



Employment and
Social Development Canada

Emploi et
Développement social Canada

Deputy Minister

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Ottawa ON K1A 0J9

Mr. John Williamson, M.P.
Chair
Standing Committee on Public Accounts
House of Commons
Ottawa ON K1A 0A6

Dear Mr. Williamson:

In response to your letter of November 3, 2022, requesting documents stemming from the Standing Committee on Public Accounts reports adopted in the 42nd and 43rd parliaments, I am providing you with an update to recommendation 5 of the Standing Committee on Public Accounts Report 55, "Employment Training for Indigenous People."

Yours sincerely,

Jean-François Tremblay

Enclosure: 1

On-Reserve Labour Market Information Survey and Skills Inventory Pilot

Annual Report – 2020-2021



AES Inc.

Growing Sustainable Partnerships

Submitted to:

Indigenous Affairs Directorate
Employment and Social Development Canada

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1. Introduction

Aboriginal Employment Services Inc. (AES Inc.) is pleased to present this annual report that provides the 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 2020-2021. 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 their local labour forces. Given the project is a pilot, this report focuses extensively on what the project team, in consultation with the participating communities, has identified as promising practices within the third year of full implementation of the Pilot.¹ This annual report builds on the information presented in the previous two Annual Reports (2018-2019; 2019-2020) so that there is an ongoing record of promising practices, and how these have been integrated to improve the Pilot results.

In addition, this report focuses heavily on the impacts that the COVID-19 pandemic has had on the Pilot, both in the form of significant challenges, as well as opportunities in exploring and supporting new forms of data collection and understanding workforce impacts. While the pandemic has caused delays in many aspects of the Pilot, such as data collection, the AES Inc. team, in collaboration with the participating ISET Program Agreement Holders, communities, and Employment and Social Development Canada (ESDC), were able to identify and implement safe alternative work modes for Pilot continuation.

The report consists of six main sections:

- Section 2 provides a brief overview and context for the Pilot - outlining key activities, outputs and outcomes;
- Section 3 contains an analysis of the implementation impacts of the COVID-19 pandemic, and how these were addressed during 2020-2021;
- Section 4 provides an overview of activities and areas of success for the Pilot in 2020-2021;
- Section 5 presents some selected results from an analysis of the labour market data collected by communities as of July 2021 (approximately 14,000 respondents); and
- Section 6 outlines our proposed areas of emphasis and plans for key activities and anticipated results (2021-2022).

¹ Previous annual reports have also included lessons learned. Given the ongoing impacts of COVID-19 and the continued challenges the pandemic is presenting for the Pilot and participating communities, detailed lessons learned will be presented in next year’s annual report (2021-22) with an analysis of the impact and responses to these challenges.

2. 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 local labour market information (LMI) for many on-reserve First Nations communities.

2.1 Pilot Rationale

It is commonly understood and supported extensively in 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. 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-reserve⁵, the aforementioned information is notably absent from Canada’s statistical portrait.

In order to fill this information 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 market information for First Nations reserve communities. The Pilot was thus initiated by ESDC in 2016-17 to determine how to fill a significant gap in quality and timely local labour market information (LMI) for many on-reserve First Nations communities.

The Truth and Reconciliation Commission has called upon the corporate sector in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) 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 known that there is a lack of reliable, complete, and timely local on-reserve Indigenous LMI to support policy development, program design, and service delivery.

2.2 Pilot Objectives and Scope

The Pilot’s objectives are threefold:

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

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>

⁵ Statistics Canada (2018), *Guide to the Labour Force Survey*. <https://www150.statcan.gc.ca/n1/pub/71-543-g/71-543-g2018001-eng.htm>

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.

The Pilot results are expected to support:

- Efforts to reduce the skills and employment gaps, including:
 - Increased participation in the labour market
 - Increased participation in education and skills training
 - Increased employment
 - Improved linkages with employers
- Assist in meeting skill needs of employers;
- Steps towards self-determination;
- Improved access to funding and related resources;
- Policy and program design; and
- 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-reserve⁶ 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, as of April 2021 in the Pilot have an estimated population of approximately 36,000 members 15 years and older living on-reserve.

⁶ As of April 2021, the Pilot has been expanded to include participating communities' members who are also living off-reserve. The collection officially started in the Fall of 2021 and results will be reflected in the 2021-2022 Annual Report.

Table 2.1: Estimated On-Reserve Population by Agreement Holder

Agreement Holder	Estimated On- Reserve 15+ Population of Participating Communities ¹	% of Total Estimated Pilot Participation
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 the age 15+ on-reserve population 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.

2.3 Pilot Organization, Structure and Funding

The overall approach to designing and implementing the Pilot is based on the principles of co-development, with ongoing engagement and consultation among key stakeholders at every stage of the Pilot. Extensive efforts have been made to co-develop a vision and co-implement a strategy that keeps 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 involved in the Pilot, and their roles and responsibilities:

- **Employment and Social Development Canada (ESDC)** –The ESDC team is actively working and engaging with AES Inc., ISET Program Agreement Holders, First Nations communities and other key stakeholders (e.g., Assembly of First Nations) in an ongoing manner. The main roles and responsibilities of ESDC with respect to this Pilot include:
 - Working with AES Inc., ISET Program Agreement Holders, and First Nation communities throughout the project development and data collection process to inform the overall Pilot design based on rationale and anticipated outcomes;

- Engaging with and keeping stakeholders informed of the Pilot processes and ensuring active participation;
 - 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 to monitor progress; and
 - Providing oversight of the funds allocated to AES Inc.
- **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: (1) annual at a minimum, (2) ongoing (throughout the Pilot and beyond) and (3) local (community level). 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, including funding approaches. AES Inc. holds sub-agreements with all participating ISET Program Agreement Holders or First Nations communities who are participating directly in the Pilot (e.g., 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;
 - Engaging and conducting community consultation 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 to the communities;
 - 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 their on-reserve working-age population;
 - Developing and maintaining a skills inventory of their on-reserve working age populations;

- Using the skills inventory to help link community members with available jobs and/or 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.

Table 2.2. outlines the Pilot funding allocation by fiscal year. The original contribution agreement totalling \$10,164,836 was amended in November 2020 to extend the project end date to March 31, 2023. The amendment was due to delays in implementation caused by COVID-19.

