



AES Inc.
Growing Sustainable Partnerships

On-Reserve Labour Market Information Survey and Skills Inventory Pilot

Annual Report (2019-2020)

FINAL VERSION

Submitted to:

**Indigenous Affairs Directorate
Employment and Social Development Canada**

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1.0 Introduction

AES Inc. is pleased to present this annual report that provides the initial results from the *On-Reserve Labour Market Information Survey and Skills Inventory Pilot* (which will be referred to as the “Pilot” throughout this document) for the fiscal year 2019-2020. 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 second year of full implementation of the Pilot. The information on lessons learned and promising practices has been collected over the past two years through ongoing discussions with agreement holders and community staff implementing the Pilot, Pilot Working Group meetings, reports from agreement holders, and observations by AES Project Team members. This Annual Report builds on the information presented in the previous Annual Report (2018-2019) 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 highlights the anticipated impacts that COVID-19 will have on the Pilot. The current pandemic context will cause delays in key aspects of the Pilot such as community data collection, team training, budgeting, and workshop delivery. AES Inc. in collaboration with Employment and Social Development Canada (ESDC) and the participating ISET Program Agreement Holders and communities have begun identifying areas for adaptation and safe alternative work modes for Pilot continuation. Some of these have started to be implemented, focusing on online data collection, remote monitoring, and online training options.

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 2020-2021;
- **Section 4** provides an analysis of funding and costs for the fiscal year 2019-2020;
- **Section 5** presents the results from an analysis of the labour market data collected by communities as of April 6, 2020 (approximately 13,000 respondents); and
- **Section 6** outlines our proposed areas of emphasis for the upcoming year with respect to key activities and anticipated results (2020-2021).

2.0 Pilot Description

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, childcare, 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. Canada (National) Job Bank provides job seekers with access to various employment opportunities posted by employers.

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 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-reserve¹, the aforementioned information is notably absent from Canada’s statistical portrait.

¹ Statistics Canada (2018), *Guide to the Labour Force Survey*. <https://www150.statcan.gc.ca/n1/pub/71-543-g/71-543-g2018001-eng.htm>

It is commonly understood and supported extensively in the academic literature that quality labour market information is required to understand the skills and training needs, employment experiences, and educational profiles of local labour forces.² 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.^{3,4} This has direct and immediate impacts on First Nation communities' efforts to design effective employment and training programs, to continue to engage in economic development, and to improve service delivery for their members. 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.

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.

² Gunderson, M (2018) *On-Reserve Labour Market Information Pilot Project Literature Review Report: Labour Market Information Issues for Indigenous Peoples living On-Reserve*; AES Inc.

³ OAG (2018) *Report 6—Employment Training for Indigenous People—Employment and Social Development Canada*

⁴ 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>

- 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.).

The current scope for Pilot participation includes community members 15 years or older living on-reserve in one of the First Nation communities associated with various ISET Program Agreement Holders that have volunteered to participate in the Pilot. As noted in Table 2.1 below, the participating communities to date in the Pilot have an estimated population of approximately 36,000 members 15 years and older living on-reserve.

Table 2.1: Estimated On-Reserve Population by Agreement Holder

Agreement Holder	Estimated On- Reserve 15+ Population of Participating Communities ¹	Estimated Population Distribution
First Peoples Development Inc. (FPDI) (MB)	11,846	33%
Union of Ontario Indians (Anishinabek Nation) (ON)	4,351	12%
Tribal Chiefs Employment and Training Services (TCETS) (AB)	4,077	11%
Aboriginal Labour Force Development Circle (ALFDC) (ON)	3,804	11%
Mi'kmaq Employment/Training Secretariat (METS) (NS)	3,494	10%
Yellowhead Tribal Council (YTC) (AB)	2,962	8%
Wikwemikong Unceded Indian Reserve (Wikwemikong) (ON)	2,546	7%
Cariboo-Chilcotin Aboriginal Training Employment (CCATEC) (BC)	1,185	3%
Miawpukek First Nation (MFN) (NL)	679	2%
Okanagan Indian Band (OIB) (BC)	654	2%
Totals	35,598	100%

¹Based on Indigenous Services Canada estimates of on-reserve population 15 years and older as of December 2017 used at the time of initial Pilot development and adjusted by the ISET Program Agreement Holder in cases where this estimate was felt to be inaccurate. Note that each community is currently engaged in developing their own estimates and lists to provide updated estimates as of 2020-2021.

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 co-implement a 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.

Below 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 such as the Canada Job Bank, other sources of LMI, technical resources, and 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 support ongoing collection of LMI 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 (i.e., Okanagan Indian Band). 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

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- 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 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 (Okanagan Indian Band) 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 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 2.2.

Table 2.2: 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 logic model outlining activity groups, key outputs, and anticipated outcomes (immediate, mid-term, longer-term). This logic model continues to be updated and revised as the Pilot evolves. One ongoing area of emphasis this year and continuing into next year is the development of a results- measurement framework for the Pilot given that the design is largely complete with the conclusion of Phase 1 and the focus of Phase 2 is on implementation. This framework will assist in ongoing monitoring of results via a suite of indicators that are currently being developed and implemented by the AES Project Team in consultation with the participating communities and ESDC (see Appendix B for a list of indicators currently under development). 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.

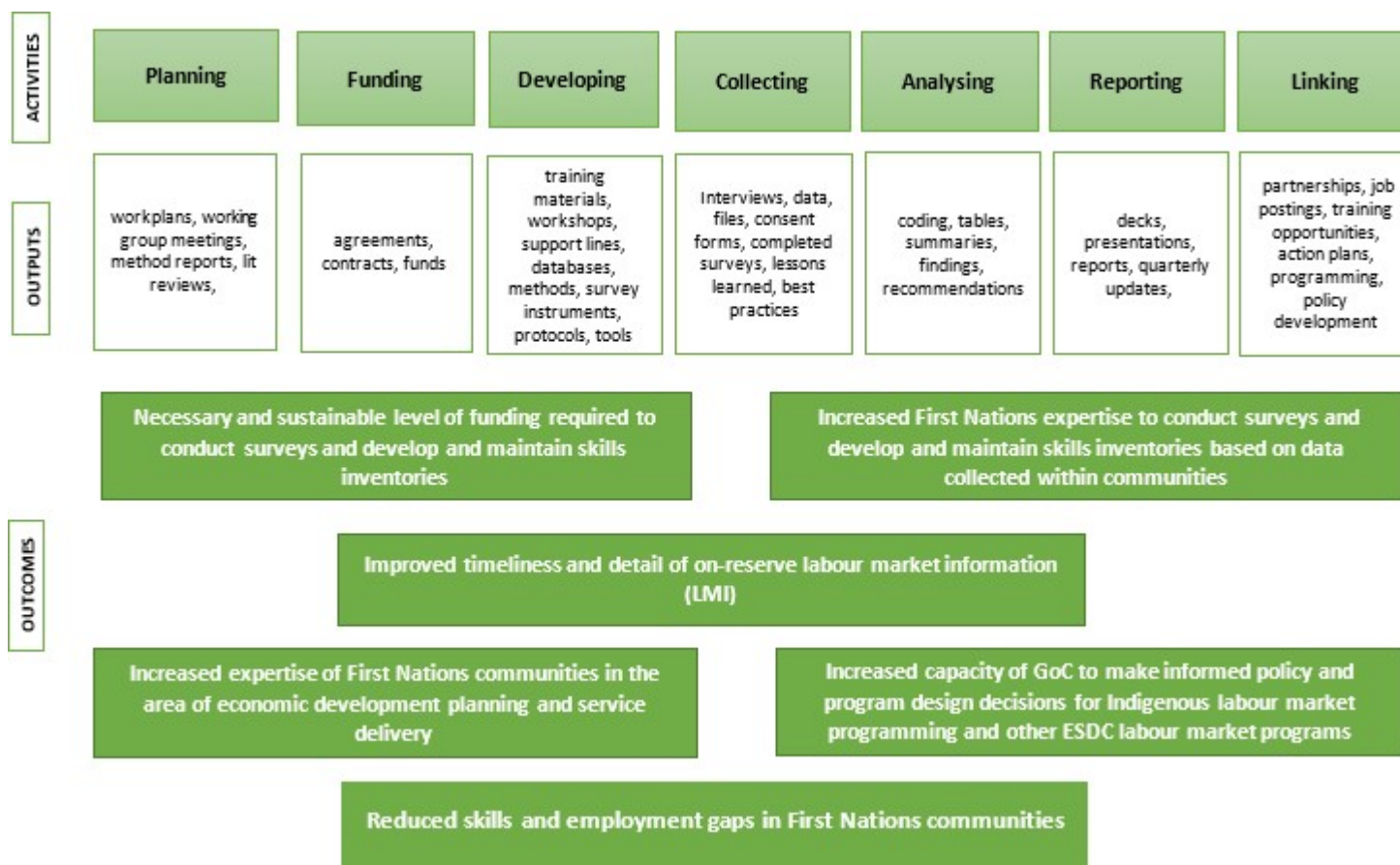
As noted in Figure 2.1, the five main anticipated outcomes of the Pilot are on three levels. The more immediate or early outcomes for which there is some evidence of positive results at this early stage (see Section 4) are twofold and include:

- **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' communities' expertise in conducting *surveys* and developing 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 are continuing to be developed, include:

- **Outcome #3 (Intermediate):** Improved timeliness and detail of on-reserve ***labour market information*** (LMI)
- **Outcome #4 (Longer-Term):** Increased ***expertise*** among 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 2.1: 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 2019-2020. 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 (2020-2021).

