On-Reserve Labour Market Information Survey and Skills Inventory Pilot

Annual Report (2018-2019)

FINAL VERSION

Submitted to:

Indigenous Affairs Directorate
Employment and Social Development Canada

(Version - January 8, 2020)

AES Inc. 401 Empire Ave, St. John's, NL, Canada, A1E 1W6
Tel: (844) 245-3571 • Fax: (709) 754-6303 • E-mail: support@aeslms.ca

AES Inc. 401 Empire Ave, St. John’s, NL, Canada, A1E 1W6
Tel: (844) 245-3571 • Fax: (709) 754-6303 • E-mail: support@aeslms.ca

Table of Contents

1.0 Introduction

AES Inc. is pleased to present this annual report that provides the early results from the *On-Reserve Labour Market Information Survey and Skills Inventory Pilot* (the "Pilot") for the fiscal year 2018-2019. The key purpose of the Pilot is to ***test*** processes and tools that will improve First Nation communities' access to timely and useful community-level information about the on-reserve labour force. Given the project is a pilot, this report focuses extensively on what the project team, in consultation with the participating communities, has identified as key lessons learned and promising practices within the first year of full implementation of the Pilot. The information on lessons learned and promising practices has been collected over the past year through ongoing discussions with agreement holders and community staff implementing the Pilot, Pilot Working Group meetings, quarterly reports from agreement holders, and observations by AES Project Team members. Future Annual Reports for the Pilot will build on the information contained in this report so that there is an ongoing record of lessons learned and promising practices and how these have been integrated to improve the Pilot results.

The report consists of six main sections following this brief introduction:

- **Section 2** provides a brief overview and context for the Pilot and outline anticipated activities, outputs and outcomes;

- **Section 3** contains a full discussion of the implementation of the Pilot including key activities undertaken, areas of success, challenges encountered, and how these will be integrated into the lessons from the Pilot moving into 2019-2020;

- **Section 4** provides an analysis of funding and costs for the fiscal year 2018-2019 along with some potential options for collecting and analysing additional data in this area to assess areas such as economic contributions of the project to communities;

- **Section 5** presents the results from an initial analysis of the labour market data collected by communities as of early June 2019 (approximately 7,000 respondents); and

- **Section 6** outlines our proposed areas of emphasis for the upcoming year with respect to key activities and anticipated results (2019-2020).

2.0 Pilot Description

It has been recognized in various recent reports and reviews that there is currently a lack of up-to-date, on-reserve labour market information.[1,2] In order to fill this gap, Budget 2015 announced $12M over five years (2016-17 to 2021-22) to conduct an on-reserve LMI survey pilot to test processes and tools to improve the level of detail and timeliness of labour supply information for First Nations reserve communities. The *On-Reserve Labour Market Information Survey and Skills Inventory Pilot* (the "Pilot") was initiated in 2016-17 to determine how to fill a significant gap in quality and timely labour market information (LMI) for many on-reserve First Nations communities.

2.1 Pilot Rationale

Employment and Social Development Canada (ESDC) offers a suite of programs that promote skills development and training of Indigenous Canadians. ESDC's Indigenous labour market programs deliver a continuum of services from pre-employment (i.e., essential skills acquisition such as literacy and numeracy) to more advanced training-to-employment for specific job vacancies. This programming also provides supports to help mitigate socioeconomic barriers to employment (living allowance, child care, transportation). Embedded in the Indigenous programs, and in the Indigenous Skills and Employment Training (ISET) Program in particular, is a commitment on the part of the Government of Canada to support service delivery organizations by providing useful and timely LMI.

Other ESDC programs are also important for the Indigenous communities. For example, the ISET Program agreements include Employment Insurance funding to support eligible Indigenous individuals. The Learning and Essential Skills program is active in ensuring essential skills tools and programming are developed and implemented with specific considerations and projects in and for Indigenous communities. The Temporary Foreign Worker Program seeks to ensure that temporary foreign workers are not permitted to work in Canada in areas where Indigenous people are available and have the skills needed by employers in and around their communities.

The Truth and Reconciliation Commission has called upon the corporate sector in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples, which supports the rights of Indigenous Peoples with respect to having equitable access to jobs, training and education opportunities in the private sector. Having meaningful data to support this effort is

[1] OAG (2018) *Report 6—Employment Training for Indigenous People—Employment and Social Development Canada*

[2] OECD (2018), *Indigenous Employment and Skills Strategies in Canada, OECD Reviews on Local Job Creation*, OECD Publishing, Paris. http://dx.doi.org/10.1787/9789264300477-en

important, however, it is well established that there is a lack of reliable, complete, and timely local on-reserve Indigenous labour market information (LMI) to support policy development, program design, and service delivery. LMI regarding job vacancies, skill sets, training needs, employment experiences and educational profiles, across First Nation communities, is integral to informed decision making. As Statistics Canada does not conduct the Labour Force Survey (LFS) on-reserve[3], the aforementioned information is notably absent from Canada's statistical portrait.

2.2 Pilot Objectives and Scope

The Pilot's objectives are threefold:

1. To improve labour market information by supporting First Nations on-reserve communities in their labour market planning and service delivery;

2. To improve labour market information by supporting ESDC in policy and program design for labour market programming, including allocation of funds and decision-making; and

3. To provide First Nations communities with the financial and technical support required to collect and maintain labour market information throughout the five-year pilot and determine ongoing requirements to maintain LMI beyond the Pilot.

It is expected that the Pilot results will help support:

- Efforts to reduce the skills and employment gaps including:
  - Increased participation in the labour market
  - Increased participation in education and skills training
  - Increased employment
  - Improved linkages with employers
- Assist in meeting skill needs of employers,
- Steps towards self-determination,
- Improved access to funding and related resources,
- Policy and program design,
- Decision making processes
  - Community development and referral services; and
  - ESDC labour market and social programs (e.g., ISET Program, TFWP, etc.).

[3] Statistics Canada (2018), *Guide to the Labour Force Survey*.
https://www150.statcan.gc.ca/n1/pub/71-543-g/71-543-g2018001-eng.htm

The current scope for Pilot participation includes community members 15 years or older living on-reserve in one of 44 First Nation communities associated with various ISET Program Agreement Holders that have volunteered to participate in the Pilot. The participating communities in this phase of the Pilot have an estimated population of approximately 28,000 members 15 years and older living on-reserve.

2.3 Pilot Organization, Structure and Funding

The overall approach to designing and implementing the Pilot has been based on the principles of co-development with ongoing engagement and consultation among key stakeholders at the various stages of the Pilot. Extensive efforts have been made by those involved to co-develop a vision and implementation strategy that is in keeping with the principles of reconciliation and movement towards "nothing about us without us", particularly as it relates to the collection and ownership of the LMI data for specific First Nation communities.

There are three main parties directly involved in the Pilot with the following roles and responsibilities:

- **Employment and Social Development Canada (ESDC) –** For the Pilot, ESDC has led the activities related to developing the overall design based on rationale and anticipated outcomes, engaging with key stakeholders to ensure active participation in the Pilot, monitoring progress, and providing oversight of the funds allocated to AES Inc. to undertake the detailed design and Pilot implementation. The ESDC team is actively working and engaging in an ongoing manner with AES Inc., ISET Program Agreement Holders, First Nations communities and other key stakeholders (e.g., Assembly of First Nations). The main roles and responsibilities of ESDC with respect to this Pilot include:
    - Working closely with AES Inc., ISET Program Agreement Holders, and First Nation communities throughout the project development and data collection process;
    - Engaging with and keeping stakeholders informed of the process;
    - Facilitating linkages of the Project Team, ISET Program Agreement Holders and First Nations communities with key ESDC resources (e.g., Job Bank, other sources of LMI, technical resources, literature);
    - Receiving and reviewing summarized (aggregate) data from the Pilot on an ongoing basis.

- **AES Inc. –** AES Inc. has been funded by ESDC to develop and implement measures, including processes and tools, which will lead to an ongoing collection of labour market information that is annual at a minimum, ongoing (throughout the pilot and

beyond) and local (community level) by participating First Nation communities. AES Inc. is working closely with ISET Program Agreement Holders and First Nations collecting data over the course of the Pilot to fine-tune processes and approaches as well as the funding approach required. AES Inc. holds sub-agreements with all participating ISET Program Agreement Holders or First Nations communities who are participating directly in the Pilot The main roles and responsibilities of AES Inc. include:

- Developing funding agreements between AES Inc. and ISET Program Agreement Holders and providing funding;
- Developing privacy and confidentiality agreements between AES Inc., ISET Program Agreement Holders and First Nations; and engage and conduct community consultations with participating ISET Program Agreement Holders and First Nations;
- Co-developing tools and processes with participating ISET Program Agreement Holders and First Nations communities to enhance capacity related to the data collection of on-reserve LMI data;
- Providing on-going support and training;
- Developing and providing participating ISET Program Agreement Holders and First Nations with access to a secure database to store and access individual level data;
- Developing First Nations Community Job Banks with linkages to the National Job Bank; and
- Conducting and supporting analysis of LMI data.

- **ISET Program Agreement Holders and First Nation Communities –** ISET Program Agreement Holders and one First Nation community are funded directly through agreements with AES Inc. The remainder of participating First Nation communities are funded through sub-agreements with their associated ISET Program Agreement Holders. The ISET Program Agreement Holders and First Nation communities work closely with the AES Inc. project team to assist with design and undertake implementation of the Pilot. The main roles and responsibilities of the ISET Program Agreement Holders and First Nation communities include:
  - Conducting surveys of the on-reserve working-age population;
  - Developing and maintain a skills inventory of the on-reserve working age population in participating communities;
  - Using the skills inventory to help link working-age community members with available jobs and provide skills development and job training;
  - Providing aggregate data to ESDC to support program decision-making and design; and
  - Assisting in ongoing monitoring, reporting and collections of lessons learned and promising practices.

The Pilot funding allocation by fiscal year according to data collection and services is outlined in Table 2.

Table 2: Pilot Funding Allocation

	ISETS and Communities' Data Collection	Services to ISETS and Communities	Total Funds Allocated
Year 1 – 2017/18	$0	$673,830	**$673,830**
Year 2 – 2018/19	$1,779,203	$736,151	**$2,515,354**
Year 3 – 2019/20	$1,645,600	$669,751	**$2,315,351**
Year 4 – 2020/21	$1,645,600	$669,751	**$2,315,351**
Year 5 – 2021/22	$1,645,600	$669,751	**$2,315,351**
TOTAL Allocation	**$6,756,003**	**$3,419,233**	**$10,165,236**

2.4 Pilot Logic/Theory and Anticipated Results

To assist in monitoring and reporting on results for the Pilot, AES Inc. developed a working draft logic model outlining activity groups, key outputs, and anticipated outcomes (immediate, mid-term, longer-term). This draft logic model will be updated and revised as the Pilot evolves. In particular, one of the key areas of emphasis for the upcoming 2019-2020 year will be co-development with the participating communities and ESDC of a results- measurement framework for the Pilot given that the first full year of implementation has now been completed. This planned framework will then assist in ongoing monitoring of results via a suite of indicators that will be developed and implemented by the AES Project Team in consultation with the participating communities and ESDC. It is anticipated that this will greatly assist in meeting the overall purpose of the Pilot in ***testing the effectiveness*** of approaches for ***collecting and using quality LMI*** in First Nations reserve communities.

