

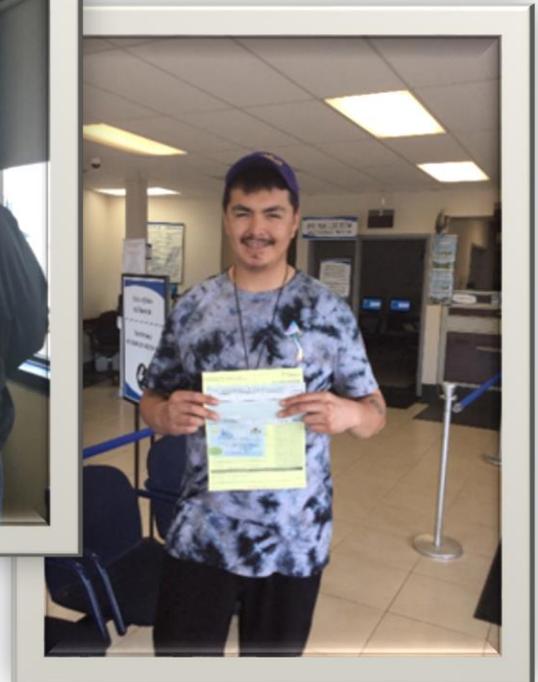
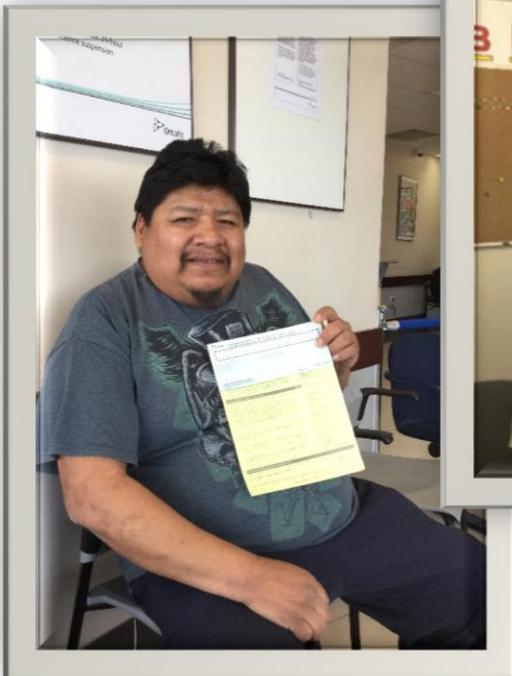


Local Employment
Planning Council

K·K·E·T·S

KIIKENOMAGA KIKENJIGEWEN
Employment & Training Services

Addressing disparity in employment rates for Indigenous People in remote communities



This report was made possible in part through the support of the Government of Ontario and the Government of Canada. We greatly appreciate their generous support but emphasize the following: the views expressed in this report are those of the authors and do not necessarily reflect the opinions of the Local Employment Planning Council, the North Superior Workforce Planning Board, the Directors, supporters, partners, the Government of Canada or the Government of Ontario. The material contained in this report is drawn from various sources. We make no representation or warrant, expressed or implied, as to its accuracy or completeness. Quotation with appropriate credit is permissible.

The information presented in the report is current at the time of printing.

About the Local Employment Planning Council

The North Superior Workforce Planning Board is one of eight Local Employment Planning Councils in the Province of Ontario. The Local Employment Planning Council for the Thunder Bay District brings together key stakeholders in Northwestern Ontario. It connects employers, industry associations, sector groups and other employer groups with appropriate employment and training services to address workforce needs.

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This project is funded in part by the Government of Canada and the Government of Ontario

Acknowledgements

The Local Employment Planning Council would like to acknowledge the dedication and commitment of the partnership with Kiikenomaga Kikenjigewen Employment and Training Services (KKETS) and the assistance of Elaine Keesick, Employment Integration Services Assistant and Andy Nieweglowski, Employment Integration Officer of KKETS for providing your expertise and supporting participants to make this project successful.

Thank you to our local Ministry of Transportation and DriveTest centers for supporting this initiative and future opportunities to increase accessibility to drivers' examination services.

Congratulations to all the graduates for successfully completing and obtaining your license and a special thank you to Gordon Sugarhead, (photo one) Sherry Mendowegan and Andy Nieweglowski, (photo two) and Curtis Coaster (photo three) on the front cover of this report.

This project has provided valuable insight that allows us to continue working together, building capacity in communities through workforce development in Northern Ontario.

Executive Summary

Local Employment Planning Councils (LEPCs) were piloted to improve labour market conditions in local communities with the purpose of creating a network of intermediaries. Their aim is to advance conditions in local communities through improved collection and dissemination of local labour market information, and to expand community engagement to drive local approaches in the planning and delivery of employment and training services.

The Thunder Bay LEPC discovered, through statistical analysis, that a wide disparity existed in the employment rates between Indigenous and non-Indigenous populations and sought innovative and evidence-based strategies or approaches to address this disparity. Kiikenomaga Kikenjigewen Employment and Training Services (KKETS) recognized that their own Indigenous population, specifically those in the remote communities, lacked a significant requirement toward meeting employers' needs regardless of sector or industry – a driver's license. More and more of their community members were achieving other necessary requirements, such as the Ontario Secondary School Diploma, or trades training like welding, but not having a driver's license continued to hold them back from employment opportunities. Moreover, individuals in remote communities did not have access to driver license testing agencies unless they travelled the distance to Thunder Bay, Geraldton or other communities.

The LEPC was excited to partner with KKETS to promote a Driver's License Education/Awareness Campaign which would see in-community driver's testing for 30 remote community members. While the project was modified from the original plan, it was successful in achieving results for community members. It provided a wealth of information and insight from which further strategies for licensing in remote communities can launch.



The Local Employment Planning Council (LEPC) awarded the contract to Kiikenomaga Kikenjigewen Employment and Training Services (KKETS) to Pilot a Driver's License project to address the disparity in employment rates for Indigenous People in remote communities.

The Vision of KKETS is to create a sense of awareness and ownership in communities, including strong relationships and partnerships that will increase the number of educated and employed individuals who are active competitors in the workforce and will ultimately result in healthy prosperous communities.

KKETS mission is to provide culturally appropriate opportunities for education, training and employment by providing professional advisory, support services, and relevant systems and programs to empower individuals to take initiatives for changes in their own lives.

KKETS will assist and support First Nations members in achieving their personal employment, training and educational aspirations by providing education, employment and training services to connect Thunder Bay area and Matawa First Nations people to jobs through education, training, wage subsidies and employment soft services supports. KKETS is committed to ensuring First Nation people are prepared to play a significant role in regional resources development and improving the quality of life and health for First Nation families.

KKETS operates as a division within Matawa First Nations. KKETS is governed by the strategic direction, administrative policies and practices of its Board of Directors. The KKETS Board of Directors is comprised of a member from each Matawa Community which includes: Eabametoong, Marten Falls, Webequie, Nibinamik, Neskantaga, Aroland, Ginoogaming, Constance Lake and Long Lake #58. The approximate number of registered Matawa First Nation members of the nine communities is approximately 10,000 people.

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Introduction

The Driver's License Pilot Project was intended to provide access to license testing, specifically the G1 license, within the remote communities of Matawa First Nations Management as depicted in Figure 1. The core assumption was that a great majority of employers have an expectation that their workforce will be able to meet all job requirements, including holding

Figure 1 - Matawa Remote Access Communities



valid driver's licenses. While First Nation members living within urban locations, such as Thunder Bay, have access to licensing centres, those in remote communities do not and the costs associated with access and testing are inordinately higher than for those living in urban areas.