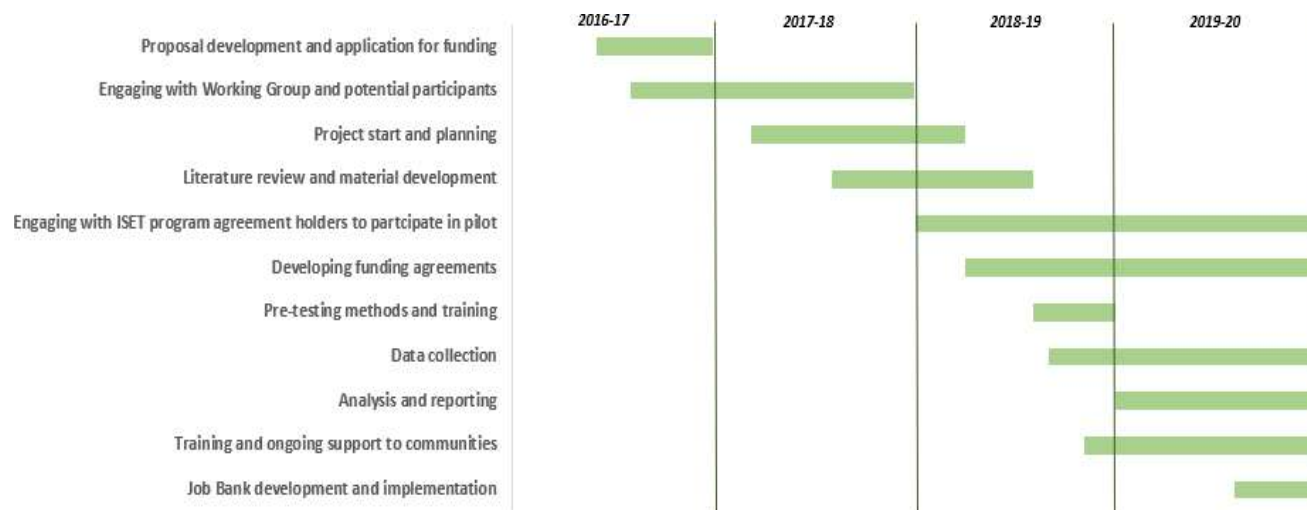
3.1 Overview of Pilot Timeline

The first full year of the Pilot (2018-2019) focussed extensively on engagement activities with the ISET Program Agreement Holders, developing funding sub-agreements, and methods development and pretesting (See Figure 3.1). During the second full year of implementation (2019-2020) the efforts have been largely focused on data collection, community support activities and implementing reporting and analyses. Considerable effort has gone into further development of the data collection platform and survey instrument revisions to meet the needs of the participating communities. In addition, the AES team worked with ESDC and ISET Program Agreement Holders to establish community job banks that extract up-to-date information from the Canada (National) Job Bank for each of the participating communities that can be linked directly to the LMI data collection. The Pilot benefitted from the efforts in these areas with tangible results including:

- Approximately 10,000 completed surveys within this fiscal year (results of training and data collection support);
- New multi-year Phase II sub-agreements in place with most participating ISET Program Agreement Holders⁵ (results of further developing funding sub-agreements to better meet the requirements of the community- and ISET-level processes and timing);
- Fully revised LMI and Skill Profile survey instrument integrating community requests and improvements to items (results of further methods development);
- Functioning community-level job banks linked to the Pilot data with ongoing extractions from the Canada Job Bank (extension and further development of the ILMI system); and
- Analyses and reports to work with communities to interpret and use the results from their own data (results from analysis and reporting and ongoing community support).

⁵ As of September 2020, there have been a delay with a few agreements due to COVID-19.

Figure 3.1: Overview of Pilot Timeline to date



3.2 Overview of Activities and Outputs

In reviewing the main activities and key outputs produced this fiscal year (see Table 3.1), there was considerable emphasis placed by ESDC, AES Inc., ISET Program Agreement Holders and First Nation communities on the data collection, analysis, and reporting given the implementation stage of the Pilot. 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 also include the challenging activity area of linking the findings and results to ongoing decision-making and initiatives at various levels (community, ISET Program Agreement Holder, and ESDC) as the Pilot matures.

The impacts of COVID-19 on the Pilot are expected to be extensive but manageable at this early stage of the pandemic. Delays in data collection, training, and workshops are anticipated; however, AES Inc. is working in collaboration with communities, ISET Program Agreement Holders, and ESDC on an ongoing basis to monitor the variety of situations in communities as they prioritize their tasks and requirements for addressing the challenges the pandemic presents for members and priority operations. Currently, AES Inc. is actively adapting approaches to training, data collection, and monitoring to support communities to develop viable alternatives and plans for their communities for continued participation in the Pilot. Some communities anticipate re-starting data collection and training throughout the summer and fall which is a positive indication of these communities' resilience in adapting to challenges presented by the pandemic context, and the level of importance that they place on the Pilot for their communities.

A continued key activity for the Pilot has been the ongoing development and maintenance of a secure data collection, storage and reporting tool. The **Indigenous Labour Market Information (ILMI)** system developed by AES Inc. 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 (particular emphasis as of mid-March given the COVID-19 context);
- 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;
- Fields that should have been completed based on answers to previous questions are flagged if missing;
- A selection of tailored reports available at the community level to assist with survey implementation (e.g., # completions, questionnaire status), identification of groups of respondents with specific characteristics (e.g., education level, gender), and a summary of selected findings from the data (e.g. challenges identified by respondents);
- Auto-fill of respondents' data from Phase 1 so subsequent data collection can be more efficient relying on review, correction and new data rather than repetitive data collection; and
- Linkages to the community job bank fed with tailored extractions from the Canada (National) Job Bank for opportunity referrals to individual respondents.

The anticipated progress achievement for each of the areas was largely met based on the original plan and timelines. There was particular effort devoted to meeting needs discovered in Phase 1 to expand the methods of data collection to provide communities with various options for survey administration (e.g., 1-on-1 interviewing with computer, online self-administration, paper-based self-administration, interviewing in group sessions, etc.). The efforts in this area have continued into Phase II as the COVID-19 context has required additional considerations in data collection and ensuring a seamless online application for data collection given the requirements for social distancing. This has required considerably advanced systems development and ongoing training and support for community teams as new features are added or components are adjusted to better meet needs.

The data collection effort by communities continued to increase throughout the year as the number of completed surveys steadily increased. As of April 1, 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 and early summer months. The number of completed surveys continued to increase consistently throughout the fall/winter months as communities continued to develop their expertise and experiment with various approaches to better understand what approaches work best for which communities. As of April 6, the completed number of questionnaires with the on-reserve population was 12,745 demonstrating an increase of nearly 10,000 over a 12-month period. The extent to which the respondents are representative of the community populations is examined at the ISET level and composes part of the data collection learning experience. ISET coordinators have a general sense of the demographics of their respective communities and use the quarterly interim reports to understand the extent to which data collected is representative of the various communities.

Table 3.1: Overview of Pilot Activities, Outputs, Progress and Areas of Emphasis (2019-20)

Activity Area	Main Activities Undertaken	Key Outputs Produced	Planned Progress Achievement	Areas of Emphasis and Level of Effort Required
Planning	<ul style="list-style-type: none"> • <i>ISSET Program Agreement Holders/Community Engagement:</i> To date there have been 44 communities that have participated in the Pilot with a total on-reserve population of 35,598. • <i>Community Level:</i> survey promotion, recruitment strategies developed, Pilot teams hired, equipment purchased (44 communities) 	<ul style="list-style-type: none"> • Participants from 44 communities • Promotion materials • Recruitment strategies • Staff • Equipment 	On-track	<p>2019-20: Medium Effort Level 2020-21: Planning for data collection was conducted throughout this year requiring ongoing planning at the community level to hire/recruit and provide ongoing support for their data collection teams. Some of the communities will require less planning entering Phase II given their highly developed systems and capacity for this type of work developed in Phase 1. The challenges presented by the COVID-19 pandemic will need to be considered by each participating community in their planning and anticipated delays they will encounter.</p>
Funding	<ul style="list-style-type: none"> • <i>Agreements:</i> 8 ISET Program Agreement Holders out of a potential 11 have signed multi-year funding agreements for Phase II with AES Inc. 	<ul style="list-style-type: none"> • Sub-agreements 	On-track	<p>2019-20: High Effort Level 2020-21: Multi-year agreements are in place so emphasis will shift to monitoring agreements. The final agreements are expected to be finalized early in 2020-21 with delays due to COVID-19.</p>

