Tutorial Sessions

In April and May 2017, the program will host the Employment Readiness Boot Camp (as outlined on the next page).

In April 2017, the Social Assistance Program in Kwanlin Dün will be undergoing some change. A new Social Assistance Pathways Program will be implemented and a coordinator for the program has been hired and will start in April. In this new program social assistance clients will be required to demonstrate that they are working towards finding employment. It is anticipated that the Education and Employment program will play a significant role in assisting these clients in this goal, and therefore the workload for the Education and Employment program staff will potentially experience a significant increase.

UPCOMING - Employment Readiness Boot Camp - 2017

Course	# Registered	# Attended	# Received certification	# Completed linked to KDFN SA	Cost
Standard First Aid April 10/11					
Food Safe Level 1 April 13					
Transportation of Dangerous Goods April 18					
H2S April 19					
Fall Protection April 25					
Workplace Hazardous Materials Information System (WHMIS) April 27					
Yukon Traffic Control Person May 2/3					
Chainsaw Safety Fall 2017					

*All courses in the ERBC are funded through Transfer Payment Agreement (TPA) with Yukon Government, Advanced Education and were offered at no cost to unemployed Kwanlin Dün citizens

EVALUATION FINDINGS

In conducting this evaluation the Evaluator gathered findings using a variety of sources:

- Thorough review of the evaluation plan;
- Initial meeting with Program Evaluation committee;
- Initial meetings with program staff and manager;
- Review of program forms, documents and statistics; and,
- Interviews with clients, staff, other KDFN staff, community partners and employers (discussed further below).

Interviews

For the purpose of this evaluation 37 individuals contributed their feedback about and recommendations for the Education and Employment Program. These individuals provided their input through an in-person interview, a telephone interview, or by completing a written questionnaire. The breakdown of individuals is as follows:

Individuals	# Interviewed
Program Clients	11
KDFN Education Staff – EETP Managers	2
KDFN Education – EETP Staff	2
KDFN Education – Other Program Staff	3
KDFN Staff from other Departments	5
AEB Managers	2
Community Organizations/Partners	10
Employers	2
TOTAL	37

Seventeen other individuals were contacted to participate in the evaluation and did not respond to the requests. Four other individuals indicated that they did not have any feedback to offer.

The Program Clients who were interviewed had accessed the full range of services offered by the program. All had also been involved with the case management process.

Overall Comments

Overall, the program was spoken about very highly, by those that participated in the evaluation. Many interviewees reported that this is a program that is much needed in the Kwanlin Dün community and that it is meeting the needs of many individuals in the community.

Reaching the Target Group

All interviewees, except program clients, were asked the following questions about the target group:

- Who do you see as the target group for this program?
- In your view, is the target group being reached?
- If no, what barriers do you believe exist to their participation?

Several respondents, including clients, indicated that they feel that the Education and Employment Program is well known in the community. There were a few respondents who indicated that the program is not as well known as it could be. In terms of who the target group is, many interviewees understood that the program was for unemployed Kwanlin Dün citizens who are not currently or have not recently been on Employment Insurance (EI). Many questioned the rationale behind this. They believed that the program should be open to any citizens who are looking to improve their skills and education in order to achieve a new or different employment situation.

Clients indicated that they accessed the program because they wanted to better themselves, to achieve and attain new skills, and because they needed help with their resume, cover letter, and job search or in applying to or being successful in further education. Several also reported that they needed help focusing, because they did not know what to do in their lives. It was reported that some people just want to access a specific workshop or training, while others want and/or need longer involvement to reach their goals. Several interviewees, including some clients indicated that individuals need to be ready to access the services, otherwise it will not be a successful experience.

Many barriers to approaching the program and/or in being successful once involved with the program were identified by those interviewed. These are presented below:

- Complex and long term barriers;
- Substance abuse;
- Residential school issues;
- Racism – one staff member being white;
- Personal conflicts between Education program staff and community members;
- Lateral violence;
- Homelessness;
- Lack of finances;
- Individuals are uncomfortable asking for help;
- Lack of motivation and don't see the point in getting involved;
- Low self esteem;
- Individuals not knowing who they are or where they want to go;
- Individuals getting discouraged when they can't pass entrance exams;
- The program itself – the forms and documentation can be a barrier; and,

- Social Assistance system – receivers are not required to do anything in order to receive a cheque, so there is currently no accountability. One respondent indicated that reaching the point where you can receive an SA cheque is seen by many as a “rite of passage”.

Several noted that in many cases the varying issues that individuals are experiencing need to be addressed before they can begin to entertain the notion of returning to school, attending trainings, and/or gaining employment.

“If they can get them in the door they can do so much” (KDFN Staff Member)

***“All departments need to wrap services around individuals
- we are just one piece”***

(KDFN Staff Member)

Experience with Program and Program Staff

All interviewees were asked a question (s) about their experience in the program and/or working with the program staff. More specific questions regarding partnerships are discussed in a later section of this report.

Clients were extremely positive in their comments about the program and the program staff. The following type of comments were made repeatedly by clients:

- It was a very positive experience.
- Not stressful.
- Fun!
- Enjoyable.
- Provided focus.
- Was comfortable connecting with the staff.
- Staff was always available and if not, always got back to me.
- Their door is always open.
- The program staff go above and beyond.
- Did not feel comfortable at the College; it was intimidating and it was hard for me to ask for help.