Background

The North Superior Workforce Planning Board/Local Employment Planning Council, commissioned a research experiment that would use innovative and evidence-based strategies or approaches to address the disparity in the employment rates between Indigenous and non-Indigenous populations. The goal was to enhance the Indigenous peoples' participation in the labour market.

KKETS, an organization whose vision is

“to create a sense of awareness and ownership in communities, including strong relationships and partnerships that will increase the number of educated and employed individuals who are active competitors in the workforce and will ultimately result in healthy, prosperous communities”

submitted a proposal that would enable their remote community members to access a service currently unavailable in their communities – driver testing for G1 and G2. KKETS understood that for many, the process of attaining a driver's license can be daunting, overwhelming and a significant barrier to accessing employment. More importantly for those living in remote communities, members incur expenses for flights to an urban centre, overnight accommodations, pay for the written testing (at two points of certification), and the cost for road testing during the process which can be very costly and an insurmountable barrier to obtaining a driver's license.

Kiikenomaga Kikenjigewen Employment and Training Services (KKETS) submitted the successful proposal to partner with the Local Employment Planning Council (LEPC) to carry out the pilot project for three specific purposes:

1. To increase an awareness amongst their remote First Nation community members that acquiring a driver's license is an important factor toward securing employment;
2. To bring the licensing testing into the remote First Nation communities of Matawa First Nations Management, specifically, (Eabametoong, Neskantaga, Webequie, Nibinamik and Marten Falls) to allow their membership (30 individuals) to access the service without having to travel to an urban community, to become licensed and to be moving toward full licensing;
3. Thirty individuals from those communities would receive sponsorship for costs associated in obtaining their G1 Driver's license.

Goals and Objectives

ADDRESSING THE IMBALANCE



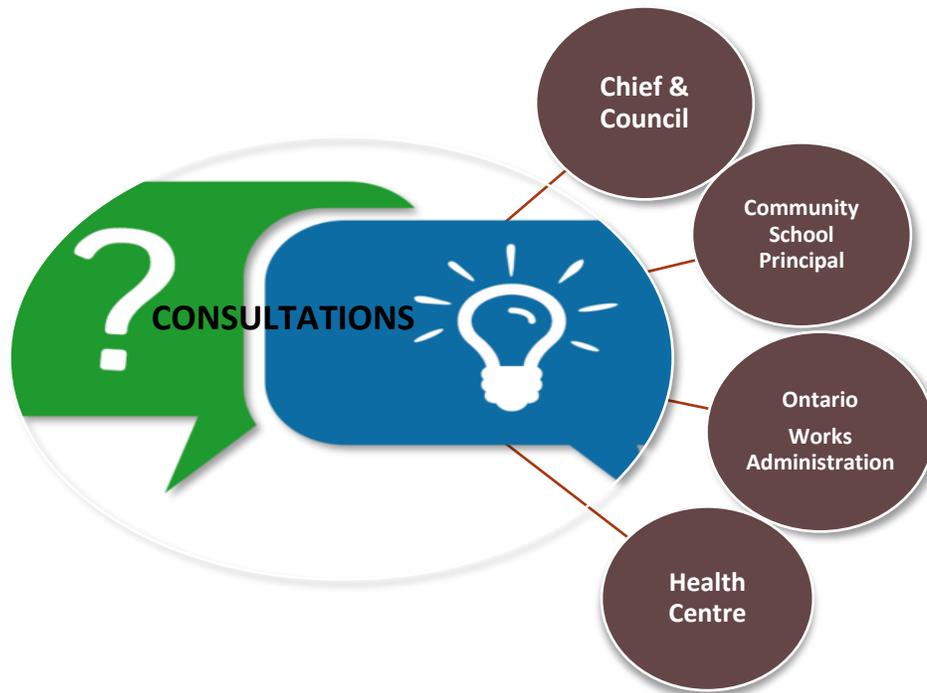
The objectives of the project as set out by the LEPC were to:

1. Seek innovative and evidence-based strategies or approaches to address the disparity in the employment rates between Aboriginal and non-Aboriginal populations to enhance Indigenous peoples' participation in the labour market.
2. Encourage and support those remote community residents who desire to be employed in the broader economy to become more prepared for the modern workforce.
3. Explore theoretical considerations that include an applied experiment designed to deliver both immediate value to the job seeking participants and to create relationships between the job seeker, their community, the labour market and other labour market participants.

Moreover, within the objectives was an expectation for consultation which could be defined as but not limited to:

1. Official engagement of the Tribal Council to which the community belongs;
2. Research on local practices for increasing preparedness for the workforce;
3. Direct visits to five communities
 - a. Ensure an accurate picture by meeting with at least three separate entities, while visiting the community; i.e. Chief and Council, Principal of the School, Health Centre, Ontario Works Administration, etc.
 - b. Keep record of meetings as well as provide the LEPC with briefing notes summarizing the visits with key recommendations and considerations being made as to how that community might contribute or benefit from an "innovative strategy".

4. Research on existing strategies being implemented within the catchment area by identifying and contacting the following:
 - a. ASETAs
 - b. Community programs
 - c. Tribal Council initiatives
 - d. Advocacy-driven programs
5. Provide interim reports to the LEPC.



Deliverables

The specific deliverables to be achieved:

1. An applied research experiment that includes immediate value (incentive) for participating job seekers, steps to connect job seekers to the labour market and other labour market participants and a means for successful job seekers to return value to their community in the future
2. Proposed measures of impact and success that can be explored with the LEPC and the Indigenous Peoples Working Group and finalized by agreement between the LEPC and KKETS

3. A report, based on those measures as well as qualitative interviews of participants and other relevant stakeholders. The report should describe the innovative strategy, its implementation, demonstrable successes or challenges, and any learnings from the project
4. Minutes of meetings held within each First Nation
5. Monthly progress reports to the LEPC, including budget reports
6. Identification of a unique strategy and get buy in from the five remote communities willing to pilot the approach
7. Strategy Package.
8. Background research summary
9. Implementation plan package for selected strategy
 - a. Community engagement plan
 - b. Outreach plan
 - c. Project timelines
 - d. Sample engagement letters
 - e. Sample budget and sources of funding with relevant contacts
 - f. Matrix for success indicators
 - g. Sample social media plan for program recognition
 - h. Branding and recognition rationale and process for community implementation
10. Identification/initiation of key partnerships to move pilots forward
11. Project files and final report in word format

Approach

Using the traditional project management approach, KKETS proposed to deliver the Driver's Licensing Project within five remote communities contained within the North Superior Workforce Planning Board catchment area and members of Matawa First Nations Management. These communities are Eabametoong, Marten Falls, Neskantaga, Nibinamik and Webequie First Nations.



The specific methodology that KKETS laid out for their approach highlighted:

1. Meaningful engagement with Matawa Tribal Council.
2. Initiation of discussions with Mohawk Council of Akewesasne around existing models of removing barriers to indigenous employment (specifically around negotiations with the MTO to lessen the length of time needed for G2 certification).
3. Working with Employment Community Coordinators (ECCs) in each of the (5) five remote communities.
4. Investigating existing strategies being implemented within and outside of the LEPC catchment area by working with already established partners in workforce development.
5. Providing interim reports to the LEPCs Aboriginal Peoples and Communities Work Group (APCWG).
6. Providing records of events, meetings and any other evidence to properly assess the success of the project.