Activity Area	Main Activities Undertaken	Key Outputs Produced	Planned Progress Achievement	Areas of Emphasis and Level of Effort Required
Development	<ul style="list-style-type: none"> • <i>Method Development</i>: development of methods for survey frame development (enumeration of community members); further development of survey implementation methods especially online functioning • <i>Tool Development</i>: further development of data collection systems, developing of Phase II survey tools, further development of monitoring processes; developing of reporting tools • <i>Community Job Banks</i>: community-level job banks were developed and implemented for all participating communities • <i>Skill Development</i>: ongoing training with ISET Program Agreement Holders regarding survey implementation, ongoing support during data collection implementation (1-800 line; webinars administered), coding and data preparation. 	<ul style="list-style-type: none"> • Phase II survey instruments • Revised survey administration tools • Monitoring templates • Databases • Training materials • Training sessions • Webinars • Support lines • Community Job Banks 	On-track	<p>2019-2020: Very High Effort Level</p> <p>2020-2021: Some activities will be ongoing, but same level of effort likely not required now that most communities have moved into Phase II. COVID-19 has required additional effort to pivot quickly to a predominantly online approach for data collection, training and monitoring for communities. It is anticipated that ongoing flexibility and adaptation will be required throughout 2020-21 due to the changing requirements of the pandemic.</p>
Collection	<ul style="list-style-type: none"> • <i>LMI Data Collection</i>: interviewing, monitoring of completions online, importing data, survey administration, data entry, coding, data cleaning • <i>Pilot Learning Collection</i>: collecting information from documents, discussions and observations on implementation successes and challenges. 	<ul style="list-style-type: none"> • Interviews • Data • Files • Completed surveys (12,754 as of April 6) 	There is considerable variability across communities.	<p>2019-2020: Very High Effort Level</p> <p>2020-2021: COVID-19 will impact the expectations for 2020-21. Data collection has had to largely stop during the spring and early summer. Some communities anticipated starting data collection through online approaches from mid-summer onwards.</p>

Activity Area	Main Activities Undertaken	Key Outputs Produced	Planned Progress Achievement	Areas of Emphasis and Level of Effort Required
Analysis	<ul style="list-style-type: none"> • <i>LMI Analysis</i>: coding, statistical analysis, preparation of tables, • <i>Pilot Learning Analysis</i>: Integration of information collected, developing identified 	<ul style="list-style-type: none"> • Tables and summaries • Findings • Lessons learned and promising practices • Recommendations 	On-track	<p>2019-2020: High Effort Level</p> <p>2020-2021: Expected to continue to increase substantially as data continues to be collected by communities in Phase II. The analysis will be slowed as required to accommodate the COVID-19 challenges with data collection encountered by all communities.</p>
Reporting	<ul style="list-style-type: none"> • <i>LMI Reporting</i>: reporting on community level, ISET Program Agreement Holder level and overall results from key analyses of the LMI data to date. This ramped up considerably this year with many community-level reports, and workshops to describe and work with results. • <i>Quarterly/Annual Reports</i>: reports have been prepared on a quarterly and annual basis by AES Inc. and the sub-agreement holders (annual) • <i>Monitoring</i>: 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 • <i>Presentations</i>: Reporting has also been occurring through various presentations to stakeholder groups, Working Groups and ESDC 	<ul style="list-style-type: none"> • 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	<p>2019-2020: Very High Effort Level</p> <p>2020-2021: 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. The reporting process is contingent on the speed of data collection which itself is being greatly impacted by the COVID-19 context.</p>

Activity Area	Main Activities Undertaken	Key Outputs Produced	Planned Progress Achievement	Areas of Emphasis and Level of Effort Required
Linking	<p>These activities commenced this year and are expected to ramp up considerably as the amount of data collection and analyses are increased. 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.</p> <p><i>Community job banks</i> - Efforts focused on establishing linkages with the Canada Job Bank where feasible and desired by communities. Opportunities were further linked to the ILMI data to match individuals with potential jobs.</p>	<ul style="list-style-type: none"> • Workshops with communities and ISET Program Agreement Holders on data usage • Tailored analyses to support initiative development, partnerships • Job banks providing linkages with 1 job opportunities 	On-track	<p>2019-2020: Medium Effort Level</p> <p>2020-2021: Expected to increase substantially as reporting is undertaken and consultations/support with data usage is undertaken. The linking process is contingent on analysis and reporting tasks which in turn are dependent on the extent to which data collection can be undertaken within the COVID-19 context.</p>

3.3 Areas of Success, Achievements and Promising Practices

As noted previously, 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. As a result, the AES Project Team has made ongoing efforts to observe, collect, and compile information on what is working well with the Pilot implementation as well as to address challenges that have been encountered by communities, ISET Program Agreement Holders, and AES Inc. This information on both lessons learned and promising practices has been collected over the past two years 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.

This Annual Report builds on the information presented in the previous Annual Report (2018-2019) so that there is an ongoing record of lessons learned and promising practices and how these have been integrated to improve the Pilot results. 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 3.2 below, along with implications for planning and adjusting the Pilot. These are considered within the current context of the pandemic which has high levels of uncertainty at this stage.

Table 3.2: Overview of Pilot Success, Achievement and Promising Practices (2018-19* and 2019-20)

* Previously reported areas of success, achievement and promising practices identified in 2018-19 are included in the table below in shaded cells.

Activity Area	Examples of Success, Achievements and Promising Practices	Implications for planning and adjustments
Planning	<p>2019-2020 – Use of weekly status reports for planning adjustments</p> <p>To assist communities and ISET Program Agreement Holders in assessing their ongoing progress, AES Inc. produced weekly compilations of status reports aligned with community-defined targets for completion. This allowed survey teams to understand their completion rates and adjust plans accordingly for meeting targets.</p>	<p>For the upcoming year, these status reports will be available within the ILMI system so communities and ISET Program Agreement Holders can generate their reports as required. AES Inc. will continue to compile and disseminate the reports on a frequent basis to maintain contact with groups and follow-up to offer support and assistance as required.</p>
	<p>2019-2020 – Identification of project lead at community level</p> <p>Those communities and ISET Program Agreement Holders that have had high levels of success in planning and implementation of the pilot to date have generally identified a project lead/manager very early in the process. This person usually has an in-depth understanding of the community(ies) and is actively able to recruit and manage the survey team using operations management techniques (e.g., scheduling, monitoring, task assignment, etc.).</p>	<p>In the few communities that are having challenges with planning/ implementation and who do not have a clearly identified project lead or manager, AES Inc. will continue to work with the community to assist where possible to support the teams and possibly help to identify and eventually support potential project leads from within the community. The pandemic context will require that this is completed remotely using online tools for communication and assistance.</p>
	<p>2019-2020 – Increased engagement with community teams in ongoing planning and troubleshooting</p> <p>One key area of success this year has been the extent to which AES staff have been able to engage directly with community teams as they work to determine the most appropriate approaches to data collection, training and monitoring within their communities. The addition to the AES team of two professional trainers with extensive project management experience and in-depth knowledge and understanding of a wide variety of Indigenous communities has been a key factor in achieving this increased level of engagement and involvement in planning.</p>	<p>Community-led solutions to planning and selection of approaches to data collection have been noted throughout this year. Increased engagement of the AES team with communities on a day-to-day basis has assisted considerably in understanding the context for each community and the underlying strengths and challenges in planning and implementing the Pilot. The AES team will continue to work with communities to determine how planning works for their specific community for this pilot and provide suggestions and promising practices from other communities that may be useful for each to consider. The pandemic context will require that this is completed remotely using online tools for communication and assistance.</p>

Activity Area	Examples of Success, Achievements and Promising Practices	Implications for planning and adjustments
	<p>2018-19 - 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.</p> <p>2018-19 -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.</p>	<p>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).</p> <p><i>2019-2020 Update:</i> Discussed with some communities who are considering how this could be achieved in the upcoming year.</p> <p>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 Phase II 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.</p> <p><i>2019-2020 Update:</i> Ongoing</p>

Activity Area	Examples of Success, Achievements and Promising Practices	Implications for planning and adjustments
	<p>2018-19 - Early and ongoing engagement with leadership</p> <p>The communities who had early engagement with their leadership and ongoing updates regarding the project tended to describe their implementation process (especially data collection) as having occurred in a smoother manner than those who took different approaches. In some 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.</p>	<p>In the development of reporting, particular consideration will be given to the development of a 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.</p> <p><i>2019-2020 Update:</i> Many communities were provided with reports and workshops with leadership to go through detailed results to discuss implications, potential additional analysis and results usage. Given the pandemic context, these workshops will need to be adapted and fit within the timing and priorities of communities as they respond to COVID-19.</p>
Funding	<p>2019-2020 – Funding survey frame development</p> <p>An identified methodological challenge in Phase 1 of the Pilot has been the gaps in developing a survey frame for each community (community list of all potential participants) which is needed to understand the extent to which the collected data is representative of the community or if there are some large biases to consider with the data (e.g., participation rate for youth is far higher than other age cohorts). Given the importance of this component, the new agreements for Phase II have community enumeration (building of lists) as an explicit component with its own funding allocation.</p>	<p>As Phase II gets underway, we will continue to monitor the extent to which survey frames are being developed, and work with communities to remedy significant gaps.</p>