The following comments were also made:

- They gave appointment options to fit my schedule
- Without their support I would not have passed
- The staff member had a lot of wisdom and knowledge. She was very supportive and provided guidance.
- Offered to go to appointments with me.
- Provided another perspective.
- Open to hearing me talk about difficulties there are just living in the community.

“(Staff name) means a lot to the House of Learning and the Kwanlin Dün Community” (Program Client)

***“She kept me accountable, motivated, and inspired”
(Program Client)***

***“It is all about going at the pace of the client”
(KDFN Staff Member)***

One respondent indicated that they felt there were limitations to what the staff member could do for them when they met because the meetings often ended with the staff member indicating that she would need to go and check things out or do more research. Another

respondent noted that it is vital that the program staff be healthy themselves, so that they are able to help others.

Those who had comments, who were not clients, indicated that there needs to be a relationship of trust between the staff and the client, and that it take time for this trust to develop, sometimes a long time. One person indicated that there also needs to be consistency in staff for this trust to develop. One staff member noted that it might take up to 3 or more visits before the paperwork is even looked at. A client noted that she never signed any documentation during her time in the program because she was just not comfortable doing so.

All clients who were interviewed indicated that they would, and many already had, recommended the program to others.

Services and Programming

In terms of programming and services that the program is providing, the comments were generally positive. Clients expressed appreciation for the different programs and services that the program offers. Some interviewees indicated disappointment that at times trainings needed to be cancelled due to lack of interest and participation. One client indicated that they were pleased that the program staff contacted them when they saw a job opportunity that they felt would be applicable to them.

Another interviewee noted that programming needs to be done in a different way (than the norm) in order to meet the needs of the community. They stated that these differences need to be honoured, and not seen as a negative.

***“To have a client come every day (to a training) is a big success”
(Community Partner)***

One respondent indicated that they did not see the program conducting a lot of training that is relevant to participants achieving employment afterwards. They believed that there needs to be broader options available to the community. Another noted that the program was meeting the industry and trades sector very well, but was not addressing training needs in other areas, such as administration.

More information regarding programming is provided in the following sections of the report.

Case Management

Clients and other interviewees were asked questions about the Case Management process. This term was not utilized with the clients, as the program does not utilize this name with clients, preferring rather to call them action plans. A representative from the health centre indicated that they use the term 'circle of care'.

Overall, the comments regarding the case management process were very positive. The majority of interviewees believed that this was the best approach to working with clients. Many noted again that it is important for there to be a trusting relationship between the staff and the client. This was seen as an important step in working towards an action plan. The need for a hands-on-approach, in order to provide guidance to clients, was seen as very important.

Clients reported that they were comfortable with the case management/action plan process. All reported feeling involved and heard. They indicated that they were clear about what their goals were and what they needed to do to reach them. Several reported that it helped to keep them on track and they appreciated that it was laid out step-by-step and it was not too overwhelming. A couple of the clients reported being uncomfortable with the documentation that was part of the action plan process. As noted earlier, one interviewee indicated that they did not sign any documents during their time with the program. They did not feel that they needed to sign something that would be in the Kwanlin Dün files (and Yukon Government files), because they had personally and verbally committed and felt that that was all that was needed.

Several noted that follow-up with the client is very important, while they are in the program and after the fact. Follow-up and checking-in was seen to help keep participants focused, on track and accountable to themselves and the program.

One partner interviewee commented that they were not sure how much case management was actually happening, as they were not seeing evidence of it in their work in the community. Another noted that they are sure that the case management approach has some meaningful impact, as it may be at the expense of meeting the needs of others, but that overall the return is probably greater with this approach.

Staff reported that they are not currently using a case management system or database to collect information and statistics about clients. At the present time, information is often being manually entered or hand written and is very time consuming. Staff report that the program is currently exploring options available to them. A staff member also indicated that it would be very beneficial if the program could be better connected (through files or a system) with other programs who may be case managing or providing support to the same individual.

Current Successes and Positives of the Program

Interviewees were asked questions probing their thoughts on the positives of the program, what the program is doing right and/or what activities they see generating the best response/results. Program staff were also asked to outline what they see as the successes of the program over the past two years.

The program was seen to have many positives with respect to its' operation and the services and programming offered. First of all, many comments were made about the staff and how they go out of their way to help clients. Many noted that the staff's commitment to working one-on-one with clients was notable, and many clients expressed appreciation for this and the support that they had received from the program staff. Clients and partners commented on the fact that having someone who connects with employers and job sites to ensure placements for Kwanlin Dün citizens, is an important feature of the program. A staff member noted that the team works very well together and another noted that the education department was a team of strong, driven, and dedicated women. This was seen to keep the program moving forward and responsive to the needs of the clients and the community. One interviewee indicated that the program is "trail blazing". The weekly team meetings held to discuss clients were also viewed positively and help significantly in providing a well-rounded service that supports clients in a more holistic manner.

In terms of programming, many commented that short-term programming works well in the community. A sewing circle that had run for several weeks and had just ended in February 2017 was very positively reviewed and mentioned by many of the interviewees and clients. They commented on the support and esteem building that happened during the circle, and spoke highly of the involvement of the Elders. It had not initially been planned that the Elders who participate in the Elders Day Program would be part of the sewing circle, but this evolved as the circle continued, and many described the results as being overwhelmingly positive. One interviewee commented on the great amount of talking and laughter that was emitted from the room during the circle. The talking and sharing that happened was also noted. Many noted that any programming that includes a First Nation cultural aspect is very well attended and received. The provision of food was also seen to add favourably to the success of a workshop.

