



Advancing Indigenous Inclusion

Insights from the
ADaPT SCALE
Program

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ADaPT Advanced Digital and
Professional Training

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Based in TMU's Ted Rogers School of Management, the Diversity Institute (DI) has a research staff of over 50 in 10 regional hubs across Canada, and works with more than 200 partners and a global network of experts. The Diversity Institute leads research on skills and employment trends, technology adoption, inclusive ecosystems (with a focus on small and medium-sized enterprises (SMEs) and entrepreneurship), as well as related innovation pilot design and evaluation. Our action oriented, evidence-based approach is advancing knowledge of the complex barriers faced by Indigenous people and equity-deserving groups, informing policies and practices to effect change, and producing concrete results.

DI is the academic research lead for the Future Skills Centre (FSC). DI leads research on responsible AI adoption in Canada and internationally to inform policies, strategies, and programs. As part of its commitment to advancing inclusive innovation and entrepreneurship, DI founded the Women Entrepreneurship Knowledge Hub (WEKH) and the Inclusive Innovation and Entrepreneurship Network (IIE-Net) and offers a range of training programs and advisory services.



The Future Skills Centre is powered by a Canada-wide network of 5,000+ partners committed to solving Canada's most pressing labour market challenges. More than just a funder, we are an active partner in every project we support. We ask more of our partners — prioritizing collaboration, shared learning and openness — to foster long-term relationships and enable the ambitious approaches needed to drive real change.

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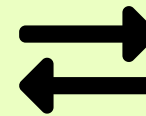
Introduction

Advanced Digital and Professional Training (ADaPT), developed by the Diversity Institute (DI) in 2014, is an employer-centred and work-integrated learning program that aims to address employment gaps by equipping participants with in-demand digital and professional skills and providing access to paid work experience.¹

The ADaPT model continues to evolve to support diverse communities across Canada, including Black youth, newcomers, Indigenous Peoples, and individuals in equity-deserving communities. As part of this ongoing expansion, DI is sharing its ADaPT model with TECHNATION and Red River College Polytechnic to deliver ADaPT SCALE in Manitoba, with a focus on Indigenous Peoples, Indigenous youth, and those living in rural, remote, and northern communities.

Reconciliation in Canada requires that institutions move beyond symbolic recognition toward meaningful structural inclusion of Indigenous Peoples in education, employment, and economic development. For workforce initiatives, such as ADaPT, considering Indigenous communities is essential because systemic labour market inequities are directly tied to the historical and ongoing impacts of colonial policies identified by the Truth and Reconciliation Commission of Canada.² The Truth and Reconciliation Commission of Canada's Calls to Action, particularly those addressing education and economic participation, emphasize the need to remove systemic barriers and create equitable access to opportunity.³

These commitments are reinforced by the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP),⁴ which affirms Indigenous Peoples' rights to self-determination, participation in decision-making, and non-discriminatory access to economic life, and by Canada's United Nations Declaration on the Rights of Indigenous Peoples Act,⁵ which mandates federal alignment with these principles.



*DI is sharing its ADaPT model with **TECHNATION and Red River College Polytechnic in Manitoba** to deliver ADaPT SCALE with a **focus on Indigenous Peoples, Indigenous youth, and those living in rural, remote, and northern communities.***

This alignment also requires operating within a Free, Prior, and Informed Consent (FPIC) framework, which was established under UNDRIP as a rights-based standard rather than a community engagement courtesy. By committing to FPIC as a program-level obligation, our workforce initiatives ensure downstream practices are grounded in rights fulfilment rather than good intentions.⁶ As an applied research centre within Toronto Metropolitan University, DI is committed to embedding the Truth and Reconciliation Commission of Canada's Calls to Action and UNDRIP principles into work-integrated learning programs, such as ADaPT, which demonstrates how post-secondary institutions can operationalize reconciliation through inclusive workforce development, equitable training pathways, and accountability-driven institutional reform.

Indigenous communities across Canada have long been leaders in building, adapting, and sustaining pathways to education, employment, and community prosperity that reflect their distinct histories, cultures, knowledge systems, and priorities. Grounded in generations of innovation, resilience, and self-determination, Indigenous leaders continue to shape responses

to the evolving nature of work in ways that prioritize community well-being, empowerment, sustainability, intergenerational knowledge, and the strengths of their communities. Indigenous organizations are leading efforts, alongside partners, to advance meaningful educational and employment opportunities for Indigenous Peoples by investing in relevant skills training, supported by culturally appropriate wraparound services and community-driven approaches.

One growing area of concern is the jarring youth unemployment rate in Canada (14.2% in May 2025).⁷ Employment rates also point to significant labour market challenges for Indigenous youth. In May 2025, the employment rate was 46.1% among First Nations youth aged 15 to 24 living off reserve, 53.5% among Métis youth, and 28.1% among young Inuit living in Nunavut.⁸ These figures underscore the need for targeted skills training and work-integrated programs, such as ADaPT, which not only prepare individuals for in-demand roles but also actively connects them to employment opportunities, addressing systemic barriers and closing equity gaps in the labour market.



TECHNATION and Red River College Polytechnic, with consulting and evaluation support from DI, plan to scale DI's proven ADaPT model in Manitoba, a region where many Indigenous Peoples reside. This project allows TECHNATION, Red River College Polytechnic, and DI to understand the effectiveness of the ADaPT model to address unemployment rates in local communities, particularly among Indigenous youth, individuals from rural and northern communities,

and young people experiencing barriers to employment in Manitoba.

The purpose of this playbook is to support the scaling and delivery of DI's ADaPT program in Manitoba, with a focus on Indigenous youth, individuals from rural and northern communities, and young people experiencing barriers to employment. However, it is worth noting that scaling into new territories requires more than notification of program delivery; it requires a reciprocal partnership model in which

Indigenous communities can shape the program's trajectory.

The playbook serves as a reference document, outlining program processes, but also providing templates, sample learning materials, and tools, to help guide implementation of the program across all stages of the program cycle, from initial planning to final evaluation. Given the communities ADaPT SCALE supports, adaptations, from curriculum to implementation to close-out, must be grounded in culturally safe, trauma-informed, and community-informed practices.

A trans-systemic approach is also a guiding principle of ADaPT SCALE. This means the program does not treat Indigenous knowledges as additions to an existing Western model, but as distinct and valued knowledge systems that can shape curriculum, delivery, evaluation, and participant supports alongside other forms of expertise.

Adaptation of the ADaPT model is an ongoing process rather than a fixed adjustment. The program will evolve through continuous listening, reflection, and refinement informed

by participant feedback, community guidance, and evaluation findings. While the core components of ADaPT provide structure and consistency, meaningful adaptation will be shaped through sustained consultation with the Joint Indigenous Advisory Committee, local partners and communities, and participants' lived experience emerging through program delivery. This process will also recognize the unique realities of Indigenous communities in rural, remote, and very remote environments, where considerations such as geography, accessibility, connectivity, infrastructure, cultural context, and community capacity are essential to ensuring the model is responsive, relevant, and successful.

ADaPT SCALE is grounded in sustained engagement. Even where delivery is project-based, the approach remains relationship-centred. TECHNATION, Red River College Polytechnic, and DI are committed to working alongside partners and communities before, during, and after implementation to support long-term impact. Ongoing collaboration, shared reflection, and responsiveness are essential to ensuring that the ADaPT model remains relevant, effective, and aligned with community priorities.



Context

ADaPT is an employer-centered, work-integrated learning program that addresses persistent employment gaps by equipping participants with in-demand digital and professional skills and providing access to paid work experience.⁹

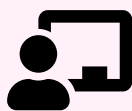


Overview

ADaPT was initially developed in 2014 to support recent humanities and social sciences graduates. Since then, DI has intentionally evolved the program into a proven, adaptable model, expanding its reach to serve diverse participant groups across varying learning and experience levels. Through continuous evaluation and evidence-informed refinement, DI has strengthened the ADaPT program into a scalable model which works to improve employment outcomes for Indigenous Peoples and equity-deserving groups who often face structural barriers to education, employment, and leadership.^{10, 11, 12}

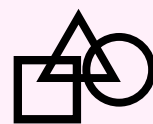
Since its inception, over 1,700 participants have been trained, 86% of participants belonged to equity-deserving groups, and 90% engaged in work placements.¹³

Between 2019 and 2024, DI led the national scaling of ADaPT through *Scale ADaPT: Defining Digital Competencies*, in partnership with TECHNATION and funded by Future Skills Centre. As part of this phase, Blueprint ADE conducted a randomized controlled trial (RCT) to rigorously assess the program's effectiveness and impact.¹⁴ Results from Blueprint ADE's 2025 Interim Update report that total RCT enrollment was 1,500 participants, exceeding the target of 800 people. Participants shared positive experiences with the program, particularly that ADaPT had a positive impact on job satisfaction, job-education matching, and promotional opportunities.¹⁵



1,700+

Participants
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86%

Belonged to equity-
deserving groups



90%

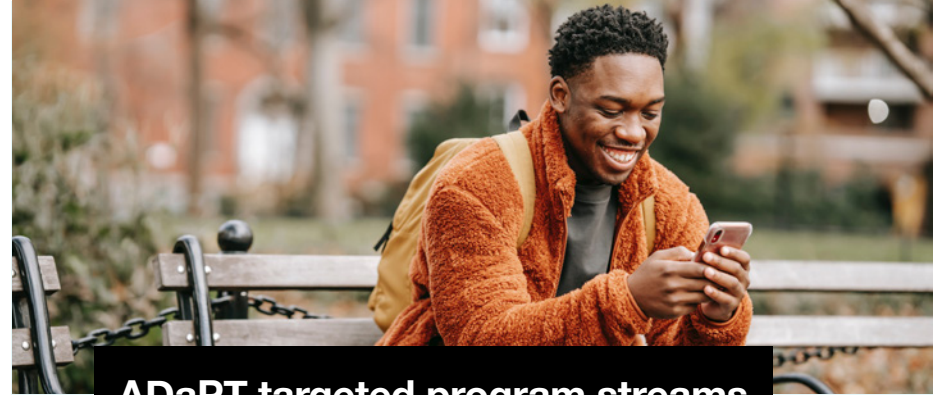
Engaged in work
placements

Building on these outcomes, ADaPT has been intentionally adapted and delivered to address systemic barriers faced by Indigenous and equity-deserving communities in various contexts. These adaptations have been implemented through targeted program streams (see sidebar).

ADaPT has used social media, such as Bluesky, Instagram, and LinkedIn as one recruitment tool and outreach channel to reach as many Indigenous Peoples and organizations to promote the program. As part of ADaPT SCALE, we recognize that social media alone may not reach all participants. We are committed to using other community-based channels, such as communications through Indigenous organizations, as well as radio, particularly in Arctic communities, where radio announcements remain a widely used method of sharing information.

As a next step, DI is sharing the ADaPT model and program framework, along with Indigenous-aligned curriculum, program supports and considerations, with TECHNATION and Red River College Polytechnic. Through ADaPT SCALE, funded by the Future Skills Centre and guided by a Joint Indigenous Advisory Committee, Red River College Polytechnic will implement the model in Manitoba. This replication aims to address unemployment in local communities, with a focus on Indigenous youth, individuals from rural and northern communities, and young people experiencing barriers to employment.

The Joint Indigenous Advisory Committee functions as a key governance and accountability structure for ADaPT SCALE. It designs/streamlines the process through which Indigenous guidance, consent, and accountability are embedded



ADaPT targeted program streams

ADaPT for Black Youth

Supports Black youth in Ontario in developing skills to secure work opportunities. As of February 2026, DI has trained 413 Black youth, and 343 have engaged in work experience, resulting in an employment rate of 83%.

ADaPT4Success

A nationwide program that combined in-demand skills training with on-the-job experience. The program exceeded its targets with 277 participants trained, 218 engaging in work experience, and 180 SMEs engaged in EDI training.

ADaPT for Newcomers

A trauma-informed and culturally sensitive program designed to meet the needs of newcomers. Recent cohorts were delivered in British Columbia, in partnership with the Immigrant Employment Council of British Columbia. Overall, all of DI's dedicated newcomer cohorts have trained 97 participants and 75 engaged in work experience.

into decision-making about program design, curriculum changes, delivery adaptations, and implementation in community contexts. Committee membership reflects a range of Indigenous perspectives, including First Nations and Métis identities, youth and student perspectives, post-secondary experience, entrepreneurship,



The Joint Indigenous Advisory Committee guides decision-making through a process grounded in respect, reciprocity, transparency, and accountability.

Committee input is documented, and the program team tracks how recommendations are reflected in adaptation and implementation.

workforce development, and community leadership. Members bring connections to Indigenous communities and Nations, including Lac Seul First Nation, Pine Creek First Nation in Manitoba, and the Métis Nation of Alberta. Recognizing that no advisory body can represent all Indigenous Peoples or communities, the program team will continue to assess representation and seek additional guidance where needed, particularly from rural, remote, and northern communities connected to the program's intended participants.

The Joint Indigenous Advisory Committee guides decision-making through a process grounded in respect, reciprocity, transparency, and accountability. Committee input is documented, and the program team tracks how recommendations are reflected in adaptation and implementation. Where recommendations are not feasible or cannot be adopted, the program team will provide a clear rationale and identify alternative steps to address underlying concerns. This process ensures that decision-making is not limited to consultation, but reflects an ongoing commitment to shared learning,

accountability, and culturally safe implementation. The Joint Indigenous Advisory Committee retains the right to audit how cultural knowledge is being operationalized within the curriculum, ensuring it remains in their control even after the program concludes.

DI will provide consulting support (e.g., coaching and guidance) and lead the evaluation of ADaPT SCALE. We recognize that many prospective applicants and participants may struggle to complete application forms or evaluation surveys, or feel intimidated by the process itself. We remain open to exploring ways to support applicants and participants as the program evolves, including alternative ways to apply to the program or share program feedback. As part of DI's commitment to Truth and Reconciliation, we will ensure the evaluation is equitable, culturally responsive, aligned with reconciliation commitments of embedding Indigenous knowledge and OCAP principles: Ownership, Control, Access, and Possession. These principles guide how data involving Indigenous Peoples and communities is collected, interpreted, stored, shared, and governed.¹⁶ The evaluation will support systemic

reconciliation in workforce development by identifying measurable outcomes that reflect the program's effectiveness and relevance for Indigenous learners in Manitoba.

Success measures for ADaPT SCALE will be developed and reviewed through a collaborative process. The evaluation framework has been developed as part of the program design and reviewed with input from the Joint Indigenous Advisory Committee to ensure that plans, data collection tools and processes, and metrics are culturally relevant, community-informed, and aligned with the goals of the Indigenous learners and communities the program is intended to support. In addition to measuring standard program outcomes, such as participation, completion, skills development, and employment-related outcomes, the evaluation measures increased engagement with Indigenous youth, including whether the program is reaching Indigenous learners in meaningful ways, supporting sustained participation, and creating pathways that reflect their goals, strengths, and community contexts.

ADaPT SCALE balances labour-market relevance with community priorities, recognizing that success is not limited to individual employment outcomes. Program decisions should also consider collective well-being, cultural continuity, and Indigenous self-determination, particularly where workforce demand and community goals may differ.

Equity, diversity, inclusion, and reconciliation (EDIR) are central to the design and delivery of ADaPT. This includes the use of inclusive, respectful, and community-informed terminology and language in communications and outreach materials, as well as EDIR-aligned practices in program delivery, measurement, and reporting. The Publicly Available Specification: The 50 – 30 Challenge¹⁷ serves as a guiding resource for inclusive language and terminology across DI initiatives and programming to ensure that programming, recruitment and related materials maintain consistent inclusive language.



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Setting the context

Research led by DI in partnership with Indigenous organizations demonstrates that persistent skills and employment gaps experienced by Indigenous learners and workers are not the result of individual capacity, but rather of systemic barriers, such as limited educational supports, broadband infrastructure, and social and economic resources.¹⁸ Other research indicates that unequal access to education and training opportunities, particularly in rural, remote, and northern communities, limits opportunities where local options, including post-secondary programs, may be unavailable.^{19, 20}

These barriers are also shaped by training and employment systems that often lack cultural relevance, flexibility, and appropriate wraparound support.²¹ Evidence also consistently shows that programs that are co-developed, community-informed, and trauma-aware are more likely to support sustained and meaningful employment outcomes.^{22, 23, 24, 25}

DI recognizes that Indigenous Peoples in the lands now known as Canada have been, and continue to be, affected by colonial and postcolonial policies

and systems. In alignment with Truth and Reconciliation, DI is committed to supporting programming that is culturally relevant, responsive, and grounded in respect for the diverse histories, experiences, and traditions of Indigenous Peoples. This commitment is reflected in approaches that prioritize cultural awareness, trauma-informed practice, and community responsiveness, with the goal of advancing empowerment, equity, and lasting change through reconciliation-focused action.

Our work is guided by the Calls to Action by the Truth and Reconciliation Commission (see next page).

DI's longstanding commitments to Truth and Reconciliation are reflected in its partnerships, research and evidence-based programs that support Indigenous Peoples and communities. This research has explored skills in a variety of contexts, including digital, entrepreneurial, and green skills, educational and labour market outcomes, and northern agriculture and climate action. This work has been conducted with various partners, including the Canadian Council for Indigenous Businesses, Indigenous Tourism Association of Canada,

Indigenous Institute's Consortium, Jelly Academy, and National Aboriginal Capital Corporations.

DI is grateful and honoured to work alongside Indigenous students, researchers, Elders, Knowledge Keepers, organizations, and communities across the lands now known as Canada, and we commit to listen, learn, and take action to address systemic barriers, uphold Indigenous rights, and advance a more inclusive and equitable world.



*DI's longstanding commitments to Truth and Reconciliation are reflected in its **partnerships, research and evidence-based programs** that support Indigenous Peoples and communities.*

Calls to Action by the Truth and Reconciliation Commission

Call to Action 7:

Calls for a joint federal strategy with Indigenous partners to eliminate educational and employment gaps between Indigenous Peoples and non-Indigenous Peoples in Canada.²⁶

DI responds to this call by designing and scaling evidence-informed employment and skills development programs, such as ADaPT, in partnership with Indigenous organizations and post-secondary institutions. These programs prioritize culturally relevant supports, paid work-integrated learning, and employer engagement to address systemic barriers and improve employment outcomes for Indigenous learners and workers.

Call to Action 62:

Calls for the development of K-12 curricula on residential schools, Treaties, and Indigenous contributions and funding to teacher training and resources to integrate Indigenous knowledge and perspectives into classrooms.²⁷

DI responds to this call by embedding Indigenous perspectives, culturally relevant content, and inclusive approaches into post-secondary and workforce development programming. DI works with Indigenous partners and advisors to ensure programming reflects Indigenous knowledge, experiences, and ways of learning, and supports capacity-building among educators and delivery partners.

Call to Action 63:

Calls on all levels of government to ensure that teacher education programs include Indigenous content, such as the history and legacy of residential schools, treaties, and Indigenous rights.²⁸

DI responds to this call by working in partnership with Indigenous partners, and the Joint Indigenous Advisory Committee, by embedding

Indigenous histories, rights, and realities into curriculum design and program delivery. DI also supports ongoing learning for staff and instructors to strengthen their understanding of Indigenous histories, Treaty relationships, and contemporary realities. Through this work, we aim to build the cultural humility, intercultural competency, and practical skills needed to ensure Indigenous knowledge and ways of knowing are reflected throughout skills training in ways that are respectful, accurate, and community-informed.

Call to Action 65:

Calls for collaboration between the federal government, post-secondary institutions, educators, and the National Centre for Truth and Reconciliation to establish a clear research program to advance understanding of Reconciliation.²⁹

DI responds to this call through applied research conducted in collaboration with Indigenous partners, post-secondary institutions, and community organizations. This research focuses on identifying effective, reconciliation-informed approaches to skills development and employment, generating evidence to inform policy, practice, and continuous learning, and supporting shared understanding of what contributes to meaningful and sustained employment outcomes.

Call to Action 92:

Calls upon businesses and post-secondary institutions to adopt UNDRIP and take action to ensure equitable access to jobs and training for Indigenous Peoples.³⁰

DI responds to this call by advancing equitable workforce participation through intentional partnerships, program design, and employer engagement. DI collaborates with Indigenous organizations and communities to conduct research, co-develop programs, and promote inclusive hiring practices.