Activity Area	Examples of Success, Achievements and Promising Practices	Implications for planning and adjustments
	<p>2019-2020 – Payment on completions</p> <p>Phase II funding agreements are structured on payments based on completed surveys. Phase I of the Pilot enabled communities and ISET Program Agreement Holders to test the volume of survey and data collection activity for the Pilot that was feasible for their communities based on some early estimates of targets. The lessons and achievements from Phase I have been integrated into the Phase II agreements that will now be improved estimates of achievable targets for that will be funded according to survey completions.</p>	<p>As Phase II proceeds, it will be important to monitor the extent to which the funding formula based on survey completions is adequate for the resources required by communities for implementing the Pilot.</p>
	<p>2018-19 - Flexibility in budgeting</p> <p>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.</p>	<p>In planning for the upcoming year, the allocations for each community will need to be considered, depending on adjusted targets (targets were developed 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 skill development, remoteness, etc.</p> <p><i>2019-2020 Update:</i> The Phase II agreements were negotiated with these considerations in place.</p>
Development	<p>2019-2020 – Targeted, responsive training</p> <p>The training in Phase I was a relatively standard, one- or two-day in-person training package that had been developed with the early Pilot communities. As the Pilot has evolved, the training for communities and ISET Program Agreement Holders has become more modular, targeted and responsive. The AES professional trainers have responded to communities' requests and ongoing feedback to develop stand-alone training materials that they combine with targeted, shorter live training interventions via webinars or other suitable formats. As the data collection, analysis and reporting functions have developed and evolved for the Pilot, this approach lends itself to targeted updates, and frequent contact with communities which has been beneficial for both the communities and the AES team regarding ongoing communication and engagement, active troubleshooting, and two-way feedback.</p>	<p>Phase II will continue with this more targeted, modular approach. This is particularly conducive and adaptive to the current COVID-19 restrictions on travel and in-person meetings.</p>

Activity Area	Examples of Success, Achievements and Promising Practices	Implications for planning and adjustments
	<p>2019-2020 – Revised Phase II Survey Questionnaire</p> <p>The survey instrument has undergone revisions to meet the needs of Phase II. During this year, the questionnaire has evolved to meet needs and improvements identified by various stakeholders including communities, ISET Program Agreement Holders, and ESDC. Improvements included: collecting more in-depth information and improved measurement of barriers and challenges to employment/training, increasing the similarity of some items to those collected by the Census for labour force status to improve comparability, and to include a bank of questions on disabilities.</p>	<p>Phase II question has been programmed and tested. Data collection with this instrument will commence in the summer as communities are able to adapt their planning and data collection approaches to meet the restrictions placed on them by the pandemic. There will also be a set of items tested and added that collect information on the impacts that COVID-19 is having on community respondents.</p>
	<p>2018-19 - Connect training with being in the community</p> <p>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 separate 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 receive coaching for when they were conducting data collection with actual participants. 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.</p>	<p>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.</p> <p><i>2019-2020 Update:</i> This occurred with a few communities who wished to engage in this process. This will be an ongoing challenge with the current COVID-19 context. AES staff are developing various online training alternatives.</p>

Activity Area	Examples of Success, Achievements and Promising Practices	Implications for planning and adjustments
	<p>2018-19 - Building AES capacity and knowledge of communities</p> <p>While AES Inc. 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.</p>	<p>Realizing that communities have tremendous variability in expertise in survey research, project management and planning, analysis, etc., AES Inc. 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 need to step 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.</p> <p><i>2019-2020 Update:</i> Ongoing consideration.</p>
	<p>2018-19 - ESDC and AES team members as transporters of ideas and promising practices</p> <p>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.</p>	<p>AES Inc. 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 document sharing 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.</p> <p><i>2019-2020 Update:</i> AES staff have developed various training materials and documents that are shared via the ILMI document sharing facility.</p>

Activity Area	Examples of Success, Achievements and Promising Practices	Implications for planning and adjustments
	<p>2018-19 - Train the trainer approach</p> <p>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. To counter this, AES Inc. 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 with online training modules for new interviewers that does not necessarily rely on an AES trainer being on site.</p>	<p>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 (online modules and/or binders) will be developed that the community trainer can use with new interviewers that could be supplemented with some webinar involvement with AES trainers if required. This should improve the efficiency of training with AES Inc. involvement being in selected times in the community, on the ground with interviewers who already have the background, practice, etc.</p> <p><i>2019-2020 Update:</i> AES Inc. has continued to develop training materials with this as a guiding principle. Materials have been developed with additional context and examples so that senior interviewers or coordinators that have attended training with AES facilitators can relay the knowledge to new team members directly in their own training/coaching sessions.</p>
	<p>2018-19 - Specialized, roving data collection teams</p> <p>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.</p>	<p>The AES team will include this approach and structure in the “typology” of team structures that communities may want to consider taking into account that roving teams may need to be more “virtual” during the current pandemic context.</p> <p><i>2019-2020 Update:</i> Ongoing</p>

Activity Area	Examples of Success, Achievements and Promising Practices	Implications for planning and adjustments
Collection	<p>2019-2020 – Focusing team members on key population segments</p> <p>There have been few examples of successful data collection being in part attributable to the allocation of surveyors/interviewers with particular population segment of a community or a specific sector (e.g., health, education). In some cases, the allocation has been more geographical (e.g., interviewer will be assigned to a neighborhood he/she knows well). In other cases, there will be allocation according to social networks, peers, or some other demographic characteristic (e.g., interviewer assigned to youth cohort because they used to work at the youth centre).</p>	<p>The AES team will include this approach and structure in the “typology” of team structures that communities may want to consider during planning sessions.</p>
	<p>2019-2020 – Surveyors/Interviewers as project ambassadors</p> <p>AES team members working within communities noted that there were impressive response rates among surveyors/interviewers who had a thorough understanding of the Pilot’s purpose and potential benefits for individuals and communities and could clearly convey these to potential participants.</p>	<p>This has been a focus in the revisions of the training materials with various approaches included as to how surveyors/interviewers can easily explain the usefulness of the Pilot for potential respondents.</p>
	<p>2018-19 - Use of incentives</p> <p>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.</p>	<p>To further develop a “best practice” or considerations with incentives to inform the Pilot, AES Inc. 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 the common practice among different types of incentives offered among non-Indigenous surveys according to various methods, and whether such incentives would apply to Indigenous groups.</p> <p><i>2019-2020 Update: Ongoing</i></p>

Activity Area	Examples of Success, Achievements and Promising Practices	Implications for planning and adjustments
	<p>2018-19 - Multiple methods of survey administration</p> <p>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 one-on-one 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.</p>	<p>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.</p> <p><i>2019-2020 Update:</i> This has occurred with considerable development in the area of online administration. This is becoming an increasingly important factor in response to the restrictions and considerations occurring within the COVID-19 context. Online data collection approaches are key to responding to the challenges.</p>
	<p>2018-19 - Use existing community “hubs”</p> <p>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.</p>	<p>AES Inc. 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.</p> <p><i>2019-2020 Update:</i> Ongoing up until COVID-19 placed restrictions on accessing community hubs in-person.</p>
	<p>2018-19 - Access community events and gatherings</p> <p>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.</p>	<p>AES Inc. 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.</p> <p><i>2019-2020 Update:</i> Ongoing up until COVID-19 placed restrictions on accessing community hubs in-person.</p>

Activity Area	Examples of Success, Achievements and Promising Practices	Implications for planning and adjustments
	<p>2018-19 - Flexible timing for data collection</p> <p>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.</p>	<p>AES Inc. 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 account of season and duration of collection.</p> <p><i>2019-2020 Update:</i> These considerations have been implemented in the new Phase II agreements.</p>
Analysis	<p>2019-2020 – Responsive data analysis</p> <p>Not surprisingly, as communities have had success in data collection, there has been a strong need for the AES analyst team to respond quickly to analysis requests. To date, most of the communities and ISET Program Agreement Holders have asked for AES assistance in developing analyses and reports to address their questions and begin to understand the key findings and results from the Pilot. Undertaking extensive quantitative data analysis can be challenging for some communities, so the AES team has taken on this role.</p>	<p>To ensure that there are sufficient resources available within AES to address requests for specific analyses, and to assist communities with developing their own analyses, we have allocated resources and effort to automating some of the more standard analyses and reporting (e.g., frequencies, cross-tabulations) for key variables within the ILMI system. These are currently under development.</p>
	<p>2019-2020 – Understanding data richness and potential</p> <p>The initial analyses conducted on Phase I data uncovered an immense data richness and potential for interesting and useful analyses at the community and ISET Program Agreement Holder level. These analyses demonstrated interesting trends in understanding employment, gender considerations, challenges encountered by individuals, and potential demand levels for education and training. To harness this potential, targeted analyses will need to be anchored to the needs and key questions of the community/ISET Program Agreement Holder.</p>	<p>AES analyst team is continuing to explore various analyses with the currently available data to better understand both the limits and potential uses at various levels. These are being shared with communities and ISET Program Agreement Holders on an ongoing basis with additional requests and ideas from the data owners being integrated into these exploratory analyses.</p>

