

Cold Lake First Nation Portage College Partnership

December, 2016



Project Overview

- Renewed approach to reviving longstanding relationships
- Start with the end in mind
- Tackle the tough issues head on
- Stakeholder engagement throughout the process
- Education as a conduit for socio-economic reform

What Initiated the Project

- Portage College has worked with Cold Lake First Nations for over two decades
- Desire by Portage College to change from reactive service provider to collaborative partner
- A labour force survey was completed by CLFN Economic Development Department in 2015 to determine education, employment and training levels as well as community aspirations.
- Council and Administration determined that there was a need to address key findings of the report.

What Initiated the Project

- Level of education was reported as the third highest barrier to gaining/sustaining employment at 14%.
- There was an identified need to provide training and career exposure programming to community members.
- September 30th 2015 Portage College Business Development Officers, Manager of Continuing Education and Vice President Academic met with Employment and Training Project Coordinator to discuss the potential training programs that would benefit the community.

What is the Project about

- Phase I of the project is to provide Academic Open Studies based on foundational academic training in Math, Biology, Chemistry, English, Physics and general Psychology
- All learners participate in The Canadian Adult Achievement Test (CAAT) placement test A & B and are interviewed by Academic Advisors to help identify individualized learning plans.

What is the Project about

- Once the training plans have been reviewed and agreed to, students work with a Portage College instructor in the community.
- Phase II of the project is to provide additional skill training to meet some of the needs and barriers identified in the 2015 Labour Force Survey report including carpentry, entrepreneurship training, career and employment readiness preparation.

What were the Project Challenges

- Need for flexibility
- Demand greater than funding. High percentage of respondents without a high school diploma (49%).
- Currently working with CLFN to support long term funding availability.
- Student barriers impact student success.
- Consistent student attendance.

How are we measuring Success

Direct measure:

- # of students who complete a course
- # of students attaining additional credits towards their high school diploma
- # of students attaining the pre requisites to enter into college prep or other career programming identified in their learning plans
- # of students who complete a GED or attain a high school diploma

How are we measuring Success

Indirect measure:

- Increased # of students interested in applying for program
- Attendance/student engagement
- # of students building self esteem and personal awareness
- # of students who are able to participate in programming and still work full time due to their engagement with their course load



Long Term Desired Outcomes

- Increase in educational attainment
- Consistent funding for localized training
- Decrease in unemployment
- Decrease in dependence on Social Assistance Programs