The other programming that was noted in answers to the success and positive aspect questions were the ones teaching computer skills and specific trades. The Boot Camp was noted as an excellent way to provide citizens with a number of skills and certificates in a short period of time. The ability of many of these individuals to achieve employment after these training sessions was also noted.

Individuals noted that using local resources to provide workshops and skill development is viewed very positively. The fact that all the Education services are provided in one place was also seen as an advantage for the program.

Current Challenges/Areas of Concern for the Program

In addition to being asked about strengths and successes, interviewees were also asked about current challenges facing the program or areas of concern for the program.

Interviewees noted that the barriers that exist for citizens to attend programming and participate in the other services that the program has to offer is one of the greatest challenges facing the program. As noted earlier in the report it is well recognized that an individual must be ready to pursue the services offered by the program and that there may be many complex issues and steps to work through before the individual is ready to find employment. As one person responded, one of the greatest challenges is getting individuals through the door. Personal conflicts with others in the building were noted as a barrier for some individuals.

The location of the program and the environment within which it exists was also seen to be an area of concern and mentioned by several people. Several noted that the House of Learning used to be a vibrant, active place and a comfortable place where people dropped-in and stayed to visit. The current location no longer has this same level of comfort for many people. Having the receptionist behind glass and all staff behind locked doors was noted as being very uninviting. The presence of the Social Assistance department in the same building stimulated mixed reviews with some seeing it as a positive and others a negative. Several noted that the House of Learning, which the program is a part of, needs to be a hub that people want to come to and want to spend time at, thus leading them to become more engaged in the programming and services offered.

In terms of the services and programming being provided several challenges or areas of concern were stated. These are presented below:

Workshops/Training Sessions:

- One individual noted that “one training course does not equal an employable individual”;
- The need to cancel programs and training sessions due to lack of interest
- “Employers complain that employees do not have the basic skills needed to have and retain a job” (noted by one respondent)
- It is difficult attracting individuals to life skills programming (e.g. financial management, cooking etc.) – mentioned by several
- Program Attendance has been and continues to be an ongoing concern for the program. Despite citizens indicating that they would like to participate in a particular training, and often signing up for it; when the training dates arrive many registrants do not “show up”.

Other Services:

- The paperwork/reporting required by the program and the funder – this challenge is two fold in nature. First of all the program does not have a database system to allow for easy recording of client information and statistics. Therefore the completion of this paperwork, at this time, is very onerous and takes much time away from supporting clients. Secondly, as previously mentioned, is the wariness of clients to sign formal documents and to have them stored in Kwanlin Dün and/or at the Yukon Government.
- With respect to safety courses, it was noted by a couple of individuals that it is critical for the program to vet safety courses to ensure that they result in clients that are ready and qualified for work. One respondent noted that there are individuals working in the construction and trades who are not fully trained. If an accident or injury happened involving these individuals the employer would be liable. It was noted that the Worker’s Compensation Board does not accept any training that has the word “awareness” in the course name. Program staff reported vetting courses, at this time, to the best of their ability, but often felt that they were receiving conflicting information from different parties.
- Several noted that there is a need for community members to learn basic essential skills (budgeting, literacy, home management, employer-employee relationships, employer expectations), but unfortunately these courses do not attract community members or they sign up and then do not attend.
- One education staff member noted that when working with clients they feel they are still doing a lot of “prodding and most of the decision-making” for clients. They would really like to have the clients more engaged, involved, and focused. They indicated that when the process is not working with a client it is necessary to try something different until a successful approach is found.
- “There does not appear to be a real plan for the education and support that they are providing clients. No mandate and goals.” (noted by one respondent)
- Although not necessarily a challenge or concern, one staff member noted that they often feel more like a counsellor, because they are actually assisting clients with so much more than just helping them reach employment. They indicated that it is important to know one’s boundaries to ensure that you do not provide assistance that you are not qualified to.

During the interviews a couple of upcoming potential challenges were identified:

- Some uncertainty was expressed regarding any changes that could be up and coming from the new Liberal Territorial Government.
- As noted earlier in April 2017, a new Social Assistance Pathways Program will be implemented in Kwanlin Dün and a Coordinator for the program has been hired. Social assistance clients will now be required to demonstrate that they are working

towards finding employment. It is anticipated that the Education and Employment program will play a significant role in assisting these clients in this goal, and therefore the workload for the Education and Employment program staff will potentially experience a significant increase. Concern was raised about how the program will handle this new influx of client as it currently stands, with program staff already having very full workloads.

Program Impact

Interviewees were asked what impact they see the program having on themselves, the clients and/or the Kwanlin Dün community. One response that was repeated regularly was that it takes time to see progress and impact.

Participants reported that being involved in the program had had a variety of impacts on them:

- Helps get name out there so better chance of finding a job.
- “Without (the staff member) I would not have passed”.
- Made transition to work easier.
- The staff helped them break things down into steps rather than focusing on the whole picture.
- Being involved made navigating different processes and applications much easier.
- “(The worker) came up with things I hadn’t thought of”.
- Helped me formulate my options; prepared me well for my current work
- One client noted that they are still trying to find a job, but that being involved in the program had placed them in a better position to attain a job.
- Another noted that they did not “get a job” as a result of being in the program, but still described their involvement in the program in very positive terms.

