



HOME AND INDEPENDENT LIVING TRAINING PROGRAM – FINAL REPORT

EngAge BC, BC Care Providers Association



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The views and opinions expressed in this report are those of its author(s) and not the official policy or position of the Government of British Columbia.

Program Overview

British Columbia is currently experiencing a critical shortage of qualified workers in the seniors' living and care continuum. Due to Canada's aging population, this sector is expected to be one of the fastest-growing industries over the next ten years. The COVID-19 pandemic has also further exacerbated the existing staffing shortages across the sector.

Home health and independent living are integral components of the continuum of wellness and care for older adults. These services support seniors to age in place, promote independence and reduce the burden on B.C.'s long-term care system.

To support recruitment and retention in this important sector BC Care Providers Association (BCCPA), through its operating arm EngAge BC, has developed a standardized education and orientation program which helps introduce displaced hospitality workers and underrepresented groups (including women, older workers, Indigenous peoples, and newcomers to Canada) to entry-level occupations within British Columbia's home health and independent living sectors.

This program aims to increase labour market participation by marketing careers in the home health and independent living sector to entry-level candidates who can explore career paths in the sector by starting as home health companions and/or senior hospitality workers. The curriculum was developed between April 2021 and June 2021. This included the governance committee's review of the curriculum framework, as well as targeted consultation with subject matter experts, as it related to specific components of the curriculum. Further, several partners were engaged to deliver specific sections of the curriculum, including an Indigenous Relations Consultant from the Halaw Group (cultural safety), the Alzheimer Society of B.C. (dementia education), PICS (diversity and inclusion) and Dignity Seniors (2SLGBTQ+ competency education). Students were then registered in industry required certificates which included Food Safe Level 1, Serving it Right, First Aid/CPR, and Occupational Health and Safety developed in collaboration with SafeCare BC. This resulted in the development of original modules geared to the learning needs of employees entering new positions as home health companions and hospitality workers in independent living. Overall, 63 students successfully graduated from the program.

Evaluation of Program Activities & Milestones

This part of the report aims to assess the progress achieved on activities and milestones noted in the approved Project Management Workplan between the start of the project to its completion.

Date	Activities/Milestones
March 2021	<ul style="list-style-type: none"> • Finalized budget and signed contract with AEST—SLMP • Developed Project Management Workplan and Governance Committee Terms of Reference • Began recruiting committee members • Hired and oriented Learning Development & Education Manager, and Program Coordinator • Developed Communications Strategy
April 2021	<ul style="list-style-type: none"> • Established Governance Committee and held the first meeting on April 14, 2021 • Began developing operation procedures • Began developing Curriculum Framework and English language resources • Changed program name to Home & Independent Living (HaIL) Training Program
May 2021	<ul style="list-style-type: none"> • Began developing a draft Curriculum Framework • Finalized operation procedures that included expenses, screening & interview process, offer/waitlist letters • Began developing work experience placement and job placement processes
June 2021	<ul style="list-style-type: none"> • Held 2nd Governance Committee meeting on June 4, 2021 • Finalized Curriculum Framework • Developed Evaluation Strategy & Tools • Finalized work experience placement and job placement processes • Recruited an English language consultant to develop materials for Canadian Workplace Norm & HaIL Terminology guides • Curriculum Framework approved on June 24, 2021

July 2021	<ul style="list-style-type: none"> • Launched marketing and recruitment campaign • Began recruiting and screening candidates in the Interior • Finalized participant list for cohort 1 (Interior) • Cohort 1 (Interior) started training July 26, 2021 – September 3, 2021
August 2021	<ul style="list-style-type: none"> • Held 3rd Governance Committee meeting on August 4, 2021 • Arranged work experience placements with HH & IL operators in the Interior • Launched marketing and recruitment campaign for the Island cohort
September 2021	<ul style="list-style-type: none"> • Held 4th Governance Committee meeting on September 22, 2021 • Recruited and screened participants on the Island • Conducted a preliminary evaluation to revise program curriculum and delivery • Hosted cohort 1 graduation and developed cohort 1 Report • Presented cohort 1 Report to Governance Committee
October 2021	<ul style="list-style-type: none"> • Cohort 2 (Island) started training October 4, 2021 – November 12, 2021
November 2021	<ul style="list-style-type: none"> • Arranged work experience placements with HH & IL operators for the Island cohort • Conducted the interim evaluation and developed a draft Interim Report • Hosted cohort 2 graduation • Launched the marketing and recruitment campaign for the Lower Mainland cohort • Recruited and screened participants in the Lower Mainland • Recruited the Learning & Development Skills Facilitator
December 2021	<ul style="list-style-type: none"> • Held 5th Governance Committee meeting on December 4, 2021 • Revised program curriculum and implemented recommendations for continuous improvements from the Governance Committee
January 2022	<ul style="list-style-type: none"> • Cohort 3 (Lower Mainland) started training January 10, 2022-February 18, 2022
February 2022	<ul style="list-style-type: none"> • Recruited and screened participants in the Lower Mainland for cohort 4 • Arranged employment and matching placements with employers for cohort 3 • Hosted cohort 3 graduation • Cohort 4 started training February 28, 2022-April 8, 2022
March 2022	<ul style="list-style-type: none"> • Conducted final evaluation and developed a draft Final Report • Begun the development of the Final Report • Employment matching continued for cohort 3
April 2022	<ul style="list-style-type: none"> • Arranged employment and matching placements with employers for cohort 4 • Hosted cohort 4 graduation
May 2022	<ul style="list-style-type: none"> • Held 6th and final Governance Committee meeting to include pilot wrap-up celebration • Submitted Draft Final Report • Continued follow-up with students to support them with employer matching
June 2022	<ul style="list-style-type: none"> • Integrated all feedback received from Draft Final Report • Provided Final Report and Presentation Materials to the Province (Infographic/Report Summary and PowerPoint)

Evaluation of Program Objectives

This part of the report aims to assess the success of the program in relation to program objectives and the evaluation framework.

Program Objectives:

1. Increase labour market participation by preparing unemployed/underemployed workers for careers in home health and independent living, via an orientation program that would position them as ideal entry-level candidates.

2. Address gaps in the government's current seniors' care workforce strategy – i.e., the Health Career Access Program, which is not inclusive of either the independent living or privately-retained home health sectors.
3. Align with B.C.'s labour market outlook, with training tailored to high-opportunity occupations in local labour markets (e.g., NOC 4412 Home support workers, housekeepers, and related occupations).
4. Address training barriers for underrepresented groups, such as older workers, Indigenous Canadians, and newcomers to Canada.
5. Introduce workers to the seniors' living and wellness sector, where there are significant opportunities for "laddering-up" and/or other career advancements.

EVALUATION

As indicated in the evaluation plan (Appendix A), previously submitted to the Ministry, the evaluation criteria for the success of the program include the following areas: candidate interest; employer interest; participant attrition; participant feedback; employer feedback; and employment outcomes. In this section of the report, each criterion will be discussed in detail.