Table 2.2: Pilot Funding Allocation

	ISETS and Communities' Data Collection	Services to ISETS and Communities	Total Funds Allocated
Year 1 – 2017/18	\$0	\$288,089	\$288,089
Year 2 – 2018/19	\$1,085,262	\$954,087	\$2,039,349
Year 3 – 2019/20	\$794,609	\$1,011,235	\$1,805,844
Year 4 – 2020/21	\$1,172,058	\$965,799	\$2,137,857
Year 5 – 2021/22	\$1,595,153	\$750,197	\$2,345,350
Year 6 – 2022/23	\$798,145	\$750,202	\$1,548,347
TOTAL Allocation	\$5,445,227	\$4,719,609	\$10,164,836

2.4 Pilot Logic/Theory and Anticipated Results

To assist in monitoring and reporting on results for the Pilot, AES Inc. has developed a logic model outlining activity groups, key outputs, and anticipated outcomes. This logic model continues to be updated and revised as the Pilot evolves. The impact of COVID-19 was primarily experienced within the levels of activities and outputs with delays as participating communities, ISET Program Agreement Holders, and AES attempted to adapt to the various new context and requirements for data collection, changes in the labour market, and changes in training needs. All of these considerations will have an impact on anticipated outcomes for the Pilot, but not significant changes to the underlying program theory and logic supporting the Pilot.

Figure 2.1 below highlights the five main anticipated outcomes of the Pilot. The more immediate or early outcomes for which there is some evidence of positive results (see Section 4) 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

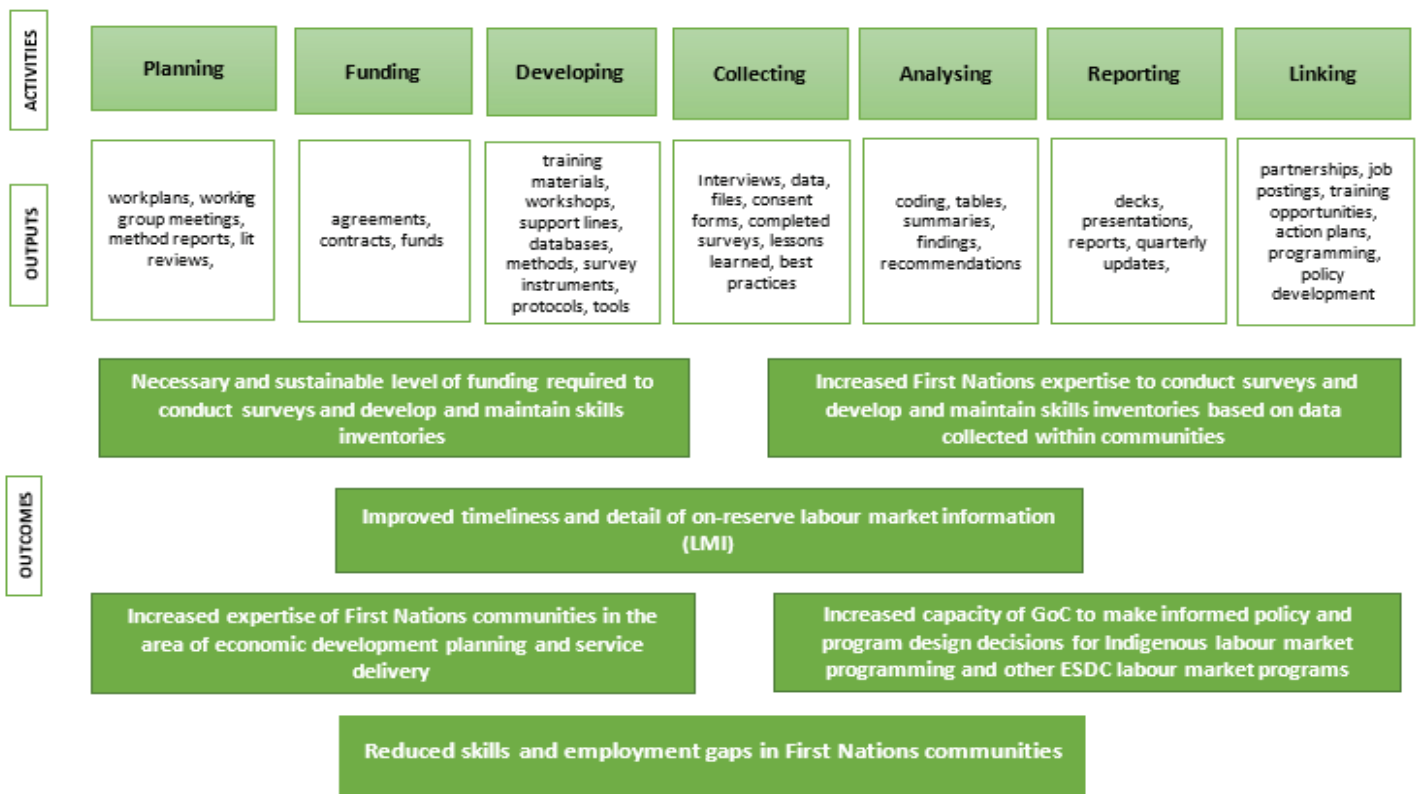
The anticipated mid-term and long-term outcomes include:

- **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* within First Nations communities when compared with non-Indigenous populations.