As noted in Figure 1, the five main anticipated outcomes of the Pilot are on three levels. The more immediate or early outcomes for which there is some evidence of positive results at this very early stage (see Section 4) are twofold and include:

- **Outcome #1** *(Immediate):* Necessary and sustainable level of ***funding*** required to conduct surveys and develop and maintain skills inventories

- **Outcome #2** *(Immediate):* Increased First Nations ***capacity to conduct surveys*** and develop and maintain skills inventories based on data collected within communities

The other more intermediate and longer-term outcomes that are being tracked, and for which specific indicators and data collection strategies will be developed in the upcoming year, include:

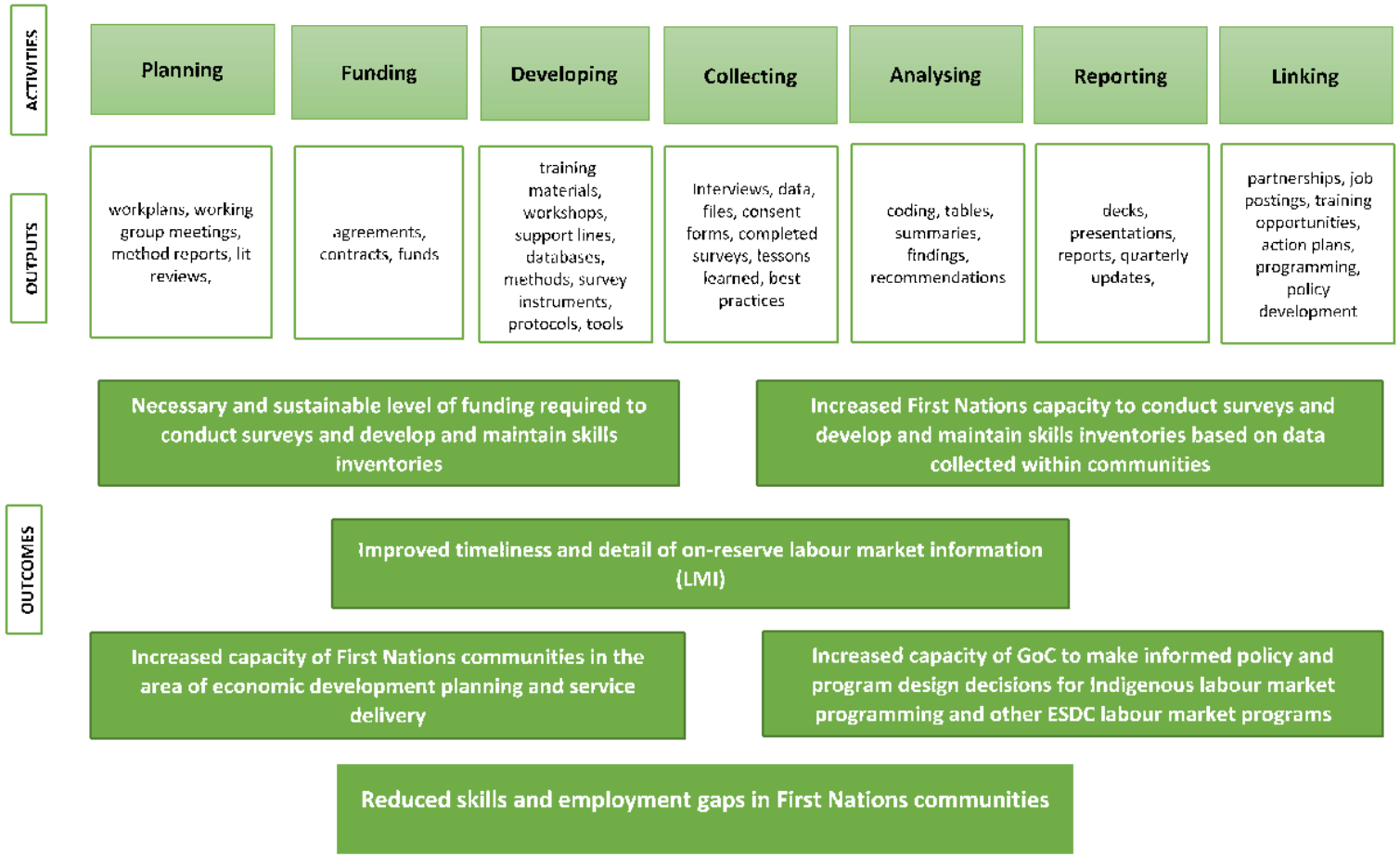
- **Outcome #3** *(Intermediate):* Improved timeliness and detail of on-reserve ***labour market information*** (LMI)

- **Outcome #4** *(Longer-Term):* Increased ***capacity*** of First Nations communities in the area of ***economic development planning and service delivery***

- **Outcome #5** *(Longer-Term):* Increased ***capacity*** of Government of Canada to make ***informed policy and program design decisions*** for Indigenous labour market programming and other ESDC labour market programs

- **Outcome #6** (Ultimate Outcome): Reduced ***skills and employment gaps*** in First Nations communities

Figure 1: On-Reserve Labour Market Information Survey and Skills Inventory Pilot Logic



3.0 Pilot Implementation

This section focuses on the Pilot's main activities and outputs that have been undertaken and produced during 2018-2019. Areas of success, achievement and promising practices, as well as areas of challenges and lessons learned and how these are being addressed through a collaborative risk mitigation process will be outlined. As well, this section outlines how the learnings (both successes and challenges) from this year will be integrated into the upcoming year for the Pilot (2019-2020).

3.1 Overview of Pilot Timeline for 2018-2019

This first full year of the Pilot focussed extensively on engagement activities with the ISET Program Holders, developing funding sub-agreements, methods development and pretesting (See Figure 2). The Pilot benefitted from the efforts in these areas with tangible results including

- 44 First Nations communities participating in the first year (results of engagement),
- 10 sub-agreements in place with all participating ISET Program Agreement Holders (results of developing funding sub-agreements),
- solid research methods that have been peer reviewed in addition to being reviewed by participating communities and stakeholders (results of methods development), and
- pre-test results from four diverse ISET Program Agreement Holders that informed the Pilot for subsequent implementation with remaining six ISET Program Agreement Holders (results from pre-testing).

While all components of the Pilot undertaken during 2018-19 were essential, of particular importance were the efforts and time taken to conduct a thorough pre-test with four relatively diverse ISET Program Agreement Holders. An iterative approach of testing and tools/materials/resources was used so that the learnings from one experience could then be quickly analysed and changes incorporated into the subsequent testing opportunity. During planning for the Pilot, AES determined that the high levels of novelty and innovation characterizing the Pilot required employing a systematic, staged, iterative approach to the implementation through levels of pre-testing. Novel or innovative characteristics included:

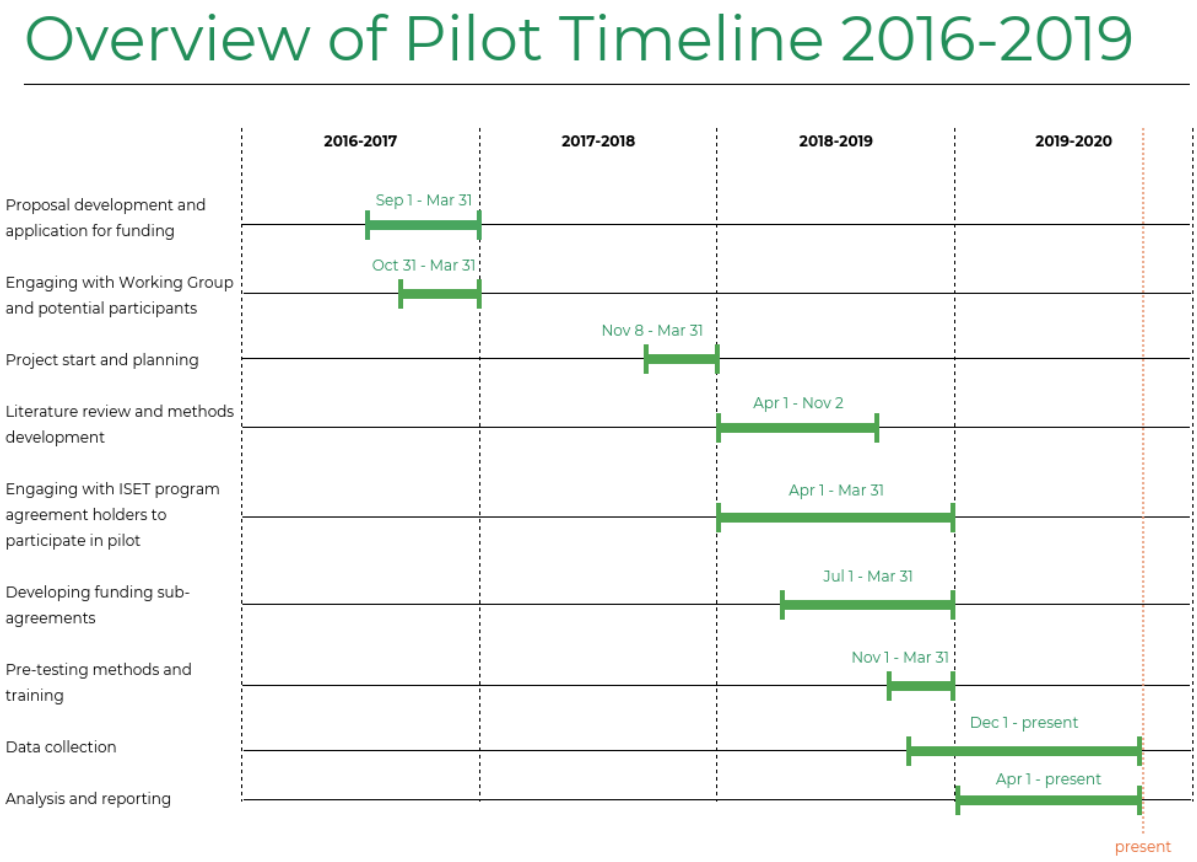
- new survey instruments
- new data collection systems
- new approaches to collecting data for some communities
- new data sharing agreements where data remains in communities
- new partnerships and,
- new training materials.