Timelines

The project was scheduled to begin in January of 2017 with distribution of the final report occurring May 31, 2017. KKETS proposed a timeline to implement the plan as follows:

Table 1- Project Timelines

DESCRIPTION	START DATE MM/DD/YR	END DATE MM/DD/YR
Phase 1 – Project Initiation	01/03/17	02/07/17
Community engagement/identification of candidates for sponsorship	01/03/17	02/07/17
Development of protocol for licensing sponsorship	01/03/17	01/17/17
Development of awareness campaign framework	01/18/17	01/31/17
Development of visual arts competition framework	01/25/17	02/07/17
Phase 2 – Professional Development/Execution	02/08/17	03/24/17
Launch Awareness Campaign	02/08/17	03/24/17
Launch licensing sponsorship program	02/15/17	04/30/17
Launch Visual Arts Competition	02/08/17	03/01/17
Deliver training and data	03/15/17	05/31/17
Phase 3 – Project Completion	03/27/17	05/31/17
Commentary finalized	04/03/17	05/01/17
Project wrap up activities	05/02/17	05/15/17
Final report	05/15/17	05/21/17
Design work, printing and distribution of report	05/21/17	05/31/17

Project Adjustments

While the intent was to execute the timeline in its entirety, it became apparent this would not be achievable; so, the program parameters were altered to achieve the best results within the timeline. Specific issues that prompted the changes in the delivery model were:

Visual Arts Competition – initial prompt within First nation communities regarding this competition did not generate sufficient interest to warrant moving forward with this and limited time would have an overall impact on the campaign. This part of the project was not pursued.



Inability to physically visit each of the five remote First Nations – the initial intent was to have KKETS employees perform information and intake sessions in each of the five remote communities. Scheduling, costs and personnel availability had an impact on overall capacity. Additionally, Nakina Air Service discontinued a direct flight between Marten Falls First Nation and Thunder Bay limiting access for staff and potential participants.

Delivery of driving test in five remote First Nations – it was also intended that the G1 written test would be delivered in the five remote first nations of Eabametoong, Marten Falls, Neskantaga, Nibinamik and Webequie. The following factors impeded the testing from being delivered in the First Nations communities:

1. As the initial information and intake sessions did not transpire the information was only disseminated through ECCs.
2. After conversations with DriveTest it was apparent that both the logistics and costs of bringing the service into the remote communities would be more complicated than initially anticipated. DriveTest Centres requires notification four to six weeks in advance to plan effectively for scheduling and personnel availability.
3. Moreover, it was not a viable option to bring remote First Nations members to Thunder Bay as the cost per individual would far exceed the budget parameters.
4. It was unclear if the timeline would allow for all issues to be resolved within the time allocated for the project so creative solutions were sought.

Outputs/Products

To overcome the inability to travel to the remote First Nations to recruit individuals and to deliver the G1 written test, KKETS revised the delivery. A poster was developed, and an internal recruitment was carried out with those First Nation members who were already in Thunder Bay attending the Aboriginal Skills Advancement Project (ASAP - academic upgrading). Additionally, posters were distributed to the ECC's to post in their communities for their members who were coming to Thunder Bay during the timeframe of the testing and for those who may be interested in attending.

Figure 2 - Poster distributed to remote access communities



The response to the initiative was excellent with 70 individuals submitting their application to be considered for the opportunity to study and write their G1 license.

As the students in the ASAP program were attending from all the Matawa First Nations Management membership, the intake was also extended to individuals from road-access communities including (Aroland, Constance Lake, Ginoogaming and Long Lake #58 First Nations).

The number of applicants per community and how this translates to percentages from each community is depicted below in Table 2 and Figure 3. Figure 4 provides the information regarding the percentage of applicants from remote versus road access communities.

Table 2 - Number of applicants from each community

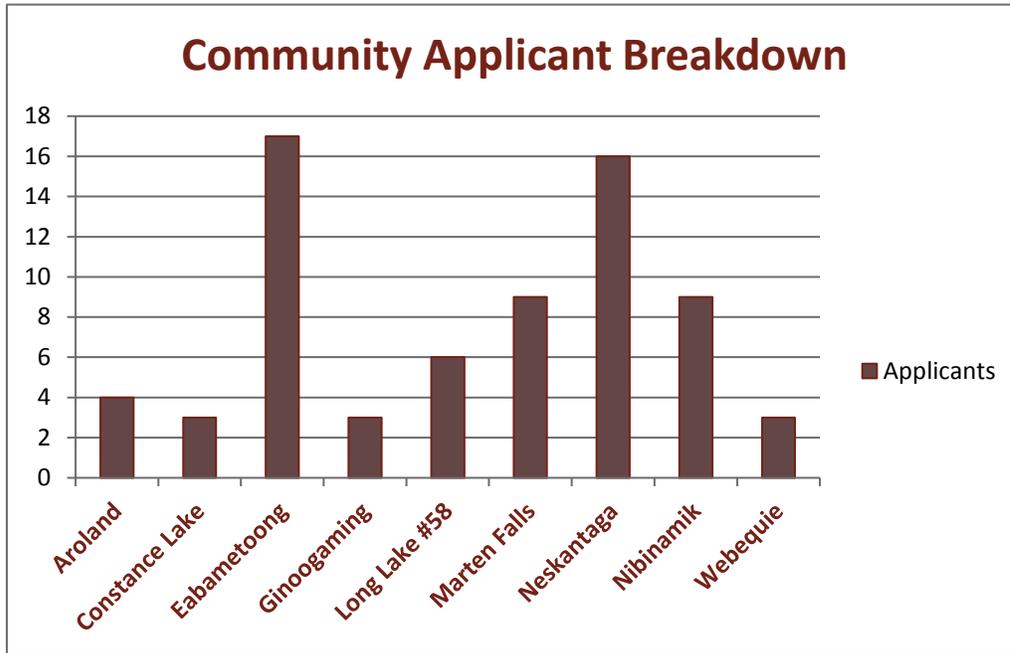


Figure 3 – Breakdown of applicant distribution

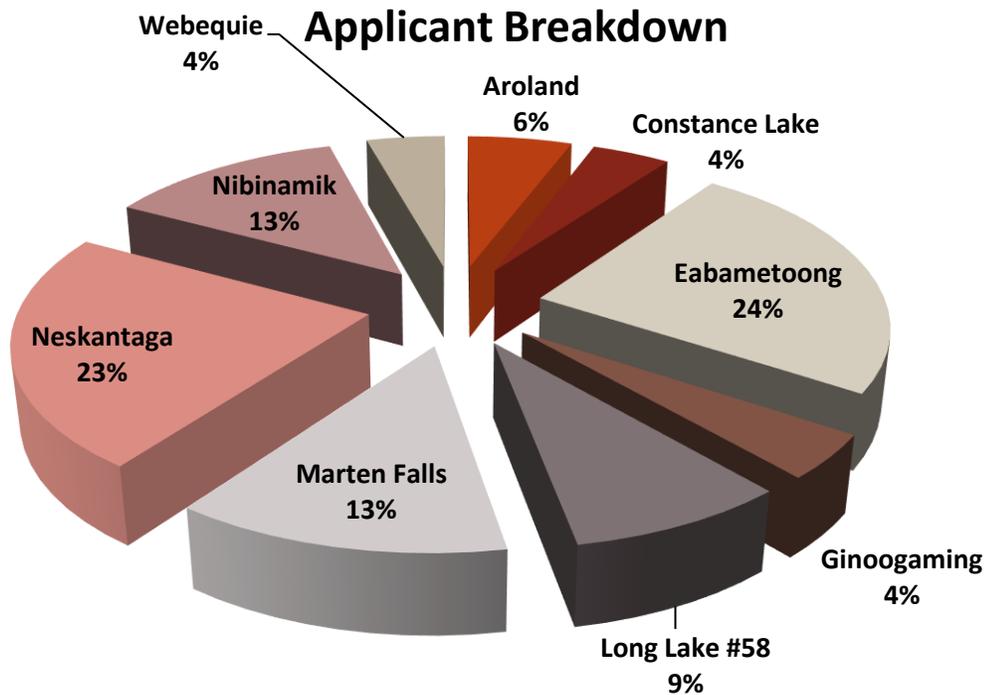
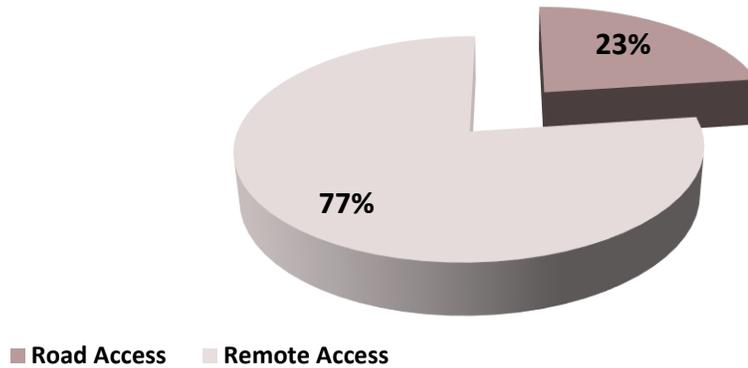