Criterion & Description	Measure	Result	Rating ⁽¹⁾
Candidate Interest: How many candidates applied for the program?	Candidates > 150	519	4 – Exceeds
	125 < Candidates ≤ 150		
	100 < Candidates ≤ 125		
	Candidates ≤ 100		
Employer Interest: How many employers offered paid work experience placements and/or permanent employment?	Employers > 10	6 Independent Living	4- Exceeds
	8 < Employers ≤ 10	22 Home Health	
	6 < Employers ≤ 8		
	Employers ≤ 6		
Participant Attrition: What proportion of participants did not complete the program?	Attrition ≤ 5%	12.5%	2 – Satisfactory
	6% < Attrition ≤ 10%		
	11% < Attrition ≤ 20%		
	Attrition > 20%		
Participant Feedback: On a scale of 1 to 10, what is the average rating provided by participants regarding the program as a whole?	Average Rating > 9	9.0	4—Exceeds
	8 < Average Rating ≤ 9		
	7 < Average Rating ≤ 8		
	Average Rating ≤ 7		
Employer Feedback: On a scale of 1 to 10, what is the average rating provided by employers regarding how well the program prepared candidates for entry-level roles in the sector?	Average Rating > 9	8	3-Meets
	8 < Average Rating ≤ 9		
	7 < Average Rating ≤ 8		
	Average Rating ≤ 7		
Employment Outcomes What proportion of the participants found permanent employment in the HH or IL sector within three months of program completion?	Employment > 85%	65.07%	2 - Satisfactory
	75% < Employment ≤ 85%		

	65% < Employment ≤ 75%		
	Employment ≤ 65%		

- ⁽¹⁾ **The Ratings are classified as follows:**
 - **1 – Poor; 2 – Satisfactory; 3 – Meets expectations and 4 – Exceeds expectations**

Candidate Interest:

The target was to have more than 125 candidates apply to the program for all cohorts to meet the expectation. Candidate interest in the program exceeded expectations, with 519 candidates completing application forms. Interest in the program increased significantly when the program was offered in the Lower Mainland, as opposed to the outlying regions.

(1) Employer Interest:

The target was to have between 8 to 10 employers participate in paid work experience placements and/or permanent employment to meet the expectations. Employer interest exceeded expectations with 22 home health and 6 independent living operators offering paid work experience and/or employment for students after graduation. The Interior and Lower Mainland had more home health employment opportunities and the Island had more independent living employment opportunities.

(2) Participant Attrition:

The target was to keep the attrition rate between 6 to 10% to meet project expectations. Participant attrition was satisfactory with an attrition rate of 12.5% as 63 of 72 students successfully completed program requirements. The attrition rate was calculated as the number of students who completed all the program requirements out of all the students that continued the program after the first week.

(3) Participant Feedback:

The target was to reach an average rating of 8/10 to meet the expectations. The overall program feedback from students exceeded expectations with a rating of 9 out of 10. Students expressed satisfaction with the curriculum delivery and the level of support received from facilitators who were reported as being approachable and engaging. Students particularly appreciated assistance with resume and cover letter development, a course component which was added to the program delivery in cohort 2 when the need was identified.

(4) Employer Feedback:

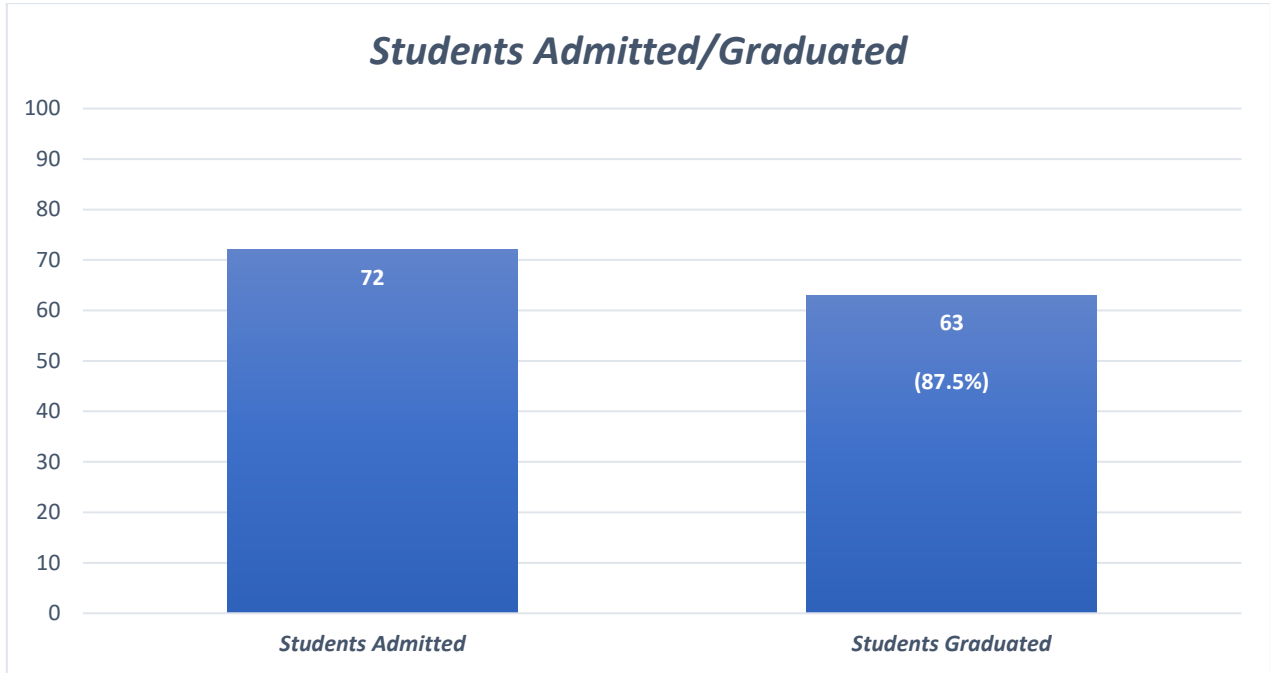
The target was to reach an average rating of 8/10 to meet the expectations by employers. The overall feedback from the employers met expectations with a rating of 8 out of 10. A few employers provided feedback that some of the newcomer graduates needed time to adapt to the Canadian workplace culture.

(5) Employment Outcomes:

The target was to have at least 75% of graduates employed within 3 months of program completion. As of the time of this report May 2022, 65.07% of participants found employment in either home health or independent living within 3 months of graduation. Staff will continue to support students from all cohorts with employer connections irrespective of the 3 months measurement period.

Participant Demographics

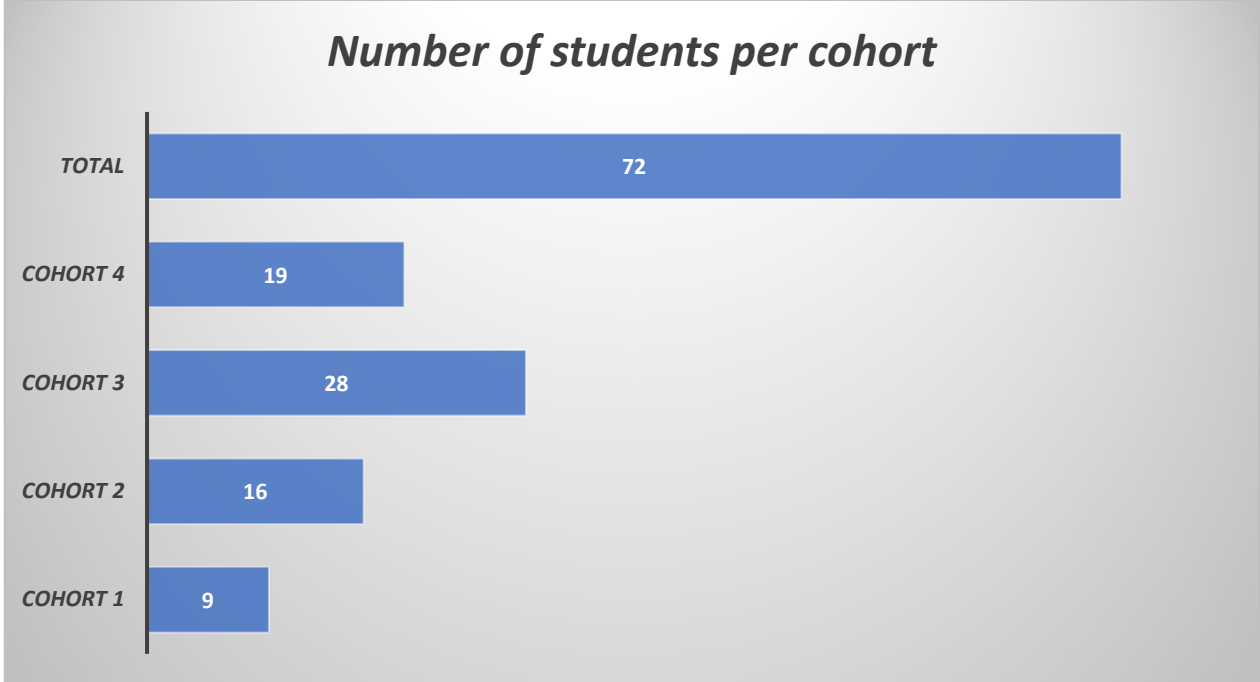
The following graphics illustrate the number of students admitted and graduated, the number of participants per cohort, gender distribution, demographic composition, employment status before Covid-19, the effect of Covid-19 on their employment status, age, residing areas, and education backgrounds of participants.