Guiding partnerships and practices

In the context of ADaPT SCALE, DI's commitments to Truth and Reconciliation and EDIR inform how the program is designed, delivered, and evaluated. Red River College Polytechnic brings longstanding Indigenous leadership, faculty, and departmental expertise to this work, and TECHNATION contributes sector and employer insight. Together, partners engage in delivery approaches that are culturally responsive, community-informed, and aligned with these shared commitments.

As part of this collaboration, partners participate in DI-led evaluation and learning processes and contribute to continuous reflection and improvement. This shared approach supports thoughtful adaptation of the ADaPT model in response to Indigenous community contexts, while maintaining the integrity of the program framework. Through this collective effort, partners play an important role in advancing equitable employment outcomes and supporting reconciliation-focused action.



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Design, Intent & Goals

In 2025, DI and TECHNATION submitted a proposal to the Future Skills Centre to scale the ADaPT model in Manitoba. As part of this initiative, TECHNATION engaged Red River College Polytechnic as a delivery partner. The following section outlines design, intent, goals, learning questions, logic model, and scope of ADaPT SCALE, aligned with the original proposal and its intended outcomes.



Design

ADaPT SCALE is designed to extend DI's ADaPT model into a new provincial context, through structured collaboration with local partners and communities. The project supports the adaptation and delivery of curriculum materials using culturally responsive, trauma-informed, and community-informed approaches, while maintaining the integrity of the core ADaPT framework.

The ADaPT SCALE evaluation and learning plan uses outcome and process metrics to understand participation, curriculum relevancy, program adjustments made based on feedback loops to ensure the program is delivered in a culturally responsive and reconciliation-focused manner. It also examines the adaptation process to explore which adaptations were effective and which faced challenges.

The design, delivery, and evaluation of ADaPT SCALE acknowledges and is informed by the legacy of Residential Schools and the lasting intergenerational impacts this history has had on Indigenous Peoples' relationships with education and training systems. These impacts and experiences have shaped

how learners engage with education and training systems, including mistrust of institutions, anxiety in learning environments, and hesitancy to engage with formal education.^{31, 32, 33} In response, ADaPT SCALE is grounded in trauma-informed, culturally responsive, and relationship-centred approaches that prioritize safety, respect, choice, and learner agency.



Intent

The program aims to increase the number of Indigenous youth, individuals from rural and northern communities, and young people participants qualifying for employment as a direct result of this program's train-and-place model. The goal is to reduce youth unemployment at the local level while demonstrating the adaptability, scalability, and effectiveness of the ADaPT model in a new regional context. At the same time, the program aims to empower Indigenous youth, individuals from rural and northern communities, and young people to build long-term economic capacity for their home communities. For example, by learning AI and SEO, they not only become more employable, but also become digital assets for their communities.



Goals

To achieve this intent, ADaPT SCALE is guided by the following goals:

- > **To support Indigenous youth, individuals from rural and northern communities,** and young people experiencing barriers to employment by building on existing skills to strengthen digital, professional, and wage-based employment skills.
- > **To support participants' transition into the labour market** and their communities' long-term workforce capacity through a train-and-place model that combines skills training, employment opportunities, employment supports, and wraparound supports.
- > **To reduce barriers to employment for Indigenous and rural/northern communities** by delivering culturally responsive, trauma-informed, and place-based programming aligned with local labour-market needs and community priorities.
- > **To strengthen local and regional workforces** by fostering mutually beneficial connections between employers and talent from Indigenous and rural/northern communities
- > **To demonstrate and refine the effectiveness of ADaPT Scale in Manitoba** through community-informed implementation that supports sustainable scalability and replication.
- > **To uphold Indigenous communities' right to Free, Prior, and Informed Consent³⁴** throughout all stages of program design, delivery, and evaluation to ensure that community consent proceeds action. Consent is recognized as an ongoing process. Any changes to the program scope, curriculum, data use, delivery formats, requires consultations with the appropriate Indigenous partners, Rights-Holders, or the Joint Indigenous Advisory Committee before moving forward.



Learning questions

As outlined in the project agreement and proposal, ADaPT SCALE is guided by the following learning questions:

- > Have the ADaPT training materials-maintained currency with employers?
- > Are ADaPT elective training modules desirable for employers?
- > To what extent has the ADaPT SCALE project effectively recruited and engaged the target audience through a delivery partner in a region nearer the audience?
- > Did packaging the ADaPT program and providing consulting support ensure the training was effectively delivered by the delivery partner?
- > To what extent did ADaPT SCALE contribute to the improvement of skills among the audience?
- > What are the challenges or barriers to scale ADaPT program?

Logic model

The following logic model outlines how the ADaPT SCALE program inputs and activities are expected to lead to participant, workforce, and long-term outcomes (Figure 1), in line with the project objectives and outcomes.

Figure 1A

ADaPT SCALE logic model (activities)

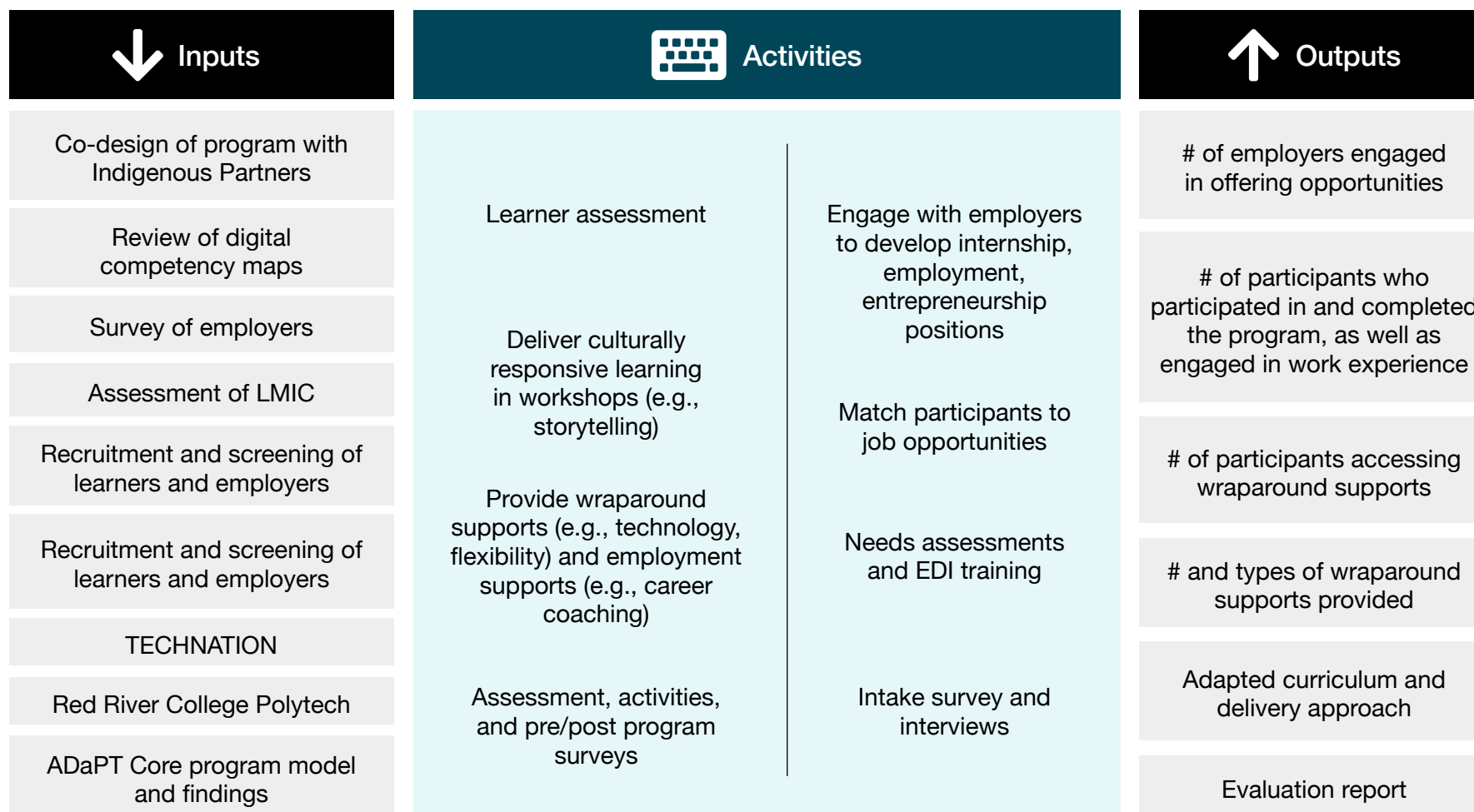
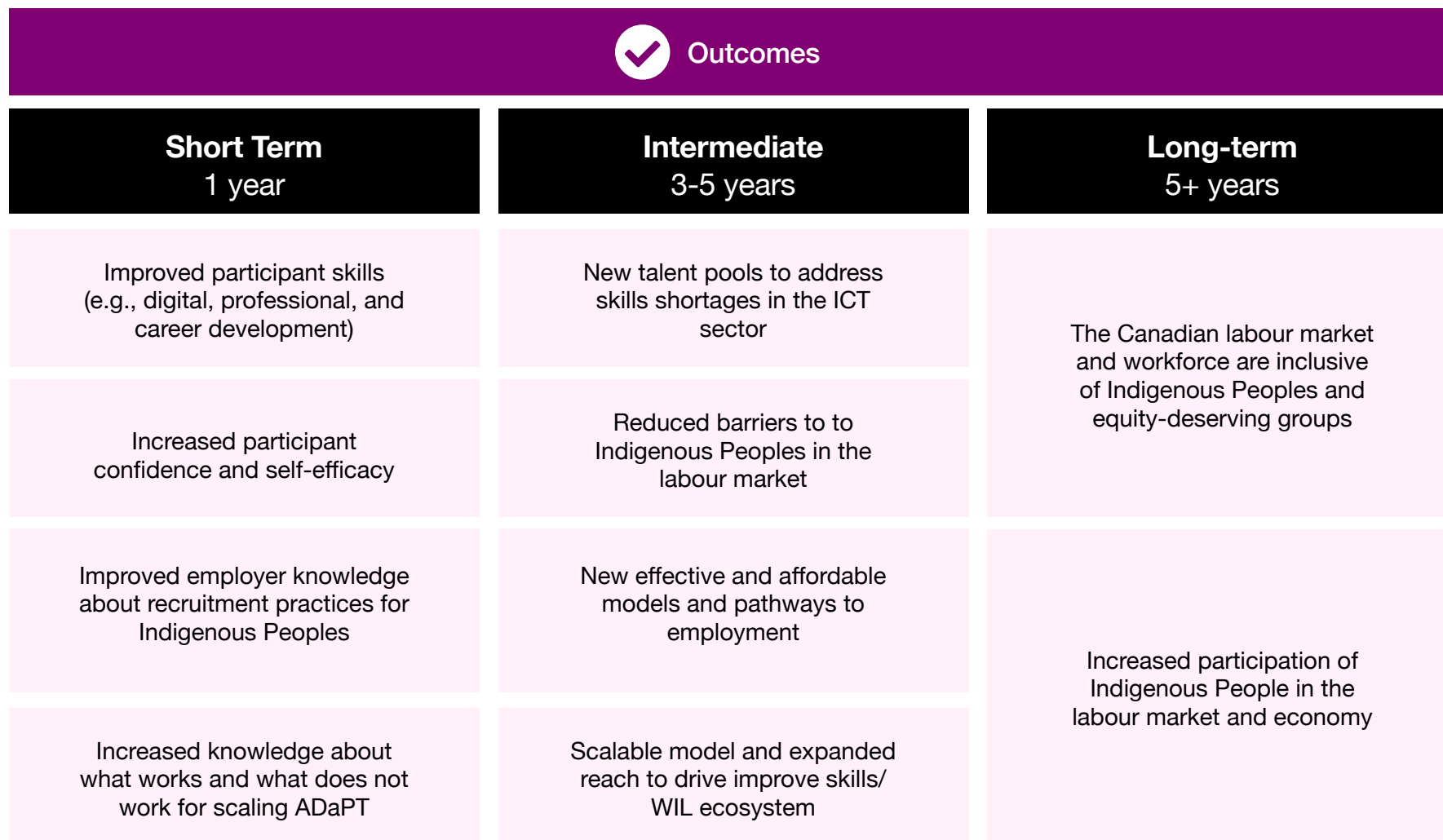


Figure 1B

ADaPT SCALE logic model (outcomes)



Note: Wraparound supports may include counselling, transportation, and laptop/computer access. Funding may also be allocated to support Indigenous Youth in accessing the Internet, such as through Qiniq data gateways or Bell prepaid cards.



Project scope

Project scope

The scope of ADaPT SCALE includes:

Delivery partner implementation

Secure one lead Partner, with no previous experience with ADaPT, to successfully deliver the program: Red River College Polytechnic.

Geographic focus

Implement the ADaPT program in Manitoba, with intentional outreach to rural, remote, and northern communities.

Participant recruitment and engagement

Engage participants representing target demographics of (a) Indigenous youth, securing a higher percentage of Indigenous participants than any previous program implementations, and (b) individuals in remote and northern communities.

Model adaptation and practice integration

Use of trauma-informed practices and Indigenous ways of knowing, learning, and teaching into program delivery and builds upon Indigenous learners lived experiences and skills.

Program delivery objectives

Deliver two cohorts, with a minimum of 60 participants completing the training and 80% of those 60 securing meaningful work placements by the end of program. Work placements should be aligned with participants' goals, skills, and values, and, where possible, connected to community priorities, local or remote work opportunities, and pathways that allow participants to contribute to their communities. These outcomes not only serve individual employability, but also supports digital and economic capacity within Indigenous, rural, and northern communities.

Evaluation and scaling

Test the model's validity in addressing localized youth unemployment rates in remote and northern geographies, and with a higher percentage of Indigenous participants than previously tested. The program supports local employment, remote work, community-based opportunities, return-to-community pathways, and broader community development, rather than unintentionally encouraging participants to leave their communities to access work elsewhere.

Curriculum Design

ADaPT SCALE is guided by the Truth and Reconciliation Commission's Calls to Action on education, skills development, and employment.³⁵



Core skills training areas

ADaPT SCALE builds off DI's ADaPT model by combining in-demand skills training in three core areas:

- > **Skills for Success:**
Foundational and professional competencies aligned with Canada's Skills for Success framework, including communication, collaboration, problem-solving, adaptability, and workplace readiness.³⁶
- > **Digital skills:**
Practical, employer-informed digital competencies, including the responsible and effective use of artificial intelligence (AI) and emerging technologies.
- > **Job search and employment pathways:**
Structured job search preparation, employer engagement, and supported work placements aligned with local labour market opportunities.

These three components are delivered as an integrated train-and-place model, ensuring that skills development is directly connected to employment outcomes.

Consistent with DI's commitments to Truth and Reconciliation and EDIR, curriculum design and delivery incorporate culturally responsive, trauma-informed, and community-guided approaches.



*Consistent with DI's commitments to Truth and Reconciliation and EDIR, the ADaPT SCALE curriculum design and delivery incorporate **culturally responsive, trauma-informed, and community-guided approaches.***



Flexible and community-responsive delivery

Recognizing that equitable access to training requires flexibility in how learning is delivered, ADaPT SCALE incorporates multiple delivery formats to reflect the diverse realities of Indigenous communities and participants in rural, remote, and northern contexts. This approach is grounded in the understanding that accessibility is not a one-size-fits-all solution, but instead a responsive process shaped by community input and lived experiences.

The ADaPT program, historically, has been offered in live (synchronous) and on-demand (asynchronous) sessions. A hybrid model, a combination of synchronous and asynchronous training, may also be used to align with participants' needs, familiarity with tools, and schedules. Research shows that flexibility in curriculum and program design supports participation by Indigenous youth, individuals from rural and northern communities, and young people experiencing barriers to employment, as well as those balancing caregiving, employment, or community responsibilities.^{37, 38}

At the same time, we recognize that asynchronous learning is not accessible or appropriate for everyone, due to barriers like geographic isolation, infrastructure gaps, socio-economic factors, and cultural mismatches,^{39, 40} and we support participants in choosing the learning pathway that best meets their needs, including opportunities for in-person training. This flexibility reduces structural and systemic barriers to participation and supports diverse ways of knowing, learning, and engaging. As a result, ADaPT SCALE will consider multiple delivery approaches, including in-person or blended delivery, community-based learning spaces, and supported online participation. This may include mobile-friendly access, recognizing that participants may wish to engage via their phones.

ADaPT SCALE participants are also supported, through one-on-one connections with the Red River College Polytechnic project team, in selecting the learning pathway that is most appropriate to their context, ensuring that flexibility does not come at the expense of connection, support, or relationship-building. This individualized guidance supports, builds, and reinforces trust, accountability, and sustained engagement through their ADaPT SCALE learning journey.

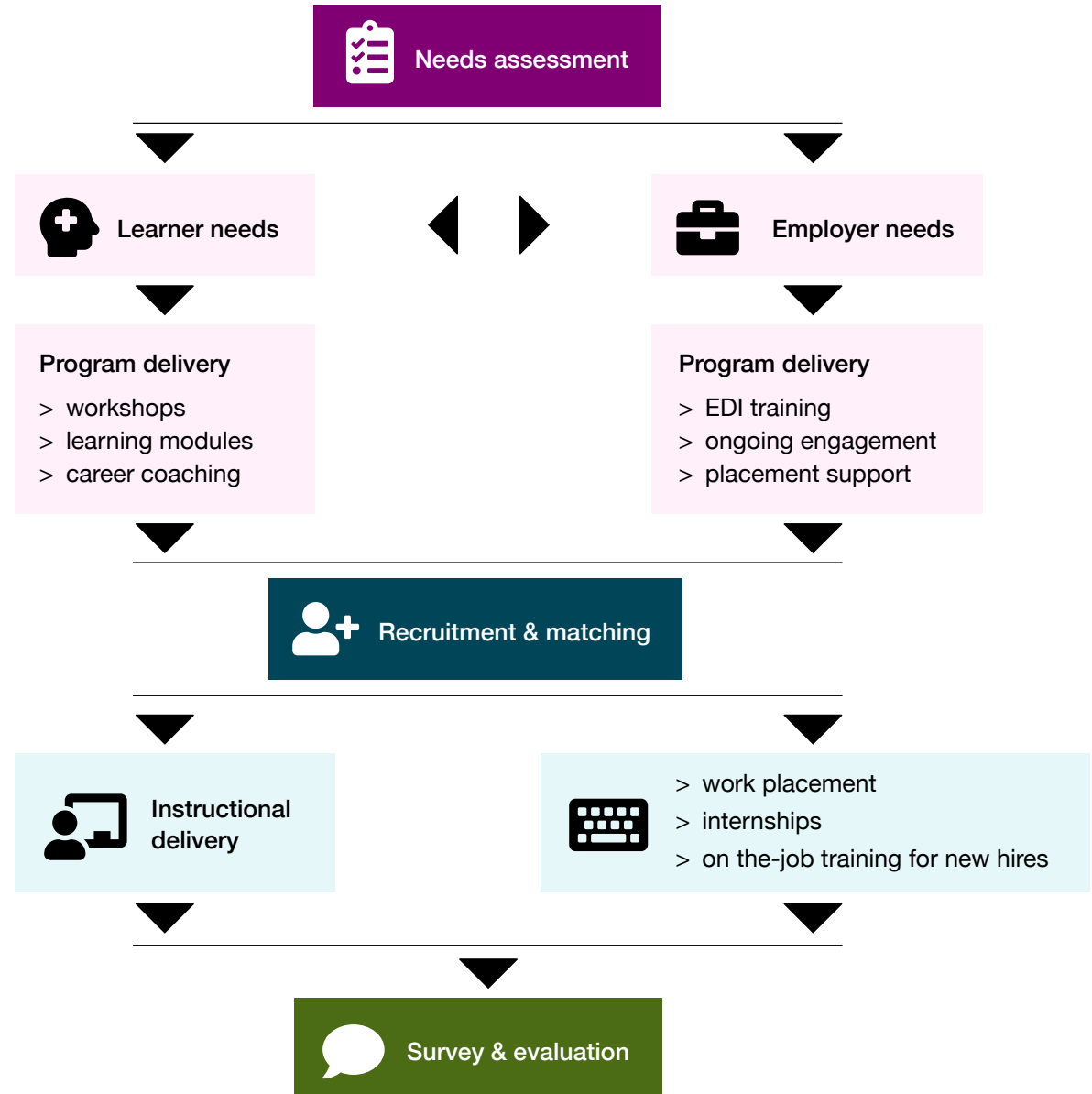
Recognizing that equitable access to training requires flexibility in how learning is delivered, ADaPT SCALE incorporates multiple delivery formats to reflect the diverse realities of Indigenous communities and participants in rural, remote, and northern contexts.