Four ISET Program Agreement Holders agreed to participate in the Pilot pre-testing phase.

given their willingness to participate in the very early pre-testing stages of the Pilot, they experienced extra challenges and costs that many of the other participating groups did not experience. These challenges included additional costs as processes were changed, additional training on systems that were under development, and some large time gaps between training and implementation of data collection. The learnings from the pretest directly contributed to the improvement of materials, instruments and processes for the subsequent groups of participants.

In an idealized, academic context, this pre-testing likely would have occurred over an 6-8 month period prior to full implementation of data collection; however, this is a real-world, community-level participatory-based Pilot with considerable co-development opportunities available, so the Pilot schedule was adapted to match the pace of the various communities and ISET Program Agreement Holders participating in the Pilot. There was approximately 3 months of pre-testing with the initial four ISET Program Agreement Holders but then the Pilot quickly moved into implementation with the remaining participants. As a result, considerable data was able to be collected on successes and challenges from a wide variety of communities (see examples in this section), and adapting and improving the systems, processes and approaches was able to be done on an ongoing, almost weekly basis. Communities continue to test and experiment with various approaches to data collection and survey management as they make efforts to determine what works best in their own communities. AES Inc. is continuing to collect this information and analyse it within a promising-practices/ lessons-learned context.

Figure 2: Overview of Pilot Timeline for 2016-2019



3.2 Overview of Activities and Outputs

In reviewing the main activities and key outputs produced this fiscal year (see Table 3), there was considerable emphasis placed by ESDC, AES Inc., ISET Program Agreement Holders and First Nation communities on the planning, development and collection areas given the early stages of Pilot implementation. It is anticipated that while there will continue to be activity in each of these areas in the upcoming year, the emphasis will begin to shift towards analysis, reporting and linking areas as the Pilot matures.

A key activity for the Pilot was the development of a secure data collection, storage and reporting tool. The Indigenous Labour Market Information (ILMI) system developed by AES for this Pilot integrates the following features in one software package available to the ISET Program Agreement Holders at no cost:

- Lists of community members, contact information and other relevant sampling data can be imported into the database;
- A survey tool for data collection that can be used for telephone interviews, in-person interviews using a tablet, or for self-completed interviews conducted online;
- Drop down lists that appear automatically as coders type in employer names, job descriptions, certificate types, etc. to reduce coding errors especially for National Occupation Classification (NOC) codes for jobs and North American Industry Classification System (NAICS) codes for employers;
- The system also provides the ISET Program Agreement Holders access to training guides, up-to-date printable versions of the questions and other documentation; and
- Fields that should have been completed based on answers to previous questions are flagged if missing.

The anticipated progress achievement for each of the areas was largely met based on plan and timelines. The one exception was the actual LMI data collection (e.g., number of completed surveys) which took more time to implement than originally anticipated and was impacted to some extent by the ongoing pre-testing and development of data collection systems, and the discovered need to expand the methods of data collection to provide communities with various options for survey administration (e.g., 1-on-1 interviewing with computer, on-line self-administration, paper-based self-administration, interviewing in group sessions, etc.). As of March 31, 2019, the number of completions was at 2,970. As of June 30, 2019, this number had more than doubled to slightly over 7,000 demonstrating considerable momentum during the spring months. The number of completed surveys have continued to increase consistently throughout the spring/summer months as communities continue to develop their capacity and experiment with various approaches to better understand what approaches work best for which communities (this is discussed in more detail in sub-sections 3.3 and 3.4).

Table 3: Overview of Pilot Activities, Outputs, Progress and Areas of Emphasis (2018-19)

Activity Area	Main Activities Undertaken	Key Outputs Produced	Planned Progress Achievement	Areas of Emphasis and Level of Effort Required
Planning	• *ISET Program Agreement Holders /Community Engagement*: 44 communities agreed to participate (total on-reserve population of approximately 28,000) • *Community Level*: survey promotion, recruitment strategies developed, Pilot teams hired, equipment purchased (44 communities)	• Participants from 44 communities • Promotion materials • Recruitment strategies • Staff • Equipment	On-track	**2018-19:** High level of effort required **2019-20:** These activities will be ongoing but focus of planning will shift at community level– may not require same level of effort depending on community level capacity for planning and data usage
Funding	• *Agreements*: 10 ISET Program Agreement Holders have signed funding agreement with AES. Commitment to complete 15,500 surveys across all communities.	• Contribution agreement • Sub-agreements • Data usage and privacy agreements	On-track	**2018-19***:* High Effort Level; **2019-20:** Initial agreements are in place so renewal of agreements should require less effort in upcoming year
Development	• *Method Development*: literature reviewed, methods selected and refined, methods peer reviewed • *Tool Development*: developing of data collection systems, developing and pre-testing survey tools, developing monitoring processes • *Capacity Development*: training with all ISET Program Agreement Holders regarding survey implementation (100 individuals trained), ongoing support during data collection implementation (1-800 line; webinars administered)	• Literature review • Method report • Survey instruments • Survey administration tools • Monitoring templates • Databases • Training materials • Training sessions • Webinars • Support lines	On-track	**2018-19***:* Very High Effort Level **2019-2020***:* Some activities will be ongoing, but same level of effort likely not required

Collection	• *LMI Data Collection*: interviewing, monitoring of completions on-line, importing data, survey administration, data entry, data cleaning • *Pilot Learning Collection*: collecting information from documents, discussions and observations	• Interviews • Data • Files • Completed surveys (2,970 as of March 31st; 7,041 as of June 30th)[4]	Some initial delays due to the extensive pretesting and number of development activities taking place in the winter, but getting back on-track	**2018-19:** High Effort Level - Activities for LMI data collection were focused primarily in Q4 and were variable by community **2019-20:** The levels of effort are expected to increase substantially for some communities and remain constant for others. For the Pilot learning, data collection will increase with development of results measurement framework.
Analysis	• *LMI Analysis*: coding, statistical analysis, preparation of tables, • *Pilot Learning Analysis*: Integration of information collected, developing identified	• Tables and summaries • Findings • Lessons learned and promising practices • Recommendations	On-track	**2018-19:** Medium Effort Level **2019-20:** Expected to increase substantially as data is collected by communities in sufficient quantity to analyse
Reporting	• *LMI Reporting*: reporting on community level, ISET Program Agreement Holder level and overall results from key analyses of the LMI data to date • *Quarterly/Annual Reports*: reports have been prepared on a quarterly and annual basis by AES and the sub-agreement holders (annual) • *Monitoring*: various monitoring reports are available to individual communities regarding questionnaire status, completions, etc. These are compiled at the community, ISET Program Agreement Holder and overall level on a weekly basis and distributed	• LMI community level reports • LMI ISET Program Agreement Holders level reports • LMI overall reports (see Section 6 of this report) • Quarterly reports • Survey completion reports (weekly) • Various presentation decks	On-track	**2018-19:** Medium Effort Level **2019-20:** Expected to increase substantially as analyses are undertaken and consultations/support with data usage is undertaken; the LMI data is beginning to have sufficient numbers for increasing reporting at various levels

[4] As of August 15, 2019 the total completed surveys are 8,509.

	● *Presentations*: Reporting has also been occurring through various presentations to stakeholder groups, Working Groups and ESDC			
Linking	*Many of the activities in this area will be starting once sufficient LMI data have been collected to start using the resulting data and analyses. Efforts will be focused initially on establishing linkages with the Job Bank where feasible and desired by communities. In addition, it is anticipated this will be a main area of focus in this fall's planning regarding data usage as partnerships, employment and training opportunities and programming begin to take into account LMI findings in a more systematic manner.*	● Discussions on feasibility of linking skills inventory and LMI to Job Bank	On-track	**2018-19:** Lower Effort Level **2019-20:** Expected to increase substantially as reporting is undertaken and consultations/support with data usage is undertaken

3.3 Areas of Early Success, Achievements and Promising Practices

The AES Project Team has made ongoing efforts to observe, collect, and compile information on what is working well with Pilot implementation and the challenges that have been encountered. This information on both lessons learned and promising practices has been collected over the past year through ongoing discussions with agreement holders and community staff implementing the Pilot, Pilot Working Group meetings, quarterly reports from agreement holders, and observations by AES Project Team members.

Overall, there have been numerous areas of success and early achievements. Many of these can be considered "promising practices" that may be found to evolve into "best practices" with additional evidence and testing. The main examples have been compiled in Table 4 below, along with implications for planning for 2019-20.

Table 4: Overview of Pilot Success, Achievement and Promising Practices (2018-19)

Activity Area	Examples of Success, Achievements and Promising Practices	Implications for 2019-2020
Planning	***1. Coordinate with other survey-based projects in the community*** A few communities were able to coordinate the current LMI data collection with ongoing data collection activities for other surveys. This seemed to improve response rates by avoiding the overlap of surveys that is occurring in many communities and could reduce the survey fatigue that members are exhibiting in some communities as assessed through high rates of refusal. For example, one community noted that there were five surveys being implemented in the community at the same time, all targeting the same residents. The potential for coordination of data collection across services/programs and community initiatives may be high for various communities, as noted in discussions with community representatives. This could place the LMI Pilot in an advantageous position if data collection tools are flexible enough to integrate other community surveys/items into the data collection and analysis process.	In fall planning session with communities, encourage the discussion of how the LMI Pilot can be coordinated and potentially assist with other data collection efforts in the community. This should result in better response rates, less effort by the survey teams and a "service" that can be provided to the other groups in communities needing ongoing survey data to inform their decision-making (e.g., health centre, school, housing).
	2. Dedicated staff assigned to the project, but with flexibility Communities that were able to hire or allocate staff that could concentrate on the data collection phase exclusively for the Pilot tended to have more success with implementation. In particular, if there was a dedicated coordinator who had the support from a team of interviewers (who could be part-time), this tended to result in relatively fast, more efficient data collection. Those communities that tended to be without a coordinator, or had roles and responsibilities less clearly defined, tended to experience more challenges in achieving survey completions. It was noted that there are distinct exceptions to this observation. One smaller community that has one of the higher rates of completion to date has implemented a structure that is based on demonstrated capacity and experience by relying extensively on two very experienced survey interviewers who have successfully completed projects over the past ten years involving complex survey research with their community.	AES Inc. is planning to develop an outline of different structures/approaches for project teams that have been used by the different communities to date, and the relative success they have had with these structures, where they have made changes, contextual considerations, etc. This "typology" will be provided to groups during the planning sessions this fall as potential options for them to consider with Year 2 of implementation, and also to take into account how team structure may need to shift or adapt to take into account the new challenge of effective data analysis and usage for their community, while still maintaining ongoing data collection activities.
	3. Early and ongoing engagement with leadership	In the development of reporting, particular consideration will be given to the development of a