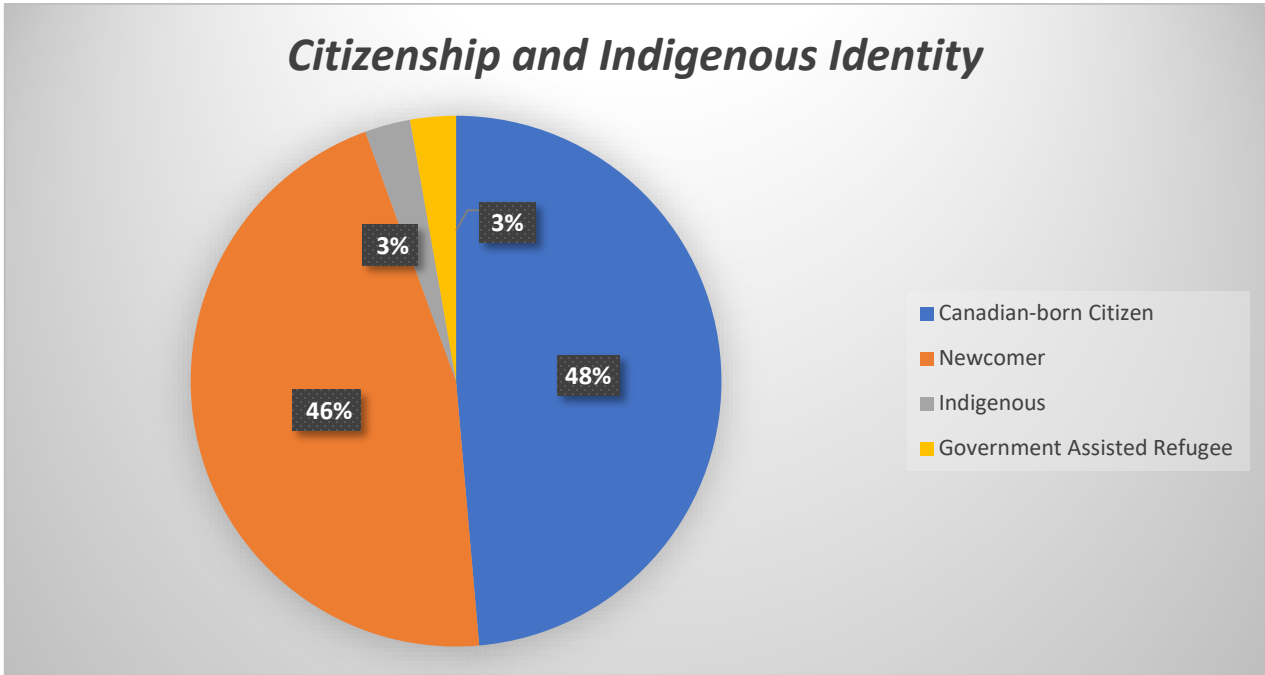
Graphic 1: Students Admitted and Graduated

Notes:

- Of all 72 students admitted, 63 successfully completed the program requirements.
- All 9 students in cohort 1, 12 of 16 students in cohort 2, 24 of 28 students in cohort 3, and 18 of 19 students in cohort 4 successfully graduated from the program.



Graphic 2: Number of Students per Cohort

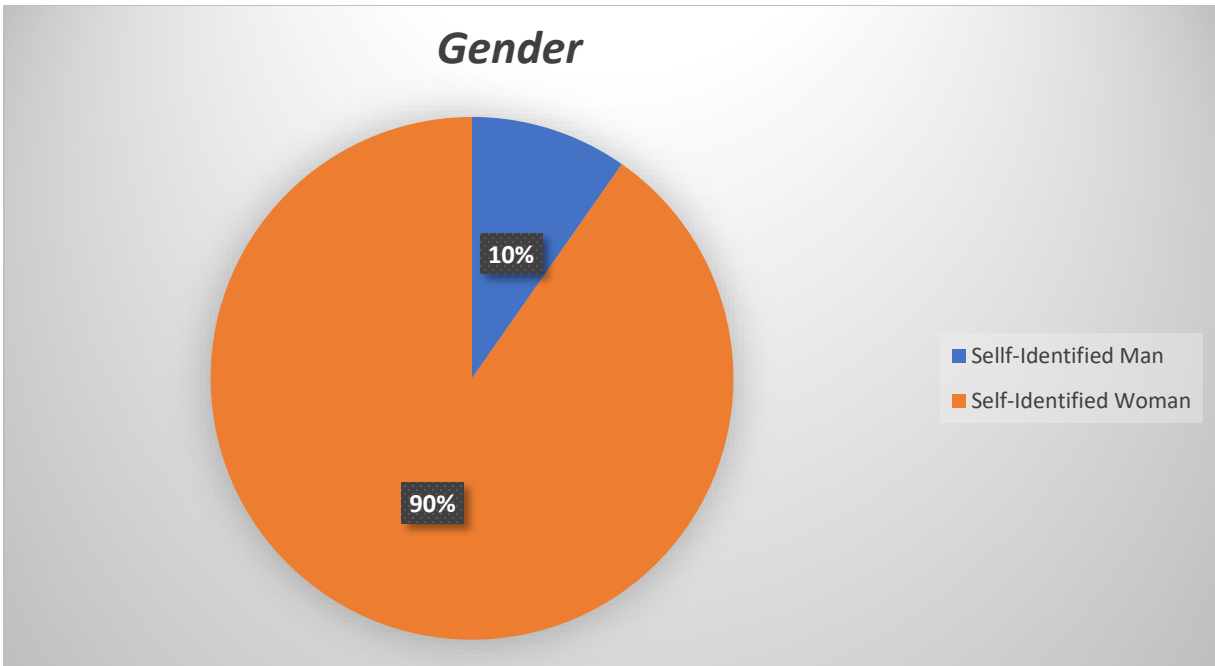


Graphic 3: Demographic Composition

Notes:

- Of all the admitted candidates, 35 were Canadian born citizens, 33 were newcomers¹, 2 students came from Indigenous backgrounds and 2 students classified as a government assisted refugee.