Other interviewees (not clients) indicated that they have seen the programming give people a significant boost in their self-confidence and self-esteem. They feel a great sense of pride when they complete each step in their action plan and when they reach their ultimate goal. Some interviewees have seen clients overcome some very large barriers and be successful in attaining their goals. With respect to the Boot camp, one interviewee noted that they have seen a group take the training and get jobs and stay employed with those companies. They have thrived as a result of being connected with the program and following through on their goals. One individual stated that the program is helping mitigate “bad experiences that some have had with the education system”.

“She shifted my perspective on what it meant to live and work in this community” (Program Client)

***“Beautiful to hear people laughing and talking”
(KDFN Staff - re: sewing circle)***

Partnerships

Partnerships with other Kwanlin Dün Education staff, other KDFN departments, and other partners in the Yukon have played a significant role in the program. These partners include other KDFN departments/staff supporting the program and clients, as well as other community partners who also support clients and/or the program, assist with or provide programming, or are employers who hire Kwanlin Dün citizens.

The Program staff and managers interviewed reported having a very good relationship with the Labour Market Programs and Services Unit, Yukon Government, the funder of the program. In the past, the program was very directed towards getting Kwanlin Dün clients employed; very focused on “job, job, job”. The funder has been extremely approachable and open to new ideas about reaching clients and providing programming and services. These discussions have been very productive and changes to the agreement have been made, as necessary.

Program staff reported having a good working relationship with their other partners. The extent of the partnerships varies depending on who the partners are. Some partnerships require regular contact while others exist on an as needed basis. The program staff indicated that they try to be available to partners whenever needed, in order to provide the best service and programming to their clients. The staff reported that all of the employers they have connected with have been very open to a relationship with the program.

Organizations and individuals who have a connection with the program were asked to describe their involvement with the program, their relationship/partnership, how they have benefited from this connection and how the relationship could be improved. All, but one respondent, were very positive in their comments regarding their relationship/partnership. Partners reported the program being very approachable and always willing to work in a collaborative fashion. Some reported that their connection with the program was minimal, but what collaboration there was, was very positive. Many expressed that they are very comfortable calling the program and that if they leave a message the staff always return the call. One indicated that they are appreciative of the notice that the program gives them of upcoming trainings and workshops, so that they can then share the information with their clients. Several partners noted that they would welcome the opportunity to partner more in the future. One Yukon college representative noted that a planned twice a year meeting to check in and discuss the programs, student cohort, and any other issues would be very beneficial.

“I can think of three students who wouldn’t be here at the college if it wasn’t for the program” (Yukon College Representative)

The one partner who had some constructive criticism noted that at times the staff is not responsive to requests in a timely manner. This individual also noted a lack of clarity in the role of the Adult Educator/Facilitator. They also believed that having more information about KDFN post secondary students and their career aspirations would assist their program, as well as the Education and Employment Training Program.

Gaps in Services and Recommendations for Improvement

One of the final questions that the interviewees were asked is what gaps exist in the current program services and/or what recommendations they had for program improvement. The following will present their responses by subject area. ***Have been placed at the end of gaps or recommendations that were made by more than two people.

Program Presence and Setting

- The House of Learning used to be a community place, it no longer is. ***
- Social Assistance should not be in same building with the program. ***
- Needs to be more awareness to kids, youth and adults, not only about the program, but also about what the possible opportunities are for them in the future. ***
- The program needs to be better promoted throughout the city.

Program Availability

- The program needs to open up to include other First Nations in trainings and workshops when they are not full. ***
- The program needs to be more inclusive and not restricted to those who are unemployed, but not on unemployment. Open up to all Kwanlin Dün citizens and those that live in the Kwanlin Dün community who want to “better themselves” and/or attain employment. ***
- More research needs to be completed to determine why individuals are not coming to the program for assistance, and why individuals do not attend trainings, workshops, and meetings with staff, after registering or arranging an appointment.

Programming/Services

Programming and Services Offered:

- Programming needs to become more traditional and culturally relevant. As one respondent said it needs “to get back to the land”. Programming need to include learning about the Kwanlin Dün First Nation culture, trapping, hide tanning, traditional medicines, hair tufting, embroidery, native languages were all recommended. Involving Elders will be a very important component. Comments made during the needs Education Department needs survey conducted in June and July 2016 that support this recommendation. ***
- Programming for men needs to be considered – topics such as snowshoe making, snaring, how to set up a night camp would be very beneficial. Having a male Elder attend was also seen as a positive, and then maybe later the group could mix with a female group.

- Programming that includes information about relationships and parenting was suggested. It was recognized that difficulties in these areas could present a barrier to participation.
- Several individuals noted that providing a meal would always bring people in and bring them together. Providing a traditional meal in particular was suggested as it also provides some cultural learning. ***
- At least one additional staff member is needed in the program to focus on the provision of tutoring. ***
- The program needs to ensure that the training programs they are providing are adequate and appropriate before offering them. Employers should not be determining after the fact if the training meets their needs, WCB regulations, and industry standards.
- The program needs to consider the possibility of a wage incentive for pre-employment programs in order to ensure greater interest and participation.
- The program needs to look at all industries when providing training. The program is currently very trades focused. There needs to be more focus on administrative skills. It was also noted that with the opening of the Whistle Bend facility that there will be many jobs available in Adult and Home Care. Training in this area should be a focus of the program over the next year.
- Utilizing First Nation instructors whenever possible. ***
- More focus on career planning and career development is needed.
- A Community-based mentorship program should be considered. One where employed Kwanlin Dun citizens mentor unemployed citizens.
- More short-term programs need to be offered by the program.
- The program should consider helping people with costs related to getting to and attending trainings and services (e.g. transportation costs, child care etc.).
- Need to get into schools earlier so students are aware what is available etc. ***