	The communities who had early engagement with their leadership and ongoing updates regarding the project tended to describe their implementation process (in particular data collection) as having occurred in a smoother manner than those who took different approaches. In come cases, project staff reported that while early engagement had occurred when there was the initial decision to volunteer to participate, if there was not ongoing engagement and reporting, there were some further delays encountered as the leadership had to be updated before data collection could begin. Similarly, for communities where there was an election and leadership change, this created challenges with timing and some delays as the new leadership was engaged and support was obtained.	report that is suitable for provision to community leadership to keep them updated on the community achievements with the Pilot and the potential usefulness of the data with respect to decision-making for their community. AES Inc. will be working with the communities to determine what types of information and presentation (e.g., tables, graphs) would be most appropriate for this use.
Funding	***4. Flexibility in budgeting*** Most of the communities have required increased flexibility in the amounts and allocation of funding to accommodate the delays encountered by some with data collection, the availability of different versions of survey tools, seasonality considerations for their communities, and availability of field teams.	In planning for the upcoming year, the allocations for each community will need to be considered, depending on adjusted targets (targets were negotiated very early on in Year 1 at a point when individual community participation had not been yet confirmed), and other factors such as considerations of additional resource requirements, need for additional capacity development, remoteness, etc.
Development	***5. Connect training with being in the community*** Training of interviewers was undertaken in various environments but most often in a classroom that may or may not have been in the community. For practical purposes, many communities were being trained in a group format, so a central location was arranged (e.g., hotel, learning centre). This presented the challenge of conducting the training in an environment that was relatively divorced from the context of where the training would actually be put into practice. The few opportunities that did occur when AES trainers were able to work with staff directly in the community ended up being more beneficial for both the AES trainers and the community staff. This allowed a hands-on approach to the data collection where the staff could observe the trainer and also receive coaching for when they were conducting data collection with actual participants. The AES trainers in these situations were also able to observe directly where there were gaps in the training materials, challenges with the survey instrument, and any other implementation considerations.	Where feasible, it will be important to have AES trainers work directly with project staff in their communities (or in neighbouring communities if training in a group format). This will provide a context for the AES trainer to improve the ongoing support he/she can provide, have a more accurate assessment of capacity, and a better understanding of considerations of factors that may contribute to the success or challenges of implementing the Pilot within a specific community.

	6. Building AES capacity and knowledge of communities While AES has experience working with various Indigenous communities across Canada, and a high level of expertise in the design, implementation and analysis of survey research in various Indigenous and non-Indigenous communities of different sizes and contexts, there is still much to learn about implementing LMI surveys in these specific communities. Being able to engage and conduct effective outreach to communities, has led to increased success in understanding individual contexts, adapting Pilot tools and processes accordingly, and increasing survey method best practices within the community's approach to data collection.	Realizing that communities have tremendous variability in capacity for survey research, project management and planning, analysis, etc., AES will continue to learn about the strengths of each community and work to understand where some of AES supports may be of use for them to address any challenges they may encounter. This will continue with respect to data collection activities but will also now need to be stepped up another level as the Pilot moves into analysis, reporting and linking phases. Effective data usage is usually a challenge for many programs, communities and decision-makers.
	7. ESDC and AES team members as transporters of ideas and promising practices Communities are busy and not always able to take the time to research best practices, or communicate with other communities to share ideas. One area of success observed was using the engagement activities and training sessions as conduits for sharing ideas and practices across communities. By being closely engaged with some communities, ESDC and AES Inc. were able to make informed suggestions to those who were experiencing similar challenges to a community that had successfully addressed the same challenge. This was particularly effective when integrated into the actual training materials.	AES will attempt to enhance this practice of being a "clearinghouse" for good ideas and promising practices that can be presented and used as challenges are being encountered. This more informal approach of sharing will be further documented through updated training materials and through DocShare facilities within the data management system where feasible (although these seem to be most effective when presented "in the moment" while having discussions of approaches and issues). As well, these will continue to be collected and documented for the development of promising practices overall for the Pilot.
	8. Train the trainer approach In many cases, it was found that interviewers being trained were part-time employees and would often be moving on to other positions or returning to school. The turnover rate among interviewers appears to be considerable for this project in many of the communities. In order to counter this, AES began to develop some training materials that would be more focused on training a trainer within the community context. This may be a more effective approach that could be combined	This year a train-the-trainer approach will be developed that will be designed to be delivered in-person to a group of survey coordinators/trainers/senior interviewers at the community level. Then training materials (on-line modules and/or binders) will be developed that the community trainer can use with new interviewers

	with on-line training modules for new interviewers that does not necessarily rely on an AES trainer being on site.	that could be supplemented with some webinar involvement with AES trainers if required. This should improve the efficiency of training with AES involvement being in selected times in the community, on the ground with interviewers who already have the background, practice, etc.
	9. Specialized, roving data collection teams A particularly effective approach that one ISET Program Agreement Holder has implemented this spring is to invest in a two-person data collection team who are very knowledgeable about the survey, interviewing and are comfortable within a variety of settings. These two students have been travelling to the various communities that have had significant challenges with data collection and are working on-site for approximately a week at a time with the local contacts to put a blitz on for data collection. They coordinate with the local contact prior to their arrival to promote the survey and then link in with community events, businesses and organizations. The ISET Program Agreement Holder noted that the team is having considerable success with completions in part because they are directly connected to the network of communities but are not necessarily identified as living within a specific community from which they are trying to collect data.	The AES team will include this approach and structure in the "typology" of team structures that communities may want to consider during the fall planning sessions. (see point #2 above)
Collection	***10. Use of incentives*** Many communities found that the use of an incentive was a useful practice. Incentives varied considerably in amount and type of incentive. Common were cash payments or a selection of gift cards for local restaurants or stores. Other incentives were the provision of a meal at a gathering (snack, lunch, dinner), draws, and specific events (info fairs, workshops) hosted by the survey team to entice people to a location where they would be asked to complete a survey.	To further develop a "best practice" or considerations with incentives to inform the Pilot, AES will be collecting from each community the type of incentive used, how this compared to other incentives offered by surveys in their community, and any other considerations or observations they have noted with incentives. These will be compared in a systematic manner with the current literature available on best practices in research participation incentives, and what is the common practice among different types of incentives offered among non-Indigenous surveying according to various methods.

	11. Multiple methods of survey administration The original intention with the development of the LMI survey was to mirror the Labour Force Survey with a questionnaire that was intended as a 1-on-1 interview in-person or over the phone with computer-assisted interviewing software. During the development phase, the feedback from the communities was clearly that multiple methods of administration would be required, including self-administration. These were developed quickly to accommodate this need.	There will be additional work required this upcoming year to revise the questionnaire. During this revision period, the need for multiple methods in its design in order to improve the "look" and ease of administration will be taken into account.
	12. Use existing community "hubs" Data collection has been quite successful in some communities when they focus on multiple community "hubs" and solicit their assistance in data collection (disseminating and collecting questionnaires) or to host someone from the survey team at a small desk at their location. Some of these hubs that have been particularly fruitful include health centres (where people often have to wait), daycares and schools, housing services, community offices, etc.	AES will include the identification and use of community hubs as potential data collection venues in our sharing of ideas and considerations for communities during the planning phase this fall.
	13. Access community events and gatherings Some communities have had considerable success focusing data collection efforts at well attended community events and gatherings. These could include pow-wows, holiday fairs, job fairs, meetings, etc.	AES will include the identification and use of community events and gatherings as potential data collection venues in our sharing of ideas and considerations for communities during the planning phase this fall.
	14. Flexible timing for data collection In the original planning for the Pilot, it was anticipated that the data collection would take place during the same or similar time periods for each of the communities (e.g., November-February). Given the different levels of community capacity and various challenges encountered with implementation, and the different contexts for each community, it is much more realistic to have considerable flexibility in the timing for data collection. This includes both the duration of time required for data collection within a specific community, and the season during which a community conducts its data collection.	AES will explore the impact of timing and duration of data collection on the Pilot from two perspectives. One perspective will involve ensuring that the funding agreements with ISET Program Agreement Holders reflects the flexibility of timing of data collection within each year (e.g., payments based on completions as they occur within a quarter). The other perspective will be from an analytic view as to how the data can be analysed using an approach that can take into account season and duration of collection.
Analysis	***15. Building on existing capacity for conducting analyses*** Similar to the diversity across communities regarding their capacity for survey planning, administration and implementation, it is anticipated that there will be a	Analysis plans and data usage will be a large component of the fall planning sessions being designed. One aspect will be to determine with

	variety of levels of capacity for planning and conducting analyses. Based on our findings from the earlier phases of implementation, a promising practice is to understand the capacity level of a specific community/ ISET Program Agreement Holder, and then tailor our approach accordingly to best meet their needs with respect to data analysis.	each group what their needs are, what support they could use from AES analysts to address these needs, and work with them accordingly to get the data analysed and reporting started.
Reporting	***16. Tailored, iterative reporting*** From early discussions regarding reporting, AES is anticipating that considerable tailoring of reports (and analysis) will be needed to make sure that the data usage factor is high. As is known from the experiences to date with a few of the communities, analysis and reporting of their data begets additional questions and additional analyses and reporting. As a result, it is assumed that this will be an iterative, discovery/question driven process which in turn will increase the data usage factor.	AES has already begun the analysis and reporting phases with a few of the communities that have achieved larger numbers of completions. The experience from these advanced groups, along with best practices in reporting will be used to suggest various types of reports that could be useful for different audiences and stakeholders.
Linking	***17. Understanding potential for benefits of linkages*** Many communities have already expressed interest in linkages with the Job Bank. A few communities have also identified linkages that would support the development of partnerships. For example, one community has already identified four significant partnerships with local, regional and international companies that will benefit directly from the information the community has from the skills inventory it has developed through the Pilot project.	This will be an ongoing theme that will be examined with each community during the fall planning sessions as the tailored, iterative analysis plans and reporting will be sketched out. The goal or purpose of many of the plans will be characterized in terms of linkages.

3.4 Lessons Learned, Challenges and Collaborative Risk Mitigation

There have also been a number of challenges encountered during the early implementation of the Pilot that have resulted in lessons learned and collaboration on risk mitigation among the First Nations communities, ISET Program Agreement Holders, AES Inc. and ESDC. Table 5 provides an overview of these areas according to activity area. These are considered learning for the Pilot and will continue to be monitored and addressed as feasible throughout the upcoming year.