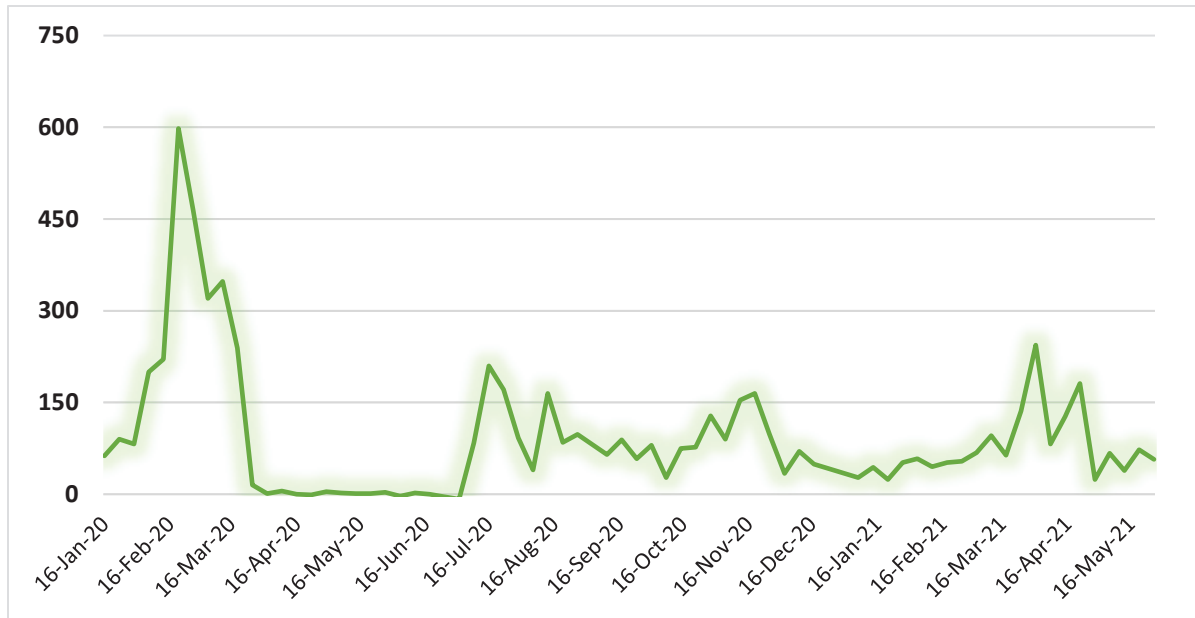
Figure 2.1: On-Reserve Labour Market Information Survey and Skills Inventory Pilot Logic



3. COVID-19 Pandemic Impacts on Pilot Implementation

The COVID-19 Pandemic had sudden and persistent impacts on both data collection and training that was well underway in early March 2020. As illustrated in Figure 3.1, the number of weekly survey completions was in the 300 to 600 range in the spring of 2020. With the pandemic restrictions, survey completions fell drastically, essentially to zero, within one week in mid-March 2020 to almost mid-July. Some communities were able to re-start some data collection activities during the summer period; however data collection was variable throughout the remainder of the fiscal year.

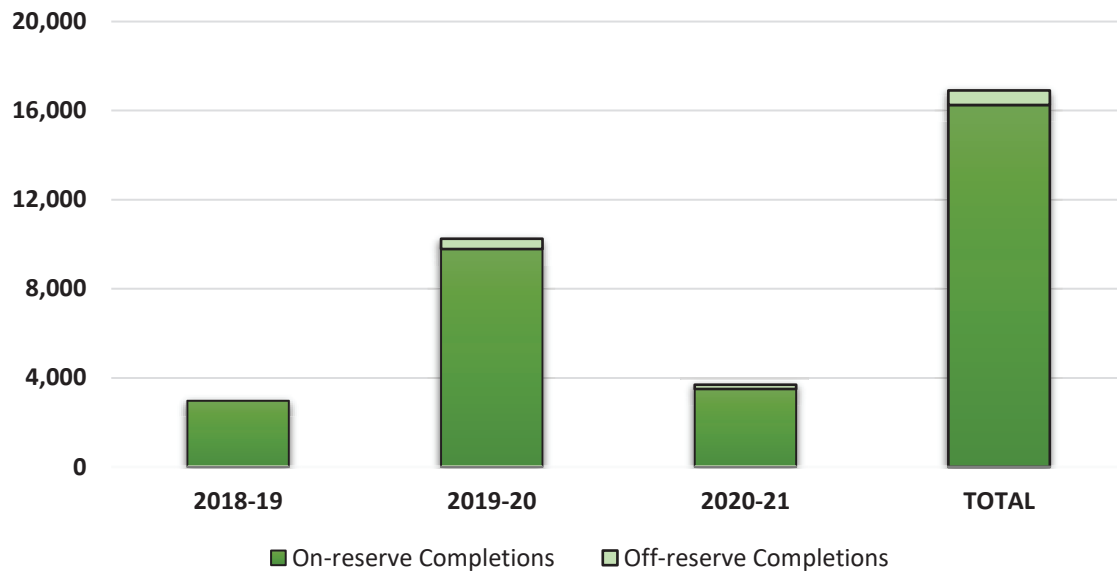
Figure 3.1: Weekly Survey Completions January 2020 to May 2021



The analysis of monthly completions clearly demonstrates the negative impact that the multiple pandemic waves have had on data collection over the year as various regions and communities were under different public health mandates and outbreaks. The first pandemic wave in March 2020 was followed by a second wave in early autumn with a third wave starting in January 2021.

As per Figure 3.2, the pandemic impact on total survey completions is also highlighted when compared with previous years' data collection. The initial implementation year of the Pilot, with just a few months of data collection in 2018-19, resulted in approximately 3,000 completed surveys. The first full year of data collection in 2019-20 resulted in almost 10,000 completed surveys. Overall, the pandemic negatively impacted the data collection significantly, resulting in approximately 3,500 completions across the April 2020 to March 2021 time period.

Figure 3.2: Annual Survey Completions 2018-19 to 2020-21



While there were significant negative impacts on the Pilot resulting from the pandemic, the First Nations communities, ISET Program Agreement Holders, and AES Inc. with support from ESDC were able to rally and adapt quickly to changing requirements. Some communities were able to continue sporadically with data collection and participate in training. The AES Inc. training and engagement teams responded to communities and supported Pilot activities based on requests from communities. Overall, most communities tended to fall within one of three categories below:

- **Temporarily paused data collection:** Some communities paused data collection for a few months and then were able to fully re-engage with the Pilot, carrying out data collection activities and actively participating in online training.
- **Paused data collection – engaged in training:** Other communities re-engaged with the Pilot through additional training (e.g., NOC/NAICS coding for categorizing occupations and industries) during 2020-21 but were not able to re-engage fully with data collection activities.
- **Fully paused:** A few communities were not yet able to re-engage by Winter 2020-21 due to community priorities related to the pandemic.

Specifically, the impacts of COVID-19 pandemic on data collection included the following:

- As of Q1 of 2020-21, all agreement holders had paused data collection.
- Six of the ten agreement holders were able to start or re-start data collection with at least 100 completed surveys over the year.

- Two of the agreement holders remained particularly active in data collection with approximately two-thirds of the 2020-21 survey 3,500 completions derived from these two agreement holders.
- Data collection moved on-line for communities. While the on-line administration of survey was available pre-COVID for the Pilot, the use of on-line administration became much more prominent.