Recruitment/Job Fairs

- One employer who had participated in a recruitment day indicated that the site visits need to happen in a more timely fashion and that follow-up is needed to “spend a bit more time learning about what the person they placed is actually doing.”
- Events need to be held at a bigger venue, so that more companies can be accommodated

Program Administration

- The program could use more funding to hire more staff. ***
- A longer funding agreement with the Labour Market Programs and Services Unit is needed in order to allow for there to be a longer period to implement the program and see a significant impact.
- “The Education department needs to ensure that it is working in line with the Self Government agreements, as well specific to training & development, education etc.”

Program Record-Keeping

- A better data collection system is needed. ***

Partnerships

- There needs to be more relationship building with the Kwanlin Dün community.
- When a group of individuals are hired consider having a leader who is responsible for picking up the crew, getting them to work, etc.
- Individuals are getting trained and are being hired by employers outside of the Kwanlin Dün community. There are not enough trained individuals to fill the positions within the Kwanlin Dün community.

PROGRESS TOWARDS MEETING PROGRAM ACTIVITIES

As noted earlier in the report, the Education and Employment Program has a series of project activities to achieve, in the three-year funding agreement. These are outlined in Schedule A and E of the Transfer Payment Agreement with the Labour Market Programs and Services Unit, Advanced Education Branch, Yukon Government. The following chart outlines the programs progress to date in reaching the expected activity results as outlined the Schedule A and E. These represent results between April 2015 and December 2016. Complete data for the final quarter of the 2016-17 fiscal year was not available at the time of this report.

<i>Activity Type</i>	<i>Expected Result</i>	<i>Results to Date</i>
Case Management -AP1_Development	<ul style="list-style-type: none"> It is expected that 100 clients will develop and sign individual mutually agreed upon Action Plans over the course of this agreement. 	To date, 58 clients have created action plans (whether they are signed or not is data that is not available).
Case Management - Assessment	<p>It is expected that:</p> <ul style="list-style-type: none"> 150 participants will complete assessments and move on to develop an individual action plan. 15 participants will utilize career counselling tools per year. 20 participants will be referred to other HOL staff in the Case Management team. 	<p>To date 58 clients have completed an assessment and developed an action plan.</p> <p>This data was not available.</p> <p>This data was not available.</p>
Case Management -AP2_Management	<ul style="list-style-type: none"> 150 total participants are expected to access services through HOL <p>It is expected that:</p> <ul style="list-style-type: none"> 8 participants who utilize the Work Experience Job Coach supports will maintain employment 21 participants who complete the Essential Skills workshops will become employed 24 participants who complete Job Specific Workshops will become employed 45 participants will complete their action plans and move forward into the follow-up stage 	<p>To date, 88 individuals have accessed services.</p> <p>This data was not available.</p> <p>To date there have been 29 completions in the Essential Skills training, with 1 individual becoming employed.</p> <p>To date 4 individuals became employed. It must be noted that this data was not kept for all workshops.</p> <p>To date 13 individuals have moved into the follow-up phase.</p>

Case Management -AP3_Follow-Up	It is expected that: <ul style="list-style-type: none"> • 30 participants will have closed files with completed action plans by the end of this Agreement. • 20 of those 30 will have obtained employment. 	<p>The data was not available.</p> <p>To date, 11 of the 13 individuals in the follow-up stage are still employed.</p>
Skill Enhancement - Essential Skills - Workshops	<ul style="list-style-type: none"> • Year 1 - 3 course offering - 10 seats/course; anticipated that on average 15 unique participants will participate, 11 will complete, and 6 will become employed. • Year 2 - 3 course offering - 10 seats/course; anticipated that on average 15 unique participants will participate, 10 will complete, and 5 will become employed. • Year 3 - 4 course offering - 10 seats/course; anticipated that on average 30 unique participants will participate, 20 will complete, and 10 will become employed. 	<p>There were 4 offerings in Year 1, with 10 seats/course. 26 completed and 1 became employed. The number of unique participants was not available.</p> <p>There were 4 offerings in Year 2, with 10 seats/course. 21 completed. The number of unique participants was not available, nor was the number who became employed. (These stats due not include March 2017)</p> <p>Year 3 to happen from April 2017 to March 2018.</p>
Skill Enhancement - Essential Skills - General Literacy - Tutoring	<ul style="list-style-type: none"> • Improved literacy, numeracy and computer skills as determined by assessments and regular academic level testing. • Increased confidence, self-esteem as determined by Evaluations at Intake and completion. 	<p>28 individuals were determined to have improved literacy, numeracy and computer skills (Note: this was determined by staff observation and not by any formal means).</p> <p>This data was not available.</p>