Supporting participants in selecting an appropriate learning pathway is foundational to ADaPT's relationship-centred approach, which operates in tandem with a strong employment focus (Figure 2). ADaPT addresses learner and employer needs, recognizing that bridging skills gaps requires alignment between training and labour market demand.^{41, 42, 43}

The ADaPT model is informed by employer needs to ensure that participants learn in-demand skills that support successful employment outcomes. The curriculum evolves iteratively through employer engagement and feedback. Based on employer feedback, with workshops and online modules selected to reflect the competencies most sought in entry-level talent. Ultimately, this engagement and feedback loop helps enhance participant competitiveness while fostering employer confidence in the program's participants.

Figure 2
The ADaPT work-integrated learning model





Delivery requirements

Ensuring that participants develop in-demand competencies requires not only relevant curriculum content, but also a delivery model that is flexible, accessible, and supportive.

Live (synchronous) sessions

Synchronous sessions delivered live (e.g., Virtual and/or in person), enabling real-time support and connection among participants, the program team, and coaches.

Recorded sessions and shared materials

Where appropriate, sessions are recorded and shared alongside relevant learning materials on the dedicated learning management system (lms) (more on this below) to allow participants to revisit content or catch up if they are unable to attend.

Accessible written resources

Clear, accessible written resources are made available to support self-paced learning, including workshop presentation decks, handouts, and online course material.

Proactive, individualized support

Participants receive responsive one-on-one support tailored to their needs to ensure they are comfortable and able to fully engage in the program (e.g., Additional digital literacy support, technology troubleshooting, support check-ins to clarify expectations or instructions, and support navigating practical barriers such as access to affordable devices, device repairs, and reliable Internet, particularly in rural and remote communities).

Career coaching and wraparound supports

Career coaching and culturally relevant wraparound supports (e.g., Counselling, transportation, laptop/computer access) are offered to reduce barriers to participation and employment. Depending on participant, community needs and access, supports may include access to Elders and Knowledge Keepers.

Note: In the delivery of an asynchronous cohort, the same approach is used. Participants are provided with accessible resources, assistance, career coaches, and culturally relevant wraparound supports. Sessions with career coaches do occur synchronously.



While ADaPT SCALE incorporates flexible delivery and comprehensive wraparound and employment supports, it is also important to recognize that participants may begin the program with varying levels of preparation, educational backgrounds, and digital experience. Thoughtful consideration of entry requirements and readiness is essential to ensure access and successful completion.

Not all participants enter the program with the same starting point, particularly in relation to digital literacy, familiarity with post-secondary environments, or experience with structured training programs. Previous ADaPT implementations have included entry-level requirements such as university graduation or upper-year completion, strong language proficiency, and participation in an assessment interview process.

In the Manitoba context, particularly when engaging Indigenous youth, individuals from rural and northern communities, and young people experiencing barriers to employment, curriculum, and program delivery must be intentionally paced and structured to better connect with lived experiences,

cultural contexts, and varying access to resources, allowing for equitable participation and successful learning outcomes.⁴⁴

Maintaining a foundational level of digital literacy (e.g., familiarity with Microsoft Office or Google Workspace) remains important to support participants in accessing, engaging, and completing the program. This baseline competency can continue to be assessed through the application and interview process and help the program team determine relevant wraparound supports for participants throughout the program.

Where appropriate, and depending on the applicant pool, a preparatory or “pre-ADaPT” stream may be considered to provide foundational training that strengthens readiness for ADaPT SCALE. This pathway would be designed to reduce entry barriers while preserving the integrity of the core ADaPT SCALE program. By scaffolding key digital competencies, participants are better positioned to engage more confidently in ADaPT SCALE.



Curriculum and sample resources

Consideration of participant readiness informs not only entry pathways, but also how curriculum and learning resources are structured and delivered within ADaPT SCALE.

The flexibility of the ADaPT model allows for both synchronous and asynchronous delivery. The ADaPT SCALE synchronous curriculum (see Table 1 for shortened version, with a more detailed breakdown in Appendix A) includes 24 workshop topics/sessions, about three hours in length, totalling about 66.5 hours of training time, including dedicated time for peer-led learning circles, as part of the programming. Participants completing at least 80% of required sessions (19 of 24) receive a micro credential or certificate of completion. This attendance criterion combines scheduled class times and other ways to make up for classes, including missed session reports (additional details on missed instruction to follow).

Table 1

ADaPT SCALE curriculum overview

Skills
Foundational Skills
> Career Development Strategies > Using AI to Aid Your Job Search and Resume Review > Communication Strategies and Styles for a Digital World (Parts 1 and 2)
Professional Skills
> Building your Personal Brand and Online Presence (Parts 1 and 2) > Workplace Expectations, Rights and Obligations > Introduction to Project Management > Project Management Skills and Tools > Presentation Skills > PowerPoint presentations > Business Financials and Tools
Digital Skills
> Google Workspace (and Gemini) > Microsoft Office (And Copilot) > Introduction to Social Media > SEO and Google Analytics > Canva and Other Digital Design Tools > Intro to Coding (HTML + CSS) > AI for Small Business: ChatGPT and other AI tools > Practical Uses of AI for Small Business: ChatGPT and other AI tools > Using AI to Automate Administrative Tasks > Using AI to Support Content Creation > Using AI in Sales Funnels and Customer Service Support > Cybersecurity - The Do's and Don'ts > Applied Cybersecurity for the Workplace (topic covered in The Do's and Don'ts)

Instructors are encouraged to incorporate interactive group activities to support applied learning, knowledge checks, and demonstration of skill acquisition. Further details on instructor onboarding can be/are found in section ‘Instructors.’ Indigenous co-development and involvement will be integral to scaling ADaPT in Manitoba.

All curriculum content will require adaptation in terms of pacing, emphasis, and delivery approach. Attention should be given to incorporating learning circles, peer support, mentoring, and project-based assessments to support applied learning and relationship-centred delivery, recognizing, and building upon the lived experiences and cultural background of Indigenous learners.

To support implementation, Appendix A, provides a detailed overview of ADaPT SCALE workshops, including linked example decks for select topics. These materials illustrate the breadth and depth of the subject matter and approach to learning. The sample learning materials, including decks, are provided to clarify expectations regarding content scope, learning objectives, and instructional approach. Examples are drawn from content built over the past two to three years and are not intended to replace the expertise of subject matter experts delivering the program. Instructors are responsible for further contextualizing and refining materials to reflect their expertise, current industry practices, and the needs of the Manitoba audience.

All curriculum content will require adaptation in terms of pacing, emphasis, and delivery approach. Attention should be given to incorporating learning circles, peer support, mentoring, and project-based assessments to support applied learning and relationship-centred delivery, recognizing, and building upon the lived experiences and cultural background of Indigenous learners. Adaptations to curriculum and other program activities should be tracked to

understand scalability and effectiveness, with more details on the process discussed in the Implementation section.

We acknowledge that learning materials, including sample decks and course content, provided are just examples of past content, and not necessarily reflective of the most up-to-date practices. Dedicated time should be incorporated for guided reflection and discussion. Sample reflections and takeaways are also included in the detailed curriculum in Appendix A.

Finally, the instructor-prescribed tools, platforms, and digital resources should not assume access to online services and software, but rather ensure it by using free software or software where there are free trials available. The software used must be reviewed and aligned with the ADaPT SCALE delivery partner’s systems, as well as participants’ access to technology, connectivity, and digital capacity. Technology needs and preparation should be shared with participants in advance of sessions.



Considerations for self-paced delivery

While flexibility is a core feature of ADaPT SCALE, a fully self-paced cohort model is generally not recommended for this target population, given the program's emphasis on relationship-centred learning, peer support, and real-time engagement. However, asynchronous delivery may be considered on a case-by-case basis where participant circumstances warrant greater flexibility.

Across ADaPT-based programming, asynchronous participants complete a defined number of online courses over the program period at their own pace through an LMS. Upon successful completion, participants receive an auto-generated certificate through the platform. Quizzes and embedded assessments are integrated throughout the asynchronous courses as knowledge checks. Completion requires achieving a minimum of 70% on the final assessment for each assigned course within the learning plan. The self-paced stream requires an LMS.

In discussion with RRC Polytech, the LMS that will be used to deliver asynchronous learning will be Polytech's instance of D2L.

The asynchronous curriculum (Table 2) is built from existing courses available as SCORM files and, where none are linked, recordings of live sessions (instructor permission required) are uploaded to the delivery partner's LMS in ADaPT Scale learning plans (e.g., DI uses DI Learning Centre and Red River College Polytechnic uses D2L). Given the rapidly evolving nature of digital tools and technologies, particularly in AI-related content areas, as well as shifts in the broader landscape of work,⁴⁵ recorded materials will be reviewed and updated on a cohort-by-cohort basis to ensure that course content remains current and aligned with industry practices. This iterative review and update process also supports DI and delivery partners' commitments to Truth and Reconciliation by ensuring that content remains responsive to community context, avoids outdated framing, and reflects culturally relevant and respectful approaches. Updated materials are made available through the applicable LMS platform before delivery.



Table 2**ADaPT SCALE asynchronous curriculum**

Skills	
Foundational Skills	
>	Career Development Strategies
>	Recording uploaded of live session “Using AI to Aid Your Job Search and Resume Review”
>	Communication Styles
Professional Skills	
>	Personal Branding
>	Recording uploaded of live session “Workplace Expectations, Rights and Obligations”
>	Introduction to Project Management
>	Recording uploaded of live session “Project Management Skills and Tools”
>	Presentation Skills
>	Quantitative Methods with Excel
Digital Skills	
>	Recording uploaded of live session “Google Workspace (and Gemini)”
>	Recording uploaded of live session “Microsoft Office (And Co-Pilot)”
>	Introduction to Social Media Marketing
>	Introduction to Search Engine Optimization
>	Recording uploaded of live session “Canva and Other Design Digital Tools”
>	Introduction to HTML and CSS
>	Introduction to Artificial Intelligence for Canadian SMEs
>	Adopting Responsible AI in the Workplace: Reaping the Benefits and Managing the Risks of AI
>	Recording uploaded of live session “Using AI to Automate Administrative Tasks”
>	Recording uploaded of live session “Using AI to Support Content Creation”
>	Recording uploaded of live session “Using AI in Sales Funnels and Customer Service” Support
>	Cybersecurity Awareness Part 1
>	Cybersecurity Awareness Part 2

Notes: Access to AI literacy may not be equitable across all communities. Systemic barriers, such as gaps in school curricula or unequal access to the Internet, mean that some may have to learn how to use AI tools. In alignment with DI's commitment to Truth and Reconciliation, foundational AI training may be made available to support participants in engaging in the program. Not all software or digital platforms support Inuktitut syllabics, which creates barriers to full participation. This should be considered when selecting tools and platforms, with preferences given to those that support Indigenous language accessibility. Where possible, preference should be given to options that support Indigenous language accessibility and reflect the language needs of the communities being served.

Homework and assignments

Homework and applied assignments are integrated into both synchronous and asynchronous pathways to reinforce key concepts, support practical skill development and offer further learning.

For synchronous participants, online coursework may be assigned between live sessions to deepen understanding and provide opportunities for independent exploration aligned with workshop content. These assignments complement real-time instruction and support knowledge retention and application.

Across both streams, additional asynchronous courses are made available through the LMS as optional further learning. These courses function as an extended learning library, enabling participants to explore topics of interest, strengthen competencies, or revisit foundational skills at their own pace (see Appendix B for additional descriptions).

Further learning post-program

Additional learning opportunities are shared with participants to support continued development beyond the formal program period. This includes a curated list of recommended industry-recognized certification opportunities that build on the program's workshop topics and core skill areas (see Appendix C for additional learning opportunities).

Participants interested in continuing their learning after program completion may explore these certification pathways and pursue them at their discretion.

The certifications listed are primarily beginner-level, vary in cost (free or paid), and range in duration from about 45 minutes to six months. Further work is being undertaken to explore how ADaPT SCALE learning pathways could connect to broader credential and post-secondary pathways.

These extended learning options are intended to support ongoing professional growth, strengthen employability, and provide participants with additional credentials aligned with evolving labour market needs.



*Across both streams, **additional asynchronous courses are made available through the LMS as optional further learning.** These courses function as an extended learning library, enabling participants to explore topics of interest, strengthen competencies, or revisit foundational skills at their own pace.*

Implementation

Implementation of the ADaPT model involves several key components, including promotion and recruitment, participant selection, scheduling, instructor engagement, employer involvement, workshop delivery, mentoring and coaching, wraparound supports, and program close-out.



Overview

The implementation of ADaPT SCALE is grounded in a trauma-informed and culturally responsive approach. Program design recognizes that elements such as participant selection processes, communication styles, and time structures can unintentionally create barriers or discomfort. Many Indigenous communities continue to experience the intergenerational impacts of colonization, systemic discrimination, and institutional harm. These realities may influence levels of trust, engagement, communication preferences, and comfort within structured learning environments.

Key considerations

To support culturally safe and respectful program delivery, the following considerations are embedded throughout planning and implementation:

- > **Engage the Joint Indigenous Advisory Committee and local partners** in program design, decision-making, and delivery;
- > **Review recruitment messaging, selection processes**, curriculum, and evaluation materials through a trauma-informed and culturally responsive lens;

- > **Adapt delivery approaches to reflect and respect local cultural practices** and community priorities;
- > **Build flexibility into program structures** (e.g., pacing, attendance expectations, and modes of participation);
- > **Prioritize relationship-building** as a foundation to participant success and well-being; and
- > **Foster learning environments where participants experience agency**, choice, dignity, and respect throughout their engagement.

Future iterations of ADaPT SCALE may establish online sponsors or mentors to provide check-ins and support to help participants stay engaged and on track throughout the program.

Scaling the ADaPT model is not about replicating the content but rather stewarding the ADaPT SCALE program in a way that honours community context and supports safety, trust, and lasting impact.



Promotion and recruitment

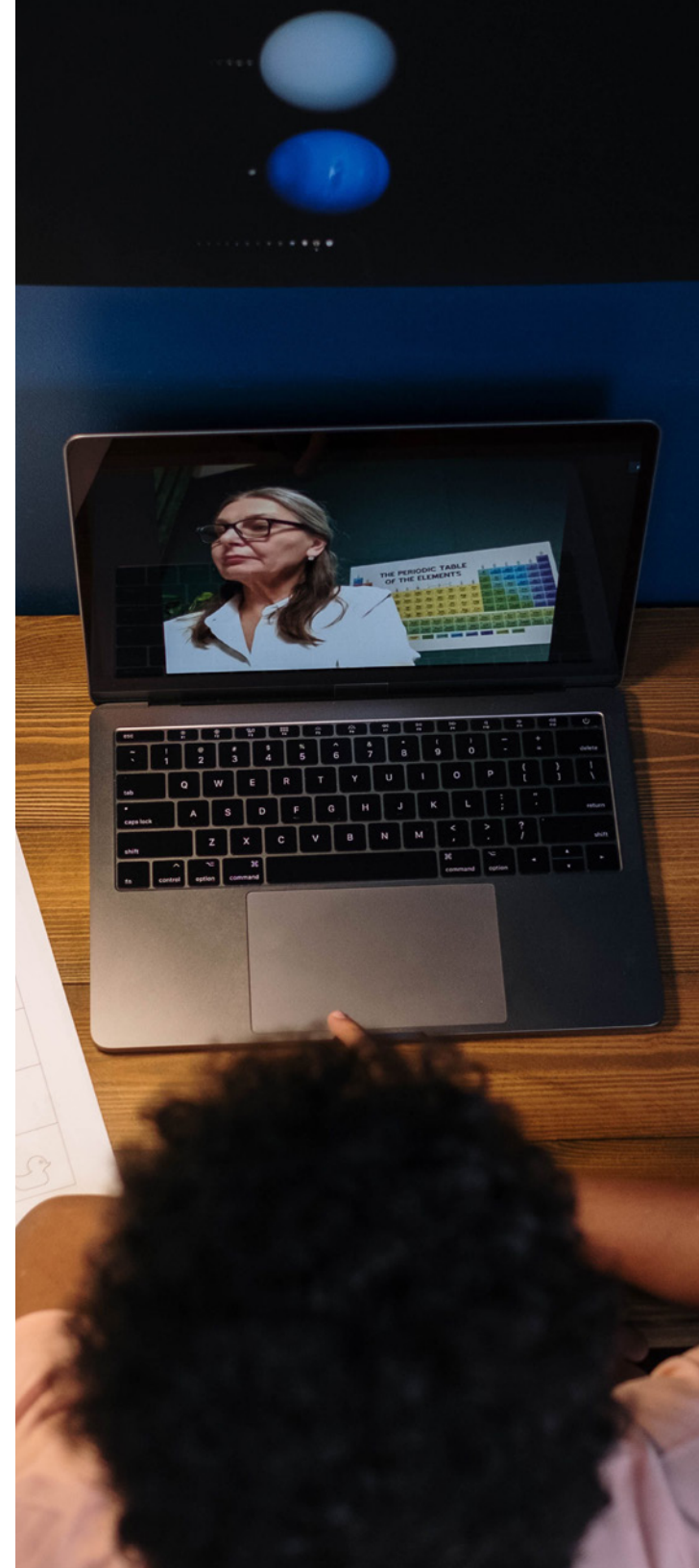
Recruitment begins with promotional outreach, typically initiated one to two months before the opening of the application process. Promotional materials for ADaPT SCALE are developed by Red River College Polytechnic's program team, with the support of DI-provided templates, messaging frameworks, and branding guidelines (provided below).

All materials must align with inclusive recruitment standards and culturally responsive communication practices, including plain and accessible language, inclusive representation, relationship-first engagement, and communication modes guided by community preferences. Materials are disseminated through agreed-upon promotional channels, including institutional networks, employer partners, Indigenous community organizations, and local Indigenous communities. As part of ongoing commitments to FPIC, conversations with Indigenous communities are a starting point to determine who will recruit, the interview that is shared, and the types of communications.

Additionally, all materials and communications should support co-branded designs, following respective institutional or organizational branding guidelines.

Drawing on DI's experience, ADaPT SCALE may be promoted through multiple co-ordinated channels to ensure broad, inclusive, and community-informed outreach. Outreach timelines may be established to ensure promotional activities are coordinated and allow for time for community consultation and partner engagement. For example, two months before the program, sharing kits can be distributed with Indigenous community partners and institutional networks and one month before the program, the webpage can go live. Timelines should be established with community partners and the program team to ensure adequate time for relationship-building, recruitment, and promotion.

Promotional approaches should reflect principles of respectful engagement, inclusive representation, and culturally responsive communication. Potential channels include a program webpage, sharing kit, email outreach, information sessions, and social media.





Promotional tools available

Program webpage

DI's ADaPT program maintains a dedicated webpage that includes program information, eligibility criteria, contact details, and a link to the application form. Program delivery partners, Red River College Polytechnic, create a dedicated ADaPT SCALE webpage aligned with ADAPT messaging, framework, and branding guidelines to support transparency and accessibility for prospective participants and partners.

Sharing kit

A promotional sharing kit is developed to support coordinated outreach. The kit includes key dates, approved messaging, visual assets, and sample social media posts. These materials may be shared

with institutional partners, community organizations, and community contacts to support respectful and informed promotion of the program.

Materials should be reviewed to ensure inclusive representation, imagery, and language aligned with program partners' commitments to EDIR.