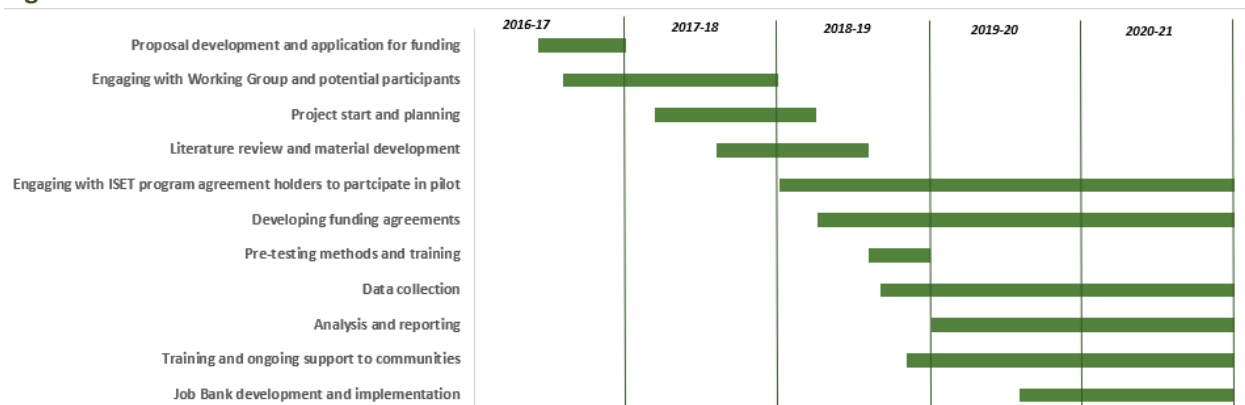
Adaptations due to COVID-19 undertaken by AES Inc. to support the continuation of the Pilot implementation are highlighted in Section 4.

4. Pilot Implementation and Results

4.1 Overview of Pilot Timeline

The first full year of the Pilot (2018-2019) focused extensively on engagement activities with the ISET Program Agreement Holders, developing funding sub-agreements, and methods development and pre-testing (See Figure 4.1). During the second year of implementation (2019-2020), efforts were primarily focused on data collection, community support activities, and reporting and data analysis. This third year of implementation (2020-2021) focused on adapting to the pandemic's challenges, improving training materials, and continuing work on further developing the data collection platform and survey instrument. The AES team also continued working with ESDC and ISET Program Agreement Holders to develop community job banks that extract up-to-date information from the Canada (National) Job Bank for each participating community that can be linked directly to the LMI data collection.

Figure 4.1: Overview of Pilot Timeline to date



4.2 Overview of Activities and Outputs

While the main focus of activities and outputs for 2020-21 was on addressing the impacts of the COVID-19 pandemic, a variety of supporting activities were also undertaken to implement lessons learned from previous fiscal years. Some highlights include:

- Approximately 3,500 completed surveys within this fiscal year despite the challenges encountered with data collection (results of training and data collection support);
- Revised training materials and new approaches to training community survey teams;
- Implementation of multi-year Phase II sub-agreements with participating ISET Program Agreement Holders (to provide more flexibility around timing within the communities);
- Revised the survey instrument to integrate community requests, such as adding pandemic impact questions, and subsequently providing training to community teams to implement the revisions; (results of further methods development);
- Developed community-level job banks linked to the Pilot data with ongoing extractions from the Canada Job Bank (extension of the ILMI system); and

- Increased support for communities to interpret and use the results from their own data (results from analysis and reporting and ongoing community support).

In reviewing the main activities and key outputs produced this fiscal year (see Table 4.1), there was considerable emphasis placed by ISET Program Agreement Holders and First Nation communities on training and catching up in areas such as data coding and cleaning which can sometimes be challenging to undertake when focusing primarily on data collection. As well, COVID-19 pandemic restrictions encouraged communities to further explore on-line data collection techniques which have the potential to increase efficiencies in some communities and with those target groups who have ready-access to the internet. The AES support and training teams used the COVID-19 period to continue developing training materials to support the revisions to the survey questionnaire and additional areas such as coding and data cleaning, to restructure some of the training to integrate previous feedback, and to adjust support and training methods to accommodate communities' changing needs. The AES systems team was able to proceed with most planned development aspects and integrate new on-demand analyses and reporting for communities. The AES analysis and reporting team continued to receive numerous requests from communities and agreement holders for data summaries, analyses and specific queries of the ILMI data throughout the year that they were able to address. The AES management team focused on determining what timeline and funding adjustments would be needed in light of the pandemic impacts and worked on implementing the Phase II agreements with agreement holders.

Table 4.1 below shows all the main activities and key outputs produced in 2020-2021

Table 4.1: Overview of Pilot Activities, Outputs, Progress, and Areas of Emphasis (2020-21)

Activity Area	Main Activities Undertaken	Key Outputs Produced	Planned Progress Achievement	Level of Effort Required and Outlook for Subsequent Year
Planning	<ul style="list-style-type: none"> For many communities, detailed planning was put on hold for the year as other community priorities were addressed in light of the COVID-19 pandemic. A few communities had ongoing contingency planning for data collection activities and training. 	<ul style="list-style-type: none"> <i>Limited due to unpredictability of COVID restrictions and community priorities</i> 	Largely on hold	<p>2020-21: Lower effort 2021-22: Anticipate that planning at the community level will increase as pandemic restrictions ease. Planning for Phase II implementation will be underway.</p>
Funding	<ul style="list-style-type: none"> All ISET Program Agreement Holders have signed multi-year funding agreements for Phase II with AES Inc. 	<ul style="list-style-type: none"> Multi-year Sub-agreements 	On-track	<p>2020-21: Medium Effort Level 2021-22: All multi-year agreements are in place so emphasis will shift to monitoring and implementing the agreements</p>

<p>Development</p>	<ul style="list-style-type: none"> • Developing and refreshing training materials and tools • Restructuring training into more modular delivery • Development of online training webinars and topic-driven sessions • New training developed and implemented with communities for coding and data cleaning techniques • Training on Phase II survey questionnaire implementation • Training and implementation of monitoring tools and processes • Training on reporting tools available in the ILMII system • On-demand support provided via 1-800 line, online meeting platforms, or email correspondence 	<ul style="list-style-type: none"> • Revised survey administration tools • Monitoring templates • Training materials • Training sessions • Webinars • Support lines 	<p>On-track</p>	<p>2020-2021: High Effort Level 2021-2022: Considerable effort will be made in the development, support and training area during the year. This will enable more in-depth detailed analysis (e.g., occupational, industry sector) in 2021-22 of collected data. There will also be a more in-depth revision of the survey instrument to better align with how data is being used by communities.</p>
<p>Collection</p>	<ul style="list-style-type: none"> • <i>ILMI Data Collection:</i> Heavily impacted by COVID-19 pandemic. Many communities switched to online data collection where feasible, but many offices were impacted by the pandemic and communities needed to address different priorities. 	<ul style="list-style-type: none"> • Interviews • Data • Files • Completed surveys (3,500 surveys completed in 2020-21) 	<p>Considerable variability across communities</p>	<p>2020-2021: Lower Effort Level 2021-2022: Anticipate that 2021-22 will be a more productive data collection year as pandemic restrictions ease, community teams gear up with staffing positions, and apply the training and support received during the pandemic.</p>