Activity Area	Examples of Success, Achievements and Promising Practices	Implications for planning and adjustments
	<p>2018-19 - Building on existing expertise in conducting analyses</p> <p>Similar to the diversity across communities regarding their capacity for survey planning, administration and implementation, it is anticipated that there will be a variety of levels of expertise for planning and conducting analyses. Based on our findings from the earlier phases of implementation, a promising practice is to understand the expertise level of a specific community and ISET Program Agreement Holder, and then tailor our approach accordingly to best meet their needs with respect to data analysis.</p>	<p>Analysis plans and data usage will be a large component of the fall planning sessions being designed. One aspect will be to determine with 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.</p> <p><i>2019-2020 Update: Ongoing</i></p>
Reporting	<p>2019-2020 – Exploring implications and considerations derived from quantitative results</p> <p>Early indications from reporting efforts are beneficial to present findings in such a way that it piques the interest from leaders in the results. Reporting that goes beyond numbers and explores implications and considerations for communities seems to be particularly important for engaging community leaders and other potential users of results (e.g., directors, managers).</p>	<p>At this early stage with analysis and reporting, much of our emphasis has been on reporting the “numbers” for the various participating communities. This year we were able to conduct a few workshop sessions for communities where we used the quantitative report as a basis for exploring implications and considerations derived from the data. These were well received and increased the level of engagement of key stakeholders with the Pilot. We will continue with this process of exploring implications and considerations as a key component of reporting.</p>
	<p>2018-19 - Tailored, iterative reporting</p> <p>From early discussions regarding reporting, AES Inc. 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 and question-driven process, which in turn will increase the data usage factor.</p>	<p>AES Inc. 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.</p> <p><i>2019-2020 Update: Ongoing</i></p>
Linking	<p>2019-20 – Using results as evidence and to support initiatives</p> <p>As communities further their data collection and start to work with the results from analyses, we are beginning to collect examples of how communities are using the survey results as evidence to support specific initiatives such as building partnerships for economic investments, developing training initiatives, and community planning.</p>	<p>This will be an ongoing area of emphasis for Phase II as the data collection, analyses and reporting increases for each community.</p>

Activity Area	Examples of Success, Achievements and Promising Practices	Implications for planning and adjustments
	<p>2018-19 - Understanding potential for benefits of linkages</p> <p>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.</p>	<p>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.</p> <p><i>2019-2020 Update: Ongoing</i></p>

3.4 Lessons Learned, Challenges and Collaborative Risk Mitigation

There have also been several 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 3.3 provides an overview of these areas according to activity area. These are considered learnings from the Pilot and will continue to be monitored and addressed as feasible throughout the upcoming years.

As previously indicated, the information on both lessons learned and promising practices has been collected over the past two years 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. This Annual Report builds on the information presented in the previous Annual Report (2018-2019) so that there is an ongoing record of lessons learned and promising practices and how these have been integrated to improve the Pilot results.

AES Inc. greatly appreciates the communities and agreement holders being open in their assessments of the challenges with the Pilot, and their patience, willingness and determination to work with AES Inc. and ESDC to test different approaches and identify continued areas for improvement. Participating communities and agreement holders have voluntarily taken on the large task of co-developing approaches and processes within the context of a Pilot, so their collaboration and perseverance are to be commended.

Table 3.3: Overview of Pilot Challenges and Lessons Learned (2018-19* and 2019-20)

* Previously reported areas of challenges and lessons learned identified in 2018-19 are included in the table below in shaded cells.

Activity Area	Examples of Challenges and Lessons Learned	Implications for planning and adjustments
Planning	<p>2019-2020 – Engagement levels of community leadership</p> <p>The level of engagement with leadership for the Pilot tends to vary widely according to community. Initial observations are that in those communities where there is limited awareness or engagement of the leadership with the Pilot, there are often challenges with planning and implementation. In contrast, where there is support from the leadership, the Pilot is viewed as a priority within the community, and the data collection and overall implementation is more successful.</p>	<p>Approaches to engaging leadership with the Pilot have varied.. Given the importance of the support of leadership for ensuring the Pilot runs successfully in communities, ESDC and AES Inc. will continue to explore the effectiveness of the different approaches to engagement, and to determine some contextual considerations with the various approaches attempted.</p>
	<p>2019-2020 – Competing priorities among key staff members</p> <p>The community and ISET Program Agreement Holder staff that are running the Pilot often have multiple competing priorities and responsibilities given their jobs and roles in the community. This is an important consideration in understanding the timing of implementation of the Pilot and how it needs to coincide with other community programming and initiatives.</p>	<p>Phase II agreements have provided more flexibility in timing of implementation on an annual basis, particularly for data collection. This should assist staff in their planning of how and when to implement the data collection for the Pilot (e.g., short concerted effort over a month, longer less intensive effort over multiple months). This will become a considerable challenge in the upcoming period, as response to the pandemic will be extensive for many communities with resources having to be prioritized accordingly to focus on health and safety of community members.</p>

Activity Area	Examples of Challenges and Lessons Learned	Implications for planning and adjustments
	<p>2018-2019 - Expertise in survey management</p> <p>There are very different levels of expertise 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 skill levels 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 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 skill development, there is considerable variety with some communities significantly advanced in the area of survey research management and large data collection projects.</p>	<p>For the fall planning sessions, AES Inc. 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 Inc. 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.</p> <p><i>2019-2020 Update: Ongoing</i></p>

Activity Area	Examples of Challenges and Lessons Learned	Implications for planning and adjustments
	<p>2018-2019 - “On-reserve” requirement as a challenge</p> <p>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 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 will 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).</p>	<p>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 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.</p> <p><i>2019-2020 Update:</i> Ongoing</p>
Funding	<p>2019-2020 – Development of survey completion targets</p> <p>The initial targets for survey completions developed by communities in Phase I were challenging given this was a new initiative. There was varied success among communities in meeting their initial Phase I targets. Target setting has been completed now for Phase II and has been informed to a large extent by the performance in Phase I.</p>	<p>Given the COVID-19 impacts on Pilot activities, the targets outlined in the pre-pandemic period (Dec 2019 – February 2020) will likely need to be re-examined as data collection will necessarily slow to accommodate pandemic response. At this point, AES Inc. will continue to monitor targets and suggest adjustments as required.</p>

Activity Area	Examples of Challenges and Lessons Learned	Implications for planning and adjustments
	<p>2018-2019 - Budgeting for all requirements and considerations</p> <p>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).</p>	<p>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.</p> <p><i>2019-2020 Update:</i> These considerations have been implemented in the new Phase II agreements.</p>
Development	<p>2019-2020 – Challenges with requirement for ongoing training</p> <p>There was a high level of effort made at the beginning of the Pilot for training survey teams in the various participating communities. This has developed into more modular, targeted, tailored training as the Pilot has evolved. The challenge encountered with this change in approach relate to the increased levels of effort and coordination actually required to keep teams up to date, integrate new team members due to turnover or increased team sizes, and move everyone into Phase II data collection. In addition, there has been training developed for data coding, cleaning, finalizing surveys, reporting, etc.</p>	<p>The AES training professionals have addressed the challenges for this ongoing requirement by developing training modules, updating and improving training materials available for self-study, and combining self-study materials with live training opportunities via online platforms (e.g., webinars). The AES training team has had to shift quickly from in-person training to using virtual training platforms when possible to continue to support community field teams. This required considerable effort and is still ongoing. Implementation of this training approach will continue to be monitored to determine where improvements can be made, to identify gaps, and to assess effectiveness.</p>
	<p>2018-2019 - Gaps between training and implementation</p> <p>For some of the communities involved, the period for training occurred 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.</p>	<p>A number of improvements to the training materials and process are planned.</p> <p><i>2019-2020 Update:</i> AES Inc. has continued to develop training materials and approaches with this as a guiding principle.</p>

Activity Area	Examples of Challenges and Lessons Learned	Implications for planning and adjustments
	<p>2018-2019 - Tailoring training according to skills and experience</p> <p>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 Inc. 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 skills 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 skills and experience (e.g., ranging from teaching 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.</p>	<p>Improvements to the training materials and process are planned.</p> <p><i>2019-2020 Update:</i> AES Inc. has continued to develop training materials approaches with this as a guiding principle.</p>
	<p>2018-2019 - Complexity and length of survey instrument</p> <p>Engagement with the ISET Program Agreement Holders during the survey instrument design phase was 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 Inc. is reviewing the paper-based self-administered questionnaire with a view to making it simpler. AES Inc. has also instituted protocols where all self-administered questionnaires are reviewed by community data collection staff who contact respondents if any data is missing.</p>	<p>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 Phase 1 version of the survey that will be coded and integrated into categories for easing the administration of the survey in Phase II. Overall, the complexity of the survey instrument will be reduced.</p> <p><i>2019-2020 Update:</i> AES Inc. has taken this information into account in the development of the Phase II survey instrument.</p>

Activity Area	Examples of Challenges and Lessons Learned	Implications for planning and adjustments
	<p>2018-2019 - Assessing need for ongoing support</p> <p>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, while AES Inc. 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 versus waiting for an invitation to assist or provide support. As AES Inc. 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.</p>	<p>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 Inc. is working to expand its areas of support to communities to include analysis, reporting and developing linkages.</p> <p><i>2019-2020 Update:</i> Ongoing. The addition of two AES training professionals has greatly enhanced engagement with the communities and improved the assessment and addressing areas of need for ongoing support.</p>
Collection	<p>2019-2020 – Monitoring online data collection</p> <p>Self-administered online surveys were added as an option in Phase I and will be key to addressing the challenges presented by COVID-19. One of the main challenges with self-administered online data collection can be the quality of data. The AES systems team has developed a mandatory “review and finalize” function within the system. With this additional monitoring feature, all surveys completed online must be reviewed, coded and cleaned by an identified community survey team member prior to them being considered finalized and ready for inclusion in the database and within the survey completion counts.</p>	<p>This mechanism has been up and running throughout Phase I with adjustments made based on user feedback. We will continue to monitor the approach and conduct analyses on data quality with method of administration as a factor to ensure that the data quality is similar across methods of data collection.</p>

