

<b>Digital Fluency For the Workplace: Project Work Plan</b>				
<b>Project Goal:</b> To further test the DFW project; a series of stackable digital fluency micro-credentials have been developed to better equip underserved individuals transition to and within the workforce and to provide employers the ability to recruit and retain digitally-fluent workers in a timely and cost-effective manner.				
<b>Key Objectives:</b>				
<ol style="list-style-type: none"> <li>1. Test the delivery of digital fluency micro-credentials provided to members of four key target populations using a blended model (mix of in-person and virtual delivery);</li> <li>2. Enhance the current foundational digital fluency curriculum to develop a sector-specific micro-credential for the skilled trades that will build on the foundational DFW micro-credentials; and</li> <li>3. Explore the needs in the Francophone community for stackable digital fluency micro-credentials and translate / adapt the current curriculum based on research and consultations</li> </ol>				
<b>Activity</b>	<b>Deliverable/outcome</b>	<b>Required Resources</b>	<b>Lead/Participants</b>	<b>Timeline</b>
<b>Objectives 1-3</b>				
1. Project Commencement and Logistics	<ul style="list-style-type: none"> <li>- Draft / review / hire additional staff</li> <li>- Finalize work plan, timelines and critical path</li> <li>- Compile existing resources relevant to project (wrap-around and in-house learning supports)</li> <li>- Onboarding / orientation of project team, steering committee, PAC, and other key stakeholders</li> </ul>	Finance, HR, ITS, PAC	Project Manager / Team, PAC Members	Months 1-3
2. Devise Assessment & Evaluation Framework	<ul style="list-style-type: none"> <li>- Determine measures, methodology and metrics; Develop data collection tools</li> <li>- Research Ethics Board application</li> </ul>	Project Team, PAC, IPA, ARI	Project Manager	Months 2-3
3. Build Wrap-around Support Referral Processes	<ul style="list-style-type: none"> <li>- Coordination of community and industry partners to provide wrap-around supports for participants including: <ul style="list-style-type: none"> <li>o Housing, transportation, settlement, food security, mental health</li> </ul> </li> <li>- Coordination of in-house learning supports including: <ul style="list-style-type: none"> <li>o Employment advising, financial training, job-readiness preparation, computer &amp; internet access</li> </ul> </li> </ul>	Project Team, PAC, Humber staff	Project Manager / Team	Months 2-3
<b>Objective 1: Test the delivery of digital fluency micro-credentials provided to members of four key target populations using a blended model (mix of in-person and virtual delivery)</b>				
4a. Develop and adapt DFW curriculum to blended model	<ul style="list-style-type: none"> <li>- Adapt current DFW curriculum to blended, synchronous model (in-person and virtual)</li> </ul>	Project Team, Instructional Designers, Subject Matter Experts, PAC	Project Manager / Team	Months 2-3
4b. Outreach, Recruitment and Intake of Participants	<ul style="list-style-type: none"> <li>- Outreach to project / community partners and employment service providers</li> <li>- Application Screening / Intake Process / Onboarding</li> <li>- Meeting with Workforce Specialist to set-up individualized career pathways with wrap-around employment support</li> </ul>	Project Team, COWD	Project Manager / Team	Months 3-5
4c. Initial delivery of Micro-credentials	<ul style="list-style-type: none"> <li>- PLAR pre-assessment, where required, micro-learning delivery</li> </ul>	Project Team, Assessors, Facilitators	Project Manager	Months 6-9
4d. Evaluation and Modification of Micro-credentials	<ul style="list-style-type: none"> <li>- Evaluation of participant outcomes to date</li> <li>- Depending on feedback, modification of micro-credentials; adjustment to micro-learning, supports, etc.</li> </ul>	Project Team, Instructional Designers, Subject Matter Experts, PAC, IPA	Project Manager	Months 10-11
4e. Repeat Micro-credential Delivery Process	<ul style="list-style-type: none"> <li>- All steps from Outreach to Evaluation repeated</li> </ul>	Project Team, PAC, Humber Staff, Assessors, Facilitators, IPA	Project Manager	Months 12-15
<b>Objective 2: Enhance the current foundational digital fluency curriculum to develop a sector-specific micro-credential for the skilled trades that will build on the foundational DFW micro-credentials</b>				
5a. Development of pre-apprenticeship micro-credentials	<ul style="list-style-type: none"> <li>- Cross-sectoral consultations in the development of pre-apprenticeship micro-credentials <ul style="list-style-type: none"> <li>o Curriculum development and instructional design / development (course content and PLAR pre-assessments)</li> </ul> </li> </ul>	Project Team, Instructional Designers, Subject Matter Expert, PAC	Project Manager / Team	Months 2-5
5b. Outreach, Recruitment and Intake of Participants	<ul style="list-style-type: none"> <li>- Outreach to pre-apprenticeship programs offered by different colleges including Humber</li> <li>- Application Screening / Intake Process / Onboarding</li> <li>- Meeting with Workforce Specialist to set-up individualized career pathways with wrap-around employment support</li> </ul>	Project Team, COWD	Project Manager / Team	Months 5-6
5c. Initial delivery of Micro-credentials	<ul style="list-style-type: none"> <li>- PLAR pre-assessment, where required, micro-learning delivery</li> </ul>	Project Team, Assessors, Facilitators	Project Manager	Months 7-8
5d. Evaluation and Modification of Micro-credentials	<ul style="list-style-type: none"> <li>- Evaluation of participant outcomes to date</li> <li>- Depending on feedback, modification of micro-credentials; adjustment to micro-learning, supports, etc.</li> </ul>	Project Team, Instructional Designers, Subject Matter Experts, PAC, IPA	Project Manager	Months 9-10
<b>Objective 3: Explore the needs in the Francophone community for stackable digital fluency micro-credentials and translate / adapt the current curriculum based on research and consultations</b>				
6a. Cross-consultations with Francophone community	<ul style="list-style-type: none"> <li>- Partnership with College Boreal to conduct consultations with industry / community partners and Francophone community about the need for a digital fluency micro-credential training program like DFW</li> </ul>	Project Team, Instructional Designers, Subject Matter Expert, PAC	Project Manager / Team	Months 10-12
6b. Translation and development of curriculum	<ul style="list-style-type: none"> <li>- Translate DFW curriculum content and materials into French</li> <li>- Curriculum development and instructional design / development</li> </ul>	Project Team, Instructional Designers, Subject Matter Expert, PAC	Project Manager / Team	Months 12-16
<b>Objectives 1-3</b>				
7. Overall Project Evaluation	<ul style="list-style-type: none"> <li>- Collate all data related to first and second micro-credentials delivery phases</li> <li>- Write Report</li> <li>- Disseminate Findings</li> <li>- Explore the possible development of an Agreement with College Boreal for delivery of the French DFW Micro-Credential</li> </ul>	Project Team, PAC, Humber Staff, Assessors, Facilitators, IPA	Project Manager, IPA	Months 16-20