<p>Analysis</p>	<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 lessons learned and promising practices 	<ul style="list-style-type: none"> • Tables and summaries • Findings • Lessons learned and promising practices • Recommendations 	<p>On-track</p>	<p>2020-2021: Very High Effort Level 2021-2022: These activities have continued to increase substantially as data collection continues, and various communities understand how their data can address key questions and support decision-making in their communities. While some of the analyses have become more automated by common programming queries into the ILMI system, a continued and increasing high level of effort required in this activity area is expected. Another round of survey questionnaire revisions is planned to better align the instrument with communities' expressed needs, now that AES has a much better sense of how communities are using the data and questions to be answered with the analyses,</p>
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<p>Reporting</p>	<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 has continued to ramp 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 • Quarterly reports • Survey completion reports (weekly) • Various presentation decks 	<p>On-track</p>	<p>2020-2021: Very High Effort Level 2021-2022: Efforts in this activity are expected to increase substantially to support further data analysis and consultations/support with data usage. The LMI data sample is more representative of the population and allows more detailed reporting..</p>
<p>Linking</p>	<p>These activities commenced last fiscal year and have continued to ramp up as data collection and analyses have increased.</p> <p><i>Community job banks</i> - Efforts focused on establishing linkages with ESDC's National Job Bank. Job opportunities were further linked to the ILMI data to match individuals with potential jobs and employers.</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 local job opportunities 	<p>On-track</p>	<p>2020-2021: Medium Effort Level 2021-2022: Expected to increase substantially as requests for reporting are undertaken and consultations/support with data usage are on the rise. The linking process is contingent on analysis and reporting tasks, which, in turn are dependent on data collection.</p>

4.3 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 labour force information. As such, the AES Project Team has made ongoing efforts to observe, collect, and compile information on challenges and promising practices. This information has been collected over the past three years through ongoing discussions with agreement holders and community staff involved with implementing the Pilot, Pilot Working Group meetings and quarterly reports from agreement holders.

This Annual Report builds on the information presented in the previous Annual Reports (2018-2019; 2019-2020) so that there is an ongoing record of 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 4.2 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 4.2: Overview of Pilot Success, Achievement and Promising Practices (2020-21, 2019-20* and 2018-19*)

* Previously reported areas of success, achievement and promising practices identified in 2018-19 and 2019-2020 are included in the table below in shaded cells.

Examples of Success, Achievements and Promising Practices		Implications for Planning and Adjustments
ACTIVITY AREA: PLANNING		
<p>2020-2021 – Increasing flexibility in planning</p> <p>The COVID-19 pandemic strongly demonstrated the need for increased flexibility and contingency driven planning. While there was a small number of communities who were able to make considerable gains in data collection and implementation, the majority were required to postpone their plans for participation in the Pilot during this period. Those who were able to participate more fully tended to have flexible planning methods and were able to adapt quickly to changing contexts and requirements.</p>	<p>There will likely be a need to provide planning support to communities as they return to participate in the Phase II data collection component of the Pilot. Assistance on how to adopt plans to include further online data collection and/or to adjust methods where online administration is not possible.</p>	<p>These status reports will be available within the ILMI system for the upcoming year so communities and ISET Program Agreement Holders can generate their reports as required.</p>
<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>These status reports will be available within the ILMI system for the upcoming year so communities and ISET Program Agreement Holders can generate their reports as required.</p>	<p>AES Inc. will continue to work with the few communities with challenges in planning/ implementation with no identified project lead or manager. Where possible, this involves assisting and possibly supporting potential project leads hired within the community. The pandemic context will require this to be completed remotely using online tools for communication and assistance.</p>
<p>2019-2020 – Identification of project lead at community level</p> <p>Those communities and ISET Program Agreement Holders that have had high success levels in planning and implementing the Pilot have generally identified a project lead/manager very early in the process. The project lead usually has an in-depth understanding of the community and is actively able to recruit and manage the survey team using operations management techniques (e.g., scheduling, monitoring, task assignment, etc.).</p>	<p>These status reports will be available within the ILMI system for the upcoming year so communities and ISET Program Agreement Holders can generate their reports as required.</p>	<p>AES Inc. will continue to work with the few communities with challenges in planning/ implementation with no identified project lead or manager. Where possible, this involves assisting and possibly supporting potential project leads hired within the community. The pandemic context will require this to be completed remotely using online tools for communication and assistance.</p>



Examples of Success, Achievements and Promising Practices	Implications for Planning and Adjustments
<p>ACTIVITY AREA: PLANNING</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>
<p>2018-19 - Coordinate with other survey-based projects in the community</p> <p>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. 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>In the 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>



Examples of Success, Achievements and Promising Practices	Implications for Planning and Adjustments
<p>ACTIVITY AREA: PLANNING</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 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>2018-19 - Early and ongoing engagement with leadership 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>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 options for them to consider with Phase II of implementation.</p>
	<p>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 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>



Examples of Success, Achievements and Promising Practices	Implications for planning and adjustments
ACTIVITY AREA: FUNDING	
<p>2020-2021 – Increased flexibility in timing of funding The COVID-19 pandemic has impacted the planning and timelines for communities regarding data collection. Given that funding in Phase II sub-agreements was adjusted to structure payments according to completed surveys (payment per survey approach), data collection challenges have significantly impacted the timing of payments. The Pilot extension to March 2023 will enable communities to get back on track with data collection.</p>	<p>With the loss of time in 2020-21, the extension period will need to be monitored closely to determine the extent to which communities are able to pick up quickly where they had to leave off in March 2020.</p>
<p>2019-2020 – Funding survey frame development An identified methodological challenge in Phase I 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>
<p>2019-2020 – Payment on completions 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 appropriate for the resources required by communities for implementing the Pilot.</p>
<p>2018-19 - Flexibility in budgeting Most of the communities have required increased flexibility in the amounts and allocation of funding to accommodate the delays encountered by some with data collection, the availability of different versions of survey tools, seasonality considerations for their communities, and the 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>