	<ul style="list-style-type: none"> 15 participants will complete an Academic Assessment, 10 of those will develop an academic training plan, 6 will complete and 3 will acquire assistance with further educational pursuits. 	Not reported on.
Skill Enhancement – PreEmployment	<ul style="list-style-type: none"> One workshop will be offered per quarter as required. On average, 6-10 participants will participate in each workshop, of those 4-6 will complete. 10 participants will be referred to partake in workshops/programs delivered by other service providers per year. 	<p>Apr-June 2015 – no offerings Jul-Sept 2015 – 2 Oct-Dec 2015 – 1 Jan-Mar 2016 - 2 Apr-Jun 2016 – 0 Jul-Sept 2016 – 2 Oct-Dec 2016 – 3 Jan-Feb 2017 – 1</p> <p>Apr-June 2015 – no offerings Jul-Sept 2015 – 8 and 4 Oct-Dec 2015 – 3 Jan-Mar 2016 – 10 and 5 Apr-Jun 2016 – 0 Jul-Sept 2016 – 25 and 6 Oct-Dec 2016 – 7, 6, and 3 Jan-Feb 2017 – 5</p> <p>This data was not available.</p>
Skill Enhancement – Job Specific – Workshops	<ul style="list-style-type: none"> Graduates of each Industrial Training Course will receive certifications that will assist towards employability. 	Yes this has happened.

	<ul style="list-style-type: none"> • It is expected that there will be 50 unique participants, 30 will complete and 12 will achieve employment per year. 	<p>2015-16 – no Boot Camp was held 2016-17 – 83 individuals registered for these workshops and 64 received certification. It is important to note these do not represent unique individuals as they may have taken more than one training. This more specific data was not available.</p>
Work Experience – Job Coaching	<ul style="list-style-type: none"> • It is expected that a minimum of 10 participants will access job coach assistance • Upon completion of a successful exit strategy, it is anticipated that 8 of the 10 will continue to maintain employment successfully. 	<p>To date 46 individuals have been referred for job coaching. Between April 2015 and June 2016, 15 individuals accessed job coach assistance. Statistics for June 2016 forward was not available.</p> <p>This data was not available.</p>
Research and Planning	<ul style="list-style-type: none"> • Evaluation plan drafted and submitted by March 31st, 2016. • Evaluation conducted by March 31st, 2017. • Implement any recommended changes resulting from evaluation by September 30th, 2017. 	<p>Completed</p> <p>Completed with the submission of this report.</p> <p>To be completed by September 2017.</p>

As can be seen from the available information on these pages the program is well on its way to meeting several of the program activities and has successfully met some of them. For some of the items, for which no data was available, discussions have happened between the program and the funder, and in an attempt to minimize the amount of reporting necessary, some items have been excluded from the regular reporting forms.

Schedule E outlines the Expected Number of Project Participants and the Expected number of Project Participants by Participant Group. They are outlined below, as well as that participant statistics to date:

Participant Group	# of Participants Expected	# of Participants (Apr 2015 to Dec 2016)
Aboriginals	150	87
Education-Less than High School	120	59
Employed	20	4
Female	75	39
Low skilled employed	15	Not available
Male	75	Not available
Older workers	50	Not available
Persons with disabilities	25	1
Social Assistance Recipients	100	54
Unemployed	130	83
Youth	100	33

MEETING THE LOGIC MODEL

As outlined earlier in this report, a Program Logic Model was developed as part of the Evaluation Plan produced in March 2016. The Logic model outlines the program's goal, resources, activities, outputs, short-term outcomes, medium term outcomes, and long-term impacts. It was determined during the evaluation process that the logic model is not a document that the program utilizes on a regular basis to guide their decision-making and practice.

Several interviewees, including staff were shown the logic model to determine if they had any comments regarding the program's progress towards meeting the outputs, short-term, medium-term and long-term impacts. Some education staff reported that they were not familiar with the logic model for the program. Overall those who felt they could address the logic model reported that they see many of the outputs being produced and efforts being made to meet the outcomes.

The outputs were:

- Individualized plans for clients
- Clients completing training programs/courses & receiving certification
- Clients referred to other community services
- Status reports for AEB (Advanced Education Branch at YTG)

It was agreed among those that felt they could address the question, that the program is definitely producing these outputs. From the Evaluator's perspective these are outputs that are being produced by the program.

The following short-term outcomes are identified in the logic model:

- Clients demonstrate personal responsibility by becoming increasingly active in goal setting, decision making, and self-management
- Some other clients have increased literacy
- Other clients have improved life skills
- Other clients are ready for employment

Those who felt able to comment on these outcomes indicated that they see these outcomes being worked towards. One staff member indicated that she felt that the outcome "Some other clients have increased literacy" would read better as "Some clients have increased employment and essential skills." From the Evaluator's perspective, based on the review of program statistics and documents, and based on interviews; the program is increasing employment and essential skills, improving life skills, and readying some clients for employment. Clients report being actively engaged in the action plan process, although one staff member noted that this does not always seem to be the case from their perspective. The perceived success of the case management approach suggests that clients are demonstrating greater personal responsibility.

Medium-term outcomes were identified as:

- Citizens are ready for employment

- Program clients find jobs or improve their job situation
- Individuals acquire skills to live responsible, healthy and independent lives
- Increased levels of self-esteem, confidence and self-determination by clients

Those who felt able to comment on these outcomes again indicated that they see these outcomes being worked towards, but that it needs to be looked at on a client-by-client basis. The clients need to be actively engaged and needs to be ready to make these steps in their lives. The Evaluator agrees with this feedback. Program statistics and comments from interviewees demonstrate that some clients are ready for employment and find employment. It was noted that incredible strides and changes have been made by some clients to acquire skills to live responsible, healthy and independent lives. Several interviewees also noted the increased level of self-esteem and self-confidence in participants.