Activity Area	Examples of Challenges and Lessons Learned	Implications for planning and adjustments
	<p>2018-2019 - Survey fatigue</p> <p>Some of the communities 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.</p>	<p>As noted previously, in the fall planning sessions with communities, AES Inc. 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).</p> <p><i>2019-2020 Update: Ongoing.</i></p>
	<p>2018-2019 - Challenges with staffing interviewer positions</p> <p>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.</p>	<p>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 Inc. 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.)</p> <p><i>2019-2020 Update: Ongoing.</i></p>

Activity Area	Examples of Challenges and Lessons Learned	Implications for planning and adjustments
	<p>2018-2019 - Development of a comprehensive Survey Frame</p> <p>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 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.</p>	<p>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.</p> <p><i>2019-2020 Update:</i> Developing a survey frame (community list) is now an explicit activity within the new Phase II agreements with funding allocated specifically for this activity.</p>
Analysis	<p>2019-2020 – Coding and data cleaning</p> <p>The survey instrument while largely containing “closed-ended” items does have a significant proportion of items that require cleaning and coding. The coding can be quite involved as it requires identifying NAICS for employers, NOCs for employment experiences, and Classification of Instructional Programs (CIP) codes for education programs. In addition, there are various “other” categories for areas such as skills and certificates. Some of these require relatively advanced levels of coding skills. To accommodate this, the AES trainers developed specific training modules on coding and data cleaning to be used during the finalization stages of the data collection. As well, the AES systems team developed specific messaging and identification of fields to assist survey team members in this process.</p>	<p>AES Inc. will continue to monitor data quality as we move into Phase II and adjust coding instructions and training as required with the goal of continuous data quality improvement.</p>

Activity Area	Examples of Challenges and Lessons Learned	Implications for planning and adjustments
Reporting	<p>2019-2020 – Reporting resources and requirements</p> <p>As data became available throughout Phase I, there were ongoing requests from communities and ISET Program Agreement Holders for analyses and reports derived from their data. This level of interest is very positive overall for the Pilot but the requests do require significant resources and effort on the part of AES Inc. to adequately fill given the number of communities and the somewhat limited data analytic capabilities of many of the communities to analyse their own data.</p>	<p>Based on this experience in Phase I, AES Inc. is in the process of implementing various approaches to address the demand for analysis and reporting. One key planned activity to address this challenge is the development and implementation of data workshops and technical support to those communities interested in doing more of their own reporting if they have the resources available. For example, the AES analysis team is making a community’s raw data readily exportable to conduct analyses on their own or with the support of an AES team member as a training opportunity. Some of the larger ISET Program Agreement Holders have their own analysts who can conduct analyses with the ILMI data.</p> <p>Another approach to address this challenge is the planned development of automated reporting in the ILMI system where communities can access basic reports for key variables directly from the reporting function in the system.</p> <p>In addition to these two planned activities, AES analytic team will continue to produce the community-specific reports with standardized analyses and sections on a scheduled basis depending on progress with data collection.</p>

4.0 Overview of Pilot Funding

4.1 Overview of Pilot Expenditures for Phase I

During Phase I of the Pilot, approximately \$1.4 million were distributed to nine ISET Program Agreement Holders and one First Nation community (Okanagan Indian Band). The allocation for Phase I included funding for start-up costs (e.g., community consultations and project promotion, reviewing project methodology and questionnaires, developing community lists for survey frames) as well as implementation costs (calculated at an estimated amount of \$72 per interview plus an additional allocation for training costs).⁶ Funding received per agreement holder for Phase I ranged from \$42,633 to \$383,700.

Total sub-agreement payments of \$1.435M for Phase 1 were 84.8% of original budgeted allocations of \$1.691M. The differences between budget and payments occurred primarily due to a few communities encountering challenges in meeting their originally stated targets for completed surveys. It should be noted that in many cases, the target numbers of completed surveys for each of the ISET Program Agreement Holders in Phase 1 were developed 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. The new agreements developed for Phase II revisits the target numbers for each ISET Program Agreement Holder according to the learnings about participation rates, availability of staff, community resources, and timing of data collection, and take into account any advance payments for survey completions not achieved in Phase I.

⁶ The cost estimated of \$72 per interview is used in most cases. One exception was made for CCATEC in year one, where the target number of interviews was reduced from 1,200 to 900, and the cost per interview was increased to \$96

4.2 Overview of Phase II Funding Agreements

As of the end of March 2020, six of eleven Phase II agreements had been executed. COVID-19 has impacted the execution of the remaining agreements; however, at this stage, most have indicated their intention to re-engage with the Pilot once their communities again begin operations.⁷ Learnings from Phase I have been integrated into the new agreements and in particular, revisiting the target for completed surveys has been completed for all participating communities. In a few cases, there have been increases in the targeted number of completed surveys, while most have maintained the same targets. In a few cases where there were identified challenges in meeting original targets, there have been decreases for Phase II.

The Phase II agreements are for the remaining years of the Pilot (up to 2021-22) and incorporate the following features:

- Start up funds only for those communities who are joining the Pilot in Phase II (a few agreement holders are replacing communities that no longer want to participate with those who are interested in participating);
- Enumeration funds for communities to develop community lists of eligible participants that can serve as a survey frame; and
- Data collection funds that are based on actual survey completions.

⁷ As of September 2020, seven agreements have been signed.

5.0 Summary of Initial Analyses (Pilot Level)

5.1 Respondent 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 April 6, 2020. In total, there were 12,754 completed surveys with respondents who indicated that they were living on-reserve at the time of the interview.

Table 5.1 shows a basic profile for the current sample. The number respondents is provided for each variable since the total number of respondents will vary due to non-response or logical skips.

Table 5.1: Sample Profile

Age	Number of Respondents	Percent
Under 20	1,658	13.0%
20 to 29	3,050	23.8%
30 to 44	3,549	27.7%
45 to 54	2,090	16.3%
55 to 64	1,576	12.3%
65 plus	873	6.8%
Total	12,796	100.0%
Gender	Number of Respondents	Percent
Male	5,971	46.8%
Female	6,783	53.2%
Total	12,754	100.0%
Highest Education Attained	Number of Respondents	Percent
Grade 10 or less	3,673	30.3%
Grade 11-12 (Sec IV-V)	3,042	25.1%
Secondary School / High School Diploma or GED	2,068	17.0%
At least some PSE	3,352	27.6%
Total	12,135	100.0%

5.2 Labour Force Status Classification

Table 5.2 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 labour force activity categories: 1) employed; 2) unemployed; and 3) other labour market status (including in school, taking care of children, retired, etc.). However, some respondents who indicated they did not have a job in the reference week for the survey did not provide responses to follow-up questions that would allow the

classification of respondents into an “unemployed” or “other labour market status classification.” These cases (7.6%) were coded as “not employed, status not determined.”

Table 5.2: Labour Force Classification and Employment

Labour Force Classification	Number of Respondents	Percent
Employed	5,271	42.2%
Unemployed	1,631	13.1%
Not employed, status not determined	943	7.6%
Other labour market status	4,641	37.2%
Total	12,486	100.0%

Labour Force Classification by Gender

The unemployment rate among female respondents was approximately half the rate found among their male counterparts.

Females had a higher percentage employed (44.6%) than males (39.3%) and an unemployment percentage almost half the percentage of males (9.0% versus 17.7% for males).

5.3 School Attendance and Training

Table 5.3 presents the percentage 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, 13.7% attended a school, college or university in the prior week.
- 86.4% of those attending school were enrolled as full-time students.

Table 5.3: School Attendance and Training

Attended School	Number of Respondents	Percent
Yes	1,695	13.7%
No	10,715	86.3%
Total	12,410	100.0%
Attended School Including Full-Time/ Part-Time	Number of Respondents	Percent
Full-time attendance	1,429	86.4%
Part-time attendance	225	13.6%
Total	1,654	100.0%

Participation in Training

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

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

Table 5.4 provides the percentage who participated in learning traditional Indigenous skills and other training and skills upgrading in the week prior to their interview:

- In the week prior, 11.7% of the survey respondents had participated in training to learn traditional skills and 6.7% 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, 24.6% of the sample participated in some form of learning activities in the prior week.

Table 5.4: Learning Traditional Indigenous Skills and Other Training or Skills Upgrading

Training to Learn Traditional Skills	Number of Respondents	Percent
Yes	1,435	11.7%
No	10,794	88.3%
Total	12,229	100.0%
Participated in Other Training or Skills Upgrading	Number of Respondents	Percent
Yes	815	6.7%
No	11,384	93.3%
Total	12,199	100.0%
Attending School, Training to Learn Traditional Skills or Other Training/ Skills Upgrading	Number of Respondents	Percent
Yes	3,056	24.6%
No	9,373	75.4%
Total	12,429	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 5.5 shows that in addition to their highest educational attainment, 62.1% of the survey respondents had licenses or certificates they felt should be highlighted in their skills inventory. Approximately 1 in 10 (10.3%) also stated they had other training or courses to highlight.

Table 5.5: Licenses and Certificates

Have Licenses or Certificates to Highlight	Number of Respondents	Percent
Yes	7,193	62.1%
No	4,383	37.9%
Total	11,576	100.0%
Have Other Training or Courses to Highlight	Number of Respondents	Percent
Yes	1,129	10.3%
No	9,819	89.7%
Total	10,948	100.0%

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

There is a large potential demand for training among the on-reserve First Nations population. In addition to the 29.0% planning to return to an educational institution within the next 12 months, 42.0% said they were interested in taking other training or certification. Combined, one-half of survey respondents (51.6%) indicated they planned to attend an educational institution and/or take other training or certification.