Examples of Success, Achievements and Promising Practices	Implications for planning and adjustments
<p>ACTIVITY AREA: DEVELOPMENT</p> <p>2020-2021 – Need to better align data collected with communities’ priority areas and key questions</p> <p>As the usage of data by communities and ISET Program Agreement Holders has increased over the past year, there are clear indications that there is a need to realign the survey instrument more directly with the key questions and priority areas highlighted by communities in the analysis and reporting requests. Some of the collected data appears to be of less used (while taking significant efforts to collect) while other areas present gaps in the data’s capacity to address community needs. Throughout 2020-2021, the various AES and ESDC teams collected important feedback on where the survey instrument could be adjusted to better align with community needs.</p>	<p>As a Pilot, it is important to continuously work to adjust and improve aspects in a structured, documented manner in order to systematically test areas from which lessons learned and promising practices can be derived. As the Pilot matures, there is an opportunity to integrate the observations and learnings from the analysis and reporting. The survey instrument revisions will require the methods development team, systems team, analysis/reporting teams, and training-support team to collaborate to implement the proposed changes and to review and validate areas of change with ISET Program Agreement Holders in 2021-22. The implementation of changes is anticipated for early 2022-23, which should result in an improved survey instrument.</p>
<p>2020-2021 – Importance of data coding and data cleaning training</p> <p>The emphasis in 2020-2021 training shifted to data quality through increased training and support in data coding and cleaning. Prior to this, much of the training emphasis had been on data collection, survey administration, and progress monitoring. Many communities have worked at understanding and applying coding techniques using standardized categorization systems (e.g., NOC, NAICS’ CIPS) to their communities’ data.</p>	<p>This increased emphasis of data quality, coding, and cleaning should strengthen the quality of the analyses that can be performed including more detailed responses to communities’ queries and requests for data.</p>
<p>2019-2020 – Targeted, responsive training</p> <p>The training in Phase I was a relatively standard, one- or two-day in-person training that had been developed with the early Pilot communities. As the Pilot has evolved, the training for communities has become more modular, targeted, and responsive. The AES professional trainers have responded to communities’ feedback to develop stand-alone training materials that they can 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>



<p>2019-2020 – Revised Phase II Survey Questionnaire</p> <p>During this year, the questionnaire evolved to meet needs 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 to improve comparability, and to include a bank of questions on disabilities.</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>The Phase II questionnaire 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>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>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 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 challenging for many programs, communities and decision-makers.</p>



<p>2018-19 - ESDC and AES team members as transporters of ideas and promising practices</p> <p>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 “clearing house” for good ideas and promising practices. 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).</p>
<p>2018-19 - Train the trainer approach</p> <p>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>



Examples of Success, Achievements and Promising Practices

ACTIVITY AREA: DATA COLLECTION

Implications for planning and adjustments

<p>2020 2021 – Online data collection While there has been the option of on-line survey administration from the early stages of the Pilot, the context of the COVID-19 pandemic pushed this method to the forefront for most communities. As communities adjusted to greater use of the online data collection, feedback was received on some efficiencies that were gained, along with some challenges regarding data quality and some segments of the population that have digital literacy challenges or lack internet connectivity. The AES team was able to make adjustments and improvements to the online administration process such as pre-filling information for those updating their information, cleaner layout, more user-friendly design, and systems for sending out e-mail invitations along with reminder notifications.</p>	<p>We anticipate that the online administration of surveys will continue to be the primary method for most participating communities. As a result, AES will continue to monitor and integrate feedback on possible areas for improvement, various options for ease of tracking and monitoring, and ensuring that the survey can be accessed from a multitude of platforms, devices and locations – especially those that have limited internet access</p>
<p>2019-2020 – Focusing team members on key population segments There have been few examples of successful data collection being partly attributable to the allocation of surveyors/interviewers with a 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 other demographic characteristics (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, while still ensuring appropriate coverage of the entire population</p>
<p>2019-2020 – Surveyors/Interviewers as project ambassadors 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>



Examples of Success, Achievements and Promising Practices

Implications for planning and adjustments

ACTIVITY AREA: DATA COLLECTION

2018-19 - Use of incentives

Many communities found that the use of an incentive was a useful practice. Incentives varied considerably in amount and type of incentive. Common were cash payments or a selection of gift cards for local restaurants or stores. Other incentives were the provision of a meal at a gathering (snack, lunch, dinner), draws, and specific events (info fairs, workshops) hosted by the survey team to entice people to a location where they would be asked to complete a survey.

To further develop considerations with incentives, AES Inc. will be collecting from each community the type of incentive used, how this compared to other incentives offered, 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, what the common practices among different types of incentives are among non-Indigenous surveys, and whether such incentives would apply to Indigenous groups.

2018-19 - Multiple methods of survey administration

The original intention 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.

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 to improve the “look” and ease of administration will be taken into account.

2018-19 - Specialized, roving data collection teams

A particularly effective approach that one ISET Program Agreement Holder has implemented is to invest in a two-person data collection team whom are very knowledgeable about the survey, interviewing, and are comfortable within a variety of settings. These two students have been travelling to the various communities that have had significant challenges with data collection and are working on-site for approximately a week at a time with the local contacts to put a blitz on for data collection. They coordinate with the local contact prior to their arrival to promote the survey and then link in with community events, businesses and organizations. The ISET Program Agreement Holder noted that the team is having considerable success with completions in part because they are directly connected to the network of communities but are not necessarily identified as living within a specific community from which they are trying to collect data.

The AES team will include this approach and structure in the “typology” of team structures that communities may want to consider taking into account and that roving teams may need to be more “virtual” during the current pandemic context.