Long-term impacts:

- Citizens are self-sufficient and employed
- Reduced dependency on social assistance

In terms of long-term impacts, again it was felt by many that these are being worked towards. From the Evaluator's perspective, the impacts again need to be considered on a case-by-case basis, but that it was apparent that there are some citizens who have become self-sufficient and employed. Social assistance clients are accessing the program services, but statistics are not available to demonstrate whether or not social assistance clients had reduced dependency on that program.

CONCLUSIONS

The Kwanlin Dün Education and Employment Training Program appears to be a program that is seen as needed in the Kwanlin Dün community and a program that is making an impact on those that it serves.

With respect to reaching the target group findings indicated that the program appears to be well known in the community. There did seem to be some confusion among some individuals about who could participate in the program, and many comments were made about the program being too restrictive in terms of who can participate. It was recommended that it be opened up to employed persons wanting to advance in terms of their education or employment, and that it be opened up to other First Nations. Many barriers to becoming involved with the program or staying involved were identified.

Interviewees spoke highly of their involvement with the program and the program staff. Program staff was described as being approachable, supportive, and responsive. It was noted that it takes time for a trusting relationship between client and staff to develop.

In terms of the programming and services that the program provided the comments were generally positive. Clients expressed appreciation for the different programs and services that the program offers, but were disappointed when trainings needed to be cancelled. One interviewee noted that programming needs to be done in a different way and that these differences need to be honoured, while another did not see the program conducting a lot of training that is relevant to participants achieving employment. One individual felt that broader options are needed and another noted that the program needed to address training needs in other areas.

With respect to case management/action plan, overall the comments were very positive. It was generally agreed that this hands-on individual approach was the best approach to serving the clients. The importance of a trusting relationship between staff and client was highlighted again. Clients were comfortable with the action plan process and felt involved and heard, and understood what they were working towards. Several reported that it helped to keep them on track. The documentation and signing of such documents was seen as a potential barrier or drawback, as citizens can often be uncomfortable signing documents and having them stored within their First Nation and with government agencies. It was noted by several interviewees that follow-up and checking in with the clients is very important. One interviewee expressed a query about how much case management was actually happening. An appropriate and easy-to-use case management system or database was seen as a definite need for the program.

Many positives were identified with respect to the program's operation, and the services and programming offered to the community. First of all, many comments were made about the staff, their commitment, and how they "go out of their way" to help clients. Many clients expressed appreciation for the support that they had received. Clients and partners

commented that having a staff member, who connects regularly with employers and job sites, to ensure placements for Kwanlin Dün citizens, is important. The staff described themselves as a team that works well together, and is a team of strong, driven, and dedicated women. One noted that they are “trail blazing”. Weekly team meetings to discuss clients help significantly in providing a well-rounded service. In terms of programming, many commented that short-term programming works best. A recent sewing circle was very positively reviewed and mentioned by many. They commented on the support and esteem building that happened during the circle, and spoke highly of the involvement of the Elders. Many noted that any programming that includes components of First Nation cultural aspect is very well attended and received, as well as programs that include a meal. The Boot Camp was seen as an excellent way to provide citizens with a number of skills and certificates in a short period. The use of local resources to provide training was also positively viewed.

Current challenges and areas of concern included the barriers, mentioned earlier in the report; the location and setting of the program; and the presence of social assistance in the same building. More challenges and areas of concern were identified in terms of the workshops and training sessions provided, and the other services provided by the program (these can be found in the Current Challenges and areas of Concern for the Program section of this report). A couple of upcoming challenges were also expressed with the start of the new Social Assistance Pathways program, and the uncertainty of potential changes from the new Liberal Territorial Government.

With respect to program impact, clients spoke very highly about the positive impact that the program had had on their lives. The program had kept them on track and focused, and had helped them formulate options and work on things step-by-step, thus avoiding becoming overwhelmed. Other interviewees (not clients) indicated that they have seen the program give people a significant boost in their self-confidence and self-esteem. A great sense of pride is felt when they complete each step in their action plan and when they reach their ultimate goal. Some interviewees have seen clients overcome some very large barriers and be successful in attaining their goals.

Partnerships with other Kwanlin Dün Education staff, other KDFN departments, and other partners in the Yukon have played a significant role in the program. The Program staff and managers interviewed reported having a very good relationship with the Labour Market Programs and Services Unit, Yukon Government, the funder of the program. They were described as being extremely approachable and open to new ideas. Program staff reported having a good working relationship with their other partners. The program staff indicated that they try to be available to partners whenever needed. All of the employers contacted have been very open to partnering with the program. Organizations were very positive in their comments regarding their relationship/partnership with the program. Partners reported the staff being very approachable and always willing to work in a collaborative fashion. Several partners noted that they would welcome the opportunity to partner more in the future, and one noted that a planned twice a year meeting to check in and discuss the program, student cohort, and any other issues, would be very beneficial to them. The one

partner who had some constructive criticism noted that at times the staff is not responsive to requests in a timely manner.

Gaps in services and recommendations for Program Improvement were also identified by those interviewed. These were outlined in an earlier section of this report. Gaps or recommendations were made about the following areas:

- Program Presence and Setting
- Program Availability
- Programming/Services
 - Programming and Services Offered
 - Recruitment/Job Fairs
- Program Administration
- Program Record-Keeping
- Partnerships

The Evaluator made several recommendations regarding the next year of the program, based on the Evaluation findings. These can be found on the following pages.

RECOMMENDATIONS

Based on all of the information gathered during the two month evaluation process the Evaluator submits the following recommendations for program consideration and improvement.

