# PROJECT DESCRIPTION

**Organization Name: Bay River College**

**Date:** [09/18/2020]

# Project Need

## Evidence that demonstrates the need for the project:

There is extensive evidence supported by government statistical studies as well as media and news articles addressing the somber news of the economy. The Pandemic has severely affected the job market by cutting existing and future job opportunities for all Canadians including immigrants.

According to Labour Force Survey, July 2020 - Statistics Canada[[1]](#footnote-2) the unemployment rate as of July was 10.9% as opposed to 5.6% in February. The unemployment statistic for immigrants in 2019 was 9% for immigrants who have been in Canada 5 or less years. Consequently, the rate of unemployment for immigrants even before the Pandemic was extremely close to the current unemployment level of all Canadians in 2020. There is no evidence that the unemployment rate of immigrants would have increased during the Pandemic.

The jobs that do exist are those in the high risk and low paid essential worker sectors. Even the opportunities in these high risk/low paid positions are limited because of the necessary restrictions imposed by the COVID-19 health protocols. These restrictions have severely affected the financial viability of many businesses that depend on front line workers. According to an article COVID-19 Blind Spots On Race, Immigration And Labour, “*The low-paid and precarious positions in industries that are considered essential during the COVID-19 pandemic (sanitation, health care, and those in the food supply chain) are filled with women, recent immigrants, and racialized Canadians.”[[2]](#footnote-3)*

The reason that many immigrants are drawn to these jobs is that they require limited skills and in large part, limited language skills. These front-line essential skills are NOC D occupations[[3]](#footnote-4) “Labourers in processing, manufacturing and utilities” “Trades helpers, construction labourers and related occupations” Harvesting, landscaping and natural resources labourers” “ Food counter attendants, kitchen helpers and related support occupations, Support occupations in accommodation, travel and amusement services, Cleaners, Other service support and related occupations”[[4]](#footnote-5)

The Essential Skills/CLB levels required for these occupations is usually around the CLB 3 to 4 levels. Higher level jobs in NOC C and above require CLB 6 to 8. The following are excerpts compiled from the Language for Work: CLB and Essential Skills for ESL Instructors[[5]](#footnote-6):

Housekeeping Essential Skills Profile[[6]](#footnote-7)/CLB Essential Skills Comparative Framework**[[7]](#footnote-8) (excerpt summary)**

* **Essential Skill:** Interact with the clients to provide and receive job-related information, assess cleaning situations and discuss costs. Customer service is a high priority and appropriate communication with clients is important. (1)
* **CLB comparative skill level:**

*Social Interaction:*

* Identify verbal and non-verbal details of social exchanges, including styles of greetings, leave-taking, and introductions. **(CLB 3)**

*Information:*

Demonstrate comprehension of mostly factual details and some inferred meanings in a story about obtaining goods or services; a report or a forecast; a news item. **(CLB 4)**

However, there are some essential skills for this occupation that require higher level English language skills for this essential skill for Housekeepers:

CLB comparative skill level:

* Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence. (CLB 7)

Consequently, this is evidence that even for NOC D occupations that even though most of the Essential Skills require CLB 3 – 4, there are some skills that require up to CLB 7. This indicates that even front-line occupations require higher English language skills to support competency in these jobs.

## How our organization is well placed to address this need:

The initial English language training opportunity available to newcomers (immigrants, PR, refugee status) is the Federal Government’s LINC (Language Instruction for Newcomers to Canada) Programs. This English language training opportunity offers classes up to CLB (Canadian Language Benchmark) 4 level. There is an Alberta Government funded stream for newcomers (Alberta Foundations ESL) that offers CLB 5+. However, there are limited seats in these programs for which students are placed on waiting lists. These programs primarily focus on academic skills and do not have a strong workplace focused ESL curriculum. These limited opportunities to advance beyond CLB 4 have drawn those who can’t pursue further training after LINC to the front line sector job market in occupations that require minimal language and technical skills such as those mentioned in the NOC C and D categories.