Examples of Success, Achievements and Promising Practices	Implications for planning and adjustments
<p>ACTIVITY AREA: DATA COLLECTION</p> <p>2018-19 - Use existing community “hubs” Data collection has been quite successful in some communities when they focus on multiple community “hubs” and solicit their assistance in data collection (e.g., 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>2018-19 - Access community events and gatherings Some communities have had considerable success focusing data collection efforts at well-attended community events and gatherings. These could include pow-wows, holiday fairs, job fairs, meetings, etc.</p> <p>2018-19 - Flexible timing for data collection In the original planning for the Pilot, it was anticipated that the data collection would take place during the same or similar time periods for each of the communities. Given the different levels of community capacity, 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 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>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>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. The other perspective will be from an analytic view of how the data can be analysed using an approach that can account for season and collection duration.</p>



Examples of Success, Achievements and Promising Practices		Implications for planning and adjustments	
ACTIVITY AREA: ANALYSIS			
<p>2020-2021 –High demand for analysis work Although anticipated in part, the actual demand from communities for analysis (and reporting) of their data is higher than anticipated and we now expect this area to grow again as data collection once again ramps up. This is an excellent indicator of the relevance of the data and the gaps it is filling for communities. As communities and ISET Program Agreement Holders begin to see the usefulness of the data and are exposed to potential tables and data points from the survey, there is an increased demand for assistance and support for the analysis. While some communities are able to use the raw data files and conduct their own analyses, most are relying on the AES services in this area.</p>	<p>The demand will continue to increase for these analytic services and support as the Pilot data collected increases, and quality improves through coding and cleaning efforts, resulting in the possibility of more detailed analyses. Work is continuing to develop some standard queries and analytic tools/reports within the ILMI system to address some of this demand.</p>	<p>2019-2020 – Responsive data analysis 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 The initial analyses on Phase I 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>	<p>2018-19 - Building on existing expertise in conducting analyses 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 designed fall planning sessions. 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>



Examples of Success, Achievements and Promising Practices	Implications for planning and adjustments
<p>ACTIVITY AREA: REPORTING</p> <p>2020-2021 –High demand for various types of reporting Linked to the high demand for analysis is the high demand from communities and ISET Program Agreement Holders for increased reporting of various types. These can range from simple queries to quite advanced, detailed profiles. As well, there is the ongoing need to support communities with knowledge translation or knowledge mobilization tools such as infographics or presentation decks.</p> <p>2019-2020 – Exploring implications and considerations derived from quantitative results Early indications from reporting efforts are beneficial to present findings in a way that piques the interest from leaders. 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>2018-19 - Tailored, iterative reporting AES Inc. is anticipating that considerable customization of reports (and analysis) will be needed to make sure that the survey data is being used. 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>We anticipate that, like the demand for analysis work, the demand for reporting and knowledge mobilization products will continue to increase as data collection and data quality increases.</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. We will continue with this process of exploring implications and considerations as a key component of reporting.</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 and best practices in reporting will be used to suggest various types of reports that could be useful for different audiences and stakeholders.</p>

Examples of Success, Achievements and Promising Practices	Implications for planning and adjustments
<p>ACTIVITY AREA: LINKING</p> <p>2019-20 – Using results as evidence and to support initiatives 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>



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>



4.4 Lessons Learned, Challenges and Collaborative Risk Mitigation

In many ways, the entire fiscal year of 2020-2021 has been a “lessons learned” for the Pilot implementation. Lessons have been related either directly or indirectly to working through the COVID-19 pandemic. The main challenges have been outlined in Section 3 and are still ongoing given the difficulties at this point in predicting the scope and direction of the pandemic as it enters the second year. We anticipate that our next Annual Report for 2021-2022 will provide a more in-depth, detailed analysis of specific lessons learned and will identify areas where collaborative risk-management contributed to continued progress for the Pilot and key areas of adaptation leading to improvements.

5. Summary of Preliminary Analyses (Pilot Level)

5.1 Respondent Profile

The analysis below is based on a data extract that includes surveys completed between January 2018 and July 2021. In total, there were 14,681 unique individuals who completed surveys, and 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 of respondents is provided for each variable given that the total number of respondents will vary due to non-response or skip logic.

Table 5.1: Sample Profile

Age (n=14,568)	Percent
Under 20	12.2%
20 to 29	24.0%
30 to 44	27.9%
45 to 54	16.6%
55 to 64	12.4%
65 plus	7.0%
Total	100.0%
Gender (n=14,550)	Percent
Male	46.0%
Female	54.0%
Total	100.0%
Highest Education Attained (n=13,838)	Percent
Grade 10 or less	28.0%
Grade 11-12 (Sec IV-V)	24.0%
Secondary School / High School Diploma or GED	17.4%
At least some PSE	30.5%
Total	100.0%

5.2 Labour Force Status Classification

Table 5.2 provides information related to labour force activity on-reserve. Where possible, the labour force classification followed Statistics Canada's standard classification for their labour force survey data.

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 (3.9%) were coded as "not employed, status not determined."



Table 5.2: Labour Force Classification and Employment

Labour Force Classification (n=14,681)	Percent
Employed	44.0%
Unemployed	14.5%
Not employed, status not determined	3.9%
Other labour market status	39.3%
Total	100.0%

Labour Force Classification by Gender

Females had a higher percentage employed (45.6%) than males (41.9%). They were also less likely to be unemployed (11.5% versus 19.3%).

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, 11.1% attended a school, college or university in the prior week; and
- 85.0% of those attending school were enrolled as full-time students.

Table 5.3: School Attendance and Training

Attended School (n=14,128)	Percent
Yes	11.1%
No	88.9%
Total	100.0%
Attended School Including Full-Time/ Part-Time (n=1,536)	Percent
Full-time attendance	85.0%
Part-time attendance	15.0%
Total	100.0%

Participation in Training

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, 9.9% of the survey respondents had participated in training to learn traditional skills and 5.5% participated in other training or skills upgrading; and
- When traditional skills learning and other types of training or skills upgrading is combined with school attendance, 20.8% 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 (n=13,945)	Percent
Yes	9.9%
No	90.1%
Total	100.0%
Participated in Other Training or Skills Upgrading (n=13,917)	Percent
Yes	5.5%
No	94.5%
Total	100.0%
Attending School, Training to Learn Traditional Skills or Other Training/ Skills Upgrading (n=14,156)	Percent
Yes	20.8%
No	79.2%
Total	100.0%

Certificates and Licenses

Table 5.5 shows that, in addition to their highest educational attainment, 60.8% of the survey respondents had licenses or certificates they felt should be highlighted in their skills inventory. Approximately 1 in 10 also stated they had other training or courses to highlight.