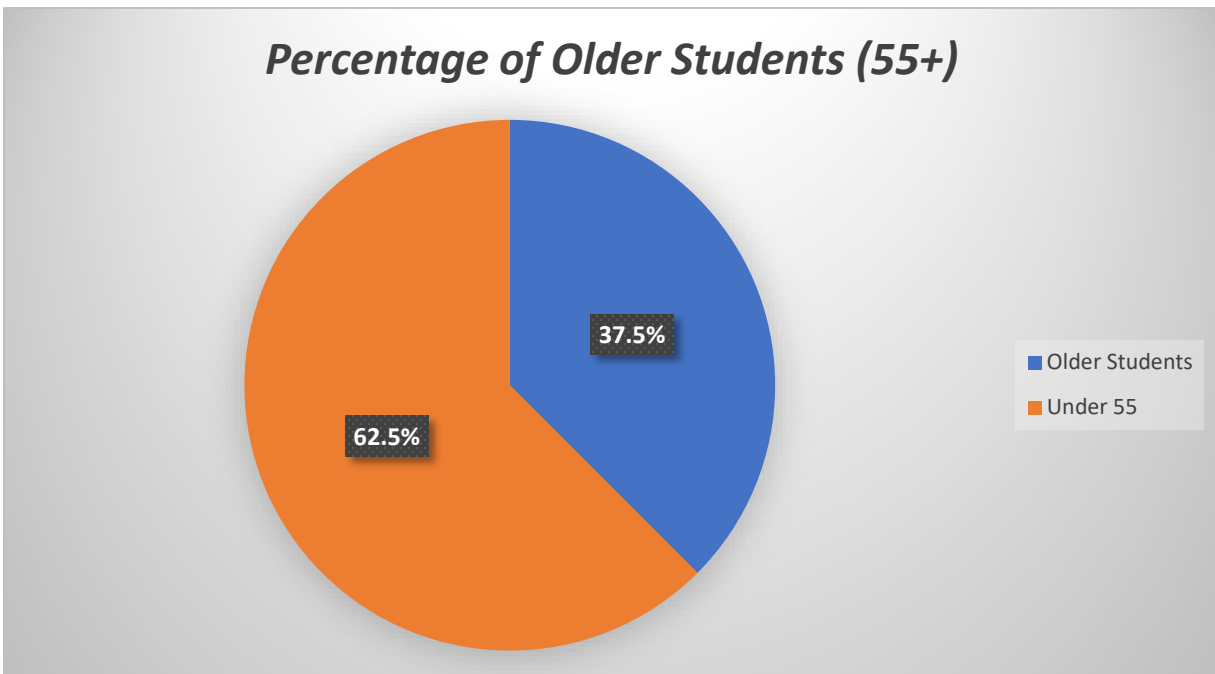
¹Newcomers refer to the candidates with permanent residency in Canada.



Graphic 4: Self-identified Men/Women

Notes:

- Out of 72 admitted students, 65 self-identified as a woman and 7 self-identified as a man.
- None of the students self-identified as “non-binary” or “other”.

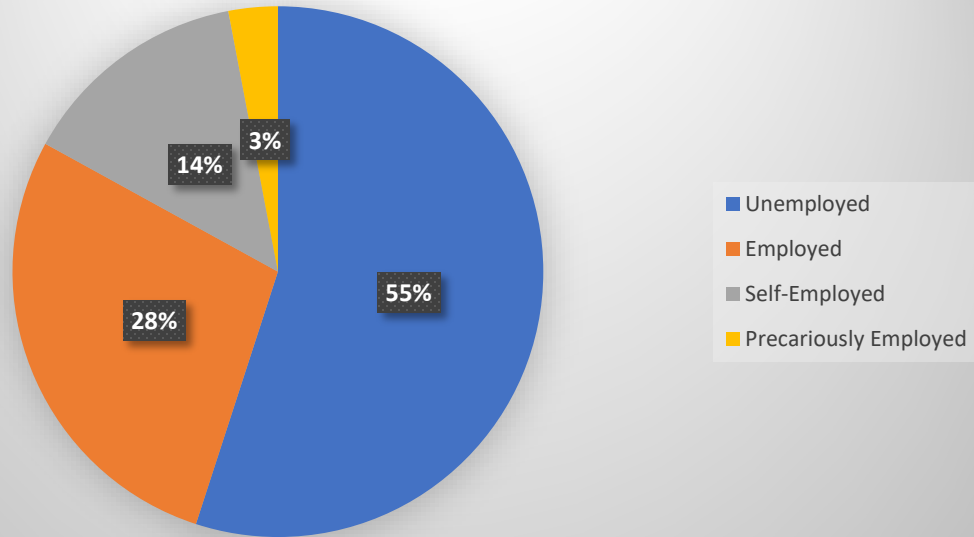


Graphic 5: Percentage of Older Students (55+)

Notes:

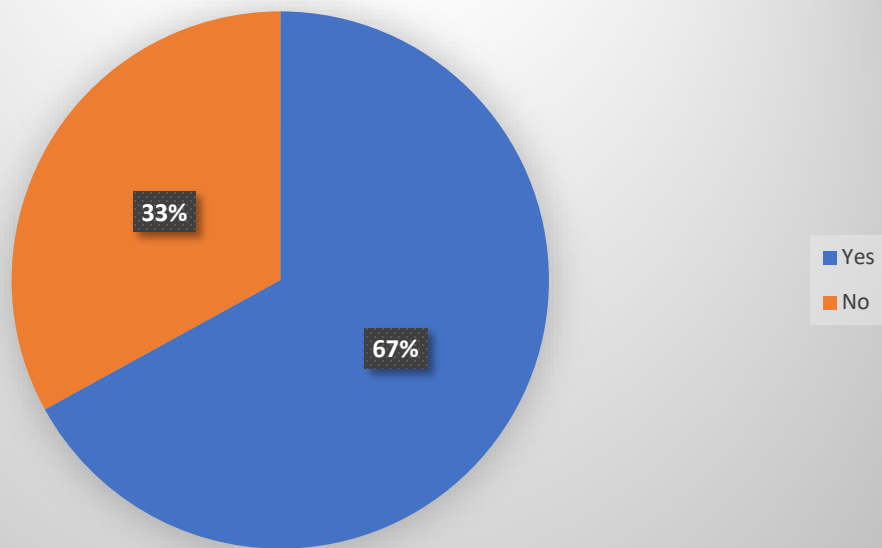
- Of the 72 students admitted to the program, 27 students were aged 55 and over.