Email outreach

Outreach emails are distributed through local and relevant networks, including but not limited to local post-secondary institutions, community organizations, Indigenous community partners, and employer networks. Where the relationship and channels exist, recipients are asked to support the ADaPT SCALE promotional campaign by sharing with their networks.

Outreach should prioritize relationship-based engagement, particularly when communicating with Indigenous community partners, ensuring messaging is clear, respectful, and aligned with community context.

Information sessions

Information sessions provide an overview of the program, outline expectations and create a space for prospective participants to ask questions. Sessions are typically scheduled for one hour, though the content delivery takes about 30 minutes, allowing time for discussion and clarification.

At least one participant-focused information session is generally held four weeks prior to cohort launch. Where possible, sessions should be offered

at multiple times to accommodate participants with varying work, education, caregiving, or other schedules. They should also account for seasonal realities in northern communities, such as periods where community members are out of town for camping and hunting, the winter season when sleep and activity schedules often shift, and student exam periods, to help support meaningful participation and engagement. Outreach for these sessions may be conducted through email and social media; however, consistent with reconciliation-informed engagement practices, outreach should also prioritize relationship-based approaches, including word-of-mouth promotion through trusted community partners, Indigenous organizations, and local networks.

Interested candidates may register through a brief online form and the meeting link is shared with registrants a minimum of 24 hours in advance of the session. Recognizing that digital access and scheduling constraints vary across communities, sessions are recorded and shared with interested candidates who are unable to attend live, supporting broader and more equitable access to information.

Separate information sessions are hosted for prospective employers following a similar process, including online forms and employer information sessions. Employer outreach should likewise reflect relationship-building approaches and respect for community context.

Social media

Social media is also actively used to promote the program. Iterations of ADaPT-based programming utilized Bluesky, Instagram, and LinkedIn. Social media outreach may continue throughout the application period to support visibility and broad engagement.

Consistent with inclusive and reconciliation-informed communication practices, social media content should reflect respectful representation, avoid deficit-based narratives, and highlight strengths, skills, and achievements. ADaPT SCALE has used Facebook as part of its outreach approach, recognizing that it remains a widely used platform among many Indigenous community members and organizations. Outreach strategies should continue to reflect the platforms and communication practices most commonly used by the communities the program is seeking to reach.

Social media is also used to amplify participant voices and celebrate milestones throughout the program. Program staff may invite participants to share their experiences through testimonials or profile features. Participation in promotional content must be voluntary, and written consent must be obtained before sharing names, images, or personal stories.

Images are an important component of social media campaigns. Photos may be collected during orientation sessions, workshops, or closing ceremonies to support program visibility and participant recognition. Special care should be taken when engaging Indigenous participants and communities to ensure that representation is strengths-based, culturally respectful, and not extractive. Outreach and storytelling practices should align with organizational privacy policies and community protocols. Where automated consent mechanisms are not in place within virtual platforms, a formal consent form must be administered prior to sharing any visual or written materials.

Participant selection

ADaPT SCALE uses a layered screening process designed to assess participant readiness, motivation, and commitment to active engagement. The program engages participants who demonstrate a willingness to participate in, and commit to, training and proactively pursue employment opportunities, while leveraging available employment supports and culturally relevant wraparound services, including career coaching and mentorship.

The selection process includes a written application and a structured interview. In an effort to reduce systemic barriers to participation, applicants are not evaluated or selected based on education level or prior work history. Further, as part of the process, potential participants are informed about how their data will be used, particularly for determining needs and wraparound supports and for evaluation purposes. This will allow potential participants to make informed decisions about whether to participate in the program. Additionally, any sensitive information (not used for evaluation purposes) will not be shared with DI to ensure privacy.

Applications

Applicants submit an application through an online form developed for ADaPT SCALE. The form uses clear, accessible language to reduce phrasing that may be difficult to digest, such as double negatives and high-level vocabulary. The ADaPT SCALE application form includes contact information, eligibility details, and information related to ensuring relevant program supports. Applicants are also invited to identify relevant wraparound supports to access, participate in, and/or complete the program.

Red River College Polytechnic reviews applications on a rolling basis. Eligible applicants are contacted to schedule a 20 to 30 minute interview, typically coordinated through a designated scheduling tool, such as Calendly.

Once interviews are confirmed, a folder for each participant is created to store relevant documentation, such as their resume, interview notes, and career coaching notes. These files must be maintained in secure, access-controlled systems consistent with institutional data governance practices and applicable consent requirements.

As part of application and intake forms, participants must be informed about how their information will be collected, stored, and used through consent forms. They should also be given contact information should they wish to obtain copies of their data. This process ensures that participants are aware of their rights related to consent, withdrawal, and data use, while supporting secure and responsible management of program and evaluation records.





Virtual rooms and recording advisories

Where sessions are delivered virtually (e.g., via Zoom or similar platforms), participants must be informed in advance if a session will be recorded. Platform-based recording notifications alone are not sufficient. Additionally, facilitators and program staff should provide a clear verbal advisory at the beginning of any recorded session outlining:

- > That the session is being recorded
- > The purpose of the recording (e.g., to support participants who are unable to attend live)
- > How the recording will be stored and shared
- > Who will have access to the recording
- > The option to keep cameras off or use display names if preferred

In alignment with DI's commitments to Truth and Reconciliation and culturally respectful engagement, participants must be reminded that participation in recordings is voluntary. Individuals who do not wish to be recorded should be provided with alternative options where feasible (e.g., accessing materials offline or viewing recordings where their image is not captured).

Facilitators should also remind participants that chat content, screenshots, and shared materials may be captured in recordings. Participants should be encouraged to share personal information only to the extent they are comfortable.

Recording and consent practices must comply with institutional privacy policies and applicable legislation.

Interviews

Interviews assess language proficiency, communication skills, employability readiness, and commitment to the program. The interviews include a base of nine structured questions to learn about the candidate's education, skills, strengths, and experience; access to a computer or laptop and reliable Internet; availability and motivation to participate in the program and employment goals; problem-solving, critical thinking and resilience; and career. Responses inform wraparound support offerings, including computers, laptops, and the Internet. Future iterations of the program will further explore providing access to mobile devices and tablets, as a means to understand access as well as how to best support learners throughout the program.

Each interview should be conducted by two staff members: a primary interviewer and a designated support. The presence of two staff members supports consistency, documentation, and appropriate handling of complex situations. Interviewers unfamiliar with cultural protocols and histories of Indigenous communities should receive orientation before the interviews. This

reflects an understanding that Indigenous Peoples do not exist as a monolith. For example, an Inuk interviewer may still require orientation on First Nations cultural protocols, and vice versa. Interviews do not need to be recorded. However, detailed notes should be maintained.

Upon completion of the interview, responses are assessed based on a rubric. Following interview and applicant review, Red River College Polytechnic notifies applicants of their acceptance status via email.

In various ADaPT implementations, DI has engaged career coaches as interviewers. This approach allows relationship-building to begin during the selection process and enables early identification of participant strengths and areas for development.

After being accepted into the program, each participant is set up as a Red River College Polytech student and given an email address to access and engage in programming.

Each interview should be conducted by two staff members: a primary interviewer and a designated support. The presence of two staff members supports consistency, documentation, and appropriate handling of complex situations. Interviewers unfamiliar with cultural protocols and histories of Indigenous communities should receive orientation before the interviews.

Onboarding

Onboarding establishes expectations, prepares participants for success, and reinforces the importance of attendance, active participation, and engagement with career coaching supports.

The onboarding process begins with a welcome email that prepares participants for orientation and introduces the program in a clear, respectful, and supportive manner. Onboarding communications are designed to set expectations transparently, reduce uncertainty, and foster a sense of belonging from the outset. This onboarding email includes: sharing the program schedule (for synchronous participants), instructions for accessing the LMS, and information about the pre-program survey.

As a final step in the onboarding process, Red River College Polytechnic compiles a mailing list of enrolled participants and securely shares it with DI's evaluation team for the purpose of distributing the pre-program survey.

Application materials and participant contact information should be housed and maintained by Red River College Polytechnic in accordance with institutional privacy and data governance policies. As part of ongoing discussions between partners, DI may house evaluation-related data to support analysis, reporting, and data pulls. Any transfer or storage of evaluation data will follow agreed-upon data-sharing protocols, institutional privacy requirements, and applicable legislation.

Clear delineation between operational data and evaluation data supports transparency, data security, and responsible stewardship.



*Onboarding communications are designed to **set expectations transparently, reduce uncertainty, and foster a sense of belonging** from the outset.*

Outcome tracking

Program tracking is a core component of ADaPT SCALE and supports coordinated monitoring by Red River College Polytechnic and DI. The ADaPT SCALE Program Tracker, developed by DI, serves as the central tool for tracking participant progress, employment outcomes, and key program metrics. Each cohort maintains a dedicated tracker file to support accurate monitoring, data integrity, and consolidated program reporting.

Table 3
Tracker statuses

Status	Meaning
Eligible	Those who applied to the program and are eligible to participate
Interviewed	Those who participated in an interview to join the program
Enrolled	Those who are invited to join the program
Engaged	Those who are actively engaged in the program (i.e., if someone withdraws from the program, they are not actively engaged)
Trained	Those who completed training
Placed	Those who engaged in work experience

Outcome tracker criteria

The tracker is structured across multiple tabs, each serving a distinct purpose:

Metrics

Outlines key performance indicators, targets, and reporting benchmarks for the program

Participant information

Provides detailed information about participants, including program status, cohort assignment, and raw data from the application form (Table 3).

Interview information

Provides a mechanism to track interview times as well as raw intake data.

Attendance tracker

Helps track attendance per session.

Work placement tracker

Helps track employment outcomes of participants.

Employer tracker

Helps track engagement of employers, including the type of support they provide participants.

The tracker supports shared visibility between the Red River College Polytechnic program team and DI's evaluation team while maintaining appropriate data governance practices. For detailed guidance on the use and maintenance of the ADaPT SCALE program tracker, see Appendix D.

Instructors

Instructors are identified and recruited through multiple channels, with a strong emphasis on engaging Indigenous instructors and facilitators whose lived experience, cultural knowledge, and professional expertise strengthen program relevance and cultural safety.

DI maintains a growing network of more than 100 instructors across various disciplines and regions, including Indigenous educators, postsecondary faculty, and industry professionals. This network supports delivery flexibility while maintaining curriculum quality and alignment with employer needs.

Instructor recruitment has been most effective through partnerships with postsecondary institutions, professional and community networks, Indigenous-led organizations, and local skills-development organizations (e.g., Canada Learning Code), particularly those with established relationships with Indigenous communities. Indigenous-led instruction and facilitation are prioritized in ADaPT SCALE, recognizing the importance of representation, relational learning, and culturally grounded pedagogy. This

approach aligns with ADaPT SCALE's commitments to Truth and Reconciliation by supporting Indigenous leadership within program delivery rather than limiting engagement to advisory roles.

Instructor engagement

As delivery partner, Red River College Polytechnic connects with potential instructors by sharing a clear overview of program goals, expectations, and participant context. As part of its delivery approach, Red River College Polytechnic will also engage instructors from its School of Indigenous Education, whose expertise will help ensure program delivery is grounded in Indigenous knowledge, culturally responsive teaching, and learner-centred support. Instructors are invited to develop their own session content and materials, within the provided ADaPT curriculum framework, and ensure the training is relevant, responsive, and grounded in their expertise. This approach balances instructional autonomy with program consistency.

Communication with instructors begins with respectful, clear outreach, and continues throughout the program. This includes discussing session goals and expectations, confirming availability,



finalizing contract terms, and providing timely reminders and administrative support, such as collecting session materials and biographies.

Before delivery, each instructor is required to submit a workshop outline for review and confirmation by Red River College Polytechnic's program team. Proposed facilitation fees are also reviewed and approved in advance. This review process ensures alignment with program objectives, quality standards, and budget parameters.

Onboarding steps

Once an instructor has confirmed participation, the Red River College Polytechnic program team completes the following steps:



One week before the session
A reminder and workshop guidelines



24 hours before
Reminder, resharing guidelines



After the session
Thank you, and request for presentation materials (if they have not already been shared)



Cohort completion
Message to acknowledge the final session of the cohort/program

To support strong relationships and ensure a smooth, co-ordinated process, particularly when working with Indigenous instructors, facilitators, Elders, and Knowledge Keepers, ADaPT SCALE leverages a shared tracking document to manage instructor engagement across the program.

This tracking resource supports clear communication, timely co-ordination, and fulfillment of agreed-upon responsibilities. It also helps ensure that engagement processes are organized, transparent, and aligned with program timelines.

Engagement with contracted instructors and guest speakers involves clear

and streamlined communication, including confirmation of session details, expectations, materials, timelines, and compensation. Reminder communications and logistical follow-ups are structured to support preparation and reduce last-minute coordination challenges. See “Onboarding Steps” sidebar for details.

For future scaling, in rural, remote, northern, or community-based delivery contexts, instructor engagement should also explore train-the-trainer or co-facilitation models. These models can support local delivery capacity by preparing Indigenous community-based facilitators to deliver or co-deliver program content. This approach

strengthens in-person engagement, relational learning, community ownership, and long-term sustainability while advancing Indigenous self-determination in how training is delivered.

Indigenous instructor, facilitator, and service provider engagement

Instructor engagement and related contracting should also contribute to Indigenous prosperity, self-determination, and local capacity-building. ADaPT SCALE prioritizes engagement with Indigenous instructors, facilitators, Elders, Knowledge Keepers, guest speakers, consultants, and Indigenous-owned businesses. This includes

identifying opportunities to hire, contract, or subcontract with Indigenous professionals and businesses as the program is delivered and scaled.

To support this approach, the program team should draw on Indigenous business and supplier networks, including the Government of Canada's Indigenous Business Directory, the Canadian Council for Indigenous Business, and the Canadian Aboriginal and Minority Supplier Council, where appropriate. These resources can help identify Indigenous-owned businesses and professionals who may support instruction, facilitation, curriculum development, cultural guidance, evaluation, communications, technology, participant supports, and other program needs.

Procurement and contracting approaches should also be distinctions-aware, recognizing First Nations, Métis, and Inuit Peoples as distinct Rights-Holders with distinct histories, priorities, and community contexts.

Procurement and contracting approaches should also be distinctions-aware, recognizing First Nations, Inuit, and Métis Peoples as distinct Rights-Holders with distinct histories, priorities, and community contexts. Where possible, opportunities should be distributed in a way that reflects this diversity and avoids concentrating paid work or decision-making with a narrow group of providers. For delivery in Manitoba and future rural, remote, northern, or community-based contexts, priority should be given to Indigenous instructors, businesses, and service providers with relevant community relationships, regional knowledge, and experience working with Indigenous learners.

Contingency planning

If an instructor is unable to attend or must cancel at short notice, the program team will follow a defined notification and follow-up protocol, including communication steps, participant notification procedures, and contingency options to ensure minimal disruption to the learning experience.

Contracting instructors

Instructors are contracted in accordance with the delivery organization's procurement policies and contracting practices. Where Indigenous instructors, facilitators, Elders, Knowledge Keepers, or community-based educators are engaged, contracting processes must be adapted to provide appropriate supports, respect cultural protocols, and reflect Indigenous data sovereignty and knowledge governance principles.

To protect the integrity of the ADaPT model and ensure appropriate use of program materials, DI includes intellectual property (IP) provisions in its standard agreements with instructors and delivery partners. These provisions clarify how content developed for or delivered within ADaPT may be used for program purposes, including internal delivery, evaluation, and reporting. For ADaPT SCALE, these provisions must be reviewed and adapted to ensure they do not result in cultural appropriation, inappropriate ownership claims, or unauthorized use, alteration, or redistribution of Indigenous knowledge, teachings, stories, cultural practices, or community-specific materials.



Indigenous instructors and Knowledge Keepers retain authority over Indigenous knowledge, cultural content, teachings, stories, and materials they bring to the program, unless otherwise agreed through a clear, informed, and culturally appropriate agreement. Any use of these materials beyond the session or program purpose must require explicit permission. Moral rights should not be waived for Indigenous cultural content, as this could allow materials to be altered or used in ways that are inconsistent with the spirit, context, or protocols under which they were shared.

Agreements should clearly distinguish between general ADaPT program materials and Indigenous knowledge or cultural content contributed by instructors, facilitators, Elders, Knowledge Keepers, or communities. Indigenous data sovereignty principles should be embedded into contracting and content-use agreements to ensure that Indigenous contributors maintain appropriate control over how their knowledge, materials, and contributions are collected, stored, adapted, credited, shared, and used.

Acknowledging that Red River College Polytechnic will primarily draw from its existing pool of Indigenous instructors and facilitators, including Indigenous instructors whose expertise and community relationships strengthen program delivery, there may also be instances where engagement with additional vendors is required as part of the bidding process, while working within institutional policies and contractor requirements.



Employer engagement

Employer engagement is a core component of ADaPT SCALE and supports the program's train-and-place model. Employers are engaged in the program, offering mentorship or sponsorship, participating in employer information sessions, facilitating employer-led group mock interviews, and providing work-integrated learning or placement opportunities.

ADaPT SCALE should prioritize engagement of Indigenous-owned businesses, band councils, and Indigenous economic development corporations as primary employer partners. This approach ensures that participants have a clear pathway to return and reinvest their professional and digital skills into their own communities.

Employers interested in participating are asked to complete an intake form to share information about their organization, workforce needs, and skills identified as most in demand.

Employer readiness and shared responsibility

Recognizing that systemic barriers and discrimination continue to shape the workplace experiences of Indigenous Peoples, employer engagement in the program is grounded in shared responsibility for creating culturally safe, inclusive, and respectful work environments. Employers are encouraged to participate in learning and reflection that supports their readiness to work with Indigenous youth and learners.

Employer readiness is also informed by alignment with the Truth and Reconciliation Commission of Canada's Calls to Action, particularly Call to Action 92, which calls on the corporate sector to provide education for leadership and staff on Indigenous histories, Treaties, Indigenous rights, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and Indigenous–Crown relations.⁴⁶ Through this approach, employer engagement goes beyond placement opportunities alone and contributes to more equitable, respectful, and sustainable employment outcomes for Indigenous participants.

Employer training

Employers may be recommended or encouraged to engage in training that:

- > **Builds awareness of the historical and ongoing impacts of colonialism**, including the legacy of Indian Residential Schools
- > **Supports the recognition and prevention of racism**, including unconscious bias, microaggressions, and hostile workplace dynamics
- > **Strengthens understanding of intersectionality**, including how Indigenous identity may intersect with gender, disability, class, and other factors to create compounded experiences of discrimination
- > **Develops practical skills in intercultural competency**, human rights, conflict resolution, and anti-racism



Scheduling

Program schedules are developed with participant availability, well-being, and accessibility, as a starting point. Scheduling decisions should reflect the needs of the target audience, including work, caregiving, and community responsibilities.

Once a draft schedule is developed, it is shared with instructors to confirm availability and alignment with the scaffolded curriculum sequence. If an instructor is unavailable at a time that supports the intended curriculum flow, alternative scheduling options may be explored through collaborative discussion, recognizing the importance of shared decision-making and respect for instructors' commitments.

Schedules are tailored to each delivery stream and shared with participants once confirmed. The finalized schedule should be maintained as a live document to allow for timely updates. For example, if an instructor must be replaced or a session time changes, updates can be reflected immediately. A view-only version of the schedule should be shared with participants to ensure clarity while maintaining version control.

For synchronous sessions, calendar invitations are also sent to all participants for each workshop. Invitations must clearly outline the session topic, instructor name, learning objectives and outcomes, and any required preparation (Figure 3). It is important to ensure that when creating the calendar invitation, guests **do not** have permissions to modify the event, invite others, or access the guest list under Guest Permissions.

Figure 3

Sample calendar invite

This session of the ADaPT for BC Newcomers Winter Cohort is “Communication Styles and Strategies” with Eily Hickson.

The objectives of the session are:

- > Know your communication style
- > Identify the conversation style of the person you are talking to/working with
- > Adapt your conversation to suit theirs

Participants will learn:

- > Various communication styles and discover how to determine their primary and secondary communication style.
- > Popular communication tools and strategies.