LINC is settlement focused and does not prepare students enough for the real-world realities of transitioning to the world of work in Canada. There is a lack of opportunity for immigrants to engage in employment and career focused exploration to set a path to future careers. These would be careers and not just jobs that would provide hope for future advancement and consequently a better standard of living, integration and contribution.

There is a significant number of newcomers who turn to Post Secondary Career Colleges for further training programs. Newcomers choose this training option because it is a faster pathway to obtaining Canadian credentials and Canadian skills training that will lead to paraprofessional positions. This component in the integration and settlement process will give them the opportunity to move out of the cycle of low pay/high risk employment. These career training programs also offer practicum placements that will give them the Canadian work experience that employers require.

These programs’ entrance requirements are at the CLB 6 to 7 level therefore require language training that is beyond CLB 4 level that LINC offers. There are options for CLB 5 at a few post secondary schools that are approved to offer CLB 5+ but there are long wait lists because of the limited number of schools who are approved to offer Alberta Foundations funding. Bay River College has had to turn away approximately 30% of applicants who are newcomers because they do not meet the language entrance requirements for the career programs being offered. This is also a common challenge for other post secondary institutions.

However, there is a propensity in the private school industry to accept newcomers who do not meet the entrance eligibility requirements and therefore immigrants who take programs without adequate language skills fall into the school statistics as those who don’t succeed, do not find jobs in their career of training and are left with large student loans. According to a study that interviewed newcomers who have chosen the post secondary private school route, the study summarizes the following comments that were consistent throughout the interviews. *“During our interviews, we heard many times that language assessment tests done at some private colleges are very easy, perhaps too easy, which can result in more enrolments than are warranted.” and “****Lack of proper English language assessment****: The majority of the interviewees mentioned that they have seen newcomers with very poor English skills being admitted into private college programs. More alarmingly, this lack of proper language assessment appears to be one of the main reasons why newcomers are drawn to private colleges, as they know that they would not be admitted to community colleges with their existing level of English proficiency*. [[8]](#footnote-9)

Not only don’t these immigrant students benefit from these practices but neither do post secondary schools benefit from students who are not successful. Post Secondary private schools are evaluated on the level of student completions and job success.

## How our project will meet the gap:

ESL Learners who have completed CLB 4 ESL programs such as LINC and are looking for additional language training opportunities that are not offered by LINC. Many ESL Learners are looking for training programs that will lead to professional employment. **English Transition to Employment Program** proposed by Bay River College will build English language skills that will prepare newcomers to attain the English language prerequisites required for acceptance into occupational/technical training programs at post-secondary career colleges such as those programs offered by Bay River College.

Employment is the goal of the ESL Transition to Employment Program and will be the focus of program. However, being in an environment where immigrants see the value that training offers will be an incentive to explore long term goals to improve their employability for future opportunities in higher paying jobs. The opportunity to shadow career training classes will also give students an insight into the skills that will be required for future further education goals.

The following strategies will address the challenges that are driven by economics, limited language skills training opportunities for entrance into career training and quality of life opportunities:

**Economic downturn:**

* Developing relationships and partnerships with business employers to find out what jobs are available
* Identifying the hard and soft skills required to adequately fit into the job requirements
* Job matching
* Practicums with weekly follow up support for on the job workplace challenges

**Language training for the workplace**:

* Essential Skills training
* Basic technology training for the workplace
* Course work related to mental health strategies to cope with life skills challenges

**Life skills/Quality of Life strategies:**

* Stress coping strategies
* Referrals to counselling support
* Individual Career Planning to determine their interests, abilities and the path to further career advancement through research of skills, training opportunities, financial planning and steps with strategies for execution of individual plan

## How our project is going to enhance provincial settlement and integration efforts:

The federal government has set out their priorities for newcomers: *“In 2020, IRCC will continue to support language training services delivered through a wide variety of organizations across Canada (outside of Quebec). These include flexible and accessible language training services at basic levels and opportunities to improve employability and second official language skills at intermediate levels, including workplace-based language training for employed newcomers.”*

The Alberta government takes over the language training priorities for immigrant settlement and integration after a learner finishes CLB 4 level or becomes a Canadian citizen. Subsequently, the Alberta government priorities for newcomers are identified as the following:

* Improving settlement access.
* Building communities’ capacity to better serve newcomer’s
* needs.
* Responding to emerging needs and under-served clients.
* Supporting initiatives to improve labour market integration.

