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| 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 |  |  |  |  |