Join Zoom:

Meeting: < Zoom link included here >

Meeting ID: 934 8170 8093

Passcode: 598375



Workshop delivery

Synchronous workshops based on typical ADaPT cadence are delivered one to two times a week. Workshops are about two hours in length and can be offered in various formats, such as virtual, in-person, or through a hybrid format, depending on cohort needs and delivery context.

The two-hour session structure is intentionally designed to provide sufficient depth of content while allowing time for interactive activities, discussion, and question-and-answer. At the same time, the schedule recognizes participants' work, education, caregiving, and community responsibilities, supporting sustained engagement. Where possible, sessions can be reduced to one-hour blocks to ensure students can retain relevant information.

Synchronous workshops are supplemented by self-paced asynchronous courses accessed through the online learning platform; in the case of ADaPT SCALE, this is Red River College Polytechnic's D2L instance.

These modules may be assigned as structured homework to reinforce key concepts or offered as optional learning opportunities for participants seeking additional depth.

While this approach reflects the core ADaPT model, scheduling, pacing, and delivery format ADaPT SCALE will be updated in collaboration with local Indigenous partners to align with community priorities, participants' lived



Synchronous workshops based on typical ADaPT cadence are delivered one to two times a week. Workshops are about **two hours in length** and can be offered in various formats, such as **virtual, in-person, or through a hybrid format**, depending on cohort needs and delivery context.

experiences and cultural background, cultural practices, seasonal cycles, and participant capacity. Flexibility in the delivery of ADaPT SCALE is essential to support accessibility, cultural safety, and sustained engagement while ensuring the program values Indigenous ways of knowing and reflects participants' experiences, strengths, and goals.

In rural, remote, and northern communities, additional flexibility may be required to accommodate program accessibility, seasonal employment patterns, community gatherings, land-based activities, and local protocols. In these contexts, delivery timelines and formats may be adjusted in consultation with community partners, while remaining aligned with the program's core learning outcomes and objectives.

Workshop support and staffing

Virtual workshops have a designated and assigned program team member to support the instructor and represent the program. This role is essential to ensuring a smooth learning experience, maintaining respectful engagement, and upholding program expectations.



Virtual workshop team support duties

The assigned team member provides the following supports:

- > Manage the virtual waiting room
- > Introduce the instructor and communicate participation guidelines and expectations
- > Monitor and support chat discussions
- > Set up and manage breakout rooms
- > Field participant questions and coordinate responses
- > Troubleshoot technical issues
- > Monitor program email frequently in case participants reach out with technical issues
- > Display slides or multimedia content if required
- > Conclude the session with reminders, program updates, and announcements
- > Share session feedback form link

This structured support ensures that instructors can focus on content delivery while participants experience a coordinated, respectful, and accessible learning environment.

Session feedback and continuous improvement

ADaPT SCALE uses a continuous feedback process to support program improvement and reflects the program's commitment to responsive, community-informed delivery. It seeks session-level feedback from participants, instructors, and relevant program staff to determine what is working and what can be improved. Both surveys will be hosted on DI's Qualtrics account with the link shared with Red River College Polytechnic to ensure consistent data collection and centralized analysis.

Participants

At the end of each session, onsite Red River College Polytechnic program staff will circulate a link or QR code to the workshop/session feedback survey, allowing participants to share feedback on the session content, curriculum, and instructors. Participant responses are anonymous (unless they disclose identifiable information in open-ended questions) and used solely for program enhancement and evaluation purposes.

Program staff and instructors

At the end of each session, on-site program staff and instructors will reflect on their experiences and describe successes and areas of improvement for curriculum/session design, effective pedagogical strategies, among other program aspects. The workshop/session feedback form will not collect any personal information; however, responses may be identifiable. Open-ended responses will be de-identified before sharing with the ADaPT SCALE program team.

Adaptations tracker

Throughout the program, the Red River College Polytechnic program team and DI will track adaptations in the adaptation tracker. This file will include a tab for the team to note the adaptation made, the reason why, how it was implemented, and any other relevant information. For example, adaptations to curriculum design can be drawn from insights from the Joint Indigenous Advisory Committee, and adaptations to program delivery and curriculum activities can be drawn from insights from the session feedback data collected throughout the program. However, there may be other components, such as career coaching and mentorship, that need to be adapted from program delivery experiences. Red River College Polytechnic program team and DI are encouraged to be proactive, reflect, and update the information as the program evolves.

Feedback review and adaptation process

Responses from learners, program staff, and instructors will be reviewed to identify trends related to program content and delivery, including strengths, opportunities for improvement, and areas requiring attention. This review will also examine whether any program components were experienced in a way that did not align with intent. Aggregate results and de-identified qualitative feedback will be shared with the Red River College Polytechnic team throughout the duration of the program to ensure adaptations can be made for subsequent sessions and cohorts.

Where feedback indicates that a session component worked well, those elements are documented and reinforced in future iterations of the curriculum. Effective practices will be captured and incorporated into delivery methods to ensure consistency across cohorts.

We will also draw upon evaluation data, including pre- and post-program surveys, and interviews, to understand how the model was executed and identify areas for improvement for subsequent iterations of the program.

This model of feedback review and adaptation process is a live responsive system that helps ensure that ADaPT SCALE remains dynamic, context-sensitive, and responsive, while maintaining a commitment to curriculum integrity and alignment with program objectives. It also embeds Free, Prior, and Informed Consent (FPIC) as a requirement for scaling, ensuring that significant adaptations, expansion into new communities, or changes affecting Indigenous learners, knowledge, data, or delivery contexts are reviewed with Indigenous partners, Rights-Holders, and the Joint Indigenous Advisory Committee before implementation.



Structured adaptation process

Where feedback indicates challenges or gaps, the ADaPT SCALE project team initiates a structured adaptation process, which includes:

Issue identification

Determine whether concerns relate to pacing, content complexity, cultural relevance, language and translation needs, technology barriers, facilitation approach, or accessibility.

Root causes & reflection

Understand whether the issue stemmed from curriculum design, delivery method, participant readiness, or contextual factors. If learner, program staff, and instructor feedback differs, further discussion will be planned with the Red River College Polytechnic program team. Where appropriate, consultation with the Joint Advisory Committee and local partners may also inform this reflection.

Responsive adjustment

Implement targeted modifications, which may include:

- > Adjusting session pacing or redistributing content across modules
- > Incorporating additional examples or culturally relevant case studies
- > Embedding Indigenous knowledge, community-specific examples, or local context
- > Translating or adapting materials to reflect local languages and cultural frameworks
- > Adding supplementary materials
- > Revising slides, activities, or instructions for clarity
- > Increasing opportunities for discussion or peer interaction
- > Offering alternative participation formats (e.g., verbal instead of written responses)
- > Adjusting facilitation approaches to better support trauma-informed delivery

Follow-up

If feedback suggests that an approach did not achieve its intended impact, the ADaPT SCALE team documents the limitations and makes recommendations for the next cycle. Session feedback will be compared between cohorts to determine whether adaptation improved cultural relevance, accessibility, and participant experience.

Closing the feedback loop

Where appropriate, program staff and/or instructors acknowledge and respond to participant feedback in subsequent sessions (e.g., “Based on your feedback, we have adjusted the pacing and added more practical examples”). This transparent communication reinforces trust and demonstrates that participant input directly informs program refinement.



Orientation and closing sessions

ADaPT programs deliver an opening and closing session to help set expectations and build community.

Orientation

Orientation is a dedicated 30-minute session designed to welcome participants into the program and establish a supportive learning environment. The session provides an opportunity for participants to meet the program team and their peers, understand program expectations, and ask questions in a structured and open setting. In alignment with ADaPT SCALE's relationship-centred and reconciliation-informed approach, orientation sets the tone for respectful engagement, shared accountability, and community-building throughout the program. Orientation is typically scheduled immediately prior to the first training workshop. When paired with a training session, the total session time may extend slightly beyond the standard two-hour workshop format.

Closing Session

The program concludes with a closing session that includes a networking opportunity with employers. This

session functions as a structured group informational interview, providing participants with the opportunity to engage directly with employers and ask questions.

Closing requires about 1 hour and 15 minutes. Depending on scheduling considerations, it may be incorporated into the final workshop or delivered as a standalone session. The closing session reinforces the program's train-and-place model by strengthening employer connections and supporting participants' transition into employment.

The closing session should include a structured reflection that brings together participants, instructors, local partners, and where relevant, representation from the Joint Indigenous Advisory Committee. This gathering provides an opportunity to honour participant achievements, reflect on strengths and lessons learned, and gather community-informed insights to strengthen future cohorts.

Attendance

Tracking attendance is an important component of participant engagement monitoring and supports early identification of individuals who may require additional outreach or support.

Attendance is verified after each synchronous workshop using the auto-generated attendance report from Microsoft Teams (or the applicable virtual platform). Reports should be downloaded immediately following each session to ensure accurate record-keeping.

Attendance data is then entered into the cohort-specific Attendance Tracker within the ADaPT SCALE Program Tracker. Consistent and timely updates support participant monitoring, program management, and evaluation reporting (see Appendix D for details on how to update attendance).

Missed sessions

To accommodate missed sessions, the delivery partner, Red River College Polytechnic, sends workshop materials (e.g., recording, deck) to those marked absent or with partial attendance. Participants are asked to review the materials and complete a missed session form.

The missed session form allows participants to demonstrate engagement with the content by sharing key takeaways and reflections. The program team should review the responses to ensure alignment with session objectives and confirm completion.

This process supports flexibility while maintaining program standards and learning accountability.

To receive a certificate of completion, participants must meet the program's 80% attendance requirement. The missed session feedback form allows for participants to catch up on any sessions that are missed and can be contributed towards attendance and the 80% certificate requirement. Where attendance or completion of missed-session requirements are a concern, program staff should connect with participants to understand their circumstances and identify any additional supports or appropriate next steps.





Employment and wraparound supports

The ADaPT model is distinguished by its intentional integration of employment supports and wraparound services to strengthen participants' learning and employment journeys. These supports recognize that skill development alone is not sufficient to achieve equitable employment outcomes.

As part of ADaPT SCALE, career coaching and wraparound supports are an integral component of the program. These supports are designed to reduce barriers to participation, promote sustained engagement, and support successful transition into employment.

Wraparound supports act as essential, structural interventions to alleviate barriers to program access, participation, and completion. Previous iterations of DI's ADaPT-based programs have offered several supports, including transportation passes, access to laptops, mentorship, and career coaching, among other tailored supports. Recognizing that Indigenous learners may face complex barriers, individually tailored wraparound supports are offered throughout ADaPT SCALE, including counselling, transportation, and laptop/computer access. A more detailed overview of the coaching and placement supports along with relevant tools can be found in Appendix E.

Employment and career coaching

Career coaches are a core component of the ADaPT model and play a central role in supporting participants' transition to employment. Participants are assigned a career coach within the first one to two weeks of the program to establish early connection and individualized support. Career coaches are responsible for the following participant-facing activities:

Career coach meet and greet

An introductory session connecting participants with their assigned career coach to establish goals, expectations, and individualized support plans.

Career development strategies workshop

Facilitation of structured guidance on career planning, labour market navigation, and professional goal setting.

Resume and cover letter review

Individualized support in developing and refining targeted resumes and cover letters aligned with job opportunities.

Group mock interviews

Co-ordination and facilitation of mock interview sessions to build confidence, refine responses, and strengthen communication skills.

Work placement matching

Identifying and matching participants to relevant work-integrated learning or employment opportunities aligned with their skills and interests.

Community hiring events

Organizing or connecting participants to hiring events that provide direct access to employers.

Networking sessions

Facilitating structured networking opportunities to build connections and employer visibility.

One-on-one coaching

Ongoing individualized support, including job search strategy development, interview preparation, application follow-up, and employment readiness coaching.



Program close-out

Program close-out consists of several structured activities designed to recognize participant achievement, gather feedback, and support their transition beyond the program. These activities include:

- > **Certificates of completion:**
Participants who meet attendance and participation requirements receive a certificate or micro-credential recognizing successful completion of the training component.
- > **Post-program survey:**
Participants are invited to complete a post-program survey administered by DI's evaluation team. The survey gathers feedback on program content, delivery, coaching supports, and perceived skill development. Participation is voluntary, and responses are confidential.
- > **Final reflection and goal setting:**
Participants are encouraged to reflect on their learning journey, identify next steps, and solidify employment goals in collaboration with their career coach.
- > **Ongoing employment follow-up:**
The program team continues to monitor placement outcomes and maintain contact to support sustained employment and longer-term evaluation tracking.
- > **Long-term employment pathway support:**
Follow-up communication, shared evaluation results, and collaborative planning discussions will help support sustained engagement beyond a single cohort or funding structure. Local, community-led sustainability may take the form of sharing tools and templates with local partners, identifying opportunities to train local facilitators, discussing future cohort planning, or clarifying next steps for ongoing support or partnership.

The close-out phase reinforces the program's commitment to continuous improvement, respectful closure, and sustained employment outcomes. These steps are further outlined to follow.

Certificates of completion

Certificates of completion and relevant micro-credentials are issued to participants who complete 80% of the synchronous sessions or all of the required learning in the asynchronous course plan.

Red River College Polytechnic uses CanCred to develop a tailored certification, including information on the training topics covered, targeted competencies and skills, and basic program details.

These credentials formally recognize participants' skill development and successful completion of the ADaPT SCALE training component. Further work is being undertaken to explore how ADaPT SCALE learning pathways could connect to broader credential and post-secondary pathways. One possible pathway could be credit recovery. For example, where a participant has previously attempted but not completed a related high-school course, respective schools or school boards may determine whether evidence of learning produced through ADaPT SCALE may satisfy outstanding course outcomes through its credit-recovery. This avenue remains

at the discretion of the school or school board, and should, wherever possible, be discussed and approved before the program begins.

Current ADaPT-based programming at DI uses BCdiploma to generate certificates. The co-branding of the microcredential should follow institutional and organizational branding guidelines.



Certificates of completion and relevant micro-credentials are issued to participants who complete 80% of the synchronous sessions or all of the required learning in the asynchronous course plan.

Post-program surveys

Upon completion of the program, participants are invited to complete a post-program survey to share their experiences and the perceived impact of ADaPT SCALE. Participation in the survey is voluntary, and responses are confidential. Survey results are used to support continuous improvement, reporting, and evaluation.

As with the pre-program survey process, Red River College Polytechnic compiles a mailing list of participants who have completed the training component and securely shares it with DI's evaluation team for survey distribution. Where possible, participant details should be shared with the evaluator as individuals complete training. Given that completion may occur on a rolling basis, mailing lists may be shared incrementally.

To support co-ordination and avoid duplicate survey invitations, a consolidated spreadsheet (e.g., Excel or Google Sheets) may be maintained for each cohort, with tabs clearly labelled by date and survey type. This approach allows for cross-checking and ensures accurate survey distribution.

All participants' contact information must be shared and stored in accordance with institutional privacy policies and applicable data protection requirements. Further, participants must be informed of how their information will be collected, stored, used, and withdrawn in a consent form. Participation in evaluation activities is voluntary, and participants may withdraw their consent within the timelines and processes described in the consent form. Where withdrawal is requested, participant data will be removed where possible, unless it has already been aggregated or is otherwise required to be retained for administrative, legal, or institutional accountability purposes.

Ongoing reflection and follow-up

Post-program follow-up is also an essential component of the ADaPT model. Check-ins will be established about three, six, and nine months after program completion. These check-ins are designed to support continued goal progression, identify barriers to employment or education transition, provide referrals where needed, and continue to support participant confidence. During this time, a short follow-up survey can be shared with participants to further understand the program's impact.

Check-ins will be established about three, six, and nine months after program completion. These check-ins are designed to support continued goal progression, identify barriers to employment or education transition, provide referrals where needed, and continue to support participant confidence.



Testimonials

Testimonials are an important component of ADaPT SCALE. Testimonials provide meaningful insights, highlight key findings, and showcase the program's impact, which ultimately supports ongoing recruitment and engagement. For example, testimonials (with consent) can be used on the program website and incorporated into recruitment information sessions and orientations.

At the conclusion of each cohort, participants may be invited to share a testimonial reflecting on their experience. Participation is entirely voluntary, and declining to provide a testimonial has no impact on program standing or future opportunities.

In alignment with ADaPT SCALE's commitments to respectful and reconciliation-informed engagement, testimonials should be strengths-based and accurately reflect participants' voices. Clear, written consent must be obtained before sharing any quotes, names, photos, or identifying details.

Testimonial outreach, responses received, and consent documentation should be carefully tracked to ensure transparency and compliance with privacy standards.

Testimonials for the ADaPT program can be found in Appendix F.

A large, semi-circular background image on the right side of the page. It shows a wide, flat, snow-covered field under a pale, overcast sky. In the foreground, there is a large, dark, irregularly shaped object, possibly a piece of driftwood or a large rock, partially covered in snow. The overall tone is cold and desolate.

Through ADaPT, you are exposed to different fields, career paths, and training materials that were essential for my job-search and for developing diverse professional skills that employers seek nowadays. Many of the workshops offered are a gateway to a new skill, sector, or job opportunity. Networking is also a vital part of career-building, and I am grateful for the connections I made with fellow peers and the ADaPT team.

– Debanjan Dhar, ADaPT Core Virtual Classroom, 2022

Evaluation

ADaPT SCALE, funded by the Future Skills Centre, expands DI's ADaPT model in Manitoba through a partnership between TECHNATION, Red River College Polytechnic, and DI.



Overview

DI will lead a mixed-methods evaluation with data collection at multiple stages of the program lifecycle to determine whether the ADaPT model can be adapted using culturally responsive, trauma-informed, and community-informed approaches, while maintaining quality, relevance, and integrity of the core ADaPT framework.

Evaluation criteria

The evaluation of the ADaPT SCALE program is designed to understand:

- > How the program is implemented and scaled through Red River College Polytech, a regional provider in Manitoba;

- > How the curriculum is adapted and integrates Indigenous knowledge systems, perspectives, and ways of knowing across sites and contexts and how these adaptations influence engagement and learning;
- > What works well and what challenges remain in adapting and integrating Indigenous knowledge systems, perspectives, and ways of knowing into the ADaPT framework; and
- > The extent to which the program contributes to improving skills, confidence, trust, and labour market outcomes for Indigenous youth, individuals from rural and northern communities, and young people experiencing barriers to employment in Manitoba.



*DI will lead a mixed-methods evaluation with data collection at multiple stages of the program lifecycle to **determine whether the ADaPT model can be adapted using a culturally responsive, trauma-informed, and community-informed approach.***



Evaluation process principles

The evaluation process is guided by Rowe and Kirkpatrick's framework,^{47, 48} which emphasizes the following ten principles within the approach:

- > **Adopts a strengths-based approach**, recognizing participant growth and capability, community resilience, and lived experiences, rather than deficits or challenges
- > **Developed from an understanding of the broader historical and systemic context**, including intergenerational trauma and the impacts of Residential schools, etc.
- > **Considers the broader social and economic context**, recognizing that community programs alone cannot resolve systemic issues, such as poverty and inequality
- > Takes a comprehensive approach to **understand community impact**
- > **Uses a holistic and relationship-based approach** that supports cultural, spiritual, physical, and mental well-being, while nurturing reciprocity within the community
- > **Recognizes that 'success' is not static** and sees 'growth' as a personal journey
- > **Places participants at the centre** of the evaluation process
- > **Improves collective impact**
- > **Embeds evaluation continuously** throughout the program lifecycle
- > **Respects "Neechi Principles,"** including local hiring, training, and capacity-building where possible



Purpose

The evaluation examines outcomes (e.g., skills development and employment) and processes (e.g., curriculum and implementation practices) to inform long-term scalability and sustainability. To understand impact, the evaluation understands learning as holistic, reflexive, reflective, and experiential, focusing on connectedness. Through this lens, we explore how outcomes are shaped by the curriculum content, mentorship, representation, cultural safety, and wraparound supports.

Evaluation materials are reviewed to ensure culturally relevant and safe language. Participation in evaluation activities is voluntary, and informed consent procedures will be clearly outlined about how data is stored and used. Aggregate results are shared with the Red River College Polytechnic program team and Indigenous advisory committee through established timelines in the reporting cycle.