Table 5: Overview of Pilot Challenges and Lessons Learned (2018-19)

Activity Area	Examples of Challenges and Lessons Learned	Implications for 2019-2020
Planning	***1. Capacity levels for survey management*** There are very different levels of capacity among the communities for survey management. The planning and management of a survey research project can be significantly different than service delivery projects. Many of the communities demonstrate extremely high levels of capacity for service delivery or program delivery but seem to have run into some challenges in translating these skills and resources to survey research management and planning. AES Inc. focused much of the initial training on specific data collection training for interviewers. In retrospect, a concentrated session with survey coordinators and managers would have been particularly useful for some of the communities when implementation plans, recruitment strategies, HR considerations, etc. were being developed. As with most dimensions of capacity, there is considerable variety with some communities significantly advanced in the area of survey research management and large data collection projects.	For the fall planning sessions, AES will try to relay some of the knowledge from those communities who are quite advanced in this area to those who are having more challenges. AES will start the fall planning sessions with those who are more advanced and from these, develop approaches and considerations that could be combined with best practices in survey management overall. These will then be integrated into the fall planning sessions with those who are having more challenges in this area.
	2. "On-reserve" requirement as a challenge The funding is tied to the collection of LMI from those community members living "on-reserve". Unfortunately, for many communities given the housing challenges on-reserve, many community members are not actually able to live on-reserve. In cases where there are nearby non-Indigenous communities, there is a significant proportion of community members who are living within easy commuting distance of the reserve for housing reasons. Many communities have argued that, in effect, these community members living off-reserve are part of their community "labour force" and by limiting	Some communities have elected to try to include as many community members in their sample as possible, regardless of residency. To help with this challenge, data collection systems and tools have been designed to facilitate the inclusion of both on and off reserve members in community skills inventories so that those communities that can

	funding to the on-reserve population, they are not being included. In addition, there are many communities that have indicated that because of the limited job opportunities on-reserve, many of their members are required to live further away to obtain employment but often would be willing to return to the community if employment opportunities were to become available.. As a result, many communities feel it would be helpful if the Skills Inventory included these members who potentially could contribute to the attraction of partners and economic development opportunities (as they noted often the professionals and more highly educated members need to relocate away from the reserve for career purposes, but often are the most highly skilled members).	access funding elsewhere can include off-reserve members. AES Inc. has agreed to provide non-monetary support for the collection of data on off-reserve community members and to assist with analysis and interpretation as required for this additional group of respondents.
Funding	***3. Budgeting for all requirements and considerations*** A few of the communities and agreement holders have had challenges with their budgets for the Pilot for 2018-19. Some of this has resulted from timing issues regarding hiring of staff and actual data collection beginning. As a result, a few communities ended up spending their budget before they had reached their targeted number of survey completions. Other factors have included targets that were established early in the development phase of the project before full engagement with individual communities had begun, and unexpected expenses (e.g., community requirements for interviewers to travel in pairs to houses for safety purposes; actual length of survey).	All the information and feedback on the budget challenges for communities has been considered and integrated into the new sub-agreements that will be signed this fall.
Development	***4. Gaps between training and implementation*** For some of the communities involved, the period for training occurred a number of months before they began data collection. This led to challenges with not only budgets, but also knowledge retention, need for refresher training, and challenges encountered in the field.	A number of improvements to the training materials and process are planned, and have been outlined in Section 3.2.
	5. Tailoring training according to capacity/experience Given that the training materials and sessions were being developed as the survey processes and tools were under development and was taking place with different types of participants (ISET Program Agreement Holder staff, community interviewers, data managers, program delivery staff), in different locations and settings, AES took the approach of iterative development for the training. As a result, there was not sufficient time to tailor the training according to target group, or their assessed capacity and experience. Much of this was done on the spot with changes and adaptations occurring for each training session. One lesson that became quite clear was that in each session there was considerable variability in capacity and experience (e.g., ranging from teaching	A number of improvements to the training materials and process are planned, and have been outlined in Section 3.2.

	someone how to use a mouse for the first time to teaching someone who had conducted extensive health interviews for an academic research unit). To accommodate this variability, relatively generic materials were developed and then adapted through verbal delivery of the training.	
	6. Complexity and length of survey instrument Engagement with the ISET Program agreement holders during the survey instrument design phase were particularly useful in trying to simplify the labour market survey and skill profile sections as much as possible. Despite this, the version used in Phase 1 remained complex overall. The co-development process also highlighted the need for a paper-based self-administered questionnaire for instances and environments where a web-based self-administered questionnaire does not meet the need (locations without access to the internet and individuals not comfortable completing a questionnaire on the internet). As a result, a self-administered paper version was developed which was used by many communities as a more cost-effective method of data collection. The current version of the paper questionnaire is a somewhat cumbersome version with many skips. In response, AES is reviewing the paper-based self-administered questionnaire with a view to making it simpler. AES has also instituted protocols where all self-administered questionnaires are reviewed by community data collection staff who contact respondents if any data is missing.	The survey instrument will be revised for the upcoming year, to accommodate the updating of existing information for some respondents and collecting additional information for new respondents. As well, AES Inc. now has access to reams of qualitative (narrative) information that was collected with the Year 1 version of the survey that will be coded and integrated into categories for easing the administration of the survey in Year 2. Overall, the complexity of the survey instrument will be reduced.
	7. Assessing need for ongoing support Our AES team engaged well in an ongoing manner with most communities and had less success with others. For some, the level of engagement has improved and AES continues to work on improving engagement with others. Without a strong relationship, it is sometimes difficult to determine when support is needed regarding survey planning and implementation, a community's discomfort asking for assistance, and when the community is independently working well. It is a challenging balance of being overly directive vs. waiting for an invitation to assist or provide support. As AES continues to build relationships with the teams involved, increase our knowledge about each community and its context and strengths, and offer a wider variety of support and assistance, it is anticipated that AES team members will become more useful in helping communities to solve planning, implementation, analysis and reporting challenges beyond the everyday technical issues that can arise.	Through the implementation of fall planning sessions, it is anticipated that the relationships with each of the communities and ISET Program Agreement Holders will continue to grow. AES is working to expand its areas of support to communities to include analysis, reporting and developing linkages.

Collection	***8. Survey fatigue*** Some of the communities are experience considerable survey fatigue. The number of surveys being conducted in a few communities is incredibly high. For example, one community that has had extensive challenges in recruiting people for the LMI survey noted that there were five surveys occurring at the same time as the LMI survey targeting all the same residents.	As noted previously, in the fall planning sessions with communities, AES will encourage the discussion of how the LMI Pilot can be coordinated and potentially assist with other data collection efforts in the community. This should result in better response rates, less effort by the survey teams and a "service" that can be provided to the other groups in communities needing ongoing survey data to inform their decision-making (e.g., health centre, school, housing).
	9. Challenges with staffing interviewer positions Some communities are having challenges with maintaining a staff of interviewers. Given the pay and in some cases the part-time nature of the work, an interviewer position may not be that attractive for those searching for employment opportunities.	This will be addressed in the fall planning sessions by initially addressing the issue with those who seem to have fewer challenges in this area to determine if there are some considerations and practices that other communities might be able to use. As well, AES will consider adding in other potential practices (e.g., hiring student teams, making research methods part of a course with practicum hours associated with the process, combining the survey with other enrollment processes for training and employment support, etc.)
	10. Development of a comprehensive Survey Frame There were some challenges encountered in many of the communities with the development of a comprehensive list of all potential eligible survey respondents within their community that could serve as a complete survey frame. As a result, in many cases estimates of completion rates are based on data supplied by Indigenous Services Canada (ISC) for their counts of population living on-reserve 15 years and older. Many of the communities expressed that this is often not an accurate count given the fluctuation and mobility of community members. Another concern in relying on the ISC counts as a survey frame is that who is determined to be a community member by the community	For 2019-2020, AES Inc will work with communities to develop survey frames that are reflective of their community populations eligible for the survey. This process has been explicitly outlined in the funding agreements, with specific allocation of funding associated with this activity.

	often is based on criteria different than those used by ISC. As a result, it is challenging for some communities to determine accurate response rates, weighting required, and potential sources of bias.	

4.0 Preliminary Review of Pilot Expenditures and Potential Economic Contributions to Communities

4.1 Overview of Expenditures for 2018-19

In 2018-2019, approximately $1.7 million were distributed to nine ISET Program Agreement Holders and one First Nation communityThe allocation includes funding for start-up costs (e.g., community consultations and project promotion, reviewing project methodology and questionnaire, providing membership data) as well as implementation costs (covered at $72 per interview plus an additional amount for training costs).

Funding per agreement holder ranges from $63,500 to $383,700. Given that most of the costs are driven by the estimated number of interviews, the distribution of funds across ISET Program Agreement Holders follows closely the distribution of the estimated on-reserve working age (15+) population

Total funds allocated to each ISET Program Agreement holder consisted of start-up costs and implementation costs. Approximately $461,000 was allocated to 10 agreement holders for start-up costs. The start-up costs included the following types of expenses:

- administrative costs, community consultations, project promotion
- identifying and securing participation of pilot communities
- meetings and consultations with ESDC and AES
- review and feedback and draft methodology, sampling approaches, and questionnaires
- pre-testing instruments and modifying approaches as necessary
- review and feedback on AES LMI data fields for skills inventories
- providing data from existing systems and assisting AES to interpret the data and import into AES software
- providing AES with membership data for the purpose of sampling and
- work required to prevent duplicate data entry/collection.

In 2018-19, approximately $1.2 million was allocated for implementation activities. Implementation costs include funding of $72 per completed interview, as well as an allocation for additional training of surveyors. Implementation costs include the following activities:

- training
- data collection,

- monitoring and data quality checking
- data entry
- importing data into the AES database or other ISET Program tools. In 2018-19, more than $1.2 million was allocated for a total of 15,500 completed interviews.

Once data collection has been fully implemented for an entire cycle, estimates of cost per survey completion will be able to be produced according to various categories (e.g., community size, main methods of data collection, remoteness, etc.). It should be noted that in many cases, the target numbers of completed surveys for each of the ISET Program Agreement Holders in 2018-2019 were developed and negotiated as part of the initial funding agreement process. These agreements along with targets (particularly for the four pre-test groups) were generally put in place well before the methodology had been confirmed, instruments developed, and pre-tests having taken place. Based on the findings from the first solid attempts at data collection occurring within each of the participating communities through the spring and summer of 2019, in developing the new funding agreements AES will need to revisit the target numbers for each ISET Program Agreement Holder according to the learnings about participation rates, availability of staff, community capacity, timing of data collection, etc.

4.2 Economic Contributions to Communities

The implementation of this project also entails economic activity at the community level that would not have been present otherwise. It will be possible to estimate the Pilot's direct contribution to the community-level economy derived from the following three activities:

- Local expenditures of ISET Program Agreement Holder, that is, direct expenses of the project in the community net of salaries;
- Staff expense in the community, which is estimated as a proportion of salaries. This assumes that these individuals would not have had employment if the project was not active; and
- Expenditures generated by visitors to the community as a result of the project (e.g., trainers).

