

# Digital Mentoring & Apprenticeship Curricula

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# Reverse Mentoring Overview

- \* 1 Year – Summer 2016-18
- \* Pilot project
  - \* Curriculum Development
  - \* Piloting
- \* Funded by Ontario Trillium Foundation
  - \* Seed Grant

# Project Overview

- \* Purpose of project – “reversing” roles
- \* Uniqueness of balancing needs of two groups in a mentorship

# Curriculum Development

- \* Modules
  - \* Social Media
  - \* Internet Browsing
  - \* Tablet/Smartphone Use
  - \* Microsoft Word Basic
  - \* Microsoft Excel Basic
  - \* Google Docs\*
- \* Written like a casual conversation

# Recruitment Process

## \* Mentees

- \* Brock University Fair, Niagara College Board and NEXTNiagara social media
- \* Showed interest through Survey Monkey
- \* Attended training
  - \* Change to delivery part way through

## \* Mentors

- \* ES, LBS, Other community partners,
- \* Self-Referrals
- \* Phone call to register

# Participant Criteria

## \* Mentor Criteria

- \* Original age 18 to 29 with exceptions made when delivery model changed
- \* Confident in two or more module areas
- \* Willing to meet for 6 or more meetings

## \* Mentee Criteria

- \* Fall into Level 1 or 2 OALCF for digital technology
- \* Interested in two or more module areas
- \* Willing to meet for 6 or more meetings

# Training

- \* 2 hour training session with powerpoint – what a terrible idea!
- \* Move to small group or one-to-one meetings in coffee shops – 45 minutes
- \* Purpose to share curriculum and how to use it
- \* Provided mentoring tips and troubleshooting

# Pairing

- \* **Location**
- \* **Skills and interest**
- \* **Availability**



# Program Change

- \* Issues with mentor retention – Brock University
- \* Move to high school model
- \* Staff person on-site when pairs are meeting
- \* Hybrid training model

# Challenges & Learnings

## Challenges

- \* Mentor/Mentee Locations – mismatch
- \* Mentor Communications
- \* Staff changes and ambitious project outcomes

## Learnings

- \* Set smaller areas for recruitment/ service delivery
- \* Youth prefer text to phone calls and email
- \* Informal sessions preferred
- \* Lessen project expectations in future to allow for gaps in staffing and other roadblocks

# Next Steps

- \* **Grow Grant**
- \* **Materials and report are available at [www.literacylinkniagara.ca](http://www.literacylinkniagara.ca)**
- \* **LLN staff available to offer advice to role out similar projects/programs**

# Apprenticeship Answers Overview

- \* Last quarter MAESD funding Winter 2017
- \* Purpose was to develop exploratory curriculum within the context of Apprenticeship
- \* LLN has had previous success with Small Business Savvy, an exploratory curriculum framed in the context of entrepreneurship

# Curriculum Development

- \* 3 sections
  - \* Before you are an apprentice
  - \* During apprenticeship
  - \* After you become licensed
- \* Can be completed in pieces or as a full program

# Challenges & Learnings

## Challenges

- \* Short timelines
- \* Lack of vocational assessment specific to trades

## Learnings

- \* Difficult to complete curriculum without adequate time for feedback
- \* Potential tool to help people narrow down their goal paths

# Next Steps

- \* Searching for funding to build a region specific vocational tool
  - \* Available programs
  - \* LMI data
- \* May create “heavier” more specific trade curriculum in future

# Thank you

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