As a reminder: Participants must be informed of how their information will be collected, stored, used, and withdrawn, as outlined in the participant consent

form. Participants may withdraw their consent within the timelines and processes described in the consent form. Where withdrawal is requested, participant data will be removed where possible, unless it has already been aggregated or is otherwise required to be retained for administrative, legal, or institutional accountability purposes.

Outcome measuring

The outcomes evaluations examine results of participation in the ADaPT SCALE program. Some indicators include:

- > Number of participants who registered for the program and number who completed training
- > Percentage of Indigenous youth, individuals from rural and northern communities, and young people experiencing barriers to employment
- > Percentage of participants who indicated improved skills
- > Percentage of participants who indicated improved confidence and self-efficacy

Evaluation materials are reviewed to ensure culturally relevant and safe language. Participation in evaluation activities is voluntary, and informed consent procedures will be clearly outlined about how data is stored and used.

Future iterations of the program may include additional disaggregated metrics on participants originally from rural areas who now live in urban areas; skill improvements and confidence are the same as those living in rural areas. Additional comparisons may be drawn on the outcomes of participants with disabilities, such as attention-deficit/hyperactivity disorder (ADHD) and dyslexia.

Processes

To understand processes and implementation, key topics of exploration will include:

- > Curriculum design and adaptation
- > Instructional practices
- > Integration of Indigenous knowledge systems, perspectives, and ways of knowing
- > Representation within instructional and mentorship roles
- > Creation of culturally safe learning environments
- > Access and inclusion practices
- > Wraparound supports

The process evaluation focuses on curriculum design, program implementation, and delivery practices, with particular attention paid to how these evolve to address systemic barriers faced by Indigenous Peoples, including the lasting impacts of colonial policies that disrupted knowledge transmission, skills development, and trust in formal education systems. Attention is given to access, representation, and culturally safe learning environments.

It will also examine the fidelity to the core ADaPT model, alongside adaptations made in response to community context, participant feedback, and local needs. Adaptation is not seen as a deviation but instead promotes responsiveness as an essential component in culturally grounded educational programming. Adaptations will be tracked throughout the program to ensure continuous improvement and long-term scalability across Indigenous Peoples and communities.

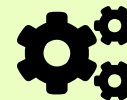
The process evaluation focuses on:



curriculum
design



program
implementation



delivery
practices

With particular attention paid to how these evolve to address **systemic barriers faced by Indigenous Peoples**, including the lasting impacts of colonial policies that disrupted knowledge transmission, skills development, and trust in formal education systems.



Methods

The evaluation of ADaPT SCALE uses a mixed-methods approach, combining qualitative and quantitative data to provide a comprehensive understanding of both outcomes and implementation processes.

Evaluation data sources:

- > **Pre- and post-program surveys** with participants, on topics such as skills, confidence, self-efficacy, trust, and employment intentions
- > **Session feedback forms**
- > **Interviews with instructors** and program administrators
- > **Interviews with employers**

Survey questions take several forms, including multiple choice, Likert Scales, and open-ended questions.

Survey distribution may take several forms, including Qualtrics mailing lists, in-class flyers with QR codes, and community flyers. This range of options ensures accurate and meaningful data collection. DI is committed to seeking guidance from Indigenous learners and community partners to ensure that distribution methods are culturally appropriate and aligned with local protocols, communication preferences, and community norms.

This approach ensures that the evaluation not only examines participant outcomes and impacts, but also the broader dynamics in shaping program delivery and scale. Additional details on the data collection tools, along with Red River College Polytechnic, TECHNATION, and DI responsibilities, are in Appendix G.



Indigenous data and knowledge protocols

The data collection for ADaPT SCALE aligns with Ownership, Control, Access, and Protection (OCAP) standards,⁴⁹ ensuring that Indigenous Peoples can make informed decisions about their information and data and minimize potential harm.

Data collection protocols

Based on these standards, the ADaPT SCALE evaluation team commits to the following:

> **Transparency:**

Participants will be informed about what data is collected, how it is stored, who has access to it, and how it will be used in data collection communications and consent forms.

> **Access:**

Participants have the right to access their own data at any time upon request.

> **Withdrawal:**

Participants have the right to remove their data from the program at any point, without consequence. They are able to reach out to the evaluation team to withdraw their data, and it will be deleted by the evaluation team.

> **Community ownership:**

Data collected from or about Indigenous communities belongs to those communities, not to the program or its delivery partners.

> **Culturally safe storage:**

Data is stored and managed in ways that respect community protocols and minimize harm.



*The **data collection for ADaPT SCALE** aligns with Ownership, Control, Access, and Protection (OCAP) standards, ensuring that Indigenous Peoples can make **informed decisions about their information and data and minimize potential harm.***



EDIR and culturally responsive evaluation

In alignment with ADaPT SCALE's commitment to Truth and Reconciliation, the evaluation incorporates a culturally responsive and strengths-based approach⁵⁰ that recognizes that disparities in employment and education are shaped by structural inequities and historical exclusion, rather than individual deficits.

Key elements of the evaluation approach include consideration of intersectionality and diverse lived experiences, engagement with a Joint Advisory Committee, use of strategies to identify and mitigate bias in instrument design, data collection, and data analysis, ongoing reflection and adaptive practices, among others. These measures ensure that findings are respectful and actionable, and contribute to long-term reconciliation efforts.

In alignment with ADaPT SCALE's commitment to Truth and Reconciliation, the evaluation incorporates a culturally responsive and strengths-based approach that recognizes that disparities in employment and education are shaped by structural inequities and historical exclusion, rather than individual deficits.

Appendices

Appendix A: Detailed Curriculum

This curriculum is designed as a foundational and hands-on training experience. It introduces a range of digital and professional skills to support participants who may be early in their career journeys or exploring pathways. The program prioritizes participant self-determination, recognizing that learners will define their own career goals, select tools aligned with their communities and employers, and pursue pathways that reflect their interests and values.

A self-reflection activity is included for most topics to ensure that participants are given dedicated time in sessions to consider how the knowledge acquired can be applied. It is encouraged for participants to track their answers to the self-reflection activities to be revisited in the future. Peer learning circles are a part of the curriculum that encourages collaborative sharing and deeper reflection. When possible, it is recommended that participants with similar learning styles are grouped together for this activity.

Tools and platforms presented throughout the program are illustrative examples only and are not prescribed as industry standards. Employers, communities, and participants will ultimately determine which tools and practices are most appropriate.

Given the eight-to-nine-week structure, the program does not aim to produce fully specialized professionals. Instead, it builds foundational skills and confidence while introducing participants to potential career pathways. Structured pathways for deeper specialization aligned with labour market demand are provided in Appendix C.

This curriculum will continue to evolve through ongoing engagement with the Joint Indigenous Advisory Committee (JAC), Indigenous partners, participants, and delivery partners to ensure cultural relevance, responsiveness, and alignment with community priorities.

Table 4 provides a comprehensive breakdown of the ADaPT SCALE synchronous curriculum, with the shorter version provided in the relevant section above. Example decks may be provided to clarify expectations regarding content scope, learning objectives, and instructional approach. However, examples are drawn from content built over the past 2-3 years and do not intend to replace the expertise of subject matter experts delivering the program.

Table 4**Detailed ADaPT SCALE synchronous curriculum**

Objectives of Session	Participants Will Learn	Outcomes	Self-reflection
Orientation – 3 hours			
> Knowledge Keeper opening ceremony > Introduce Team > Introduce Participants > Icebreaker > Discuss goals and objectives for the program > What are the work opportunities that this may unlock? (i.e., engage local employers, if possible, or people with success in employment) > Answer questions about the program, including live workshops, online learning platform and asynchronous courses, and coaching/work placement support > Expectations and accommodations, coaching, where to go for help and support, etc. > Self-assessment (e.g., tools for understanding strengths, weaknesses, opportunities, and threats) > Your personal learning plan (i.e., what are your interests, goals and hopes for the program) > Feedback > Introduction to “Pathways to Specialization” (Appendix C) early in the session > Embed Indigenous self-determination: participants define their own goals, career directions, and learning journeys > Set expectations that tools introduced are examples and may differ by employer or community context > Commitment to culturally respectful program design, including ongoing consultation with Elders and Indigenous partners	> Program expectations and standards > Where and how to access support > Main contacts for training and work placements > Flow of the program	> Engaged and committed to completing the program and courses	

Objectives of Session	Participants Will Learn	Outcomes	Self-reflection
Career Development Strategies – 6 hours			
> Understand the experiences of Indigenous Peoples in the workplace > Explore the lived experiences of Indigenous Peoples in the workplace and learn about career development strategies that support meaningful, values-aligned employment > Discuss opportunities and goals > Examine ways in which we can find job opportunities (e.g., navigating job sites, networks, etc.) > Discuss career development strategies > Why having a career development plan is important > Ways to build a career roadmap > Career Pathways Exploration module (e.g., Digital Marketing, Web, Design, E-commerce, Tourism, Customer Experience, Entrepreneurship/Self-Employment) > Use labour market insights (e.g., LinkedIn “hottest jobs”) to contextualize opportunities > Explicit information about specialization pathways > Inclusion of Indigenous career pathways, including Indigenous tourism and community-based roles > Embed self-determination: participants choose pathways and tools aligned with their values, communities, and interests	> To define their career development goals > To identify key employers or areas of skills to focus on > One takeaway to implement in work placement (i.e., “I am interested in social media, so I will research ways to optimize performance and share with the Team”) > (See AI for aiding your job search below, which is part 2)	> Personal career roadmap, including evidence of job search skills > Practice training loop: If a chosen path to employment does not work, they return to an earlier step, using a common setback (e.g., failed interview) to identify what to revisit, what they have learned, and next concrete actions	> What skills or areas of knowledge do I want to focus on to reach my short-term and long-term career development goals? > What tools or strategies introduced in the session will I use to aid my job search or career planning? > What do I know about myself, including my strengths, values, personality, energy patterns, preferred ways of working, and responsibilities outside of work, that can help me choose career pathways where I can thrive?

Objectives of Session	Participants Will Learn	Outcomes	Self-reflection
Job Search and Resume Development – 3+ hours			
> Understand key components of preparing a resume > Understand tools and templates for preparing a resume > Feedback > Explicit discussion of employer-specific expectations (including AI usage policies) > Reinforce responsibility for accuracy, authorship, and representation when using AI tools	> What a good resume and job application include > Tools to assist in a job search > How to conduct a job search using the available AI tools (i.e., a practical activity) > How to identify when AI creates errors in a resume and job search, and how to approach providing accurate information > Participants learn to adapt resumes and applications to different employer contexts	> Resume and application letter, with an explanation of the tools used	> What strategies will you use to ensure the information AI produces is accurate and aligns with your true skills and experiences?

Objectives of Session	Participants Will Learn	Outcomes	Self-reflection
Workplace Expectations, Rights and Obligations – 3 hours			
> Truth and Reconciliation commitments of employers > Employment equity, human rights, diversity and inclusion and their implications in the workplace > Employer's expectations of workers: attendance, punctuality, performance, promotion > Differing expectations between school and work environments > Navigating bias and discrimination > How to access support > Embed Indigenous self-determination in workplace contexts (decision-making, autonomy, values alignment) > Expand discussion on navigating different workplace expectations, including tools, policies, and cultural contexts > Include employer expectations and variances (e.g., AI use, software tools, communication norms)	> Basic knowledge of EDI concepts and how they apply to individuals, workplaces and society. > Human rights legislation at the federal and provincial levels > Their rights as employees in a workplace context > Differing workplace expectations and how to adapt to work environments > The obligations of employers and employees in the workplace context > How Indigenous knowledges, perspectives, lived experiences, and cultural values can strengthen workplace collaboration, problem-solving, leadership, and innovation > How to describe and advocate for the value of Indigenous perspectives in professional settings without feeling pressure to represent all Indigenous Peoples or educate others without consent	> Simple quiz and review situational examples Peer learning circle: Suggested discussion topics include: > Discuss experiences in the workplace and how you understood and navigated employer expectations > What worked and what did not work? Why? > How can you apply an EDI lens to your own behaviour and choices in the workplace?	Self-reflection: > What supports, changes or accommodations might help you succeed in the workplace, and how could you communicate these needs? > If you are going to be late, absent, or unable to meet a deadline, how will you communicate this to your supervisor or team in a timely and respectful way?

Objectives of Session	Participants Will Learn	Outcomes	Self-reflection
Building your Personal Brand and Online Presence (Part 1 and 2) – 3 hours			
> Understanding how impressions are created and shape opportunities > Understanding what employers look for and notice > Understanding who you are and the impression you want to create > Understanding tools to help build online presence as well as shape personal connections > Introduce portfolio-building mindset (even at beginner level) > Reinforce authenticity and alignment with personal and community values	> How LinkedIn is used to develop personal brands > Signalling and legitimacy: What are employers looking for > What do you want to communicate about yourself when you are looking for a job? > How to communicate a personal brand in interactions with people. > How to communicate the value of Indigenous knowledge and perspectives in the workplace > One takeaway to implement in work placement (i.e. “my personal brand is based on being punctual. Therefore, I will arrive a few minutes early to meetings”) > How to use different tools to build their online presence	> LinkedIn profile that is developed, reviewed, and refined.	> What impression do I want to create? How can I do that? > Describe what makes me unique in a professional context.
Introduction to Project Management – 3 hours			
> Introduce the concept of Project Management and an overview of commonly used digital tools > Why managing your work and those around you is important > Effective Time Management > Preparing to-do lists > Using online Calendaring > Reinforce adaptability across tools and systems (non-prescriptive approach)	> To understand the concept of Planning For Success - How will you achieve your goals? > How to take an objective, break it into tasks and timelines and develop a workable project plan > One takeaway to implement in work placement (i.e. “Implement SMART goals and track using a digital tool”) > To apply project management to real-world roles (marketing campaigns, tourism coordination, small business operations)	> A simple project management plan	> What is one SMART goal you can set for yourself? How will you know if you’re moving closer to your goal? What indicators will you look for?

Objectives of Session	Participants Will Learn	Outcomes	Self-reflection
Project Management Skills and Tools – 3 hours			
> Collaboration and tracking skills for project management	> Strategic skills in project management > The most effective and popular digital tools for project management > How to identify the basics of executing project work, monitoring progress, managing changes, and closing the project	> A project management plan and update it using an online tool	> What obstacles do you anticipate in adopting digital tools in project management, and how might you overcome them? > If you could commit to one habit that will support future project success, what would it be?
Google Workspace (and Gemini) – 3 hours			
> Introduction to Google Workspace and Gemini > Proficiency and understanding of Google Workspace tools and when they are used > Explicit statement: tools are examples, not requirements > Encourage adaptability to employer-selected platforms > Reinforce transferable skills (collaboration, organization, communication)	> To effectively use Google Workspace tools such as Google Docs, Sheets, Slides, and Drive to collaborate with colleagues or team members in real-time or asynchronously > How to leverage Google Workspace's cloud-based features for remote work to access documents, emails, calendars, etc.	> Assessment on current skills and areas for improvement to inform a customized work plan for Google Workspace and Microsoft Office (online tools plus coaching)	> How does working in a cloud-based environment change the way you think about organization, accountability, and accessibility?

Objectives of Session	Participants Will Learn	Outcomes	Self-reflection
Microsoft Office (and Copilot) – 3 hours			
> Introduction to Microsoft Office > Why Microsoft Office, and the suite of associated tools, including Microsoft Word, Excel, and PowerPoint, is important in various environments and contexts > How to leverage AI-assisted tools, Co-pilot in Microsoft Office	> What Microsoft Office is and the various tools available in Microsoft Office. How to create basic documents and manage emails efficiently. > How to leverage Copilot in Microsoft Office environments > Practical skills in using Microsoft Office applications (e.g., Word, Excel, PowerPoint, Outlook) to create basic documents, spreadsheets, presentations, and manage emails efficiently	> A checklist of how Co-pilot can be used to improve text. > Create a simple document that includes: title, short description of accomplishments, and a bulleted list of skills. > Use Microsoft Copilot to improve clarity and adjust tone. > What did you learn? What steps will you take when you use Copilot to improve written text?	> What responsibilities do you still hold, even when AI is helping (e.g., accuracy, tone, truthfulness, etc.)? > How might Microsoft Office and Copilot help you stay more organized, communicate clearly, or manage your time at work?

Objectives of Session	Participants Will Learn	Outcomes	Self-reflection
Communication Strategies and Styles for a Digital World Part 1 – 2 hours			
> Introduction to the importance of effective communication > Introduction to methods of communication in the workplace, and the expectations for each communication style > Understanding various styles of communication, and when they are appropriate > Embed culturally responsive and relational communication approaches > Acknowledge varying communication norms across workplaces and communities	> How to determine your primary and secondary communication style > How to identify the communication style of others in the workplace	> An understanding of how to adapt communication styles, with the next steps to improve communication in the workplace. Group activity: > Use three workplace scenarios (e.g., sharing bad news, pitching ideas, clarifying instructions) and each person will respond to the scenario in their natural communication style. > Rewrite the message in terms of other styles, such as someone analytical or amiable. > Reflect on what changed in terms of pace, tone, amount of detail, and clarity. > What did you learn? How will you use these skills in the workplace?	Peer learning circle: Suggested discussion topics include: > What did you realize about assumptions you might have when communication feels difficult? > What strategies will help you adapt when communicating with someone who has a very different style from your own?

Objectives of Session	Participants Will Learn	Outcomes	Self-reflection
Communication Strategies and Styles for a Digital World Part 2 – 2 hours			
> Understand best practices in effective workplace communication > Identify the most popular tools for workplace communications > Tips and tricks to communicate effectively in different contexts	> How to deploy the appropriate communication strategy when speaking with colleagues and co-workers > One takeaway to implement in work placement (i.e. “I am most effective at communicating verbally, so I will schedule a meeting to share ideas”)	> An application of how to adapt communication styles, with the next steps to improve communication in the workplace Group activity: > Dissect a scenario (e.g., missed deadline at work, unclear instructions, or conflict) > Decide the best communication tool for specific messages (e.g., video call, email, etc.), script a conversation, and role-play with a partner for 2–3 minutes > What did you learn? How will you use these skills in the workplace?	Peer learning circle: Suggested discussion topics include: > How does your current communication approach support or challenge your ability to collaborate at work? > What habits, if improved, would make you feel more confident communicating in a professional setting?
Presentation Skills and How to Leverage PowerPoint – 3 hours			
> Introduction to PowerPoint > How to create a presentation in PowerPoint > Effective presentation styles and best practices > Reinforce inclusive communication principles	> Various presentation strategies > One takeaway to implement in work placement (i.e., “I will develop a presentation and use it in a meeting”) > How to successfully structure a presentation, leverage notes, and gain confidence when speaking to small and large audiences > Apply accessibility best practices (contrast, readability, inclusive design)	> A PowerPoint that conveys its intended meaning and applies best practices for layout, minimal text, images, and accessibility	> How do you typically respond to presentation nerves, and what new strategies did you learn that will help you address this? > Choose one strategy you will intentionally practise before your next presentation (e.g., breathing exercises, developing and reviewing speaker notes, rehearsing, etc.)

Objectives of Session	Participants Will Learn	Outcomes	Self-reflection
Introduction to Social Media – 3 hours			
> Introduction to social media and the various channels > How to leverage social media > Best practices and strategies for using social media and what channels	> The benefits of social media and how it can be leveraged at work > Effective practices by social media channels and audiences > One takeaway to implement in a work placement > How to pull key messages out of various data inputs, such as social media analytics, Google Analytics, and reports	> An effective social media post > Create a post for LinkedIn, which includes answers to the following questions: (a) What is one thing you learned in the social media session? (b) What surprised you? And (c) What is one skill that you will bring to the workplace?	> What social media tools are you most drawn to, and why? > Do you see yourself contributing to social media or digital communication tasks in the workplace?
SEO and Google Analytics – 2 hours			
> Understanding SEO and why it is important to businesses > Introduction to search engine optimization and the various tactics to improve SEO score > Using SEO tools for practice (e.g. Screaming Frog SEO Spider, Ahrefs, etc.) > Introduction to Google Analytics as a tool, and how it can be leveraged at work when explicitly framed as an introduction to a high-demand specialization. > Introduction to Answer Engine Optimization (AEO) and how to optimize content for AI > Include practical, job-aligned tasks (e.g., optimizing content, interpreting data).	> The benefits of search engine optimization and how it can be leveraged at work > Fundamentals of SEO and top-ranking factors, and best practices for creating content online > To identify the difference between good and bad SEO optimization strategies > Practical insights about how to use Google Analytics > Additional strategies on how to optimize content to be scanned and accurately interpreted by AI answer engines	> A simple checklist that can apply to any webpage or post, including keywords (in the first 100 words), optimized headers, alt-text, etc.	> How might your writing or design approach change now that you know how search engines evaluate content? > What patterns or insights would you look for if you were given access to analytics in the workplace? Peer learning circle: Suggested discussion topic: > Discuss SEO and what was included on the SEO checklist you developed. What did you include and why?