Employment Status before COVID-19

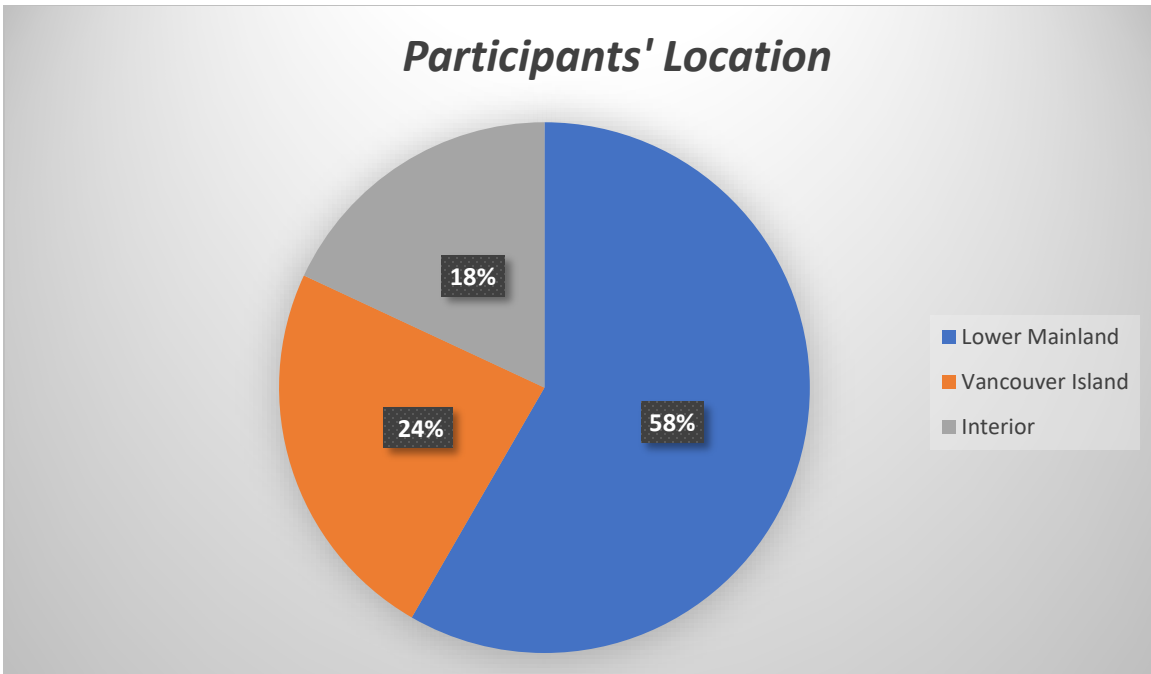


Graphic 6: Employment Status before COVID-19

Pre-employment Status Affected by COVID-19



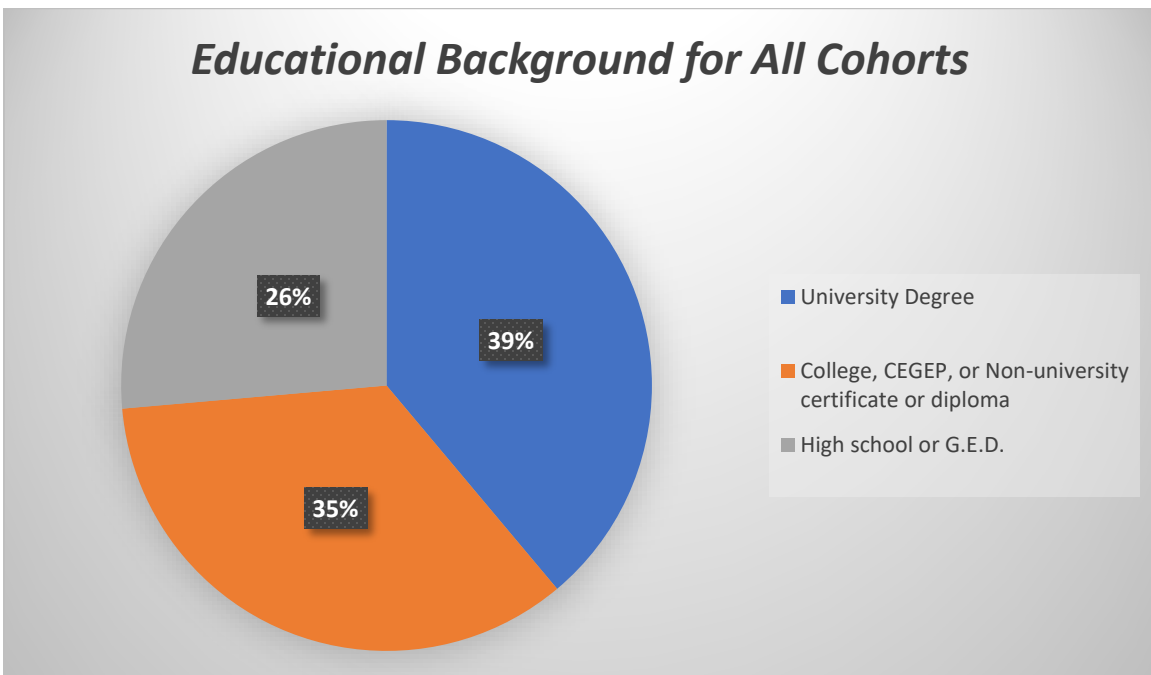
Graphic 7: Employment Affected by COVID-19



Graphic 8: Residing Areas

Notes:

- 42 students resided in the Lower Mainland, 17 students lived on Vancouver Island and 13 students came from the Interior.



Graphic 9: Educational Background

Notes:

- Coming into the program, 28 students had a university degree, 25 students possessed a college, CEGEP, or non-university certificate or diploma and 19 students had graduated high school or earned their G.E.D.

Participant Outcomes

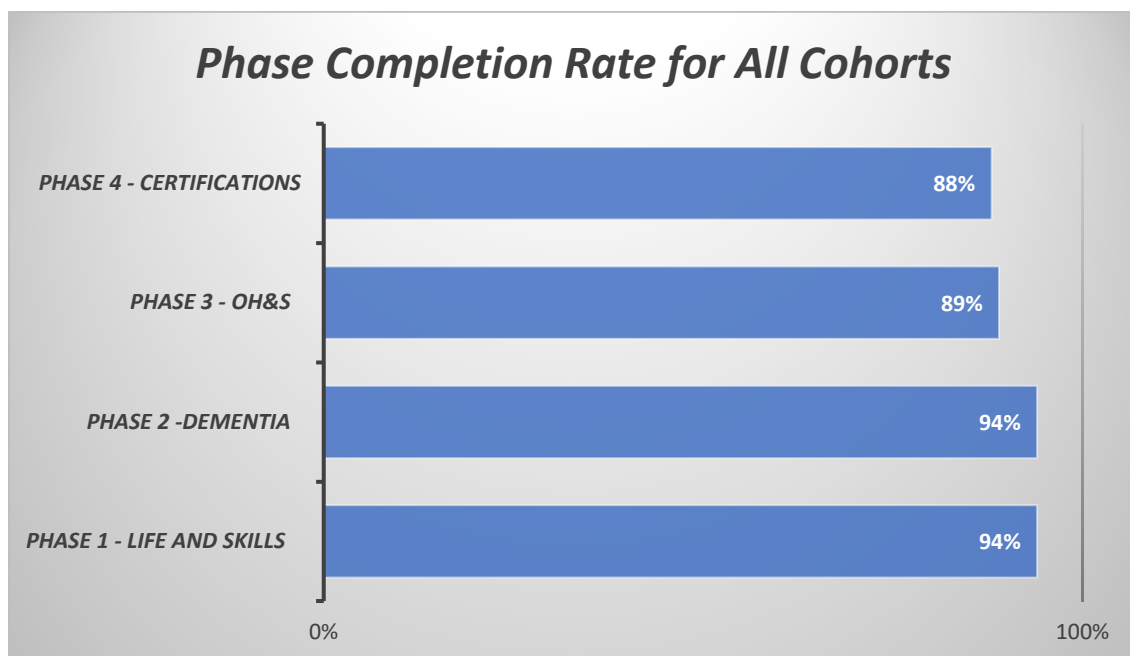
This section of the report outlines the participant outcomes for each cohort, including:

- Transferrable skills gained
- Program completion rates
- Employment outcomes for each participant (*as available at the time of report publishing*)

For reference, the core competencies, and transferrable skills as outlined in the curriculum framework are identified below:

- ✓ Understand the role independent living and home health play in helping seniors age well.
- ✓ Recognize why person-centred care/support is essential and how to demonstrate the approach accordingly.
- ✓ Recognize the extent of seniors' hospitality worker and home health companion roles and how they align with the interdisciplinary care team/independent living workplace.
- ✓ While not within the role of the home health companion, students will learn how the plan of care is designed by a healthcare professional and how it informs which tasks are appropriate and approved to be performed with each specific client.
- ✓ Learn how to protect, recognize, and report client safety risks.
- ✓ Learn how to protect against injury, recognize and report OH&S risks, and support personal mental wellness.
- ✓ Understand dementia and how it may affect clients.
- ✓ Understand the importance of how a client's dietary intake can improve and/or maintain their nutrition status.
- ✓ Understand how seniors' hospitality workers and home health companions can support clients' dietary intake to improve their nutrition.
- ✓ Learn life skills, for example boundaries such as how to politely refuse to get gifts, follow the plan of care, and the responsibilities set forth by the employer, social media use and punctuality.
- ✓ Develop employment skills.
- ✓ Learn how to approach situations ethically.