This summary is taken from the “*Alberta’s Settlement & Integration Program Guidelines for 2018-19 and beyond*”

According to a study by the Canadian government “Which Human Capital Characteristics Best Predict the Earnings of Economic Immigrants?” [[9]](#footnote-10) the predictors of economic success are “language*, work experience, age, and education*”. Economic success brings stability, safety and socialization, and brings an individual above the survival level of existence that is identified in Maslow’s Hierarchy of Needs[[10]](#footnote-11) as stage 1 and 2 (Physiological and Safety) to achieve higher order needs that typically reflect Western cultural values. When the basic needs are met and secured, newcomers are more able to achieve settlement goals and contribute to society and the economy.

An “important marker of integration” is defined in another study, “*What is success? Examining the concept of successful integration among African immigrants in Canada”,* as “*creating avenues for personal growth and development in a context where immigrants have options and opportunities for advancement*”[[11]](#footnote-12). This is in line with the hierarchy of needs that language, work experience and education will ultimately predict economic success for newcomers. These address the Alberta government’s priority to improve labour market integration upon which this Call for Proposal (SILP) is focused.

In answer to the challenge of finding skilled workers and the problem of underemployed immigrants, the Alberta government has set mandates to fund ESL programs with a focus on skills and language training that will lead to employment in high demand industries such as health care, technology and is responding to these socio economic realities by proposing an ESL employment program that will be the pathway from settlement and survival to sustainability and security.

The ESL Transition to Employment Program will be developed for newcomers who would like to find meaningful, above minimum wage employment or enroll in further education that will lead to employment in a professional area. The program will provide participants with learning opportunities that will connect them with real world networking, job shadowing and mentoring experiences supported by the local businesses and immigrant serving agencies. Participants will have an opportunity to increase their language and cultural capacity in addition to building Canadian workplace employability skills that may bridge to rewarding employment opportunities.

# Project Summary

## What we intend to do in this project:

ESL Learners who have completed CLB 4 ESL programs such as LINC and are looking for additional language training opportunities that are not offered by LINC. Many immigrant ESL learners are looking for training programs that will lead to professional employment. The **English Transition to Employment** **Program** will build English language skills that will prepare learners to obtain meaningful employment that is low risk and above minimum wage either in the short term or long term by attaining the English language skills that will be adequate to meet the English language standards of the occupation or be adequate to meet the English language eligibility requirements for acceptance into post secondary training Careers College training or University Academic programs.

## Objectives/outcomes:

* Achieve English language competency of one benchmark level within a 600hr time frame (or one and a half semesters)
* Develop language competency needed for entrance into further training programs (ESL for Employment, Integrated Skills Training or Vocational Training) if this is the route that the student plans to take according to an individual learning plan
* Develop individual learning plans that will set the direction for their current and future training.
* Develop language skills needed to access and use everyday technology and be proficient enough to use the basic technology skills needed for the workplace.
* Prepare for employment and career exploration learning opportunities to identify the career/employment goals that each student wants to achieve
* Develop cultural competency in addition to language competency
* Give students a well-rounded language training experience by giving students practical, communicative assignments and informal opportunities to put into practice their language and cultural competencies within the general student population as well as out in the social and workplace communities.

The program curriculum will place emphasis on:

* Workplace essential skills which includes areas not covered in a general language program i.e. document use, numeracy, working with others, thinking skills, computer use, continuous learning
* Cross cultural competency
* English language skills in the areas of reading, writing, listening and speaking.
* Research , information gathering and self assessment skills; Learners learn strategies to locate and identify the skills, abilities and experience that they have brought with them relative to the job opportunities in Canada and learn to identify and articulate the transferrable skills, education, experience and what additional accreditation and training is required to attain employment/career goal.