Program Presence and Setting

It is recommended that the Program:

1. Discuss and consider the setting of the Program, as it exists at present. The Program, and although not within the scope of this evaluation, the House of Learning, should consider trying to establish a “community gathering place” feel again. The need for the locked doors and receptionist behind glass should be reviewed. If the safety of the staff continues to be considered at-risk, then the program should consider exploring more options for ensuring the staff are safe, as well as making the setting feel more comfortable and inviting. For example, if there are times that are more high risk, consider having a security presence.
2. Consider having a drop-in time once a month when individuals can come and have a coffee/snack or meal and meet the program staff and learn more about the services offered. This could be done in conjunction with all House of Learning programs.
3. Continue to promote the program using a variety of methods: Facebook, newsletters, career/job fairs, community gatherings, annual report, posters... Social media is one of the best ways to reach out to people in today’s society, so this should be utilized as much as possible to share news about the program and advertise upcoming events.

Program Availability

It is recommended that the Program:

1. Through further discussion with the funder, determine the possibility of opening up the program to more Kwanlin Dün citizens, including those who are employed but want to better their situation through higher education or a new employment opportunity.
2. The program needs to continue to conduct more research to determine why some individuals are not becoming involved with the program, or are signing up for a workshop or training and then not attending. If a monthly drop-in is started it might provide a good opportunity for more feedback. Following-up with those who sign up and then do not attend training, will also provide some helpful information. If barriers such as transportation and child care cost are identified, it is recommended that the program explore funding options for assisting clients with these, in an aim to increase participation rates.

Programming and Services

It is recommended that the Program:

1. Consider offering more traditional and culturally relevant programming, including programming that “gets people back to the land”. The following were suggested: learning about the Kwanlin Dün First Nation culture, trapping, hide tanning, traditional medicines, hair tufting, embroidery, and native languages. Rich discussions often happens in these types of events, but also provide an opportunity to share some of the knowledge that is important to the program – life skills, pre-employment skills, etc.
2. Consider offering a culturally relevant program for men. Topics such as snowshoe making, snaring, setting up a camp, trapping, hide tanning, etc. were suggested.
3. An Elder(s) always be included in the cultural programming to allow them the opportunity to share their teachings, knowledge, and wisdom with the group.
4. Continue to utilize local First Nation instructors and trainers whenever possible.
5. Provide a meal or snack, whenever possible, as this is a traditional practice that is very much a part of the First Nation culture because it brings people together.
6. Strongly consider the names of the workshops that are being provided. It is recommended that terms such as Essential Skills, Life Skills, etc. and academic terms be avoided if possible in the names of workshops and trainings that are being offered because these terms can offer trigger feelings of inadequacy and could deter some individuals from participating. The names should also clearly reflect what the workshop is about.
7. Explore other possible training areas not currently being provided by the program and continue to be responsive to areas of need that will be arising in the community. For example the administrative, and the Adult and Home Care sectors. Pay particular attention to upcoming needs in the Kwanlin Dün community itself, in order to assist individuals in the opportunity of attaining employment in their own community.
8. Continue to vet all safety and trade related trainings to ensure that they meet the standards of all the required governing bodies, and to ensure that individuals are receiving adequate and appropriate training, in order to reduce the risk of injury to themselves and their crewmates.
9. Consider the possibility of a wage incentive program to encourage participation in some of the trainings.
10. Ensure follow-up happens with employers and employees involved in the job coaching program to ensure that both parties are continuing to meet their obligations and continuing to feel supported.

Program Administration

It is recommended that the program:

1. Begin regular consultation with the Social Assistance Department, particularly the new Pathways program, to determine how the two programs are going to work together to support clients.
2. Internally, the EETP needs to determine how it will handle the potential influx of new clients due to the new procedures going to be implemented in the Social Assistance Program. The need for an additional staff member may be identified in this process, in which case, discussions with the funder will need to occur.
3. Review and determine if the program is working in line with the Self Government agreements, specifically in regards to training & development, and education.
4. Review the Logic Model developed in the Evaluation Plan and determine if it is an accurate and useful document. If so, then all those working with the program need to be aware of it and it should be reviewed on a twice a year basis to ensure that the program is on track with meeting the short and medium-term outcomes and long-term impacts. If the Program determines that it is a useful and working document, then some modifications to or additional data may need to be assessed and stored.

Program Record Keeping

It is recommended that the program:

1. Continue to look for a data and case management system that meets the needs of the program, clients, and funders. Finding a comprehensive system will make data collection much less time consuming and will hopefully provide for easier report generation, easier determination of progress towards meeting program activities and objectives, and overall more accurate and meaningful statistics.
2. Explore the possibility of centralized case management files to assist with providing clients with more holistic support.
3. Continue the practice of determining the appropriate time to present forms to the client on a client-by-client basis.

Partnerships

It is recommended that the program:

1. Continue to develop relationships with community partners and employers, and continue to be available and responsive to their needs and requests.
2. Consider having quarterly, biannual, yearly (whatever is deemed acceptable by both parties) meetings with significant partners to allow for a check-in, sharing of ideas and concerns, etc.

3. Discuss the idea of having a team leader with employers who have hired a number of Kwanlin Dün members. The team leader could be responsible for providing support to the others in for example getting to work, possibly picking them up, etc.

REFERENCES

Malloch Graham + Associates. (2016). *Education & Employment Training Program: Evaluation Plan.*