Figure 4 - Representation of remote versus road access communities

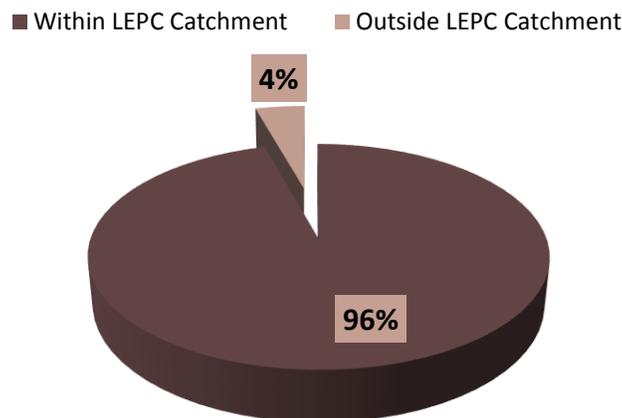
Ratio of Remote to Road Access Applicants



As the above figure indicates, the intake remained focused primarily on individuals from remote First Nation communities. One of the communities (Constance Lake First Nation) individuals who were included in the intake and test-writing process are not contained within the LEPC catchment area. A depiction of these individuals in relation to the total intake is depicted in Figure 5 below:

Figure 5 - Distribution of LEPC catchment versus non-catchment applicants

Catchment Area Breakdown



In the registration process 70 applications were received and screened resulting in 30 registered participants. Within the timelines 29 participants successfully completed with one participant completing shortly after the timeline of the project resulting in meeting the goal of 30 participants for this pilot project.

The following tables and figures provide a breakdown of community successes and how they translate within the communities and within the LEPC catchment area.

Table 3 - G1 written test passes

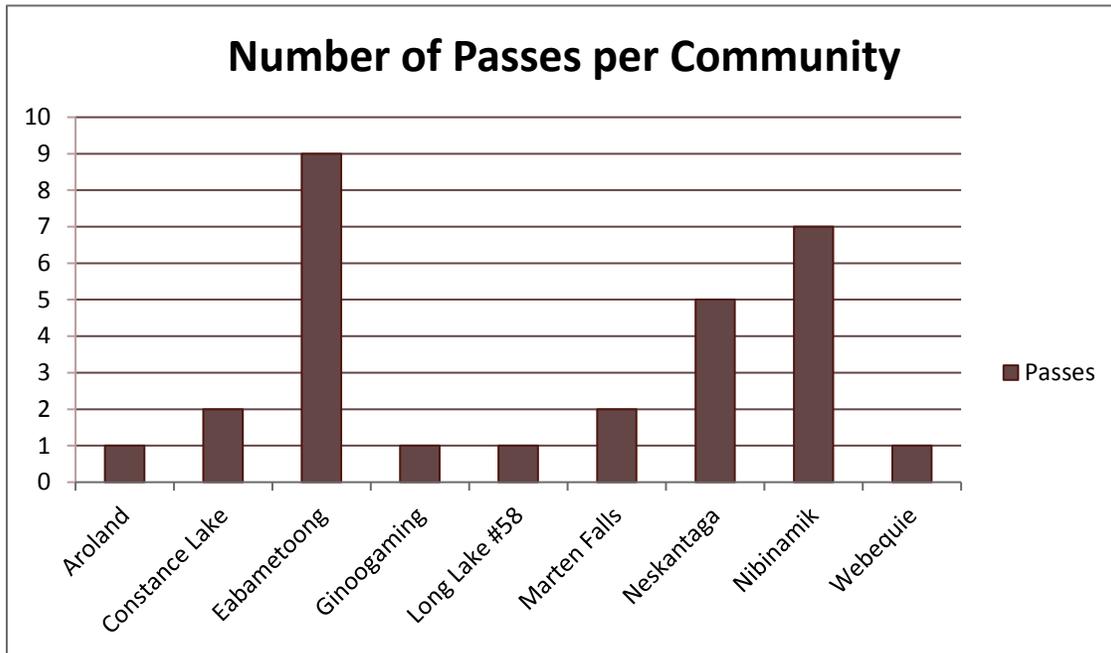


Figure 6 - Distribution of passes by community

Community Breakdown of Passes

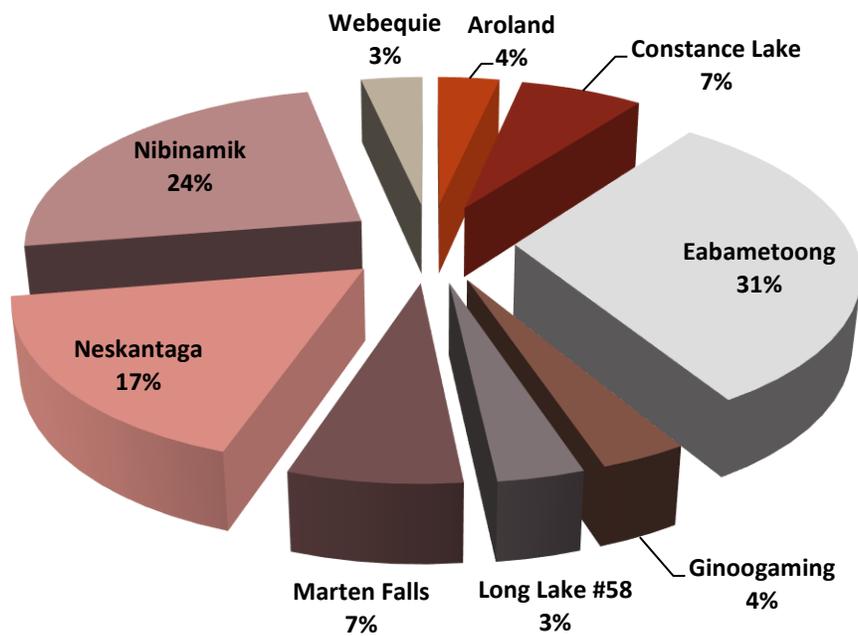


Figure 7 - Distribution of remote to road access passes

Ratio of Remote to Road Access Passes

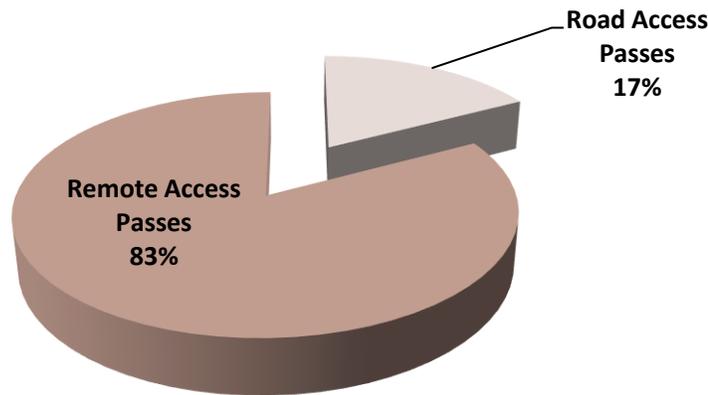
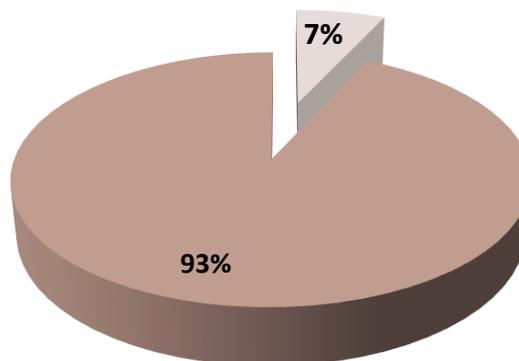