Objectives of Session	Participants Will Learn	Outcomes	Self-reflection
Canva and Other Digital Design Tools – 2.5 hours Re-titled: Design Literacy and Workplace Communication Tools			
> Understanding Canva and its role > Introduction to Canva and how it can be used for simple design projects > Other online design tools that do not require graphic design knowledge > Explicit distinction between design literacy and professional graphic design > Clarify: tools like Canva support non-design roles; they do not replace professional design training > Acknowledge industry-standard tools (e.g., Adobe Illustrator) as part of professional design pathways (Appendix C) > Explicit statement: tools are examples; employers often determine tools used	> Available online design platforms > Templates available for quick design projects > One takeaway to implement in work placement (i.e. “I can use Canva to build a one-pager at work”)	> A social media post developed in Canva > Using the post developed from the Social Media Workshop, develop a visually appealing social media graphic	> What part of working with Canva or other tools made you feel more confident about your creative abilities? > What mindset shifts did you experience (e.g., realizing that design doesn’t have to be perfect to be effective)?

Objectives of Session	Participants Will Learn	Outcomes	Self-reflection
Business Financials and Tools – 4 hours			
> Introduction to business financials and tools, what they are and why they are important to understand even in non-financial roles > To identify and differentiate between key financial terms used in the workplace, such as income, profit, cash flow, cost of goods sold and balance sheet > To cover the knowledge and skills necessary to manage key financial aspects of business operations, including budgeting, financial planning, and financial decision-making > Include applications to small businesses, entrepreneurship, and Indigenous community well-being	> To identify when Microsoft Excel should be used in the workplace, and to communicate how the tool works. > To comfortably navigate a spreadsheet's basic tools and interface, and understand the different Excel data types and formatting options. > To use common Excel functions for everyday purposes such as SUM, AVERAGE, COUNT, and MORE	> A simple financial overview spreadsheet, which includes information on revenue, cost, and profit, as well as budgeting	> How do you see Excel and basic financial knowledge showing up in the tasks you might do in the workplace? > What strengths do you bring to financial or data-related tasks? What skills do you want to build? Peer learning circle: Suggested discussion topic: > Discuss challenges creating these sheets and offer each other guidance and suggestions to improve
Intro to Coding (HTML + CSS) Part 1 and Part 2 – 4 hours			
> Understand HTML and CSS and what they are used for > Learn the fundamentals of web development using HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets) > Frame as exposure to web development pathways (e.g., WordPress, web support roles) > Encourage continued learning via Appendix C	> How to explain the roles of HTML and CSS in creating web pages > HTML document structure and forms > CSS functions such as syntax, inline CSS, and creation of style elements > How to apply CSS styles to HTML elements > Learn how to check your code with AI	> A modified template (e.g., participants are given a template where they can make adjustments to colours, fonts, etc.)	> How do you see these skills supporting future digital or technical tasks, even beyond web development?

Objectives of Session	Participants Will Learn	Outcomes	Self-reflection
AI: Using ChatGPT and other AI tools – 2 hours			
> Introduction to the responsible use of AI tools > Familiarization with AI tools and platforms that are accessible to small businesses, both open-source and commercial options > Explicit acknowledgement that AI use varies by employer and may be restricted. Workplace AI Policies and Expectations vary > Clear guidance on when NOT to use AI, acknowledging environmental impacts of AI usage > Reinforce human accountability (accuracy, privacy, ethics, cultural sensitivity) > Address risks of over-reliance, especially in creative and technical roles > Encourage alignment with organizational, community, and ethical values	> Which AI tools are currently used by small businesses in Canada, such as ChatGPT and Grammarly > Understand which AI tools are used in different contexts > How to identify which AI tools are safe to use by reviewing terms and conditions	> An AI task list, including sample prompts	Peer learning circle: Suggested discussion topics include: > Where do you think AI would be the most valuable in your future role? > Set one new learning goal for building confidence around AI (e.g., practicing prompts, learning how to customize AI outputs) Group activity: > Think about 3–5 tasks you do (or expect to do) in a workplace, such as writing emails, summarizing notes, brainstorming ideas, drafting job posts, etc. > Sort these tasks into two categories: “AI could help with this” and “Human-only tasks” > Write a sample AI prompt to help complete the task

Objectives of Session	Participants Will Learn	Outcomes	Self-reflection
Practical Uses of AI for Small Business: ChatGPT and other AI tools – 2 hours			
> Learn to apply AI effectively and responsibly to various contexts and understand when AI should not be used. > Effective and responsible application of these tools across customer service, marketing, finance, and operations.	> Prompt engineering and how to develop clear, effective instructions and ask for AI tools > Practical skills to manage AI-assisted tasks and workflows to maximize productivity and efficiency > How to safely and responsibly use employee, customer, and organizational data when using AI > How to evaluate, verify, and improve AI-generated content for accuracy, relevance, and quality > Best practices for responsible AI use, including privacy, security, ethics, and recognizing potential bias > How to identify opportunities to integrate AI into everyday work processes and decision-making > Practical examples and hands-on experience applying AI tools to real-world workplace scenarios > Approaches for using AI in ways that respect Indigenous knowledge, cultural protocols, data sovereignty, and community priorities	> A customized AI prompt for a business task, as well as a responsible use of an AI checklist	Group activity: > Identify 3 business tasks from the following categories: (a) customer service, (b) marketing, (c) finance and admin, and (d) operations > Sort them into two categories: (1) AI can help, and (2) AI needs human review. > Create a prompt > Discuss the prompt as a group, and adjust if necessary > What have you learned? What are some responsible uses of AI? What information should you not give to AI? Peer learning circle: Suggested discussion topic: > Where did you see the biggest potential for time savings or efficiency in work situations? > How can you use AI in ways that respect Indigenous knowledge, cultural protocols, data sovereignty, and community priorities?

Objectives of Session	Participants Will Learn	Outcomes	Self-reflection
Using AI to Automate Administrative Tasks – 2 hours			
> Explore AI tools to automate administrative tasks (especially repetitive tasks) > Understand the considerations and impacts of using AI tools for administrative tasks > Build confidence to use AI tools to assist with the automation of repetitive administrative tasks	> Available AI tools and solutions that can support the automation of repetitive administrative tasks and improve workplace efficiency > How to identify suitable tasks for AI automation and implement AI tools effectively and responsibly through practical, hands-on exercises > Best practices for reviewing, managing, and improving AI-assisted workflows while maintaining accuracy, privacy, and data security > How to integrate AI automation into existing administrative processes while considering organizational needs, accessibility, and user experience	> A brief plan for how AI can be used in administrative functions > Development of a checklist of “the Do’s and Don’ts of AI”	Group activity: > Develop a list of repetitive admin tasks (e.g., scheduling, data entry, summarizing notes) > Determine which AI tool can help, and how it can help > Use AI to generate an automation example > Develop a short responsible use checklist that includes what data cannot be shared, where human review is required, and privacy considerations Peer learning circle: Suggested discussion topics include: > What still feels challenging or uncertain about automating tasks (e.g., technical skills, choosing the right tool, trusting the result)? > How can AI reduce stress or workload without removing your role in quality control?

Objectives of Session	Participants Will Learn	Outcomes	Self-reflection
Using AI to Support Content Creation –2 hours			
> Understand how AI can support content creation, including social media posts, blogs, and related content > Explore available tools > Explore considerations, including risks	> Do's and Don'ts in AI-supported content creation > Available tools, resources and capabilities > How to responsibly and effectively use AI to support graphic design, generating copy and social media posts through practical exercises	> A drafted social media post created with the support of AI	Group activity: > Using the post developed during the <i>social media workshop</i>, create a visually appealing social media graphic using AI, such as Canva AI. > Use a simple prompt to create a friendly and engaging social media caption and image. > Verify that there is no sensitive content, that the information is factually accurate, that the tone is appropriate, and that communication is clear. Peer learning circle: Suggested discussion topic: > What strengths do you bring to the creative process that AI cannot replace?

Objectives of Session	Participants Will Learn	Outcomes	Self-reflection
Using AI in Sales Funnels and Customer Service Support – 2 hours			
> Understand how AI can support customization, build sales funnels and optimizing upsell opportunities > Understand Chatbots and AI assistants for customer inquiries > Identify AI responses vs. human tone for customer service support	> Do's and Don'ts in using AI for sales and customer service support (keeping the human in the loop) > Available tools, resources and capabilities, identifying pathways on when and where AI can be implemented to improve sales conversions and reminders > How to use AI to effectively and responsibly drive sales, upsells and redirect opportunities	> A list of AI chatbots and AI assistants, including pros and cons (e.g., whether the response sounds like an AI and why)	Group activity: > Find 5 AI chatbots and AI assistants > Prompt each AI with the same questions > Discuss whether the response sounds “human” or “AI” Peer learning circle: Suggested discussion topics: > How can you use AI as a support tool while still making sure communication feels authentic and human-centred? > How will you ensure the content AI generates aligns with privacy, accuracy, and brand standards?
Cybersecurity: The Do's and Don'ts – 2 hours			
> Understand Cybersecurity > Provide context as to why being safe online is important in a work setting > Threats/tactics used to harm online security > Introduce strategies for being safe online > Highlight importance of protecting community and organizational data	> How to define cybersecurity and ways to protect themselves at work > How to identify threats to online safety > One takeaway to implement in work placement (i.e. “I will change my password every two weeks” or “I will add a two-code authenticator to my email”)	> A list of common cybersecurity threats and how to identify them (e.g., phishing email, suspicious links)	> What surprised you about how easily online safety can be compromised through everyday habits or small mistakes?

Objectives of Session	Participants Will Learn	Outcomes	Self-reflection
Applied Cybersecurity for the Workplace – 2 hours			
> Introduction to applying cybersecurity best practices and identifying advanced cybersecurity threats, including those generated by AI > Participants will have the chance to practise their cybersecurity knowledge and assess the safety of various uses of digital tools > Feedback	> To apply cybersecurity strategies in real-world examples > How to identify ransomware attacks, infected websites, online ads and scam emails, phishing attempts, business email impostors, and other security concerns	> Identifying key features of cybersecurity threats (e.g., from case studies, examples, etc)	> What did this session reveal about your current digital habits? What do you want to change? > Create a simple safety checklist you will use whenever you download tools, open emails, or click links

Appendix B: Optional Learning Plan

Both synchronous and asynchronous ADaPT streams have optional learning plans made available through the LMS for further learning. Table 5 describes the courses available in this plan.

Table 5
Optional Learning Plan

Course Name	Description	Learning Outcomes
Introduction to Equity, Diversity and Inclusion	This course is designed to help you understand the elements of EDI and why they are important to business, to Canada and to you. By the end of the course, you will be equipped with knowledge of how equity, diversity and inclusion (EDI) can be applied to improve your organization's performance and how you can ensure that you are part of creating a more equitable and inclusive workplace.	> The learning objectives of this course include how to: > Understand growing diversity in Canada and its implications for organizations > Understand the reasons why equity, diversity, and inclusion (EDI) are important to business > Recognize the challenges faced by diverse groups > Define key concepts of equity, diversity and inclusion > Understand the steps in moving EDI forward in their workplace > Learners will demonstrate their knowledge of key concepts and examples of how they are effectively applied
Inclusive Human Resources: Attracting, Developing and Retaining Talent for the 21st Century	This course is designed to build understanding of the importance of equitable, diverse, and inclusive human resource practices in today's evolving workplace. Participants will explore how inclusive approaches to recruitment, employee development, and retention can strengthen organizational culture, improve workplace performance, and support long-term success. By the end of the course, participants will have the knowledge and practical tools needed to help create a more equitable, inclusive, and welcoming workplace where diverse talent can thrive. The course will also explore the importance of culturally responsive practices and the role organizations play in removing barriers, recognizing diverse experiences, and creating meaningful opportunities for all employees, especially within an Indigenous community.	> The learning objectives of this course include how to: > Understand the importance of an inclusive HR strategy > Understand the existing barriers to inclusive Human Resources > Understand how to build inclusion across the five main stages of Human Resources practice - job design and description, recruitment, selection, training, retention and promotion, and separation. > Understand the activities and initiatives to help build and sustain an inclusive workplace culture. > Apply knowledge of equity, diversity, and inclusion best practices to the workplace.

Course Name	Description	Learning Outcomes
Design Thinking	Design thinking is a human-centered approach to innovation that draws from the designer's toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success. This course takes participants through the design process and introduces them to the foundational concepts and tools of design thinking.	> In this course, participants will: > Establish a foundational knowledge of design thinking concepts. > Articulate why design matters in business. > Differentiate between thinking styles and modes. > Recognize the phases of the design process.
Introduction to UX Design	This course introduces participants to the principles, processes, and best practices of user experience (UX) design. Participants will explore the foundations of user-centred design thinking and learn how to create digital products and services that are accessible, intuitive, and responsive to user needs. Through an introduction to UX research, design principles, and problem-solving approaches, participants will gain the knowledge needed to understand users, improve digital experiences, and contribute to developing effective digital solutions.	> In this course, participants will: > Discover UX Design career paths and opportunities. > Understand the challenges UX designers face. > Understand the significance of conducting User Research and how to do it effectively. > Learn best practices for asking questions, conducting user interviews, and synthesizing your research.
The UX Design Process	This course introduces participants to the UX design process and the foundations of user-centred design thinking. Participants will learn practical steps, tools, and shortcuts to understand users, identify design challenges, develop solutions, and improve digital products and services. By the end of the course, participants will have a clear framework for applying UX principles to create more effective, accessible, and user-friendly experiences.	> In this course, participants will learn how to: > Define the problem spaces and discover how to ideate, articulate, and defend solutions. > Set successful research goals. > Produce and document personas, information architecture, user flows, and annotated wireframes.
Introduction to Adobe Illustrator	This course explains the fundamental tools and concepts that make Adobe Illustrator indispensable for graphic designers. By the end of this course, you will be able to: Edit documents using shapes, colours, and objects, utilize gradients, pattern fills, blends, points, and paths; and understand various graph types.	> By the end of this course, participants will be able to: > Edit documents using shapes, colours, and objects > Utilize gradients, pattern fills, blends, points, and paths > Understand various graph types

Course Name	Description	Learning Outcomes
Building resiliency and positive team connections	This course is focused on building resilience and developing strong relationships with others. The course is designed to help you understand resilience, team effectiveness, and high-quality connections and how to create them, and collaborative communication and how it can be used to improve communication, listening, and conflict management skills.	> In this module, you will > Define resilience and explain why it's important. > Differentiate between a fixed and a growth mindset and an optimistic and pessimistic explanatory style. > Explain how to reframe thoughts and beliefs to increase resilience. > List the five pillars of team effectiveness. > Define what High-Quality Connections are and how to create them. > Explain communication response styles and Active Constructive Responding. > Describe Collaborative Communication and how it can be used to improve communication, listening, and conflict management skills.
Introduction to time management	This course is designed to help you understand SMART Goals and how to set them, how to find your most productive time, and how to prioritize, avoid multitasking and create a productive environment.	> By the end of this course, you will be able to: > Understand the SMART Goals and how to set them. > Understand how to find your most productive time. > Learn to prioritize, avoid multitasking and create a productive environment.
Creativity and Problem Solving	This course is designed to help you understand strategies, tips, and resources that encourage creativity, group dynamics—the requirements of building innovative teams, and the foundation of an innovative team using the elements of idea generation and creative problem-solving.	> In this module, you will learn > Multiple strategies, tips, and resources that encourage creativity. > The elements of learned creativity. > Group dynamics. > The requirements of building innovative teams. > The foundation of an innovative team using the elements of idea generation and creative problem-solving.
Effective Social Media Marketing Techniques	This course is designed to help you understand content creation strategies and maximizing engagement on social media, the importance of creating a social media content plan and the power of storytelling.	> By the end of the module, participants will learn: > Content Creation Strategies for maximizing engagement on Social Media > Creating a Social Media Content Plan > The Power of Storytelling in Social Media

Course Name	Description	Learning Outcomes
Video Marketing for Small Businesses	This course is designed to help you understand how to develop a video marketing strategy, different types of video content, essential video production equipment and software, and the role of storytelling and engagement in video marketing.	> By the end of the module, participants will learn about: > Developing a video marketing strategy > The different types of video content > The role of storytelling and engagement in video marketing
Video Marketing Strategy: AI and Accessibility	This course is designed to help you understand AI-based content creation and why it is helpful for marketers, ethical considerations of AI in marketing, and the importance of adding alt text, video captions and writing accessible text.	> By the end of the module, participants will learn about: > AI-based content creation and why it is helpful for marketers > Ethical considerations of AI in marketing > The importance of adding Alt-Text, video captions and writing accessible text
Business Writing	In this course, you'll be introduced to a simple planning process that'll save you time and help you become a consistently effective business writer. You'll learn structuring strategies to help make your messages easy to read and engaging. You'll also review tips to streamline your message and proofreading tips to reduce errors.	> By the end of this course, you will be able to: > Apply practical and reader-friendly composition techniques > Pre-plan and write informative, concise, and persuasive messages > Craft positive and negative messages
Introduction to Sales Fundamentals	This course is designed to help you understand the basics of sales, including the importance of sales and the critical role they play within an organization, how to develop a deep understanding of products and services so salespeople can convey their true value to potential customers, the ideal timing for initial outreach and follow up to potential customers, and how sales and marketing work together to achieve the same business goal.	> In this course, participants will learn: > Why sales are so important, and the critical role that the sales function plays within an organization. > How to develop a deep understanding of products and services, so salespeople can convey their true value to potential customers. > How sales and marketing work together to achieve the same business goal.
Sales Fundamentals: The B2B sales process	This course is designed to help you understand the B2B sales process (including prospecting, qualifying leads, research, perfecting a pitch, handling objections, closing deals, nurturing leads, upselling and cross-selling), a typical day of a sales professional, and crucial skills required by a sales professional.	> In this course, participants will learn: > What the B2B sales process consists of, such as prospecting, qualifying leads, research, perfecting a pitch, handling objections, closing deals, nurturing leads, upselling and cross-selling, and more. > What a typical day of a sales professional looks like. > The skills required as a B2B sales professional

Course Name	Description	Learning Outcomes
Social Selling	This course explores how social selling is reshaping B2B sales and how platforms such as LinkedIn can be used to build relationships, increase visibility, and connect with potential customers. Participants will learn the psychology behind social selling, including how trust, credibility, and human behaviour influence buying decisions. Through practical strategies and tools, participants will learn how to create effective outreach, engage prospects authentically, and develop a social selling approach that supports stronger customer relationships and sales success.	> In this course, participants will learn: > How social selling is changing the world of B2B sales. > How LinkedIn can serve as a critical tool for B2B social selling. > Efficient outreach techniques to connect with potential prospects seamlessly. > Tools that can augment the sales journey, empowering participants with the resources to thrive in today's dynamic business environment.

Appendix C: Follow-up Training Pathways – Industry Certifications & Additional Specialized Learning Opportunities

Table 6 shows additional learning opportunities that can be shared with participants to support development beyond the formal program period.