Phase Completion Rate



Graphic 10: Completion Rate for All Cohorts

Notes:

- First Aid/CPR was a challenge for some of the students, and despite the support of the team, out of 9 students who did not graduate, 4 were not successful in passing the exam even on multiple attempts.
- Out of 9 students who did not graduate, 3 did not complete the program requirements for personal reasons and 2 students could not complete the program as they found it too challenging.

Paid Work Experience Participation

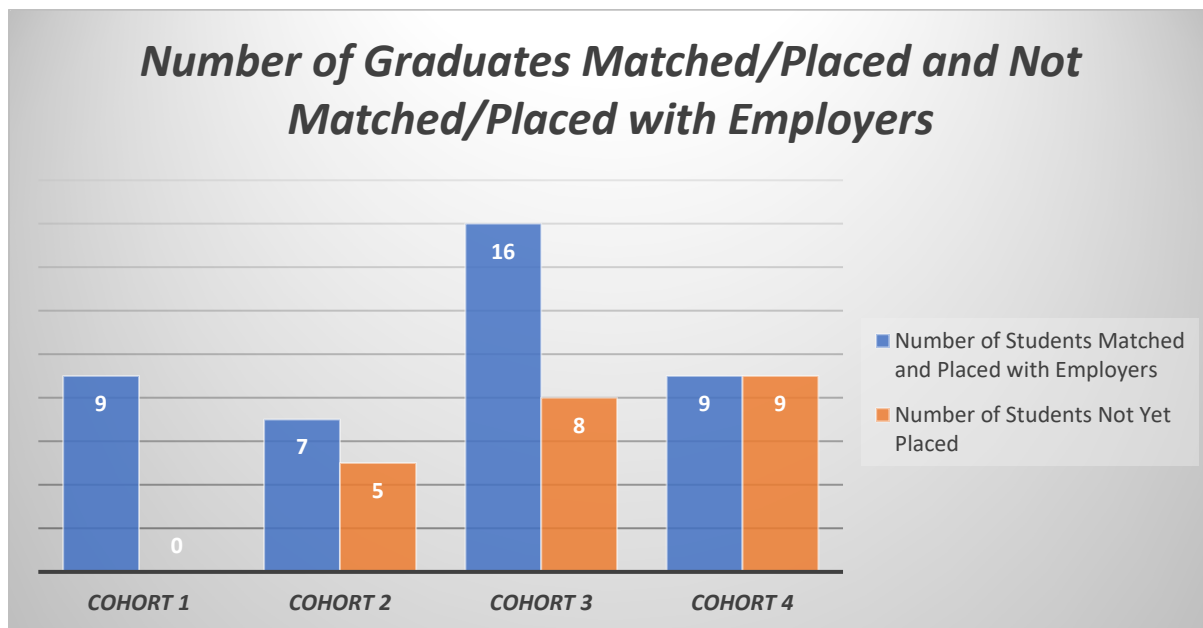
Offering paid work experience posed the following challenges:

- Many clients in home health did not feel safe having multiple visitors in their home at the same time, often due to concerns regarding the COVID-19 pandemic.
- Some Independent living employers identified that they preferred to connect directly with candidates for job pre-screening instead of engaging with the potential employee through paid work experience placements.
- Many employers, including both home health and independent living operators, did not have the staff available to provide the peer mentorship required for the work placements.

Given the challenges posed by the paid work experience placements, the option to make the placements optional was presented to the Governance Committee. Although there were diverse perspectives on this approach, it was ultimately decided that the placements would not be a requirement for graduation; however, staff would continue to make connections with employers, and paid work experience could be made available if the employer chose.

Employment Outcomes

To prepare students for employment, resumes and cover letters were reviewed and customized according to the sector requirements. Immunizations and vaccinations, as well as criminal background checks, were double-checked in advance of the interviews. Potential employers were contacted, vacancies were identified, and students were matched with employers in their desired region. As of May 20, 2022, the employment data is as follows:

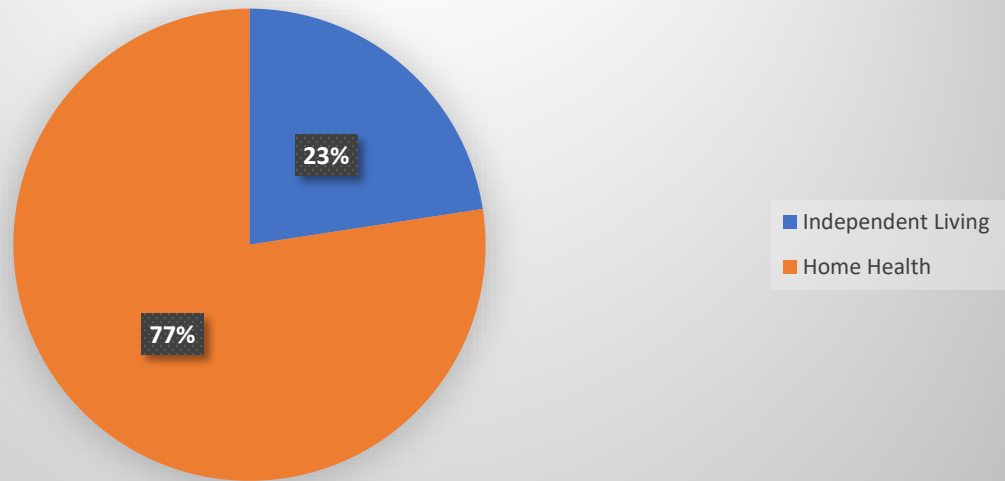


Graphic 11: Number of Students Matched/Placed with Employers (All Cohorts)

Notes:

- Staff continue to reach out employers and students for employment matches.

Percentage of Graduates Employed in Home Health & Independent Living



Graphic 12: Number of Graduates Employed in HH/IL

Notes:

- Most students were employed in home health within three months of graduation. Type of employment opportunities ranged from casual, part-time, and self-employed. Graduates were most interested in securing full-time positions as home health companions and hospitality workers.
- Virtual interviews and job fairs were offered to employers, but their preference was to interview graduates after they submitted their resume as an indication of their interest.

Program Updates, Improvements, and Feedback

This section of the report presents actual and/or recommended updates to the program, curriculum framework, and lesson plans as it relates to program metrics and/or feedback received.

Feedback and Project Adjustments

Item	Stakeholder	Rationale for Change	Improvements
Communication Plan & Recruitment Strategy	<ul style="list-style-type: none"> • Governance Committee • Employment & Settlement Specialist • Indigenous Consultant 	<ul style="list-style-type: none"> • Lower than expected student enrollment • Few participants who identify as Indigenous 	<ul style="list-style-type: none"> • Adjusted communication plan to expand through various channels such as PICS, ISSofBC, WorkBC, and the hiring fair. • Started marketing earlier to expand recruitment period. • Strategized with the Indigenous consultant to make connections to local Indigenous leaders, including tailored marketing materials and messages.
Curriculum Framework		<ul style="list-style-type: none"> • Students needed more time for technical support during the first 	<ul style="list-style-type: none"> • Moved technical and administrative topics from