The combination of these four components are what we believe will provide learners with potential to be successful in finding and maintaining employment in the Canadian workplace.

Acquiring English language skills without developing workplaces skills and intercultural competency will not give learners sufficient skills to be employment ready. With the funds from this SILP grant, Bay River College will work towards by offering learners with a curriculum that will provide skills development in all the areas that employers look for in hiring and keeping employees that are able to adapt to a knowledge based economy in the Canadian workplace.

## Who will benefit from the project activities?

**Target Group:**

* Permanent Residents including Convention Refugees
* Naturalized Canadian Citizens
* Immigrants/newcomers who have CLB 5 to 7
* 12 to 15 students per class
* Individuals who are currently receiving Employment Insurance (EI) benefits are not eligible for this training.

## How our project contributes to the outcome identified in this CFP

## Challenges:

The unemployment challenges in pre COVID-19 times are great and have now been layered with new challenges because of business shutdowns and rampant layoffs:

* The downturn in Alberta Oil Sector has affected the availability of sector jobs even before the Pandemic took hold in 2020. The economy in Alberta started failing because of this downturn as early as 2018 when the unemployment rate started creeping up above the balanced economy unemployment rate of 5% and reached 6.4%. In 2006 the Oil boom brought the unemployment rate to approximately 3.5%, and workers were in short supply. Now with the Pandemic restrictions, the unemployment rate has been compounded and has reached as high as 15% over the past 6 months and has dropped to 10.9% according to the most recent unemployment statistics for Canada released by Trading Economics report for August 2020. [[12]](#footnote-13)

However, Stats Canada has reported the following unemployment rates for visible minorities:

“Several groups had rates of joblessness significantly above this average, including South Asian (17.8%), Arab (17.3%), and Black (16.8%) Canadians. Among South Asian Canadians, women (20.4%) had a significantly higher unemployment rate than men (15.4%). Black women also had a higher unemployment rate than Black men (18.6% vs 15.1%)”[[13]](#footnote-14).

* Limited focus on employment preparation programs in LINC programs that are dedicated to hands-on real-world work experience. LINC is settlement focused and does not prepare students enough for the real-world realities of transition to the world of work.
* Lack of opportunity for immigrants to engage in employment and career focused exploration to set a path to future careers and provide hope for future advancement
* Lack of skills for entry level positions that prepare immigrants with the soft skills that will see them through job retention and prepare them for advancement to more responsible and leadership roles
* Post secondary university and college training lack the employment preparation or focus on job training that match labour market demands
* Newcomer English language training for immigrants that have arrived with interrupted education is limited to CLB 4. There is a lack of adequate language bridging opportunities to meet the CLB 7 and 8 requirements to prepare them for entry into technical training programs and academic college programs
* Limited and overworked mental heath support resources and programs available due to the Pandemic restrictions. These resources would have been able to offer coping strategies to individuals whose coping strategies have been exacerbated by lack of opportunity and failure in finding work
* The severe decline in the oil industry compounded by the pandemic have severely affected the job market. This has brought forward the wider need for further or additional training that would prepare individuals to work in the areas of employment that are currently in demand and will be in demand in the future. Career planning, further training and developing the relative required essential skills as well as mental health support for those coping with their personal challenges affected by the economic and health crisis. The follow will be the strategies that we implement to address these challenges

## English Language training:

* The primary strategy that will underscore the approach to addressing the challenges identified below, will be language training that will support the direction and context of the curriculum components that will lead students to reach their potential and achieve success in the workplace both in the short term and in the long term

## Economic downturn:

* Developing relationships and partnerships with business employers to find out what jobs are available
* Identifying the hard and soft skills are required to adequately fit into the job requirements
* Arrange practicums or Job Shadowing opportunities with weekly follow up support to guide the student through the employment process to deal with the on the job challenges and resolve any ongoing issues.