Table 5.6 shows that 29.0% of the survey respondents plan to attend an educational institution in the next 12 months, while an additional 19.6% indicated they didn't know/not sure if they would be attending. A large percentage of the survey respondents, 42.0%, stated they were interested in taking other training or certification. Combined, 51.6% planned to attend an educational institution within the next 12 months and/or were interested in taking other training or certificates.

Table 5.6: 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	3,530	29.0%
Don't know/Not sure	2,380	19.6%
No	6,262	51.4%
Total	12,172	100.0%
Interested in Taking Other Training or Certification	Number of Respondents	Percent
Yes	5,113	42.0%
Don't know/Not sure	2,522	20.7%
No	4,537	37.3%
Total	12,172	100.0%
Plan to Attend School or Interested in Training or Certification	Number of Respondents	Percent
Yes	6,370	51.6%
No/Don't Know/Not sure	5,969	48.4%
Total	12,339	100.0%

5.5 Interest in Being Notified of Job Opportunities

The majority of the survey respondents (53.6%) were interested in being notified of jobs that match their skills and areas of interest with another 15.7% indicating possible interest (maybe).

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 5.7, 53.6% said yes. Another 15.7% said “maybe”, while 30.7% stated they had no interest in being notified. Even 45.0% of those classified as being in the “other labour force status” expressed an interest in being notified of appropriate job opportunities.

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

Table 5.7: 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	5,987	53.6%
Maybe	1,757	15.7%
No	3,433	30.7%
Total	11,177	100.0%

5.6 Identified Challenges Getting Jobs or Participating in Training

More than half of community members surveyed identified one or more challenges or barriers they had encountered when trying to get a job or to participate in training. Addressing these challenges is a complex problem requiring multiple supports and assistance, as no single challenge tended to dominate.

All respondents were asked if they faced challenges or barriers when trying to get jobs or participate in training. The specific challenges and barriers respondents were asked about on the survey are presented in Table 5.8. In addition, the total number of challenges or barriers individuals identified is presented.

While no single challenge or barrier dominated, the most frequently cited were:

- Living in a community that is far away from most jobs – 23.8%;
- Not enough work experience – 22.1%;
- Not enough of the right type of education – 21.6%; and
- Getting to and from work – 17.5%.

Nearly 2 out of 3 community members surveyed reported one or more challenges or barriers trying to get a job or participating in training (65.6%), while over one-third (37.3%) reported facing multiple challenges and barriers.

For approximately one-half of the challenges identified, women and men reported similar levels of having encountered these while pursuing employment and/or training. The differences noted according to gender included:

- Men were more likely than women to indicate challenges:
- Getting and keeping a job;
- Getting to and from work;
- Living in a community that is far away from most jobs; and
- Finding money needed to apply for jobs and go to interviews; clothing, transportation.

In contrast, women were more likely than men to indicate that they had challenges related to having to looking after people who are dependent such as children and parents.

Table 5.8: Challenges and Barriers to Getting Jobs or Participating in Training

Challenge or Barrier	Number of Respondents	Percent
Living in a community that is far away from most jobs	3,064	23.8%
Not enough work experience	2,844	22.1%
Not enough or the right type of education	2,777	21.6%
Getting to and from work	2,253	17.5%
Don't have the skills that employers are looking for	2,028	15.8%
Looking after people who are dependent (e.g., children, parents)	2,038	15.8%
Challenges finding money needed to apply for jobs and go to interviews; clothing, transportation	1,612	12.5%
Challenges with physical, emotional or mental health	1,545	12.0%
Getting and keeping a job	1,378	10.7%
Challenges with speaking language at work	720	5.6%
Other	1,473	11.4%
Number of Challenges		
No challenges	4,435	34.4%
1 challenge	3,637	28.3%
2 to 3 challenges	2,731	21.2%
4 or more challenges	2,071	16.1%
Total	12,874	100.0%

6.0 Main Areas of Emphasis for 2020-2021

AES Inc. is currently finalizing a detailed, task-based workplan for 2020-21 taking into account the various learnings from Phase I of Pilot implementation. The main areas of emphasis for this plan include continuation of areas highlighted last year as well:

- Adapting Pilot to Address COVID-19 Impacts
- Continued Development of the ILMI System
- Developing Accurate Survey Frames
- Developing Analysis and Reporting Expertise
- Enhancing Data/Results Usage
- Phase II Measuring and Monitoring Pilot Results
- Continued Revision and Development of Training and Support Materials

6.1 Adapting Pilot to Address COVID-19 Impacts

COVID-19 essentially halted data collection in all communities in mid-March 2020. Some communities are expected to resume data collection in the 2nd quarter of 2020, but others would not likely be re-engaging until the 3rd quarter of the fiscal year 2020/21. In the meantime, AES Inc. has further revised the questionnaire and re-designed software to facilitate more web-based, email, and telephone data collection activity, and more remote data monitoring functionality. In addition, AES Inc. in collaboration with ESDC converted in-person training sessions to online delivery. The questionnaire and software are now being further updated with additional questions designed to capture the impact of COVID-19 on the labour market at the community level.

Considerable focus in 2020-21 will be working closely with communities and ISET Program Agreement Holders to assist and support their attempts to return to active data collection with the online tools developed. This will involve ongoing engagement with survey managers and their teams as the communities are able to reinstate the Pilot participation within their ongoing priorities within the changing pandemic context. AES Inc. will continue to actively monitor survey completions and to keep updated estimates of budget usage and implications.

6.2 Continued Development of the ILMI System

The focus of Phase I for the ILMI system was to meet the needs of the ISET Program Agreement Holders as they continue to use the system for data collection. The AES systems team is continuing work on development of various components to enhance this aspect, particularly with respect to online data collection approaches and remote monitoring to address the COVID-19 requirements. Many of the planned features of the ILMI system described below are currently under development with a staged implementation occurring throughout 2020-21.

Additional Data Quality Tools: In 2019-20, a large number of tools were integrated into the system to assist with enhancing data quality. Checks and data quality reports are now available to identify skip errors and data inconsistencies (e.g. age not within scope; missing data). As the AES analysis team conducts further exploratory analyses and data quality checks, we anticipate that there will be additional tools that can be developed over the upcoming year to assist with either coding or data quality or both.

Matching individuals with jobs: The ILMI system has been developed 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 or training preferences, etc. Many of the query and reporting mechanisms have already been developed, and training modules are currently being developed to accompany these functions.

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. This component has been started and will be completed within Phase II of the project.

Importing and Exporting Data: Importing ISET Program Agreement Holders' program data to eliminate duplicate data entry and also the ability to export the ILMI 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: This component has already been developed and is being used by those who have started Phase II data collection. The AES systems team is monitoring its implementation and will make adjustments as needed throughout Phase II. This component has been developed 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 does not require respondents to recall previous responses, instead their

previous responses are available, and respondents can 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.

Summary Reporting Functions: To alleviate some of the resources required to produce tailored community-level summary statistics from the ILMI data, the AES systems team will continue to explore and develop short summary reports that communities can generate on their own through the ILMI system to obtain general descriptive statistics for their communities.

6.3 Developing Accurate Survey Frames

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.

Building on the work started in 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 has been 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.

6.4 Developing Analysis and Reporting Expertise

The preliminary analysis of LMI data continued throughout 2019-2020. These efforts are expected to be extensive and continue throughout 2020-2021 as more data is collected by participating communities as they enter into Phase II. To date AES Inc. has focused overall reports on primarily the labour force survey portion of the questionnaire, and just a few overviews of some variables of the skill inventory component (see Section 5). Given the level of detail built into the survey instrument, there are considerably more analyses that can be conducted at various levels. Some of this has already been undertaken in an exploratory

phase as we determine what sets of analyses will be most useful for different communities. 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 ISET Program Agreement Holders. We are also continuing 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 whose 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.

6.5 Enhancing Data/Results Usage

AES Inc. has focused on this area in 2019-2020 and will continue to do so for the remainder of the Pilot. One of the key anticipated outcomes for the Pilot is to contribute to develop the expertise of First Nations communities in the area of economic development planning and service delivery. The key factor that contributes 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. Building on the considerable efforts currently going into producing data and results at this point, we will continue to work with community representatives using tailored, community-specific approaches. This will ensure the community decision-makers, planners and program delivery managers are 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.

In 2019-2020, AES Inc. started with workshops in a few communities to collect approaches, considerations and ideas on how this can be best achieved within very diverse communities. AES Inc. will continue to build on these initial workshops during Phase II to integrate lessons learned and promising practices into materials and future workshops to be hosted with the other participating groups for the remainder of the Pilot.

6.6 Phase II Measuring and Monitoring Pilot Results

Now that the Pilot has reached a level of implementation where processes and outputs have begun to stabilize, work is currently underway to develop a more refined results measurement framework for the Project as it enters into Phase II. This work builds on some of the preliminary components outlined in Section 2 (e.g., Draft Pilot Logic Model), and includes a suite of indicators for the outcomes that will be monitored. AES Inc. will engage with communities on the development of the Framework to obtain feedback on outcomes, targets and specific indicators to be considered with Phase II of the Project. AES Inc. will be developing tools to enable the ISET Program 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 Inc. 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.