Once these direct expenses are estimated, it is possible to calculate the indirect effects generated as a result. That is, each dollar spent directly by the individuals associated with the project generates additional transactions in the local economy.

There are further economic benefits that are not easily monetized, but that impact positively the community, and that can be described qualitatively. For instance, training received during the project provides individuals with new skills that can be used in the future. Furthermore, the information collected during the project will be used to inform better planning and decision-making, which are conducive to a more efficient use of limited resources and the

development and implementation of more effective community and employment development activities.

4.2.1 Community-level staff and ISET Program Agreement Holder compensation

To calculate the direct impact of the project on the community via local expenses by the agreement holder and surveyors, the following information would be required:

- Number of individuals hired for the project (full-time or part-time) and their compensation (e.g., salaries, fee per interview). An assumption would be made regarding the share of their salaries that is spent locally.
- Estimated share of ISET Program Agreement Holder expenses (net of salaries) that are made locally. Any goods that are purchased outside the community are deducted from the impact estimate.

The possibility of collecting such information in future implementation years will be explored this year.

4.2.2 Project personnel spending in communities

Project personnel visit the communities to offer training, information and other supports to start and rollout the project. These visits result in economic activity in the community that would not have otherwise been observed. To calculate the impact of these visits, the following information is required:

- Number of trips, number of project personnel in each trip, number of nights
- Number of nights where lodging was secured within the community
- Average cost of lodging per person per night
- Average number of meals in the community per day
- Average cost of meal per person (or government approved per-diems).

In future years, once this information is collected, these expenses will be grouped by agreement holder for presentation purposes.

5.0 Summary of Initial Analyses (Pilot Level)

5.1 Sample Profile

The analysis below is based on a data extract with an earliest questionnaire survey date of January 18, 2018 and a most recent date of June 20, 2019. In total there were 7,003 completed interviews entered in the system coded as on-reserve, representing 38 First Nations.

In terms of contact information for future follow-up surveys, 78.8% had a telephone number entry and 41.7% had an e-mail address (flags were only reviewed to indicate the presence of an entry in this field; actual fields were not examined for completeness).

Table 8 shows a basic profile for the current sample; cases with no response, missing, etc. are not included in the analysis. The exclusion of the missing cases means the totals will be slightly lower than the total 7,003 respondents. As expected, the number of cases missing for the income question was higher (38.7%) than other variables.

Table 8: Sample Profile

Age	Number of Respondents	Percent
Under 20	900	13.0%
20 to 29	1,660	24.0%
30 to 44	1,886	27.3%
45 to 54	1,192	17.3%
55 to 64	883	12.8%
65 plus	389	5.6%
Total	**6,910**	**100.0%**
Gender	**Number of Respondents**	**Percent**
Male	3,373	48.5%
Female	3,582	51.5%
Total	**6,955**	**100.0%**
Highest Education Attained	**Number of Respondents**	**Percent**
Grade 10 or less	2,180	32.4%
Grade 11-12 (Sec IV-V)	1,726	25.6%
Secondary School / High School Diploma or GED	1,020	15.1%
At least some PSE	1,811	26.9%
Total	**6,737**	**100.0%**

5.2 Labour Force Status Classification

Table 9 provides information related to labour force activity on-reserve. The labour force classification followed Statistics Canada's standard classification for their labour force survey data where possible.

Typically, there are three main categories: employed, unemployed and not in the labour force. However, it was not possible to classify some respondents who indicated they did not have a job in the reference week but did not provided responses to follow-up questions that would allow the classification of respondents into an unemployed or out of the labour market classification. Since simply coding these cases as missing would result in a systematic bias in the employment estimates, these cases were coded to a new category, "not employed, status not determined".

Only 69 respondents did not provide information to the first question (*did they have a job last week*); these cases were coded missing and excluded from the labour force status classification. The resulting labour force status classification percentages were:

- 42.6% employed
- 14.9% unemployed
- 36.0% not in the labour force
- 6.5% not employed, status not determined.

A very large majority (84.6%) of the respondents who were employed were in full-time jobs (30 hours per week or more). The remainder (15.4%) were employed part-time jobs. Of the 31.4% of jobs that were non-permanent, the breakdown is:

- 20.8% seasonal
- 47.0% temporary, term or contract job
- 24.2% casual job
- 8.0% other.

Table 9: Labour Force Classification and Employment

Labour Force Classification	Number of Respondents	Percent
Employed	2,952	42.6%
Unemployed	1,031	14.9%
Not in the labour force	2,498	36.0%
Not employed, status not determined	453	6.5%
Total	**6,934**	**100.0%**

Labour Force Classification by Gender

Females had an unemployment percentage almost half the percentage of males.

Females had a slightly higher percent employed (46.7%) than males (38.3%) and had similar percentage classified as out of the labour market (36.9% compared to 35.0% for males). The result was females had an unemployment percentage almost half the percentage of males (10.3% versus 19.6%).

Labour Force Classification by Education

Respondents with at least some PSE had the highest percentage employed (67.2%) and the lowest percentage unemployed (11.5%). This relationship between labour force classification and education is highly related to age.

Labour Force Classification by Age

The highest percent unemployed was for the 20 to 29 age group (15.1%), with this percentage decreasing for each subsequent age group.

Table 10 provides the labour force classification by age group:

- As expected, due to school attendance, **youth** (under age 20) had the highest percentage **not in the labour market** (64.3%)
- At the opposite end of the age spectrum, 65.4% of the 65 plus age group were classified as out of the labour market, but they still had an employment percentage of 28.2% given only 3.1% were unemployed
- The highest percent **unemployed** was for the 20 to 29 age group (19.5%)
- The highest percentage **employed** was for the 45 to 54 age group (54.5%)

Table 10: Labour Force Classification by Age Group

Labour Force Classification	Age Group					
	Under 20	20 to 29	30 to 44	45 to 54	55 to 64	65 plus
Employed	12.9%	41.4%	49.9%	54.5%	48.9%	28.2%
Unemployed	11.8%	19.5%	15.9%	15.4%	12.0%	3.1%
Not in the labour force	64.3%	32.4%	28.3%	24.3%	33.6%	65.4%
Not employed, status not determined	10.9%	6.6%	5.9%	5.8%	5.6%	3.4%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Number of cases	889	1,634	1,873	1,181	878	387

Reasons for Not in Labour Market

Approximately one-half of respondents in the middle-age groups were not in the labour market due to illness or disability.

- **Age 45 to 54 □ 46.5%**
- **Ages 55 to 64 □ 54.6%**

Table 11 provides the reasons the respondents provided for not being in the labour market (not being available for a job or not looking for a job) by age group. Overall (total across age groups) the reasons with the highest percentage of responses were:

- Illness or disability (20.6%)
- Attending school high school (18.9%); and
- Caring for own children (14.9%).

The main reasons varied substantially by age group:

- Attending high school □ 73.3% for under 20 age group;
- Illness or disability □ rose from 21.9% for the 30 to 44 age group to reach 46.5% for the 45 to 54 age group and 54.6% for the 55 to 64 age group;
- Caring for own children □ highest for the 20 to 29 age group, 28.6%, and the 30 to 44 age group, 28.3%; and
- Retired □ 75.2% for the 65 plus age group.

Table 11: Reason for Not in the Labour Force by Age

Reason Not in the Labour Force	Age						
	Under 20	20 to 29	30 to 44	45 to 54	55 to 64	65 plus	Total
Own illness or disability	1.5%	8.1%	21.9%	46.5%	54.6%	18.9%	**20.6%**
Caring for own children	4.4%	28.6%	28.3%	11.1%	3.0%	0.4%	**14.9%**
Caring for elder relative (60+ years)	0.7%	1.6%	1.5%	1.7%	2.3%	0.8%	**1.4%**
Pregnancy	0.5%	4.3%	2.1%				**1.5%**
Other personal/family responsibilities	2.0%	9.8%	9.5%	10.4%	5.9%	0.4%	**6.6%**
Attending high school	73.3%	6.0%	1.5%				**18.9%**
Attending college	1.8%	4.3%	1.9%	1.3%	0.7%		**2.0%**
Attending university	0.3%	1.3%	.8%	1.3%	0.3%		**0.7%**
Attending a training program	0.5%	4.0%	2.5%	2.4%	0.3%		**1.8%**
Believes no work available or gave up looking	3.0%	10.7%	8.7%	9.1%	7.2%	1.2%	**6.9%**
No reason given	7.7%	13.2%	10.1%	5.1%	6.6%	2.0%	**8.4%**
Retired		0.2%	0.2%	1.0%	11.5%	75.2%	**9.1%**

Other	4.2%	8.0%	11.0%	10.1%	7.6%	1.2%	**7.2%**
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Number of cases	**596**	**553**	**526**	**297**	**304**	**254**	**2,530**

Considerations for Defining Labour Force Status

Excluding traditional skills jobs and occasional or informal paid jobs understates the nature and extent of labour force activity for the on-reserve population.

During the consultations with First Nation communities during the questionnaire design it was requested that information on jobs related to traditional skills and occasional or informal paid jobs be added to the questionnaire. The analysis of these questions demonstrates that omitting this information would have understated the nature and extent of labour force activity for the on-reserve population (see Table 12):

- 8.3% of the survey respondents stated they had worked in a traditional skilled job that involved a formal or informal payment arrangement; and

- 17.2% of the respondents worked on occasional or informal paid jobs in the reference week.

When the responses to the question about traditional skills jobs was included in the employed labour force classification the percentage employed increased to 46.4% from the 42.6% reported in Table 9, an increase of 3.8 percentage points. This means of the 8.3% who reported working in traditional skilled jobs, nearly half (45.7%) did not report having a job in the reference week.

When the responses to the question about occasional or informal paid jobs and traditional skills jobs were included in the employed labour force classification; the percentage employed increased an additional 7.1 percentage points to 53.5%.

Table 12: Traditional Skills Jobs and Occasional or Informal Paid Jobs

Worked in Traditional Skilled Jobs	Number of Respondents	Percent
Yes	567	8.3%
No	6,251	91.7%
Total	**6,818**	**100.0%**
Occasional or Informal Paid Jobs	**Number of Respondents**	**Percent**
Yes	1,169	17.2%
No	5,615	82.8%
Total	**6,784**	**100.0%**
Labour Force Classification With Traditional Jobs Included	**Number of Respondents**	**Percent**

Employed	3,219	46.4%
Unemployed	893	12.9%
Not in the labour force	2,407	34.7%
Not employed, status not determined	422	6.1%
Total	**6,941**	**100.0%**
Labour Force Classification With Traditional and Occasional Jobs Included	**Number of Respondents**	**Percent**
Employed	3,723	53.5%
Unemployed	745	10.7%
Not in the labour force	2,123	30.5%
Not employed, status not determined	362	5.2%
Total	**6,953**	**100.0%**

5.3 School Attendance and Training

Table 13 presents the percent who stated they had attended a school, college or university in the prior week as well as whether their attendance was full-time or part-time:

- Overall, 14.2% attended a school, college or university in the prior week.
- 84.8% of those attending school were enrolled as a full-time student.