Figure 8 - Distribution of passes inside and outside of LEPC catchment area

Catchment Area Passes Breakdown

■ Outside LEPC Catchment ■ Within LEPC Catchment



Connecting to and/or engaging other agencies to discover initiatives/best practices and to report on progress attained by KKETS provided the following results:

1. Conversations with Mohawk Council of Akwesasne around existing models of aimed at removing barriers to employment – **specifically around negotiations with the Ministry of Transportation to reduce the length of time between G1 and G2 certification.** It was discovered that the reduced time applied only to “D” licensing for those who already had a G2 license and did not in any way affect their individuals with a G1 license waiting to progress to G2.

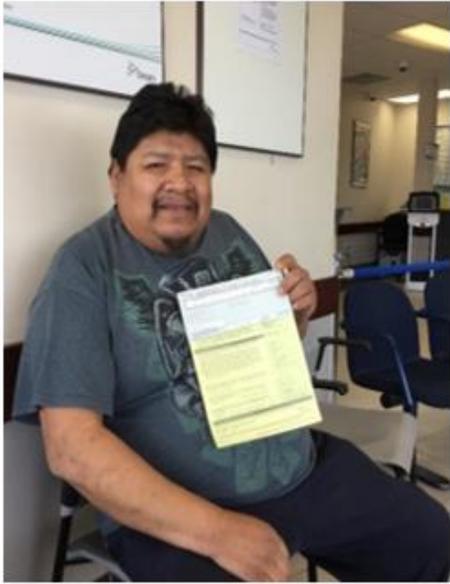
2. Connecting with ECCs proved to be beneficial for the dissemination of information and to assist individuals who required support with their applications.
3. Discussions with both DriveTest and the Ministry of Transportation throughout the project helped to steer the progression of the project and provided invaluable information moving forward that will be shared later in this report. DriveTest agreed to open on a Saturday to accommodate applicants for this project.
4. Reporting occurred regularly, and a listing of those events is provided in Table 4.

Table 4 - Meetings and Events

Description	Date	Note
KKETS/LEPC Update Meetings	February 17, 2017	
	March 13, 2017	Program Launch
	March 16, 2017	
	March 26, 2017	
	March 27, 2017	
	April 11, 2017	
	April 21, 2017	
Working Group Meeting	April 24, 2017	
	May 12, 2017	
MTO Meetings	March 27, 2017	
	May 8, 2017	
Membership Information Session	May 15, 2017	
Handbook Review w/Participants	May 24, 2017	4:30 pm – 6:30 pm
	May 25, 2017	4:30 pm – 6:30 pm
Drive Test		
G1 Knowledge Test	May 23-July 24 2017	

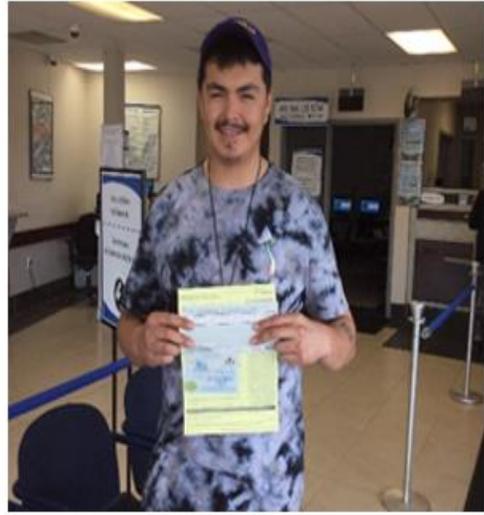
Project Highlights

Figure 9-Successful G1 Applicant



Gordon Sugarhead

Figure 10 - Successful G1 applicant



Curtis Coaster

Figure 11 -Successful G1 Applicant



Michael Beaver

Congratulations for
successfully
completing!

Barriers and Challenges

Barriers encountered during the project are described in 3 primary areas:

1. Program Delivery/Logistics
2. Community Infrastructure
3. Applications

1. Program Delivery/Logistics

Community Access – Flights

The first barrier encountered was that of timeframe versus catchment area. The map on page 4 (Figure 1 - Matawa Remote Access Communities) indicates the location of the First Nations (FNs) requiring access from Thunder Bay. The precise distances are provided in Table 5 below.

Table 5 - Remote Community Distance and Access

Community	Distance from Thunder Bay	Airlines Available	1 Day Access	Hours between Flights
Eabametoong FN (Fort Hope)	366 km	Nakina Air	Yes	6.0 hours
		Wasaya Airways	Yes	3.0 hours
		North Star Air	Yes	6.5 hours
Neskantaga FN (Lansdowne House)	433 km	Nakina Air	Yes	5.5 hours
		Wasaya Airways	Yes	3.5 hours
		North Star Air	Yes	20 mins
Nibinamik FN (Summer Beaver)	494 km	Nakina Air	Yes	3 hours
		Wasaya Airways	Yes	4 hours
		North Star Air	No	n/a
		(no flights to this location)		
Webequie FN	527 km	Nakina Air	Yes	3 hours
		Wasaya Airways	Yes	25 mins
		North Star Air	Yes	25 mins
Marten Falls FN (Ogoki Post)	440 km	Wasaya Airways	Yes	3 hours
		(no flights to this location)	No	n/a
		North Star Air	n/a	n/a
		(flights only on Tuesdays and Thursdays)	Yes	25 mins

To access these communities three airlines were available – Nakina, Wasaya and North Star.

However, some of the communities were not accessible for a one-day trip and some of those that were accessible for a one-day trip had very short times between the arrival flight and the departure flight. For example, if we refer to Table 5 we can see that the longest amount of time available in Webequie First Nation is 3 hours. Marten Falls is accessible for 3 hours as well, but only if the flight is taken from Nakina Airport – a four-hour drive from Thunder Bay, thereby negating the possibility of a one-day trip. Nakina Air Service discontinued their direct flight on May 24, 2017 between Thunder Bay and Marten Falls which has been detrimental for travel.

The contract was awarded in late December 2016 with an initial meeting with the LEPC being scheduled in early January 2017. The plan had been to accomplish the promotion within the month of January but became evident that the amount of time allotted for the entirety of the project would not permit for extensive community visits. KKETS decided to work closely with their ECCs in each of the five communities to have them disseminate the information, register participants and provide information about the program.

Community Access – Communications

There were changes in staffing in some of the communities and personnel changes caused communication challenges to provide project details of past activities and updates as the project moved forward. This did make it a challenge for ECCs and the project planning for communities. It is also noteworthy to mention that deaths within the community led to a shutdown of the Band Office and Administrative Services which made planning difficult as three of the five communities were unavailable during this time.