## Training/Life skills:

* Provide access to on the job communication skills (math, reading, writing, listening and oral communication at level of requirement – even the academically trained are not prepared for the communication and soft skills required for the workplace) – Essential Skills training
* Basic technology training for the workplace

## Mental Health:

* Course work related to mental health strategies to cope with life skills challenges
* Stress coping strategies
* Referrals to counselling support

## Career Planning:

* Individual Career Planning to determine their interests, abilities and the path to further career advancement through research of skills, training opportunities, financial planning and steps with strategies for execution of individual plan

# **Summary of training activities:**

## **Training model:**

The program will consist of 2 levels per semester CLB 5/6 and CLB 7/8. Each semester will be offered 20 hours per week for 12 weeks or 240 hours per semester. There will be 3 semesters per year and 2 classes per semester for a total of 6 classes per year.

The curriculum will be developed around one module per month. The English language level determines the topics and essential skills outlined in the CLB/Essential Skills framework that can be found on pages 6 to 64.[[14]](#footnote-15) of the CLB to Essential Skills Comparative Framework.

The Curriculum modules have been developed to interface with the Essential Skills and CLB competencies identified by the competency profile for each occupation researched and reviewed in the program. Each module and lesson plan will address the paralleled and corresponding Essential Skills and corresponding CLB competencies.

ESL Employment Curriculum summary – (module detailed descriptions are part of a larger curriculum document held by the college).

**CLB 5/6** - ESL Employment Curriculum

• Module 1 Career Exploration

• Module 2 - Working in Canada

• Module 3 - Workplace Culture

**CLB 7/8** – ESL Employment Curriculum

* Module 1 - Career Exploration
* Module 2 – Individual Career Plan
* Module 3 - Job/Program Shadowing

## **Description of how we will deliver the training activities.**

## **Program Delivery:**

The following outlines the proposed program model format:

* 12 weeks of training per semester with 4 weeks of practicum at the end of the individual’s personalized program plan
* 20 hours per week – 5 hours per day, 4 days per week
* AM 9am – 12noon/Break/12 to 12:30pm/ PM 12:30pm to 2:30pm
* One hour every two weeks will be assigned for an individual meeting with the Employment Counsellor. Meetings may be arranged more often depending on student need.

The AM instruction will focus on language specific skills that will support the essential skills tasks to be taught in the afternoon. The Essential Skills tasks that will be taught are related to the module content. Module based curriculum will accommodate a rolling enrollment system that will allow students to start at any point in the semester starting at the beginning of the month or the beginning of a module. Students will be assigned to classes according to language levels. There will be no more than 2 levels in one class if the number of students is not enough to fill one level of 12 students per class. Student numbers per class are low because of the hands on, personalized support from the job coaches.

## **Training Model**

**Essential Skills training**

aligned with ESL will prepare learners with workplace skills and language skills needed to meet the competency standards of occupations in the high demand employment areas in the job market or meet the language eligibility requirements for post-secondary training programs.

According to the AWES publication “Integrating Workplace Essential Skills into Curricula: A Process Model”[[15]](#footnote-16)Essential Skills address copentencies that are not technical skills or “pre employment” skills but are the skills required to competently perform to the standards of the job. The skills that this article identifies as skills addressed in Essential Skills are to not only get the job but to:

* “Perform the job
* Maintain the job
* Advance on the job
* Change jobs when desired “

Essential skills that are required for NOC B occupations are primarily at the CLB 5 level and above. The following is an example of the NOC B occupation, Accounting Clerk Essential Skills and comparative CLB competencies for sample tasks that an Accounting Clerk would perform:

Therefore, to meet the competency standards of an Accounting Clerk adequately and competently, students need to be at CLB 7 to 9 levels. To achieve an entry level requirement and competently execute the tasks of an Accounting Clerk, a student would need to take CLB 5, 6 and 7 or complete approximately 720 hours of ESL to reach CLB 7. Institutions such as BVC, SAIT, Robertson College require CLB 7 entrance requirements for an Accounting Program. There are other institutions that require as low as CLB 5/6 (ERP College)[[16]](#footnote-17) that predicts the likelihood of failure to succeed in the course work and do their job competently.