Table 13: School Attendance and Training

Attended School	Number of Respondents	Percent
Yes	982	14.2%
No	5,915	85.8%
Total	**6,897**	**100.0%**
Attended School Including Full-Time/ Part-Time	**Number of Respondents**	**Percent**
Full-time attendance	810	84.8%
Part-time attendance	145	15.2%
Total	**955**	**100.0%**

Participation in Training

Over 1 in 4 survey respondents participated in some form of education or training in the previous week.

Participating in training to learn traditional skills was slightly higher than participating in other types of training and skills upgrading.

One in 5 youth under age 20 participated in training to learn traditional skills.

Table 14 provides the percentage who participated in learning traditional skills and other training and skills upgrading in the week prior to their interview:

- In the week prior 12.4% of the survey respondents had participated in training to learn traditional skills and 8.3% participated in other training or skills upgrading; and
- When traditional skills learning and other types of training or skills upgrading is combined with attendance at school, 26.2% of the sample participated in some form of learning activities in the prior week.

There were no significant differences in the percentage learning traditional skills by gender but by age group the youngest and the oldest age groups had the highest percentages with 20.3% for the under 20 age group and 15.4% for the 65 plus age group (likely participating as mentors).

Table 14: Learning Traditional Skills and Other Training or Skills Upgrading

Training to Learn Traditional Skills	Number of Respondents	Percent
Yes	843	12.4%
No	5,973	87.6%
Total	**6,816**	**100.0%**
Participated in Other Training or Skills Upgrading	**Number of Respondents**	**Percent**
Yes	563	8.3%
No	6,251	91.7%
Total	**6,814**	**100.0%**
Attending School, Training to Learn Traditional Skills or Other Training/ Skills Upgrading	**Number of Respondents**	**Percent**
Yes	1,809	26.2%
No	5,095	73.8%
Total	**6,904**	**100.0%**

Certificates and Licenses

Nearly 2 out of 3 survey respondents indicated they had licenses or certificates that could be highlighted in their skills inventory.

Table 15 shows that in addition to their highest educational attainment, 62.7% of the survey respondents had licenses or certificates they felt should be highlighted in their skills inventory. Over 1 in 10 (12.8%) also stated they had other training or courses to highlight.

Table 15: Licenses and Certificates

Have Licenses or Certificates to Highlight	Number of Respondents	Percent
Yes	4,077	62.7%
No	2,426	37.3%

Total	6,503	100.0%
Have Other Training or Courses to Highlight	**Number of Respondents**	**Percent**
Yes	788	12.8%
No	5,381	87.2%
Total	**6,169**	**100.0%**

Highlighted Skills

The residents in the communities surveyed represent a diverse and skilled workforce.

The residents in the communities represent a diverse and skilled workforce. In addition to the licenses and certificates, most respondents provided other important skills that should be highlighted in their skills inventory (See Table 16).

Table 16: Other Important Skills to Highlight

Skills	Number of Respondents	Percent
Cooking, preparation and/or preservation of food	4,310	61.5%
Outdoor maintenance (grass cutting, gardening, firewood cutting)	4,222	60.3%
Indoor maintenance (cleaning, small repairs, etc.)	4,179	59.7%
Hunting, fishing and/or trapping	3,501	50.0%
Use of boats, snowmobiles, ATVs	3,252	46.4%
Crafts and arts (carving, beading, sewing, painting, drawing, etc.)	3,122	44.6%
Teaching, mentoring, coaching	2,650	37.8%
Sports, athletics, skateboarding, etc.	2,576	36.8%
Typing, word processing, using software (spreadsheets, documents)	2,375	33.9%
Building/constructing	2,340	33.4%
Communications, presentations, social media	2,215	31.6%
Story telling, writing stories, poems, songs	2,121	30.3%
Music, playing instruments, dancing	2,087	29.8%
Identification and harvesting of local plants	1,945	27.8%
Navigation and guiding	1,671	23.9%
Repairing appliance, small engines, motors	1,467	20.9%
Computer programming, creating apps	881	12.6%

5.4 Intent to Return to School and Interest in Other Training or Certificates

There is a very large potential demand for training with 40.4% planning to return to an educational institution, and nearly two-thirds of the survey respondents, 62.7%, indicating they were interested in taking other training or certification.

Table 17 shows that 40.4% of the survey respondents plan to attend an educational institution in the next 12 months (this excludes those who didn't know/not sure which accounted for 22.1% of all respondents). A very large percentage of the survey respondents, 62.7%, stated they were interested in taking other training or certification. Combined, 66.1% planned to attend an educational institution or were interested in taking other training or certificates.

Table 17: Intent to Return to an Educational Institution and Interest in Other Training or Certificates

Plan to Attend an Educational Institution in next 12 Months	Number of Respondents	Percent
Yes	2,202	40.4%
No	3,255	59.6%
Total	**5,457**	**100.0%**
Interested in Taking Other Training or Certification	**Number of Respondents**	**Percent**
Yes	3,472	62.7%
No	2,068	37.3%
Total	**5,540**	**100.0%**
Plan to Attend School or Interested in Training or Certification	**Number of Respondents**	**Percent**
Yes	4,105	66.1%
No	2,105	33.9%
Total	**6,210**	**100.0%**

5.5 Interest in Being Notified of Job Opportunities

The majority of the survey respondents are interested in being notified of jobs that match their skills and areas of interest. Youth under 30 had the highest interest in being notified of jobs matching their skills and interests.

Respondents were asked if they would be interested in being notified of jobs that matched their skills and areas of interest. As shown in Table 18, 59.4% said yes. Even 42.7% of those classified as not in the labour force expressed an interest in being notified of appropriate job opportunities. Another 15.6% said maybe, only 1 in 4 stated they had no interest in being notified. Youth under 30 had the highest interest in being notified of jobs matching their skills and interests (69.0%). Males (63.2%) were slightly more interested in being notified than females (55.7%).

This finding provides a strong rationale for the LMI project and stresses the importance of establishing linkages to employment opportunities.

Table 18: Interested in Being Notified of Job Opportunities Matching Skills and Areas of Interest

Interested in Being Notified of Job Opportunities Matching Skills and Areas of Interest	Number of Respondents	Percent
Yes	3,736	59.4%
Maybe	983	15.6%
No	1,569	25.0%
Total	**6,288**	**100.0%**

6.0 Main Areas of Emphasis for 2019-2020

AES is currently finalizing a detailed, task-based workplan for 2019-2020 taking into account the various learnings from the first full year of Pilot implementation. The main areas of emphasis for this plan include:

- Planning with Community and ISET Program Agreement Holders
- Continued Development of the ILMI System
- Development of First Nations Community Job Banks
- LMI Analyses and Developing Reporting Capacities
- Enhancing Capacity for Data/Results Usage at Community and ISET Agreement Holder Levels
- Measuring and Monitoring Pilot Results
- Revising and Refining Training and Support Materials
- Developing Year 2 Survey Instruments and Processes

6.1 Planning with Community and ISET Program Agreement Holders

Given there are many more "knowns" going into the second full year of Pilot implementation, it is felt that this is an opportune time to work with ISET Program Agreement Holders and specific communities to develop comprehensive operational plans for the upcoming year with some considerations for subsequent years. Building on the learnings from Year One, AES is planning a series of meetings and workshops at the Agreement Holder- and community-level. The goal of these will be to work directly with groups to develop Pilot plans that are tailored for each community/Agreement Holder taking into account various considerations and factors.

As was noted in Section 3.0, there is considerable diversity in the capacity of groups to plan and implement a community survey (which is quite distinct from their capacity to deliver employment and training programming). Ideally, AES would start working in early fall with those who have demonstrated higher levels of capacity so as to understand the key components on which they have focused, considerations, factors, etc. which can then be adapted and adjusted for those who are working to develop capacity in survey planning and management. The anticipated results from this will be comprehensive operational plans for Year 2 of implementation that are capable of being monitored, adjusted, and updated as required throughout the year. The tools and templates developed for this phase should be then easily adapted for Years 3 and 4.

6.2 Continued Development of the ILMI system

The focus of the first year for the ILMI system was to the needs of the ISET Agreement Holders during the initial phase of data collection. Many of the planned features of the ILMI system described below will be developed and implementation started in 2019-2020.

Additional Data Quality Tools: Building on the ILMI system's ability to flag missing data fields, the system will be able to generate data quality reports to identify skip errors and data inconsistencies (e.g. age does not match highest level of education reported or years of work experience).

Matching individuals with jobs: The ILMI system will be able to generate reports matching individuals with available jobs and supporting the work of the ISET Program – including the ability to query by keyword, NOC, Industry, training, etc. to find individuals with specific training and experiences. The system will also be able to search for individuals by work/training preferences, etc.

Resume Builder: The skills inventory survey provides very detailed information on the education, work experiences and skills profile of the survey participants that the ILMI system can use to generate a resume that can be provided to each survey respondent on request or sent to prospective employers.

Importing and Exporting Data: Importing ISET Agreement Holders' program data to eliminate duplicate data entry and also the ability to export the IMLI data to the ISET Program database maintained by the Agreement Holders. This feature will eliminate unnecessary duplicate data entry for multiple databases. Imported data can reduce response burden if these data can be used to replace questionnaire items.

Pre-filling Follow-up Questionnaires: To simplify data collection in the subsequent survey years, follow-up interviews with previous survey participants will use a questionnaire specific to each respondent based on their previous survey responses to the skills inventory.

The skills inventory will not require respondents to recall previous responses, instead their previous responses will be available, and respondents will simply add jobs and skills details that have changed since the last interview. This will substantially reduce recall errors and shorten the time required to complete the follow-up interviews.

As outlined in Appendix B, the ILMI can also be used to build tools to measure success by tracking the use and success of the skills inventory.

6.3 Developing Accurate Survey Frames at the Community Level

As noted previously, there were some challenges encountered in many of the communities with the development of a comprehensive list of all potential eligible survey respondents within their community that could serve as a complete survey frame. As a result, in many cases estimates of completion rates are based on data supplied by Indigenous Services Canada (ISC) for their counts of population living on-reserve 15 years and older. Many of the communities expressed that this is often not an accurate count given the fluctuation and mobility of community members and differences in the criteria used to determine who is a community member. As a result, it is challenging for some communities to determine accurate response rates, weighting required, and potential sources of bias.