To overcome the inability to travel to the remote First Nations to recruit individuals and to deliver the G1 written test, KKETS revised the delivery and implementation for this pilot. Students from remote communities presently attending the Aboriginal Skills Advancement Project (ASAP - academic upgrading) were selected to participate and ECC's were encouraged to recommend to members in their First Nation communities to register for the training

2. Community Infrastructure



During meetings with the Ministry of Transportation it was discovered that the MTO since 2015 has been assessing and developing an action plan for service delivery in communities for G1 and G2 testing. Part of this assessment required examination of community infrastructure – roadways and road signs. Two KKETS/Matawa communities had provided the necessary information regarding infrastructure and were to be included in the Project – Eabametoong and Webequie.

3. Applications

Barriers Encountered During Intake

To write the G1 driver's test applicants had to be in possession of the required valid identification as well as their prescription glasses if they wore glasses. This information was imparted to participants during the intake process and reinforced again in the confirmation letter. It became apparent that many of the applicants did not have the proper identification and there were no ID clinics planned in their communities. For those participants residing in Thunder Bay to attend school, efforts were made to assist them in acquiring the necessary identification prior to the scheduled testing. Not all attempts were successful.

A further complication came with married female applicants who did not have the appropriate identification and were also not in possession of their marriage certificate. The process was time consuming as it was necessary to have identification to apply for a certified copy of the marriage certificate. This meant, they would first apply for and acquire their identification (birth certificate) to be able to apply for the Marriage Certificate.

The other barrier faced by participants came with the need for prescription glasses at the time of testing. For those residing in remote communities who no longer had their glasses due to loss or damage it was difficult to get their prescriptions refilled while in the community.

For those living in Thunder Bay who had lost or damaged their eye glasses they may not have had the opportunity to replace their prescriptions in time for the testing as one person came to

the testing without their glasses and others did not come to the test and this may have been a factor. Further to this is the understanding that not all the individuals can afford a new pair of glasses. While the government covers a portion of the cost, the coverage is for very basic frames, so fashion and other requirements requires an out of pocket expense for individuals.

Applicants were given the handbooks to study well in advance of the testing period but for those with literacy issues this was not enough time to properly prepare them. Further to this, applicants were provided two opportunities – May 24th and May 25th from 4:30 – 6:30 p.m. – to allow them to attend an Ontario Driver`s Handbook Review. A total of 15 individuals attended these two sessions (7 participants on May 24th and 8 participants on May 25th). For those flying in from the remote communities, they were unable to attend these sessions and no other sessions were provided outside of Thunder Bay.

Barriers Encountered During Examination Process

Test Anxiety

Some participants found themselves suffering from test anxiety which impacted their success significantly. This was not something mentioned prior to the testing process and it is uncertain what specific aspects of the testing caused the anxiety.

Language Barrier/Literacy Issues

Participants who had literacy or language barriers found themselves unable to achieve the results they desired. Unfortunately, many individuals with this barrier are reticent to identify themselves. For those who did identify themselves, they were provided the headphones to access the test questions through audio rather than the written word.

Identification

While it was stressed on more than one occasion, some participants came to the testing process without the appropriate identification. The information page that was provided to participants discussed the identification required; however, it provided only the most basic of identification requirements and did not go into further detail for those whose names changed with marriage but supporting document was not provided. Of those unable to write, five did not provide a birth certificate and one person needed to bring her marriage certificate.

Prescription Glasses

Participants were informed that they were required to bring their prescription glasses to the testing and one participant was unable to write the test as they did not bring a pair of glasses.

Travel

A barrier was encountered by an individual attempting to travel from Marten Falls First Nation (Ogoki Post). A direct flight was cancelled, and they had to fly to another location, stay overnight, take the bus to Thunder Bay, write the day they arrived, then get back on the bus the same day to carry out the return trip.

Attendance

Of the 43 scheduled to write, twelve failed to attend. For some it is believed that they were unable to acquire the appropriate identification in time for the testing. For others it may have been the inability to make it to the appointment due to lack of transportation. Finally, others may have chosen not to make the attempt and did not attend. As some of these individuals did not have phones, it was difficult to contact them to confirm their attendance.

Rewrite Rate

During the testing there was a high rewrite rate due to test failures. For some individuals they completed rewrites more than once. However, those individuals that attended the testing session successfully attained their G1 and one participant successfully completed their G2 license.

Recommendations

As with the barriers the recommendations will be articulated according to the three specific areas discussed earlier.

1. Program Delivery/Logistics

Community Access – Flights

As the timeframe allotted for this endeavor did not allow for full coverage for community access, it is recommended that any future attempts in this area are done so within a longer time span to effectively carry out the mandate of such a project and to ensure full community access is achieved.

Community Access – Communications

Consideration can be given to building stronger networks within the communities that allow for more than one person to be the point of contact.

2. Community Infrastructure

MTO has been working to provide G1 testing in First Nation communities as part of their project. DriveTest has completed an overview of the community engagement and assessment process which can be seen in the appendices of this report.

3. Applicants

Identification

As identification was a significant issue consideration should be given to hosting Identification clinics in all First Nation communities on a regular basis. As identification is a necessary component for many programs, employment, and training it is important to regularly hold identification clinics. This will allow individuals to prepare in advance of opportunities and have the prerequisites required when needed. Service Canada has a role to play in supporting individuals to obtain the required identification. As learned in this pilot, Service Canada does provide a list of scheduled First Nation community visits which is posted on their website: <http://www.servicecanada.gc.ca/tbsc-fsco/sc-lst.jsp?prov=ON&lang=eng>.

Rewrite Rate

The high rate of rewrites can be attributed to a variety of factors, but adequate study and preparation time is likely one significant factor in this pilot. Bringing in instructors to help study, prepare and write sample exams can ease anxiety and build a higher level of success on the first attempt. For those with language or literacy barriers, having them prepare with audio equipment, or having a reader provided will allow them to become familiar with the process and the material.

Conclusion

The Ontario driver's license is an important certification for all job seekers to obtain to move forward in career pathways. First Nation community members in Northern Ontario face significant barriers to accessing testing for a driver's license. Coordination and planning with individual communities is required to deliver licensing opportunities and to work within these communities to roadmap the process to allow individuals to navigate the licensing system. Through a collaborative effort with community, MTO, DriveTest and Service Canada the barriers to licensing can be reduced and an increase in equitable access can be reached.

Obtaining the requisite documents, contacting and scheduling participants did pose to be more time consuming than expected. For future projects this should be a consideration to ensure project success.

The goals of this pilot "addressing the disparity in employment rates for Indigenous People in remote communities" were met. The lessons learned are positive and have provided an understanding of the system supports required to increase accessibility for driver's license testing. There is a definite need for members of remote access First Nations to have the appropriate licensing to ensure remote First Nations members are afforded the same opportunities as those living in road access or urban centres.

A potential pilot project that is currently being reviewed for approval introduces the opportunity to complete G2 testing in the community of Eabametoong. Although, this remains in the approval stage, the delivery of this pilot would be a step in the right direction allowing First Nation members for the first time to complete G2 testing and secure full licensing in a remote community.

Upon completion of the “addressing the disparity in employment rates for Indigenous People in remote communities” pilot, KKETS continued to receive inquiries for driver’s license testing from Matawa First Nation members living in both rural and remote communities. Demand for accessing driver’s license testing for both G1 and G2 continues and KKETS has provided support for many more participants to successfully complete their licensing after this pilot project was complete. During this pilot no other local organizations or service providers have been identified as acting as a liaison for communities to assist with license coordination and testing. It was satisfying to learn through this project that plans began in 2015 by MTO with DriveTest developing a strategy to work together to increase accessibility, remove barriers and deliver licensing programs for First Nation communities throughout Northwestern Ontario. This will better prepare individuals for the future, increase employability and provide new opportunities for Indigenous people regardless of where individuals reside.

