|  |
| --- |
| This document shows how *Work Readiness: Hawk Lake* was planned. The plan identifies implementation phases, activities carried out in each phase and the role responsible for each activity. It includes space to assign a timeframe for each activity. The activities reflect the roles and duties noted in *Roles and Responsibilities*.Edit the file to revise the activities and roles as needed. Add a timeframe to identify your estimate of when each activity will take place in your program.  |

| Phase | Activities | Who | Timeline (Months) |
| --- | --- | --- | --- |
| 1 | 2 | 3 | 4 |
| Initiation | 1. Identify learning from previous training programs and determine if and how to apply
 | Coordinator |  |  |  |  |
|  | 1. Carry out needs assessments to identify and recommend a community in which to deliver Work Readiness
 | Indigenous liaison  |  |  |  |  |
|  | 1. Prepare implementation plan and obtain input from manager and Indigenous liaison
 | Coordinator |  |  |  |  |
|  | 1. Connect with chief and council, local employers and community members working in education and training and job referral services to obtain and share information, as required
 | Indigenous liaison  |  |  |  |  |
|  | 1. Prepare and execute Memorandum of Understanding (MOU) with the community
 | Coordinator |  |  |  |  |
|  | 1. Identify the community member who will serve as the primary contact for the program
 | Indigenous liaison  |  |  |  |  |
| Development | 1. Prepare a plan to orient community members who will be involved in implementation. Ensure activities associated with the following are addressed:
* Community responsibilities
* Intake and selection
* Training allowance and wage subsidies disbursement
 |  Coordinator |  |  |  |  |
|  | 1. Design the program with input from the implementation team. Consider the following in your design:
* Community goals, assets and needs
* Start date
* Graduation criteria
* Duration (# weeks) of Skills for Success (SFS) training
* What to address in occupational health and safety training, e.g., WHMIS, first aid
* Guest speakers and participant supports to include, e.g., Indigenous individuals as role models, elders for counselling
* Skills assessments to use, e.g., CAMERA (Communications and Math Employment Readiness Assessment), ESAT (Employability Skills Assessment Tool)
* Duration (# weeks) of the work experience component
* Occupational skills training, e.g., whether it will be included, target occupation or sector, duration (# weeks) of training
 | Coordinator |  |  |  |  |
|  | 1. Assemble, revise and/or develop the following resources for the program, as needed:
* Intake tools, e.g., process, forms
* Curriculum
* Skills assessments
* Training agreement
* Program schedule
 | Coordinator |  |  |  |  |
| Planning | 1. Schedule staff orientation and share information with invitees
 | Coordinator |  |  |  |  |
|  | 1. Explore availability of resources in the community and, with assistance from community representative(s), make needed arrangements to support implementation in these areas:
* Skills for Success instructor
* Occupational health and safety instructor(s)
* Occupational skills instructor(s)
* Work experience
* Guest speakers
* Elder support
* Training space
* Internet access
* Overnight accommodations for instructors and participants, if needed
* Transportation for participants, if needed
* Training allowance, wage subsidies
* Catering options for coffee and refreshments
* Shipping address for materials and supplies
 | Coordinator  |  |  |  |  |
|  | 1. Deliver staff orientation sessions
 | Coordinator |  |  |  |  |
|  | 1. Prepare contracts and agreements and make payment arrangements for resources like these:
* Skills for Success instructor
* Occupational health and safety instructor(s)
* Occupational skills instructor(s), if applicable
* Overnight accommodations
* Training space
* Guest speakers
* Elder support
 | Manager |  |  |  |  |
|  | 1. Arrange for printing, purchase and/or shipment(s) of start-up materials and supplies like these:
* Intake tools, e.g., process, forms
* Learning materials
* Skills assessments
* Classroom supplies
* Training agreement
* Program schedule
* Welcome gift for participants
 | Coordinator |  |  |  |  |
| Recruitment  | 1. Prepare promotional materials, sign-up sheet
 | Coordinator |  |  |  |  |
|  | 1. Promote the program and respond to community members’ questions
 | Community representative(s) |  |  |  |  |
|  | 1. Schedule and deliver information sessions, as needed
 | Indigenous Liaison |  |  |  |  |
|  | 1. Establish selection process with input from all partners
 | Coordinator |  |  |  |  |
|  | 1. Support community during intake, e.g., conduct interviews and administer skills assessments
 | Skills for Success Instructor |  |  |  |  |
|  | 1. Select participants
 | Community representative(s) |  |  |  |  |
| Delivery | 1. Have participants sign training agreement
 | Skills for Success Instructor |  |  |  |  |
|  | 1. Deliver Skills for Success training
 | Skills for Success Instructor |  |  |  |  |
|  | 1. Ensure participants have up-to-date resumes
 | Skills for Success Instructor |  |  |  |  |
|  | 1. Deliver occupational health and safety training
 | Health and Safety Instructor(s) |  |  |  |  |
|  | 1. Deliver occupational skills training, if applicable
 | Occupational Skills Instructor(s) |  |  |  |  |
|  | 1. Maintain records to track learner attendance, progress and observations
 | All instructors |  |  |  |  |
|  | 1. Advise community representative(s) as soon as a participant misses two days
 | All instructors |  |  |  |  |
|  | 1. Monitor attendance and follow up with participants, as required
 | Community representative(s) |  |  |  |  |
|  | 1. Monitor, troubleshoot and report on day-to-day activities
 | All instructors |  |  |  |  |
|  | 1. Decide which participants will move on to the work experience component with input from the implementation team
 | Coordinator |  |  |  |  |
|  | 1. Arrange and monitor the work experience component
 | Coordinator |  |  |  |  |
|  | 1. Obtain safety equipment for participants who are going on to the work experience component, if required
 | Coordinator |  |  |  |  |
|  | 1. Administer the training allowance for participants and the wage subsidy for the employers
 | Community representative(s) |  |  |  |  |
|  | 1. Make graduation-related arrangements like these, with support from the community:
* Date and time
* Agenda
* Invitation list
* Catering
* Photography
 | Coordinator  |  |  |  |  |
|  | 1. Arrange for purchase and/or shipment(s) of graduation materials and supplies like these:
* Certificates
* Graduation gift for participants
* Thank-you gift for community representatives
 | Coordinator |  |  |  |  |
|  | 1. Gather feedback from participants at the end of the classroom training and after the work experience component
 | Coordinator |  |  |  |  |
| Wrap up | 1. Identify recipients of thank-you letters
 | Coordinator |  |  |  |  |
| 1. Prepare and send out thank-you letters
 | Coordinator |  |  |  |  |
| 1. Follow-up with participants to gather outcomes data at one or two pre-determined intervals following graduation, e.g., three and six months
 | Coordinator |  |  |  |  |
| Evaluation | 1. Document observations from the Indigenous liaison, instructors and community representative(s)
 | Coordinator |  |  |  |  |
|  | 1. Review observations to identify program improvements
 | Coordinator |  |  |  |  |