	<ul style="list-style-type: none"> • Governance Committee • Participants • Training Partners 	<p>day of class. Module 1 extended to two days instead of one to accommodate student technical support.</p> <ul style="list-style-type: none"> • Identified a need to adjust grading scales for the final exam (Appendix E) to reflect a more accurate assessment of the student. • Identified a need to provide more specific content including industry examples for both home health and independent living. 	<p>Module 1 to a day one orientation which allowed more time to assist students.</p> <ul style="list-style-type: none"> • Adjusted the weighted scores of each question to accurately reflect the difficulty of the questions. • Invited additional educational partners to support curriculum design and delivery.
<p>Lesson Plan</p>	<ul style="list-style-type: none"> • Participants • Training Partners 	<ul style="list-style-type: none"> • Identified opportunities to improve the student experience throughout the training. 	<p>Various adjustments were made to the content and timing of modules. These changes included:</p> <ul style="list-style-type: none"> • Addition of a section on resume and cover letter writing at the end of Module 2 for job placement readiness. • Language modification on Client Privacy section • Removal of professional Attire Section
<p>Paid Work Experience</p>	<ul style="list-style-type: none"> • Governance Committee • Participants • Potential Employers 	<ul style="list-style-type: none"> • Experienced scheduling challenges with HH paid work experiences due to COVID-19. Families were reluctant to have additional exposures outside their primary service provider. • Identified some students did not need to complete both HH and IL paid work experience to decide which sector they would like to work in. • Several of students received job offers in HH before completing work experience placements. • Students required support to develop their resumes and cover letters. 	<ul style="list-style-type: none"> • Increased the scheduled time allotted to complete paid work experience placements. • Created a stakeholder engagement plan to arrange work experience placements earlier. • As to ensure operational efficiency and streamline the paid work experience process, students are provided with the option to complete a work experience placement in-home health or independent living (or both). • Adjusted the curriculum framework so that work experience placements are an optional element of the program. • Dedicated time with each student to develop their resume and cover letter.

Program Summary

This part of the report is intended to summarize successes and learnings from the program and any required next steps and/or revisions to the program to improve delivery.

Successes:

- Established a diverse and representative governance committee to advise on the program development and implementation.
- Developed a comprehensive, six-week curriculum that prepares students for entry-level positions as home health companions and senior hospitality workers.
- Delivered four cohorts of the program within the target timeframe – one cohort in the Interior and one cohort on the Island, and two cohorts in Lower Mainland.
- Received positive feedback from the students on the curriculum and work experience placements, with an average rating of 9 out of 10.
- Developed and refined operational procedures to be used for future cohorts.
- Successfully connected with 8 employer partners for student work experience placements and built connections with 20 employers for job placement opportunities.
- Successfully engaged students through the delivery of curriculum content via multimodal and engaging presentations.
- Promoted the program through social media which accounted for the majority of all student intake forms.
- Successfully increased the number of admitted students for cohorts 3 & 4.

Challenges:

- Challenged to reach the target of 25 students per cohort, thus needing to incrementally increase the number of intakes for the final two cohorts.
- Challenged to coordinate both HH and IL paid work experience due to:
 - Home health clients/families not willing to accept paid work experience placements often due to concerns regarding the COVID-19 pandemic.
 - Employer partners experiencing challenges scheduling students with employer-selected mentors within the given time frame.
 - Lack of home health companion roles available in the Vancouver Island region due to employers seeking workers qualified to provide personal care.
 - Lack of interest by employers for paid work experience in Lower Mainland.
- The program experienced staff turnover in both the Learning & Employment Skills Facilitator and Program Coordinator positions, necessitating the Director of Programs & Organizational Development to facilitate cohort two.
- Newcomers experienced difficulties collecting vaccination documents since they did not have access to the vaccination documents from their country of origin.
- Paid work experience proved a challenge due to Covid-19 induced restrictions. However, employers were interested in interviewing and offering candidates jobs after the pre-screen.
- Many entry-level job opportunities in independent living and home health are casual; as a result, matching graduates with full-time permanent positions was challenging.
- The number of students in cohort 3 proved a challenge for customizing resumes and employment matching.

Learnings:

- Job fairs available were for all sectors and did not yield the results targeted to attract participants in the seniors' sector.
- Additional time is needed to recruit participants for each cohort (i.e., 6 to 8 weeks).
- The four days that were originally scheduled to complete the paid work experience (PWE) placement were not realistic since many employers could not schedule more than one or two students per week mainly due to a lack of available peer mentors.

- Some students came into the program with very clear career goals, with strong preferences for either home health or independent living. The PWE and employment matching was adjusted so that students have the choice to complete either home health or independent living placement or both as a result.
- It is critical to begin collecting student's reports, vaccinations at the time of admission to ensure that they are in placed before the PWE (some documents require more than 6 weeks to process, e.g., the Vulnerable Sector Check and TB testing).
- It is critical to refer newcomers who are unable to provide vaccination documents to family doctors to administer titer test at the time of admission.
- Some employers collect resumes and cover letters before the paid work experience, which necessitated that the facilitator spends more time supporting students with their resumes and cover letters.
- Contacting employers and matching candidates with them proved helpful to students.
- It is critical to follow up monthly with graduates to stay updated on their employment status and provide additional help if necessary.
- Employers requested hands-on activities to be included in the program curriculum to further prepare students for the requirements of the job.
- Employers expressed interest in multilingual candidates to support clients from different linguistic backgrounds.
- Virtual job fairs proved to be unsuccessful due to employers' variability in recruitment techniques.
- Employers expressed interest to recruit candidates directly rather than offering them paid work experience due to logistic restrictions imposed by the pandemic.
- It is important to clarify at the outset that most of the jobs in home health setting are casual and part-time and securing a full-time position is subject to satisfactory completion of probationary period and the satisfaction of clients in home health setting.

Recommendations:

- Enrich curriculum content via additional resources, e.g., addition of real-life scenarios and instructional videos to the curriculum in sections such as plan of care, elderly abuse, grief, and domestic management to enhance learners' awareness of job-related demands.
- Work with employers and potential candidates to align participants with the job opportunities available within the given region from the beginning of the program.
- Connect the candidates to employers as a substitute for paid work experience section in the curriculum.
- Explore opportunities to develop a self-paced online training for member employers' current staff for professional development purposes.

Sustainability Plan

This part of the report identifies successful elements for program maintenance, recommends strategies to ensure financial sustainability, suggests a transition plan of action from pilot to continued programming status, and describes the risks and mitigating strategies for the ongoing sustainability of the project.

Successful Elements

- As determined by participant feedback, the six-week curriculum was comprehensive enough to prepare students for entry-level positions as home health companions and senior hospitality workers.
- The delivery of the program via multimodal media proved engaging for learning purposes.
- Promotion of the program through social media channels proved effective.
- Connection with employers for employment purposes contributed to smooth transition to employment for students.
- Helping students prepare resumes supported the transition to employment.

Financial Sustainability Strategies

- In partnership with post-secondary institutions, seek out additional funding opportunities to continue to deliver the HAIL program to participants free of charge.
- Explore licensing the sections of the curriculum developed by BCCPA and EngAge BC to organizations that provide career training such as post-secondary institutions and/or employment and immigrant settlement serve agencies.
- In partnership with employers, identifying whether all or certain modules of the program could be used as tools for onboarding new staff on a fee-for-service basis.
- The opportunity for employers to enroll staff in self-paced learning modules as professional development opportunities at a fee to be explored.

Plan of Action

- Seek ongoing funding to deliver the HAIL curriculum to students free of charge, in partnership with post-secondary institutions and/or employment and immigrant settlement agencies.
- Explore opportunities to deliver the program via an online self-paced platform with instructor support.
- Explore the opportunities to train the existing home health and independent living staff via the enriched curriculum through a self-paced and online platform for professional development purposes.

Risks and Mitigation

While work to date has positioned the program to be successful over the longer term, several risks to program sustainability exist. The most significant of which being a lack of funds available to continue the program. As noted above, in addition to exploring partnerships with post secondary institutions, and exploring further opportunities for government funding, the Association is also looking at opportunities to implement a pay for use model, whereby operators would purchase the ability to use modules for onboarding and other purposes. This will be done to diversify funding options available. In addition, staff attrition and a lack of participant interest remain to be potential risks to program continuance – the program's marketing and communications plan will be assessed in order to maximize success, and any future programming will be considered with a lens toward ensuring that the program is flexible enough to accommodate unexpected interruptions.