For 2019-2020, AES Inc will work with communities to develop survey frames that are reflective of their community populations eligible for the survey. To improve the quality of the data reported for each community, an enumeration process will be included in the sub-agreements signed by each participating ISET Program Agreement Holder. Specifically, funding will be provided to collect basic information on all individuals 15 and over living on reserve. Information required will include name, gender, year of birth, and contact information. Communities can use their general membership lists to fulfill this requirement if they wish – there are no privacy issues as long as the list does not contain any band numbers. Alternatively, this information can just be collected in the community.

Funding for the development of the initial list will be provided once for each community. To keep this information up to date, in the second and subsequent years of the Pilot the survey data collection costs include fieldwork to:

- Attempt to contact ALL individuals 15 and over living on reserve and recording the outcome of each attempt; and
- Keep the list of all on reserve community members 15 and over up to date.

6.4 Development of First Nations Community Job Banks

Many communities have expressed interest in exploring how the information collected on the skills inventory portion of the survey could be linked to training and employment opportunities for their community members. In recent months AES explored the development of First Nations Community Job Banks with linkages to the National Job Bank. AES is partnering with Job Bank to download all job bank jobs, grouping them by area within 50 km of each participating First Nation, and to possibly tailor this distance according to commuting times/opportunities. This creates a local job bank within the First Nation. Searches can also

be done in other cities and provinces. Jobs will be stored directly in the ILMI System and maintained. As described later, the system will be designed to generate outcome measures for the use of the ILMI data.

A new version of the ILMI System will soon be released with the following features:

- Communities can allow trusted employers to search their skills inventories.
- Individuals can search the community job bank for available jobs.
- When a client is viewed in the system, it will be possible to see jobs that match their interests and skills.
- Communities can post a job to Job Bank and indicate if they want it advertised widely in the National Job Bank system, or only in their own community job bank.
- The system can be searched to show the availability of skilled workers on-reserve who are qualified to fill jobs for employers who have identified labour and skills shortages under the Temporary Foreign Worker Program.
- The system can be used to assist ISET Program service providers working directly with individuals, particularly in career decision-making and work search. For career decision-making, it can show the incidence of specific types of jobs in the local area and the level of pay which can help inform individual career choices. For job search, it automatically identifies local jobs individuals are interested in.

6.5 LMI Analyses and Developing Reporting Capacities

The preliminary analysis of LMI data began in early spring for those communities that had progressed well with data collection. Overall, analysis efforts are expected to be extensive throughout 2019-2020 as more data is collected by participating communities. To date, AES has produced some overall reports focused primarily on the labour force survey portion of the questionnaire, and just a few overviews of some variables from the skills inventory component (see Section 5). Given the level of detail built into the current version of the survey instrument, there is considerably more analyses that can be conducted at various levels (e.g., overall, by ISET Program Agreement Holder, by community). Some of this will be general profile development (similar to Section 5), while others analysis will be needed to address specific questions and analysis requests of communities and ISETS Program Agreement Holders. AES anticipates that some of components of these analyses can be developed into the reporting structure of the data management system which will be explored further this fall. Other analyses will need to be specifically tailored on an as-needed basis. One key task this fall will be to identify those communities who have an interest in conducting their own analyses of the data and might just need some technical support versus those for who analysis will be something they may consider in the future but is not within their current set of skills. For this latter group, the AES analytical team is committed to working with them to produce the necessary analyses of their data.

6.6 Enhancing Capacity for Data/Results Usage

One of the key anticipated outcomes for the Pilot is to contribute to develop the capacity of First Nations communities in the area of economic development planning and service delivery. The key contributor factor to achieving this outcome will be to have communities work with, understand, and integrate LMI and Skills Inventories into their ongoing activities in planning and service delivery. Considerable efforts are currently going into producing data and results at this point, but for the Pilot to be successful, the decision-makers, planners and program delivery managers need to be fully aware of the power of the data their communities are collecting and how it can likely greatly improve the results that they are attempting to obtain for their communities.

Again, there is considerable diversity among First Nation communities as to their capacity in this area, so AES is proposing to start with workshops and meetings for those who have previously demonstrated high levels of capacity in this area to collect approaches, considerations and ideas on how they are doing this within their communities. AES would then integrate these into materials and workshops to be hosted with the other participating groups.

6.7 Measuring and Monitoring Pilot Results

Now that the Pilot has reached a level of implementation where processes and outputs have begun to stabilize, this fall, a more refined results measurement framework will be developed for the Project. This will build on some of the preliminary components outlined in Section 2 (e.g., Draft Pilot Logic Model), and include a suite of indicators for the outcomes that will be monitored on an ongoing basis. AES will engage with communities on the development of the Framework to obtain feedback on outcomes, targets and specific indicators. AES will be developing tools to enable the ISET Agreement Holders to generate monitoring and results measurement for each First Nations community participating in the Pilot (see Appendix B for examples).

One of the greatest tools for monitoring results is the repeated measures design of the Pilot. AES will be tracking the labour market status and skills profiles over multiple years enabling the measurement of change in the outcomes for First Nations community members over time. This will be a very powerful measurement tool when aggregated to the community level.

6.8 Revising and Refining Training and Support Materials

As indicated in Section 3, AES has received feedback and input on the training and support materials and tools that were initially developed for the pre-test portion of the study. Much

of the feedback has been integrated given the iterative approach used to develop many of the materials; however, given this approach, AES will need to place some effort and emphasis on compiling and further refining the tools and materials into "packages" that follow pedagogical best practices, that take into account Indigenous learning styles, and that can be easily accessible to all participating communities in various formats. As well, AES will be further developing a "train the trainer" approach for various components. This is based on the learning that for many communities there is an ongoing need for access to survey training given the level of turnover that has occurred during the initial year of the Pilot.

6.9 Developing Year 2 Survey Instruments and Processes

The AES team will be working with communities to develop the Year 2 survey (updating information on skills inventory, labour market status), and revise the Year 1 survey (entry survey for those being added to the community database). There are a number of refinements required such as reducing the complexity, decreasing the number of open-ended responses and subsequent coding, and potentially some opportunities to tailor the Year 2 survey by community to include some of their community specific questions (which was not really possible in the development year of the survey).

It is important to note there will be two separate surveys used in the second year of the pilot: one for shorter follow-up interviews, and one for new respondents to the survey. It will be important to track which new survey respondents were new entrants into the labour market or new to the community, versus those who were part of the survey frame in the first year but did not participate in the survey. To improve the assessment of survey outcomes, a priority will be for AES to obtain a comprehensive list of community members for each First Nations community participating in this pilot. This list would permit AES to develop a detailed classification of types of community participants, including:

- was never contacted to participate in the survey,
- was contacted to participate in the survey but did not participate (refused to answer, contact information no longer valid, no longer in community, illness, cannot be reached, etc.),
- new respondent, new to community/labour market,
- new respondent, non-respondent to first year survey,
- follow-up respondent and,
- dropout from survey, responded in previous survey but did not respond to current survey (refused to answer, contact information no longer valid, no longer in community, illness, cannot be reached, etc.).

Currently, only respondents are identified in the system. When considering the entire eligible population for the community and response rates, at this point, it is not known who was asked but refused and why, or who wasn't asked and why. The type of information is essential

for improving the overall response rates and weighting the survey responses to more accurately reflect the aggregate labour market survey results for each First Nations community. The development of survey weights will be a priority for the second year of the survey.

The original plan was to complete the survey in one to three months anticipating this would be more efficient in terms of costs for completing the surveys. For many of the communities, having a small core survey team seems to be more effective. It is certainly advantageous to have labour market information collected throughout the year given seasonal fluctuations in employment. AES will work with the ISET Agreement Holders to extend the timeframe for the data collection to throughout the year where feasible.

Translating jobs, skills, and employers into NOC and NAICS codes has been lagging given the primary focus for the initial year of the Pilot is for communities to complete as many interviews as possible. In the second year of the data collection, AES will focus on assisting the ISET Agreement Holders to code the skills information to facilitate matching individuals to job opportunities.

Appendix A: Pilot Survey Instruments

[provided under separate cover due to length and formatting]

Appendix B: Examples of Potential Indicators and Measures for the Pilot

Building Tools to Measure Success

This year AES will be focusing on further developing the ILMI system tools and other databases to facilitate the measurement of the use and success of the skills inventory. While use of these tools will vary across ISET Agreement Holders based on their preferences, the tools available will include:

- Tracking searches for specific job experience, skills and education,
- Tracking the use of the resume builder, and
- Development of a First Nations Community Job Banks with jobs posted by local employers and linkages to the National Job Bank. The First Nations Community Job Bank will have build in indicators of use by ISET Holder counsellors, community members and employers.

Use of the Skills Database

Simply tracking the use of the skills and other data in the ILMI database will provide useful monitoring measures, including:

- Number and types of reports generated from ILMI data
- CVs and other information created from the system
- Number of searches for specific skills maintained in the ILMI data
- Referrals based on ILMI skills searches
- Number of jobs obtained from ILMI related referrals
- Number of reports requested and provided by community planners and those responsible for funding requests
- TFW information requests and responses using ILMI data
- Responses to other government requests using ILMI data
- Government submissions using ILMI data

There are a multitude of possible measures which will flow from the ongoing community consultations. In addition to regular numeric counts from the system or other records maintained, qualitative views on the usefulness of the data collected by this Pilot will be invaluable similar to the manner in which promising practices and lessons learned are being collected, analysed and integrated into modifications to Pilot processes and approaches.

Continuous Updating of Skills

If community members have more direct access to the jobs or at least the types of jobs available in their area, it may prompt a desire to update their skills inventory throughout the year. Simply a count of the individuals updating their skills inventory throughout the year is an indicator of labour market attachment, similar to searching the job bank information would be a possible indicator of labour market attachment. Another key measure will be to examine training interests and whether the community members indicated they participated in the training they wanted.

First Nations Community Job Bank

Indicators related to the job bank component of the Pilot could include:

- Number of communities with a community job bank;
- Number of jobs in the community job bank;
- Number of jobs in the community job bank provided directly by employers
- Number of types of jobs in the community job bank by broad NOC categories
- Number of jobs in the community job bank for employers in the community
- Number of new employers in the community job bank
- Number of jobs viewed or accessed by community members
- Number of community members viewing or accessing jobs
- Number of requests for job information by community members
- Number of community members requesting job information
- Number of job contacts or referrals provided to community members by the ISETS counsellors
- Number of community members provided with job contact information or referrals

These numbers can be tracked each month or quarterly with annual changes being a key measure. As the list is refreshed, hopefully jobs removed will be coded if they were filled by community members either by setting up a self-reporting options for the people referred or follow-up by ISETS counsellors, maybe using an automatic e-mail follow-up form or prompt to call the individual given referral/contact information.