Planning is an integral component to ensure delivery of these services reach populations throughout Northwestern Ontario. Through this pilot information was received providing valuable insight which will be beneficial to move forward licensing programs in non-remote and remote communities.

Graduation Celebration Attendees



Graduation Celebration attendees: (from left to right)

Andy Nieweglowski, Elaine Keesick, Rebecca Mattinas, Tracy Roblin, Tiffany Moonias, Destiny Mattinas, Dungan Gagnon, Melissa Sakanee, Gordon Sugarhead, Sherry Mendowegan, Roberta Meeseetawageesic, and Madge Richardson.

Thank you to everyone who made this project a success and all the best to the graduates in their future endeavors.

Miigwetch.

Appendix A: Responsibility Agreement



Responsibility Agreement

Driver's License Pilot Project – Driving into The Future

I, _____ hereby agree to the following concerning my participation in the Kiikenomaga Kikenjigewen Employment and Training Services' (KKETS) Driver's License Pilot Project 'Driving into the Future' Program:

1. That I acknowledge that the Driver's License Project is a KKETS Pilot Project in conjunction with the North Superior Workforce Planning Board (NSWPB); _____ (initials)
2. That I have acknowledged that KKETS and the NSWPB are paying the fee of \$ _____ for the Class ' _____ ' written / road test. _____ (initials)
3. For this project to succeed I must be successful in passing and obtaining the ' _____ ' written / road test; _____ (initials)
4. That this pilot project includes a Pay-It-Forward initiative, that I agree to re-pay the \$ _____ over the course of the following year upon successfully obtaining my ' _____ ' Driver's License. _____ (initials)
5. To return the 2017 Ontario Driver's Handbook, which is the Property of KKETS, in working condition and without damage upon writing the 'G1' written test.
6. I give consent to Kiikenomaga Kikenjigewen Employment and Training Services, its representatives and employees the right to take photographs of me and my property, as well as record video and/or audio in connection with the above-identified subject.
7. I authorize Kiikenomaga Kikenjigewen Employment and Training Services, its assigns and transferees to use and publish the image, recording, or statement in print and/or electronically.
8. I agree that Kiikenomaga Kikenjigewen Employment and Training Services may use such photographs, recordings, or statements of me with or without my name and for any lawful purpose, including for example such purposes as publicity, illustration, advertising, research, web content, and/or social media content.

In witness to their agreement to the terms of this contract, the parties affix their signatures below:

Participant, signature & date

Witness, signature & date



Kiikenomaga Kikenjigewen Employment & Training Services
Matawa First Nations Inc. | 28 Cumberland Street North, 3rd Floor | Thunder Bay, ON P7A 4K9
Tel: (807)768-4470 | Fax: (807)768-4471 | Toll Free: 1-888-688-4652

www.matawa.on.ca

Appendix B: Application for Licensing Program-KKETS



DRIVING INTO THE FUTURE License Sponsorship Application Form

APPLICANT INFORMATION									
Last Name			First			M.I.		Date	
Street Address					Apartment/Unit #				
City			Prov.			Postal Code			
Phone			E-mail Address						
Do you have your birth certificate?		YES <input type="checkbox"/>	NO <input type="checkbox"/>	Do you have your status card/health card?			YES <input type="checkbox"/>	NO <input type="checkbox"/>	
Have you ever had a driver's license?		YES <input type="checkbox"/>	NO <input type="checkbox"/>	If so, when?					
Have you ever been convicted of an offense that would prevent you from licensing?		YES <input type="checkbox"/>	NO <input type="checkbox"/>	If yes, explain					
EDUCATION									
High School			Address						
From	To	Did you graduate?		YES <input type="checkbox"/>	NO <input type="checkbox"/>	Diploma			
College			Address						
From	To	Did you graduate?		YES <input type="checkbox"/>	NO <input type="checkbox"/>	Diploma			
University			Address						
From	To	Did you graduate?		YES <input type="checkbox"/>	NO <input type="checkbox"/>	Degree			
Date of Training	Training Type			Certificate Awarded?		Provider			
REFERENCES									
<i>Please list two references who can attest to your character</i>									
Full Name			Relationship						
Company			Phone						
Address									
Full Name			Relationship						
Company			Phone						
Address									
DISCLAIMER AND SIGNATURE									
I certify that my answers are true and complete to the best of my knowledge.									
If this application leads to acceptance, I understand that false or misleading information in my application may result in my release.									
Signature						Date			

Appendix C: Request for Driver's Examination Services Questionnaire



Questionnaire

Request for Driver Examination Services

The Ministry of Transportation and DriveTest collaborate with First Nations representatives to deliver driver examination services in their communities. Completing this questionnaire assists with planning and prioritizing requests for driver examination services in First Nations communities. By supplying information about your community and those who would like to apply for a G1 driver's license, we can make informed decisions together around planning for delivery of these services.

The text boxes below will expand as you add more information.

Community Name:

Community Representative/ Job Title:

Phone number:

Cell number:

Email address:

Other:

It has been recommended that each community get Band Council Resolution (BCR) as approval to participate. Can you provide us with a Band Council Resolution? If Council does not feel a BCR is necessary, please indicate this below.

Does your community have some target dates in mind for the initiative to take place? **Be advised that planning for this will take several months.**

We have a pre-screening process prior to going to your community. The process is explained in another document we have supplied to you. We would like to have roughly 20 people cleared through pre-screening to visiting your community. Please advise how many people are interested at this time.

For the pre-screening of participants, the best option to send documents is to scan them, save them electronically, and then forward them in via email to DriveTest. Are you able to you send the documents electronically to DriveTest?

Participants will need handbooks to study the Drivers Handbook prior to attempting the knowledge test. Handbooks are available in English or French. Please let us know how many French or English handbooks we should send to your community. Please provide a mailing address we can ship handbooks to.

Some participants may need a verbal test. For these participants, a DriveTest staffer will read the questions and the answer choices. Please advise us how many participants may need to do the test verbally?

For those who don't communicate in English or French, an interpreter can translate the test for the participant and a DriveTest staffer will need to oversee the test as well. Are there any participants who will need an interpreter? If so, how many?

As outlined in the **Information Sheet** each participant will need to provide identification documents (I.D.) to prove their full legal name, date of birth and signature. Service Ontario can assist with replacing lost/missing I.D. **This process may take several weeks to complete.** Do you know whether anyone will need to replace I.D.?

Please provide as much detail as possible about the facilities available in your community for the testing (e.g. a community hall). We need a facility large enough to separate areas for processing and testing; set up with individual tables for testing; and another area to take digital photos with a white backdrop.

What overnight accommodations available for DriveTest staff? What is the price per person per night? Can transport to/from nearest airport be arranged?

Knowing the costs to the ministry and DriveTest to deliver the initiative are important. Please provide details on any fees we may be paying to the community.

Fees for set-up and use of facilities?
Administrative fees?
Other fees?

Each applicant will need to pay \$158.25 to DriveTest for their application for a G1 license. DriveTest prefers a single payment be made, prior to the testing date, on behalf of all those who have cleared pre-screening and will participate. Is e-banking possible to transfer funds to DriveTest? Is there a bank in your community?

Any other information you think would be helpful, please enter below. Thank-you.

Appendix D: Pre-screening Process for First Nations Initiatives



Pre-Screening Process for First Nations Initiatives

Purpose:

This document is prepared to assist First Nations representatives with the prescreening process for participants in testing for G1 licenses. Prescreening is important since it aims to ensure that those who attend the G1 testing in their community, are eligible, and all their ID documents are in order when DriveTest goes to your community.