Table 6

Industry certification opportunities

Industry Certification	Provider	Platform	Canadian	Indigenous Engagement Clear	Approximate Time Commitment
General: Digital topics					
IBM SkillsBuild ⁵¹	IBM	IBM Skills Build			Varies
Artificial Intelligence					
IBM AI Fundamentals Learning Plan ⁵²	IBM	IBM Skills Build			10 hours
Introduction to Generative AI ⁵³	Google	Google Cloud			45 minutes
Amazon Web Services (AWS) Certified AI Practitioner (exam) ⁵⁴	AWS	AWS Skill Builder			90-minute exam
AI For Everyone ⁵⁵	DeepLearning.AI	Coursera			6 hours
Google AI Essentials Specialization ⁵⁶	Google	Coursera			5 hours
Cybersecurity					
Google Cybersecurity Professional Certificate ⁵⁷	Google	Coursera			4 weeks–10 hours/ week
IBM SkillsBuild Cybersecurity Certificate ⁵⁸	IBM	IBM Skills Build			6 hours
Google					
Google Career Certificates ⁵⁹	Google	Coursera			Varies
Google Ads Certifications ⁶⁰	Google	Google			1–4 hours

Industry Certification	Provider	Platform	Canadian	Indigenous Engagement Clear	Approximate Time Commitment
Google Cloud Certifications ⁶¹	Google	Google Cloud			Varies
Google Data Analytics Professional Certificate ⁶²	Google	Coursera			6 months–10 hours/ week
Google Project Management: Professional Certificate ⁶³	Google	Coursera			5 weeks–10 hours/ week
Google Digital Marketing & E-commerce Professional Certificate ⁶⁴	Google	Coursera			6 months–10 hours/ week
Microsoft					
Microsoft Certified Fundamentals ⁶⁵	Microsoft	Microsoft			Varies
Microsoft Copilot for Productivity by Microsoft and LinkedIn ⁶⁶	Microsoft and LinkedIn Learning	LinkedIn Learning			5 hours
Digital Marketing & Design					
Digital Marketing Bootcamp ⁶⁷	Jelly Academy	Jelly Academy	✓	✓	10–week program
Digital Marketing certifications ⁶⁸	Semrush	Semrush			25 minutes–5 hours
SEO Certification Course ⁶⁹	HubSpot Academy	HubSpot Academy			3 hours 35 minutes
Search Engine Optimization (SEO) Specialization ⁷⁰	University of California, Davis	Coursera			2 months–10 hours/ week
WordPress courses ⁷¹	WordPress	WordPress			Varies (3–7 hours)
Adobe Graphic Designer: Design that Demands Attention Professional Certificate ⁷²	Adobe	Coursera			4 months–10 hours/ week
Canva courses (free, paid) ⁷³	Udemy	Udemy			Varies
Shopify courses, videos and learning paths ⁷⁴	Shopify	Shopify			Courses vary (25 min–2 hours)

Industry Certification	Provider	Platform	Canadian	Indigenous Engagement Clear	Approximate Time Commitment
Indigenous Tourism Industry					
Indigenous Tourism Training Modules ⁷⁵	Indigenous Tourism Association of Canada (ITAC)	ITAC	✓	✓	1 hour
Sharing our Voices: Indigenous Guide Training ⁷⁶	Indigenous Tourism Manitoba	In-person	✓	✓	7 days
Pathways to Indigenous Market Readiness ⁷⁷	Emerit and ITAC	Emerit.ca	✓	✓	17 hours and 30 minutes
General: Tourism Industry					
Belong: Accessible Tourism Workplaces e-Learning ⁷⁸	Emerit	Emerit.ca	✓		5 hours
Additional Manitoba tourism educational programs ⁷⁹	Various - listed on Travel Manitoba	Various	✓		Varies

Appendix D: Program Tracker Instructions

The ADaPT SCALE Program Tracker helps track participant progress throughout the program. Each tab serves its own purpose and many of the processes outlined below can be automated using vlookup or xlookup functions in Excel (i.e., matching emails) or IF functions.

Application and interview process

- > The raw data for completed application forms should be input into the 'Participant Information' tab, starting at Column H. If the applicant is eligible, check the box "Eligible."
- > The data for interviews can be entered into the 'Interview Information' tab, including interviewee name and email, date, scores, decision, responses for questions, and time of interviews. After the interview is completed, the 'Participant Information' tab can be updated by writing "Yes" in the "Interviewed" column.
- > Once participants confirm their acceptance into the program, both the 'Interview Information' and 'Participant Information' tabs must be updated.
 - > Interview information: Select "Yes" under acceptance
 - > Participant Information: Type "Yes" under "Enrolled," "Yes" under "Engaged," and select the cohort an individual is assigned to.
- > After a cohort has been established, the names and emails of participants can be moved to the "Attendance Tracker" and "Work Placement Tracker" to easily track outcomes throughout the program.

Attendance tracking

- > Attendance tracking has three statuses: (1) absent (e.g., participants who did not attend the session), (2) partial attendance (e.g., participants who attended less than one-half a session, and (3) attended. In the 'Attendance Tracker' tab, the appropriate status is selected to note attendance for each participant in a session.
- > There may be instances where an individual withdraws from the program. If this is the case, the participant's status is updated to 'withdrew'. At the same time:
 - > The cohort under "Participant Information" should be updated to reflect the change in cohort, meaning select the option for "withdraw."
 - > The "Yes" in the engaged column should also be deleted. This is important as it allows us to understand cohort attrition.

Work placement tracker

Every employment journey is different, and understanding employment outcomes is often not as simple as “employed” or “unemployed.” To understand participants’ pathways through career supports and employment outcomes, career coaches track progress through the ‘work placement’ tab. Several columns in this category that allow us to understand participant outcomes, as detailed below.

Job status

Table 7

Categories in work placement tracker

Title	Description/Notes
Status	This column is intended to be filled out once the career coach confirms placements—either through direct involvement by the career coach or indirect involvement (e.g., referral, job boards). The options include: > Unemployed > Already employed, no involvement > Employed through direct involvement > Employed through indirect involvement What is direct involvement? This refers to employment opportunities resulting from the career coach. What is indirect involvement? This refers to several situations, such as referrals to an employer (e.g., a connection made), referrals to a job board, or individuals who join the program (e.g., already employed) through a partner referral. Once employment is confirmed and the status is updated in the work placement tracker, the tab “Participant Information” in the ADaPT SCALE project tracker should be updated with a “Yes” under the placed column.
Survival job	Check the box if the participant is in a low-skilled, entry-level position to earn money, while seeking a higher-skilled job in one’s area of expertise.
Already in meaningful employment and seeking promotion/senior role/ career transition	Check the box if the participant is already engaged in meaningful employment, but is seeking a promotion, senior role, or career transition.
Looking to start their own business	Check the box if the participant expresses interest in starting their own business.
Completed meet & greet	Check the box if the participant has completed a meet and greet session with their career coach.
Connection made (e.g., introducing participant to an employer)	Check the box if the career coach has introduced the participant to an employer.

Contact information

This section includes the contact information of the participant, including name, portfolio link, training cohort, phone number, and first three digits of their postal code. These details are not only relevant for contacting participants, but also to determine if job opportunities are within a suitable location for the participant. Note: All of this information is gathered in the application form and can be copied and pasted over (or use Excel/Google Sheet commands to link information). It also includes the name of the training cohort, as well as the assigned career coach.

Employment details

This section provides background information on employment status, highest level of education, and field of study. This information is static and is drawn from the application form. The intent is to ensure career coaches are aware of what educational and employment background participants enter the program with. Note: All of this information is gathered in the application form and can be copied and pasted over (or use Excel/Google Sheet commands to link information).

Other columns, including skills, previous experiences, and roles of interest, can be filled out based on career coaches' meetings with participants.

Work experience information

This section provides information about the work experience participants engage in throughout the program. When employment is confirmed by the career coach, the career coach enters the company name, position title, and start date into the tracker. Career coaches may also use participant folders to store additional details about jobs found, including a copy of the original job posting or paperwork shared by the employer or participants.

Administrative notes

An additional column to write any other relevant notes.

Badged and placed participants

As participants complete the program or engage in work experience, the "Participant Information" tab should be updated by typing "Yes" in the trained or placed column.

Appendix E: Career Coaching Supports

Additional details on career coaching supports, as well as detailed descriptions and timeline, are in Table 8. Participants receive career coaching supports throughout the program, beginning at program intake, and supports are continued post-program. ADaPT programming provides follow-up career coaching supports and one-on-ones for a period of nine months post-program to ensure participants are connected to roles and supports aligned with the career and community goals.

Table 8

Career coaching supports

Support	Description	Timeline
Meet & Greet with career coach	> Career coaches will conduct 15–20 min Microsoft Teams/in-person/phone calls with each participant. These calls will allow coaches to connect with each participant on a personal level, begin to identify pain points in their employment journeys and areas for growth and build rapport using strength-based coaching. Review target industries, sectors, and job roles that align with the participants' profiles and aspirations. > The meet & greet is the first opportunity for coaches to engage with participants directly, gather information about each candidate's employment journey to date, and build rapport to better support participants throughout the program. > Note: Career coaches are encouraged to review responses from the interview, as they include pre-employment questions, such as roles of interest. This provides context for the career coach and allows them to guide the meet-and-greet process.	> Career coaches are assigned to participants in the first or second week of the program. > Career coaching sessions are offered to participants in the first week of the program.

Support	Description	Timeline
Career Development Strategies Workshop	> As part of the training program, the Career Development Strategies session will cover details about labour market research, resumes, cover letters, interviewing, and how to combat the hidden market by using networking and LinkedIn Strategies. Participants will receive the tools and techniques that are required to succeed in our labour market. Participants are empowered and learn to seek opportunities. Thanks to the knowledge gained in this workshop, many participants now have a clear understanding of the steps they need to take to find employment on their own. > Career development resources shared with participants (housed on the LMS) are listed below: > How to do a cover letter > Interview Prep Template > Interview Workbook > Accomplishment Statement Examples > Accomplishment Statement Exercise > Accomplishment Statement Worksheet > Networking Exercise Worksheet > Networking Workbook > Resume Customization Worksheet	> The preference is to offer the career development strategies workshop in the first or second week of the program. It aligns well with building your one-on-one personal session.
Resume review	> Coaches review participants' resumes and provide feedback on how to strengthen them. A standard checklist is used to verify resumes and cover letters. A resume Customization Worksheet is shared with participants. > Resumes are stored in the participant folders set up during the interview process. This allows easy access to materials for career coaches and other program administrators.	> Resume review is offered after completion of the career development workshop.
Group Mock Interview Session	> As part of the training program, participants attend a group mock interview session covering how to address commonly asked questions, "Tell me about yourself", "Why should we hire you for this position?" and will cover behavioural interviewing. As part of the session, participants practise answering questions, and coaches provide feedback on the spot. > It is good practice to have 6 participants sign up in one session. Move them into breakout rooms where they can practise answering each question with another participant, and the coach bounces between breakout rooms. > Employer representatives can also be engaged in the mock interview exercise. Participants are asked to complete the interview prep form.	> It is recommended that the group mock interview sessions are offered three-quarters of the way through the planned curriculum.

Support	Description	Timeline
Match participants to our open opportunities	> Participants will be matched to opportunities through various avenues. Open positions are tracked through a centralized work placement tracker. > Participants may also have the opportunity to attend virtual hiring events. Participants will be matched to these opportunities based on their areas of study, skill sets, and interests.	> Ongoing
Community Hiring Events	> Participants will be provided with information on job fairs hosted by various community organizations when such events align with participant pools and program objectives. > Some external job fair hosts may offer prep/ informational sessions that participants will be encouraged to attend. Participants may also elect to book a one-on-one coaching session with their career coach if needed.	> Ongoing
Virtual Networking Session	> The final session of the program includes a virtual networking event with a select number of employer representatives. This event provides employers with an opportunity to share industry insights, interact with program participants, and build connections that can lead to future employment opportunities.	> It is recommended that this be the last workshop of the program.
One-on-One Coaching	> Participants can book 30 minute (virtual) coaching sessions with their career coach to discuss their job search strategy, interview skills, help boost confidence, resume/cover letter feedback, interview prep, and more. These sessions can be booked at any time during their training and when they are looking for work opportunities.	> Ongoing. Participants can contact their assigned career coaches after the program is completed.

Appendix F: ADaPT Testimonials

Applying for ADaPT was something I hadn't initially planned to do. As a new graduate, I was looking for meaningful employment and understood quite early that the current job market was extremely competitive. I came across a post advertising ADaPT while job-searching on LinkedIn and decided to apply after reading more on the program's website.

Now as an alumnus, I can speak about the quality and incredible support offered through this program.

Through ADaPT, you are exposed to different fields, career paths, and training materials that were essential for my job-search and for developing diverse professional skills that employers seek nowadays. Many of the workshops offered are a gateway to a new skill, sector, or job opportunity. Networking is also a vital part of career-building, and I am grateful for the connections I made with fellow peers and the ADaPT team. Personally, [the career coach's] expertise and one-on-one coaching on interview preparation directly contributed to me landing my next job! The ADaPT program and team is fully equipped, willing, and eager to support participants on their career journeys - so definitely apply to make the most out of this opportunity!

– Debanjan Dhar, ADaPT Core Virtual Classroom, 2022

As a young, Black teenager looking to gain more skills and knowledge about the business world, the ADaPT program was the perfect opportunity for me to explore the different aspects of the job searching process while also being able to learn additional skills I never thought I needed! For me, the personal branding webinar taught me the ability to introduce myself to professionals and maintain a cohesive brand identity throughout my professional and personal lives. Then, I was able to build off what I learned from the webinar through the learning modules, which not only helped me to retain the knowledge from the webinar, but also gave me additional resources and tips.

Additionally, I had the opportunity to work one-on-one with a professional career coach, who worked with me on creating a proper resume and LinkedIn profile to head into my job search with! Finally, the ADaPT program gave me the chance to personally meet a Black, Canadian industry leader in my profession, which was an awesome experience and very insightful! Since completing the ADaPT program, I've become more confident in my job search and feel more ahead than other peers my age. Highly recommend!

– Chris Seuradge, ADaPT for Black Youth, 2024

I'm writing with immense gratitude and joy to share some exciting news—I've officially accepted a position at TD! This milestone wouldn't have been possible without your incredible guidance, encouragement, and belief in me throughout the process. From the very beginning, you've been a steady source of support—whether it was reviewing my resume, sharing insights about the financial industry, helping me prep for interviews, or simply reminding me to believe in myself when I doubted my abilities.

Your mentorship has made such a meaningful difference in my professional journey, and I truly feel privileged to have had you in my corner. I've learned so much from your experience and generosity, and I carry your advice with me as I step into this new chapter. Thank you once again for everything. I hope to make you proud at TD and, in time, pay it forward by supporting others the way you've supported me.

– Teyan Rahman, ADaPT for B.C. Newcomers, 2025

The ADaPT for BC Newcomers Program helped me bridge the gap between my international experience and the Canadian job market. It gave me real insight into how things are done here—from workplace culture to job search strategies—and made me feel more confident navigating B.C.'s labour market. As a newcomer, I found it incredibly valuable to connect with others on similar paths and learn practical tools that actually work.

This program helped me reconnect with things I've learned before, especially around business skills and career development. It reminded me that there's a standard way things are done in BC, and you have to face the process rather than avoid it. It changed my mindset and gave me direction.

Every part of the program was insightful, but two sessions really stood out to me. The "Cybersecurity for Newcomers" session by Deryck Greer helped me connect my skills to real-world issues, and the workshop on generative AI by Zachary Rose introduced me to AI tools I'd never explored before. It opened up a whole new space for learning and showed me possibilities I hadn't considered.

– Judah Adejare, ADaPT for B.C. Newcomers, 2025

Appendix G: Data Collection Tools

Survey distribution may take several forms, including Qualtrics mailing lists, in-class flyers with QR codes, and community-flyers, and are distributed throughout the program cycle, from recruitment to program nine-month follow-up (as shown in the diagram below). Additional details on each tool are also provided in the table below.

Figure 4
Data collection process

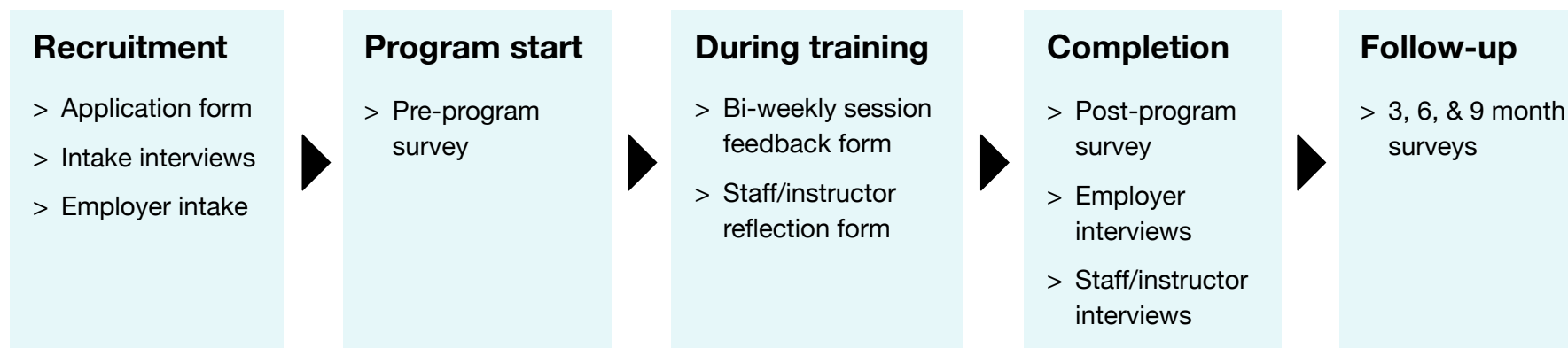


Table 9**Data collection tools**

Tool	Host	Distribution	Description & Measures
Application Form	Red River College Polytech	Ongoing	> The registration, including a needs assessment, collects participant information, such as educational and employment background, voluntary self-identification, as well as in-demand skills. > Demographics are only asked once to ensure future surveys are shorter. Participant information, including demographics, is to be shared with the evaluator to link data to pre- and post-program surveys. > It should be noted that the application form has a section on eligibility; however, many of the questions are not required. The program is geographic-based, with a focus on Indigenous youth, individuals from rural and northern communities, and young people experiencing barriers to employment.
Session Feedback form (for participants and for program staff/instructors)	Diversity Institute	Ongoing	> A short survey for participants focused on whether the session provided content that met the needs of the participants and how the process or logistics ensured all participants had easy access to the content. > A short reflection form for onsite program delivery staff and instructors to reflect upon the successes and areas of improvement of each session.
Employer Intake	Red River College Polytech	Ongoing	> A short survey to gather background information on employers interested in the program.
Pre-program	Diversity Institute	Beginning of cohort	> A pre-program survey will be distributed after participants are accepted into the program. This survey focuses on topics such as needs and goals, confidence, challenges in the labour market, and a baseline skills assessment.
Post-program	Diversity Institute	End of training	> A post-program survey will be conducted at the end of the program and will examine whether the program's objectives are met and whether participants' needs are met. It gathers information on program experiences (e.g., learning and wraparound supports), goals and needs, confidence, challenges in the labour market, skills assessment, and satisfaction.
Follow-up survey	Red River College Polytech and Diversity Institute	After the end of training	> Career coaches are responsible for follow-ups with program participants 3, 6, and 9 months post-training. However, regular follow-ups are recommended, which might include email correspondence with participants or viewing LinkedIn profiles. > Follow-up surveys to be administered 3, 6, and 9 months post-program to gather additional details on employment and educational status and skills being used in the workplace.

Tool	Host	Distribution	Description & Measures
Interviews and focus groups (Program Admin / Instructors and Employers)	Diversity Institute	Between cohorts	> Interviews with employers will be conducted close to the end of the program. The interviews will primarily focus on collecting qualitative data about employers' experiences with the program, how the training content could be (un)useful for them to recruit or hire Indigenous youth, individuals from rural and northern communities, and young people experiencing barriers to employment in Manitoba, and how they ensured their approach to support ADaPT SCALE participants was culturally relevant and responsive. > Interviews with program staff and instructors will be conducted during and after the program. The interviews will be primarily focused on program implementation, how the program was implemented according to or deviating from the plan (consultation, tool development, recruitment, workshop content development, workshop delivery, and community meeting coordination), and the curriculum adaptation process, grounded in Indigenous knowledge, ways of knowing, culture, and community context, as well as challenges in implementing these practices and what worked well.

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