6.7 Continued Revision and Development of Training and Support Materials

As indicated in Section 3, AES Inc. has put forth considerable effort this past year in the further development of training and support materials. This work will continue through Phase II as communities need support with revised questionnaires, must adjust to COVID-19 restrictions, hire new team members, or embark on analysis and reporting for their communities.

Appendix A: Phase II Pilot Survey Instruments

[provided under separate cover due to length and formatting]

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

Building Tools to Measure Success

This year AES Inc. will continue the development of 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 Program 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
- Resumes 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
- Temporary Foreign Worker information requests and responses using ILMI data
- Responses to other government requests using ILMI data
- Government submissions using ILMI data
- Community presentations and communications on skills and ILMI data
- Development of community planning based on 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 being 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. Potential indicators include:

- Increase in the number of communities and participants in the ILMI database
- Number of participants with changes in jobs, education or skills
- Courses or training taken by community members
- Increase in the number of community members receiving funding for education or training

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 option 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.

Appendix C: Stakeholder Vignettes

Stakeholder Vignettes

To assist in conceptualizing how various groups of stakeholders would be using the information that the Pilot is producing, AES Inc. has developed six brief vignettes based on our observations and planning to date. These are fictitious to the extent that names and locations are not real, and examples have been altered to protect anonymity where actual examples were observed.

- **Individual Community Members** – use the skill profiles to develop resumes, signal areas of interest regarding future training and employment, and receive notifications of job listings that match their skills profiles.

Mary is a recently graduated Licensed Practical Nurse (LPN) and a new mother. She moved back to her home community on reserve with her family to access her support network and was able to get a job at a local restaurant to help pay the bills. She wants to work at her chosen career and there are LPN positions at a town about 25 kilometers away. However, Mary does not have a driver's license and the public transportation is limited. To make matters worse, the restaurant Mary was working at closed due to COVID-19.

After being home for a few months, Mary was called by a local interviewer from the Band office, inviting her to complete the Labour Market Information Survey and Skills Inventory. She agreed to participate and answered all the questions about her formal training and work experience and identified her main challenges to getting and keeping work – childcare and lack of a driver's license. Mary also said she would be OK with receiving notices of jobs where she could be a good fit. A few days later, Mary started getting emails from an education and employment counsellor working with the Band. The emails included links to LPN jobs posted in the local ILMI Job Bank. She followed up with the education and employment officer who had sent her the job notices. Together, they discussed her file, reviewing all the local jobs linked to her skills inventory profile as well as the challenges that Mary had identified with transportation and childcare. Through this process, Mary learned that she was eligible for programs and funding that could help address the barriers she identified which would then allow her to work as a Licensed Practical Nurse in a nearby community.

- **Community Education, Training, Health and Social Services** – these departments and services are using the individual and compiled data to link individuals with appropriate services and supports, develop priorities for programming, focus services, identify unmet needs, locate community resources available through the skills profiles, and coordinate supports within the community for individuals and groups.

Philip is a Director of Training and Skills Development for his community. His department offers a suite of programs for community members who are interested in taking training in different areas linked to the community economic development plan and with various employers in the region. In reviewing the enrollment statistics for these programs over the past four years, he and his team notice that there were very few young men between the ages of 17 and 30 participating.

Philip and his team initially review the current findings from the Labour Market Information Survey and find that there are approximately 45 young men in this age cohort that are living in the community and interested in training and employment but do not currently have employment. Running some additional detailed analyses with the data provided by this group on the survey, Philip finds that there are some very specific barriers and challenges including lack of GED/High School Diplomas (a pre-requisite for much of the training currently offered by the department), along with health and transportation issues.

Using the data from the Community Skills Inventory, Philip and his team are able to then contact many from the group of young men to directly engage them in tailored, small group programs where they can work in collaboration with education, health and social services to address the most challenging barriers to further training and employment programming offered by the department.

- **Community Economic Development** – the compiled data and profiles of labour supply are particularly useful for community economic development officers as they develop plans and identify potential partnerships.

Janet works as a community economic development officer for her community. One key project she is leading is the development of a potential partnership with a forestry company that is very active in the region. The forestry company has recently committed to having at least 20% of its local workforce composed of community members within a five-year window and has proposed to allocate training funds and other related costs to meet this commitment. The company has asked if Janet's team can provide some considerations and numbers regarding community members' interest and projected participation in this type of partnership, and some potential costs.

Janet and her team are able to review the recent results from the Labour Market Information Survey to determine that there are sufficient numbers of community members who are unemployed and looking for work, and/or training opportunities that would meet the 20% target for the forestry company. From the Skills Inventory, they can identify 75 individuals that have either forestry work experience, or skill sets that would be conducive to further training to match many of the employment opportunities that will be available. With further review of the data and some additional analyses, Janet and her team determine that the current barriers and challenges that have been identified by potential participants include transportation and drivers' licenses.

Using the findings from the LMI Survey and Community Skills Inventory, Janet is able to provide the forestry company with an overview of potential employees, the skills sets that exist and can be augmented through further targeted training, and the need to address transportation issues for both training and employment such as providing training directly in the community and providing shuttle buses to and from the work sites or camps.

- **Community Leaders and Decision Makers** – leaders and other decision-makers in the community are using the compiled data from the survey to analyse priorities, allocate resources, monitor progress, and focus efforts in community development.

George is the Band Councillor who is responsible for the Training and Employment portfolio for his community. Since 2018, in reviewing the annual reports for the various training and employment programs, he finds that the completion rates for many of the programs are dropping, to the extent that in some programs, there is only a 30% completion rate. In discussions with the Director and her team, George hears that anecdotally, many of the participants are not able to complete the programs due to childcare challenges, particularly among the younger women. This has been a bigger challenge during the COVID-19 pandemic as both formal and informal childcare arrangements have had to be adapted (e.g. childcare centres with decreased capacity) or are no longer available (e.g., grandparents looking after young children).

George can go beyond the anecdotal evidence and review the LMI Survey's data on barriers and challenges to employment and training identified by young women in the community. He notes that over 50% of young women identify childcare as a significant barrier. At subsequent Band Council meetings, George presents these findings and works directly with the Councillors with Education and Social Services portfolios to examine and adjust the priority setting for childcare assistance for community members. Furthermore, George commits to annually presenting the results for the LMI Survey to provide ongoing monitoring of any positive movement in childcare barriers for young women, which will inform future planning for these services.

- **ISSET Program Agreement Holders** – use all of the compiled data to align employment and training programming with community-level needs, monitor progress and impact of various initiatives, and identify priorities linked to resource allocation.

Patricia is the Executive Director of an ISET Program Agreement Holder organization. She works with four sub-agreement holders that cover six communities. In working with her team and Board of Directors for their annual planning, they identify several potential new training and employment initiatives through consultations and an environmental scan of programming offered in other jurisdictions. A few of these initiatives are focused on people with disabilities, an area that was identified in previous planning as an area of priority for each of the sub-agreement holders. In planning for these new initiatives, the challenge for Patricia is determining the level of need for these programs among the sub-agreement holders and their respective communities, and the anticipated levels of resources that would be required to successfully implement them.

Patricia reviews the most recent LMI Survey data for each of the six participating communities related to self-reported rates of disability. Using standardized questions from Statistics Canada measures, the LMI Survey collects information of various forms of disability for each community member responding to the survey. Through some additional analyses, Patricia is able to develop an overview of disabilities for each community including rates and types, and also have a broad profile of the respondents who self-reported a disability (e.g., by age, gender, current employment/training situation, education level, work experience, skill sets, identified barriers, future plans). She can use this information to develop more accurate profiles of need, budget requirements, and any additional supports or considerations tailored for each community and agreement holder.

- **Potential Employers and Economic Partners** – Skill profiles and labour supply descriptions using the compiled data are of particular interest to potential employers and economic partners to identify potential employees, and to understand areas for priority investment (e.g., on-site training programs) as they develop partnerships with Indigenous communities.

Francis is the human resource manager for a medium-size hotel and conference centre in a community that is located within a 15-minute drive from a First Nation community. He has had continuous challenges finding and retaining enough servers for food services, front-desk staff, and maintenance staff. He has considered using the Temporary Foreign Workers program to fill the ongoing vacancies but would prefer to hire locally, if possible. He has some resources currently available for on-the-job training and the franchise offers various training support for employees (tuition grants, shift flexibility). He has also spoken with the hotel owner who is supportive of finding innovative solutions to their ongoing hiring and retention challenges (e.g., transportation support, partial subsidies for childcare).

Francis has approached the Employment and Training Department of the nearby First Nation community to determine if there are any community members that would be interested in working at the hotel, and what type of engagement with potential employees could be considered. As a first-step, the Director of Employment and Training has provided Francis with a report from the LMI Survey and Community Skills Inventory that describes the overall workforce profile of the community, focusing on previous experience, training or interest in the hospitality industry. The analyses on current challenges and barriers to employment and training for profiled employees provided Francis with various ideas on how his organization might be able to collaborate with the community to address some of these for individuals interested in employment opportunities with the hotel. In addition, information collected on the LMI Survey about where community members search for employment opportunities provided Francis with additional considerations on how to promote future vacancies. The Director of Employment and Training indicated that via the local ILMI Job Bank, they would be able to target the hotel's job ads by sending any employment opportunities directly to the individuals who completed the survey and had indicated past experience or interest in the hospitality industry.