Appendix A- Key Evaluation Metrics

Criterion & Description	Measure	Rating
Candidate Interest How many candidates submit an application for the program?	Candidates > 150	4 – Exceeds
	125 < Candidates ≤ 150	3 – Meets
	100 < Candidates ≤ 125	2 – Satisfactory
	Candidates ≤ 100	1 – Poor
Employer Interest How many employers offer paid work experience placements and/or permanent employment?	Employers > 10	4 – Exceeds
	8 < Employers ≤ 10	3 – Meets
	6 < Employers ≤ 8	2 – Satisfactory
	Employers ≤ 6	1 – Poor
Participant Attrition What proportion of participants does not complete the program due to attrition?	Attrition ≤ 5%	4 – Exceeds
	6% < Attrition ≤ 10%	3 – Meets
	11% < Attrition ≤ 20%	2 – Satisfactory
	Attrition > 20%	1 – Poor
Participant Feedback What is the average rating, on a scale of 1 to 10, provided by participants regarding the program as a whole?	Average Rating > 9	4 – Exceeds
	8 < Average Rating ≤ 9	3 – Meets
	7 < Average Rating ≤ 8	2 – Satisfactory
	Average Rating ≤ 7	1 – Poor
Employer Feedback What is the average rating, on a scale of 1 to 10, provided by employers regarding how well the program prepared candidates for entry level roles in the sector?	Average Rating > 9	4 – Exceeds
	8 < Average Rating ≤ 9	3 – Meets
	7 < Average Rating ≤ 8	2 – Satisfactory
	Average Rating ≤ 7	1 – Poor
Employment Outcomes What proportion of the participants find permanent employment in the HH or IL sector within three months of program completion?	Employment > 85%	4 – Exceeds
	75% < Employment ≤ 85%	3 – Meets
	65% < Employment ≤ 75%	2 – Satisfactory
	Employment ≤ 65%	1 – Poor

Appendix B – Template of Student Feedback Surveys

JotForm Link: <https://form.jotform.com/211375945136256>

Student Follow Up Survey Form

Name

- First Name
- Last Name

Email

- Fill in the blank

Program completion date

- Select the completion date

Were you offered a position in the home health or independent living sector after completing the program?

- Yes
- No

If not, what do you think has contributed to your lack of success finding a job? What employment barriers have you faced?
<<text box>>

Is it full-time or part-time or casual/on-call?

- Full-time
- Part-time
- Casual/ on-call

If you have received and accepted a job offer, what is the name of your employer?

<<text box>>

What as the position / job title you were offered?

- Home Health Companion
- Senior Hospitality Worker
- Other

If you chose "Other" in the previous question, please, clarify here your position / job title.

- Fill in the blank

Did you receive an offer from one of the organizations that conducted your paid work experience?

- Yes
- No

If not, please explain:

Did you accept the job offer?

- Yes
- No

If not, please explain:

Please indicate the extent to which you agree or disagree with the following statement:

Overall, how satisfied are you with the program?

- Very satisfied
- Satisfied

- Neutral
- Unsatisfied
- Very Unsatisfied

Please explain. Include any suggestions that you might have to enhance the program for future students / cohorts.

Additional Comments?

- Yes
- No

Additional Comments:

Appendix C – Template of Employer Feedback Survey

JotForm Link: <https://form.jotform.com/211376125861252>

Employer Feedback Survey (We would love to hear your thoughts about the students from the program.)

Evaluator's Name

- First Name
- Last Name

Evaluator's Position / Title/ Email/ Phone/ Company

- Company
- Position
- Email
- Phone Number

Are you part of the home health and / or independent living sector? (Select all that applies)

- Home Health
- Independent Living

Evaluation Date (Pre-populate the date field with the current date)

Student Name

- First Name
- Last Name

Name of the Organization

- Fill in the blank

Did this graduate of the Hall Training Program complete a paid work experience at your organization?

- Yes
- No

Please, provide feedback regarding the paid work experience process. Use this space to openly share your opinions and perceptions about it.

Did you hire this student?

- Yes
- No

If you did not hire the student, please, let us know why:

- Please, indicate your level of satisfaction with the overall preparedness for the job demonstrated by this graduate.
Extremely satisfied

- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Extremely dissatisfied

Please provide any suggestions you have for future cohorts:

Appendix D – Overview of the Governance Committee Meetings

This part of the report is intended to summarize the involvement and nature of input from the governance committee for the start of the project of the date of this deliverable.

Meeting Dates	Agenda	Motions
April 14th, 2021	<ul style="list-style-type: none"> • Welcome to members of the Governance Committee. • Review, provide input and endorse: <ul style="list-style-type: none"> ○ TOR ○ Project timelines, milestones, and deliverables ○ Work completed to date including the Communication Plan 	<ol style="list-style-type: none"> 1. Appointment of Senior Health & Hospitality Training Program Chair* 2. Review and Approval of Terms of Reference 3. Approval of the Seniors Health & Hospitality Training Program Logo
June 4th, 2021	<ul style="list-style-type: none"> • Review, provide input and endorse: <ul style="list-style-type: none"> ○ Curriculum framework ○ Evaluation strategy ○ Evaluation tools 	<ol style="list-style-type: none"> 1. Curriculum Framework be approved as circulated electronically** 2. Approval of the HaIL Evaluation Strategy & Tools
August 4th, 2021	<ul style="list-style-type: none"> • Review: <ul style="list-style-type: none"> ○ Practicum and work placement strategies 	<ol style="list-style-type: none"> 1. Members agreed to use a combination of Strategy B (primary strategy) and Strategy A to adjust for lower than optimal enrollment in the first cohort. ***
September 22nd, 2021	<ul style="list-style-type: none"> • Review: <ul style="list-style-type: none"> ○ Program evaluation and proposed revisions ○ Cohort Report 1 	<ol style="list-style-type: none"> 1. Curriculum Framework revised so Phase 5 (Paid work experience) is an optional element of the program 2. Lesson Plan revised so students would identify after Phase 2 (Theory) their preference to participate in home Health, independent living, or both during Phase 5 3. Curriculum Framework revised to reflect a minimum of 4 hours and a maximum of 16 hours on the paid work experience 4. Curriculum Framework revised for the optional Phase 5 to reflect an event that we cannot coordinate work placement that candidates will have the options to interview with a minimum of three potential

		employers with the support of questions and guidelines provided in advance
December 1 st , 2021	<ul style="list-style-type: none"> • Review: <ul style="list-style-type: none"> ○ Interim report ○ Program evaluation and proposed revisions 	<ol style="list-style-type: none"> 1. Appointment of the home & independent living Training Program Chair 2. Feedback provided for the Interim Report
April 22 nd , 2022	<ul style="list-style-type: none"> • Review: <ul style="list-style-type: none"> ○ Draft Final report • Celebrate success of graduates 	<ol style="list-style-type: none"> 1. Obtain feedback for Draft Final Report

Notes:

- *The program name was “Senior Health & Hospitality Training” before it got changed to the “Home & Independent Living (HaLL) Training” program on April 29th, 2021.
- **An electronic motion to approve the Curriculum Framework was sent out to the GC members and was approved on June 24th, 2021.
- *** Strategies:
 - **Strategy A:** Oversubscribe future cohorts with applicants from the island and lower mainland (e.g., cohorts of 30 rather than 25).
 - **Strategy B:** Oversubscribe future cohorts by giving priority access for applicants from the interior (e.g., 25 students for the island and 5 for the interior).
- Chair M. Reinhardt announced her resignation as Chair for the HaLL governance committee on September 22nd, 2021.