Some people may be hesitant to provide their personal information and documents. Please ensure them that their documents will be handled only by those DriveTest staffers who need to see them and only for the purposes of pre-screening. Their privacy and the confidentiality of their personal information will be maintained. This includes any information the ministry may have in the driver database.

Use this document with the INFORMATION SHEET, which provides details on the G1 license application process, including I.D. requirements, acceptable I.D., and fees.

Prescreening assists us by ensuring that on test day:

- Each person has valid identification to satisfy all 3 data elements required for license applications – name, date of birth, and signature.
- Each person has no vision or medical impediments that would prevent them from applying for a G1 license.
- The driver's licensing system has been checked to see if a participant already has a driver's license number, and if so, that there is no cancellation or suspension, and to make sure we don't create a second driver record unnecessarily.

From each participant, the First Nations representatives will need to obtain and forward to DriveTest the following:

1. Their identification documents.
2. The signed DriveTest waiver form.
3. The Application for Ontario Driver's License form with only questions 1 to 5 answered and the applicant's full legal name written at the top of the form.

Most often a certificate of Indian Status Card, plus a birth certificate or marriage certificate, will satisfy all 3 I.D. data elements. If an applicant has a Secure Certificate of Indian Status Card, that alone will satisfy all 3 data elements.

Photocopy each person's I.D. documents.

Email a photocopy of each participant's I.D., their completed waiver form, and the Application form with only the questions answered, to Nick Penney at DriveTest to his email address:

nbenner@drivetest.ca

NOTE: Depending on the number of applicants and documents, you may need to send several emails if the file size is too large to send all documents at once.

If necessary, we can also explore together other means of getting the documents to DriveTest, such as:

- By courier/Canada Post
- MTO pilots on a flight into Thunder Bay, an MTO airport is in your community or nearby

If you are experiencing difficulties, please contact Shaun Arruda at sarruda@drivetest.ca or at 705-472-6770 ext. 12.

Appendix E: Information Sheet – Obtaining an ON G1 Driver’s License



INFORMATION SHEET

Obtaining an Ontario G1 Driver’s Licence

Ontario’s Graduated Licensing System (GLS)

Ontario’s graduated licensing system lets new drivers gain skills and experience over a 5 year period. The first step is to pass a knowledge test and obtain a G1 novice licence. You must hold the G1 novice licence a minimum of 1 year before attempting the G2 road test. The wait time can be reduced to 8 months if you complete a ministry approved driver education course with a driving school. After successfully completing the G2 road test you receive the G2 novice licence. After holding the G2 licence for a minimum of 1 year, the final step, the G road test may be taken to obtain the full G licence.

Identification (I.D.) Documents

To apply for your driver’s licence, you must have documents to prove three things:

- Your full legal name
- Your date of birth
- Your signature

You may need to provide one or more documents to prove all three criteria. The documents must be original and valid. Photocopies and expired documents are not acceptable. Details on the acceptable list of I.D. documents are in Appendix 1.

The ministry will work with the Band representative, ServiceOntario, and other offices to assist with obtaining I.D. needed to apply for the G1 licence. In the past, most people needed to replace or obtain a new birth certificate or marriage certificate.

Note: You can use the Secure Certificate of Indian Status Card (issued on or after December 15, 2009, by the Department of Aboriginal Affairs and Northern Development Canada) to satisfy all 3 I.D. criteria. If you use the Certificate of Indian Status (laminated card issued by Aboriginal Affairs & Northern Development Canada) you will need to provide another piece of identification from the list to prove your date of birth.



Pre-Screening Process

To begin the process, copies of your identification documents will be sent to DriveTest care of: Nick Penney at nbenner@drivetest.ca so that DriveTest can verify your identity before you write your test.

We also ask you to let us know if you will need to take the knowledge test verbally rather than in written form.

Remember, you must bring your identification documents on the day DriveTest attends your community for knowledge testing. DriveTest staff will bring the list of those applicants who cleared pre-screening.

Preparing For the Test

The best way to prepare for the knowledge test is to study the *Official MTO Driver's Handbook*. The handbook has the basic information about learning to drive in Ontario including – the rules of the road, safe driving practises, and how to get a licence to drive a car, van, or small truck. The handbooks are available in French or English. The ministry will provide the handbooks. The handbooks can also be viewed on the ministry's website at: <http://www.mto.gov.on.ca/english/pubs/drivhand/>

DriveTest will prepare a schedule in advance of the test dates with a morning and afternoon session for each day. Please arrive 15 minutes before your scheduled time.

The Testing Process

The initial cost to apply for a drivers licence is \$158.25. The fee includes the G1 knowledge test, a 5 year licensing fee, and the G2 road test. You will then fill out the application form, take a vision test and have your photo taken before attempting the knowledge test.

- Application Form

You need to complete the application form for your Ontario Driver's Licence. The form asks questions about your vision, your health, and if you have ever been licensed in the past. You will need to provide your address with the postal code because when you pass the knowledge test, you will receive your driver's licence



in the mail. An example of the application form is at the end of this document, under the heading "Appendix 2"

- **Vision Test**

The first test is to determine that you meet the minimum vision requirements to hold a G1 licence, including:

- visual acuity of no less than 20/50 vision with both eyes open,
- see a horizontal visual field of 120 degrees with both eyes open and
- tested with or without your corrective lenses/glasses.

If you believe you need to wear your corrective lenses/glasses to drive, you must bring those for the vision test. If your vision does not meet these minimum requirements, when checked by DriveTest staff with the vision screener, you will not be able to take your test.

- **Photograph**

Your photograph will be taken with a digital camera at the time of your test. The photograph will be used only when DriveTest staff process your application at their home office to create your driver's record and driver's licence. The photo will be deleted from the digital camera once that is done.

- **Knowledge Test**

The knowledge test is a 2-part, multiple choice test, consisting of 20 questions on the rules of the road and 20 questions on road signs. To pass the test you must correctly answer 16 of 20 questions on each part. The test is available in either English or French. Please let the DriveTest staff know which language you prefer.

For those who think they may have difficulty completing the test, we can offer to do an verbal test with you. A DriveTest staffer will read the questions and the choices of answers to you. This may take longer to complete the test. That is why we ask that you declare during the pre-screening process if you would like a verbal test.



- **Knowledge Test Failures**

If you are unsuccessful on the knowledge test you may retake the test. The cost to retake the test is \$15.75.

- **Knowledge Test Passes**

Once you pass your knowledge test, a temporary driver's licence (TDL) will be mailed to you. The TDL is valid for 90 days. Your permanent G1 driver's licence card will be mailed to you before the TDL expires.

After Test Day

Once all tests are completed, DriveTest staff will return to their home office and process all the applications into the licensing system. This may take several days. When all transactions are completed, each applicant will be mailed their temporary driver's licence, valid for 90 days. Following that, a permanent driver's licence card with your photo will be mailed to you, which is valid for 5 years.

G1 Licence Restrictions

The Ontario G1 driver's licence has a number of restrictions. As a G1 licence holder you must:

- Have no alcohol in your blood when driving
- Ensure every passenger with you wears a seatbelt.
- **Not drive between midnight and 5 a.m.**
- **Not drive on 400-series highways or high-speed expressways**
- Be accompanied by a fully-licensed driver who has:
 - at least four years of driving experience, and
 - a blood alcohol level of less than .05 (if this person is 21 and under, their blood alcohol level must be zero)

The driver accompanying you must be the only other person in the front seat. If you are driving with a certified driver instructor, you can drive on any Ontario road.



Local Employment
Planning Council

K·K·E·T·S

KIIKENOMAGA KIKENJIGEWEN
Employment & Training Services

For more information about this project please contact:

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