Table 5.5: Licenses and Certificates

Have Licenses or Certificates to Highlight (n=13,241)	Percent
Yes	60.8%
No	39.2%
Total	100.0%
Have Other Training or Courses to Highlight (n=12,597)	Percent
Yes	10.5%
No	89.5%
Total	100.0%

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

Table 5.6 shows that 22.6% of the survey respondents plan to attend an educational institution in the next 12 months, while an additional 25.2% indicated they did not know/were not sure if they would be attending. A large percentage of the survey respondents, 34.2%, stated they were interested in taking other training or certification. Combined, 43.4% 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 (n=13,869)	Percent
Yes	22.6%
Don't know/Not sure	25.2%
No	52.2%
Total	100.0%
Interested in Taking Other Training or Certification (n=13,854)	Percent
Yes	34.2%
Don't know/Not sure	26.7%
No	39.1%
Total	100.0%
Plan to Attend School or Interested in Training or Certification (13,936)	Percent
Yes	43.4%
No/Don't Know/Not sure	56.6%
Total	100.0%

5.5 Interest in Being Notified of Job Opportunities

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, 51.3% said “Yes”, another 16.2% said “Maybe”, and, 32.4% stated they had “No” interest in being notified. 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 (n=12,371)	Percent
Yes	51.3%
Maybe	16.2%
No	32.4%
Total	100.0%

5.6 Identified Challenges Getting Jobs or Participating in Training

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 – 25.0%;
- Not enough of the right type of education – 23.9%;
- Not enough work experience – 23.5%; and
- Getting to and from work – 19.7%.



The majority of community members surveyed reported one or more challenges or barriers trying to get a job or participating in training (58.7%), while over one-third (38.4%) reported facing multiple challenges and barriers.

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

Challenge or Barrier (n=14,681)	Percent
Living in a community that is far away from most jobs	25.0%
Not enough or the right type of education	23.9%
Not enough work experience	23.5%
Getting to and from work	19.7%
Don't have the skills that employers are looking for	19.4%
Looking after people who are dependent (e.g., children, parents)	17.5%
Challenges finding money needed to apply for jobs and go to interviews; clothing, transportation	16.4%
Challenges with physical, emotional or mental health	12.0%
Challenges getting and keeping a job	9.7%
Challenges with speaking language at work	9.8%
Other	8.1%
Number of Challenges	Percent
No challenges	41.3%
1 challenge	20.3%
2 to 5 challenges	24.4%
6 to 10 challenges	7.8%
More than 10 challenges	6.2%
Total	100.0%

6. Main Areas of Emphasis for 2021-2022

Given the challenges encountered with implementing the Pilot in 2020-2021, many of the areas of emphasis outlined in our previous Annual Report (2019-2020) are still relevant and ongoing.

6.1 Continued Adaptation of the Pilot to Address COVID-19 Impacts

COVID-19 halted data collection in all communities in mid-March 2020 and had ongoing significant impacts for the remainder of the year. The pandemic is expected to continue through the next few years, so ongoing adaptations are needed. In continuing to support the necessary adaptations, AES Inc. will further revise the questionnaire and add design features to the current currently platform to facilitate more web-based, email, and telephone data collection activity, and more remote data monitoring functionality. As well, training and support will continue to be offered to communities using virtual meeting platforms and tools.

As noted in the previous annual report, considerable focus in 2021-22 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 II for the ILMI system is to continue to meet the data collection needs of the ISET Program Agreement Holders – particularly in light of COVID-19 requirements. Many of the planned features of the ILMI system described below are currently under development, with a staged implementation occurring throughout 2021-22.

Additional Data Quality Tools: In 2019-20 and 2020-21, a large number of tools were integrated into the system to assist with enhancing data quality. These continue to be developed and will need updated with questionnaire revisions planned for 2021-22. 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 years 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– including the ability to query by keyword, NOC, Industry, training, etc. to find individuals with specific training and experiences. Given that considerable work was conducted this year to implement coding, we anticipate that this function will be in greater demand.

Resume Builder: The skills inventory section of of the survey provides very detailed information on the education, work experiences, and skills of the survey participants that the ILMI system can use to generate a customized resume. This component is currently being developed and will be completed within Phase II of the project.

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 is making 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.

Continued Development of 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 Revision of Survey Instrument to Align with Community Needs and Priorities

The original version of the survey instrument was co-developed within the first stages of the Pilot; three years later, much more has been learned as to specific areas of interest in LMI, timeframes for data collection, and community needs and priorities. The analysis and reporting team, along with the support and engagement team, now have a much better sense of how communities are using the data collected, their key questions, and gaps that they are trying to fill with the ILMI data. There is an opportunity to build on this increased understanding to better align the survey instrument with community needs and priorities. For example, in 2020-21, the Pilot benefitted from some initial revisions to the survey instrument to include aspects such as more detailed information on licenses and certifications, a section on COVID-19 pandemic impacts, and improvements to items collecting information on challenges and barriers to employment and training.

A more comprehensive survey instrument revision process will be undertaken in 2021-22 with full implementation scheduled for early 2022-23 in order to be fully tested and provide lessons learned collected within the current scope of the Pilot.

6.4 Continued Work on Developing Community-Level Survey Frames

As noted in previous Annual Reports, there have been 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 population counts. 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 and continued in part in 2020-2021, AES Inc. will continue to 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 is now provided to collect basic information on all community members aged

15 and over living on reserve. Information required will include name, gender, year of birth, and contact information. This ongoing process will require continued support from AES for the upcoming year for some communities.

6.5 Continued Development of Analysis and Reporting Expertise

The preliminary analysis of LMI data continued throughout 2019-2020 and intensified in 2020-2021. These efforts are expected to continue to increase throughout the upcoming two years as more data is collected in Phase II. To date, AES Inc. has focused overall reports on the labour force survey portion of the questionnaire, and 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 analyses will be most useful for different communities. Some of this will be general profile development (similar to Section 5), while other analyses will be needed to address specific questions of communities and ISET Program Agreement Holders. We are also continuing to customize our work directly with communities who may or may not have the current capacity to conduct their own analyses. For those who are unable to conduct their own analyses, the AES analytical team is committed to working with them to produce the necessary analyses of their data.

6.6 Enhancing Data/Results Usage

One of the key anticipated outcomes for the Pilot is to contribute to developing the expertise of First Nations communities in the area of economic development planning and service delivery; communities should develop and maintain the capacity to integrate LMI and Skills Inventories into their ongoing planning and service delivery. 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 greatly improve the results that they are attempting to obtain for their communities. In 2019-2020, AES Inc. started workshops in a few communities to collect approaches, considerations and ideas on how this can be best achieved within very diverse communities. ; however AES Inc. will continue to build on these initial workshops in 2021-2022 and throughout 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.