The program will be different from LINC in that it will focus on ESL for employment and students will leave with the creation of a career and employment plan that they have developed after having researched with the support of the program staff. The career and employment plan will identify short term and long-term plans. The student will finish the program with well executed short-term plan for immediate employment and a long-term plan that will outline how, when, where they will implement the employment and career plan. The plan will also include a financial plan to determine how much they will need to invest in the long term in order to reach their career training and employment goals. There will be a job search and support component in which all students will participate. This program component will help students find either full time employment of part time employment if they choose to move on to career training.

## How we will meet the reporting requirements that contribute to the identified outcome:

### Outcomes based Program Planning:

In order to track the effectiveness of activities that will lead to the expected outcomes of the program, the logic model will be the blueprint that will be referenced. Surveys and assessments will be developed, and data will be tracked to align with the activities and outputs identified in the outcomes measurement logic model included in this proposal. Language assessment and Essential Skills assessment rubrics will be developed for each CLB language level that will determine the progress towards competency for the overarching Essential Skills required at each CLB level as well as for specific occupational goals that learners will identify as being their short term and long term goals.

Each student will work on an Individual Learning Plan. This Individual Learning Plan will identify their short term and long-term employment goals. Throughout the program they will refine and revise their short term and long-term goals and will track their own English language and Essential Skills progress against the competencies required to reach these goals.

The strategies for meeting program outcomes will be tracked with outcome measurement tools developed at the beginning of the program. Data will be measured based on logic model indicators that track student feedback through program. The will be performance surveys that will measure student satisfaction and self-assessment of their progress, confidence, readiness for advancement towards their short term and long term employment and life goals. These will be compared to the expected outcomes for language progress and employment readiness. Finding a job or enrolling in a post-secondary training program will be considered the primary indicators of outcomes achievement.

# Ability to Deliver

The following are the positions and job descriptions with key responsibilities and qualifications that will be required for this program:

## Program Manager

##  Responsibilities

* Work closely with project team and subject matter experts to plan and develop scope, deliverables, required resources, work plan, budget, and timing for the project activities and outcomes.
* Manage program and project teams for optimal performance, and coordinate and delegate project initiatives
* Identify key requirements needed from project team to support student success and meet expectations of program stakeholders
* Develop and manage budget for project and be accountable for delivering against established goals, objectives, and outcomes
* Work with program team to identify risks and opportunities
* Analyze, evaluate, and overcome program risks, and produce program reports for management and stakeholders

Qualifications

* Bachelor’s degree in business administration or related field
* 3+ years in an advanced management role (preference given to those with program management experience)
* Exceptional leadership, time management, facilitation, and organizational skills
* Working knowledge of digital marketing and Learning Management Systems for online learning options
* Outstanding working knowledge of change management principles and performance evaluation processes

## ESL Instructor

Job Description

* Establish and enforce classroom rules and procedures; instruct and monitor students in the use of learning materials and tools
* Apply Canadian Language Benchmarks and Essential Skills according to program model to curriculum and development of lesson plans
* Design and implement the program outline, materials, classes, modules, labs, exams and all required materials for starting the program according to Alberta workplace requirements
* Teach lessons on English language skills, academic subjects, and employment skills for classroom, blended or online learning delivery modes
* Observe and evaluate student’s work to determine progress, provide feedback and make suggestions for improvement; maintain accurate and complete records of students’ development
* Track student attendance, performance, and grades; report absenteeism to the Administrative Coordinator
* May serve on committees to discuss course and curriculum development, assessments, and progress requirements

Qualifications:

* BA/BEd
* TESL accreditation
* 3 to 5 years experience teaching in an ESL environment with newcomers
* Experience teaching Employment skills
* Understanding of the Essential Skills
* Experience teaching online

## Administrative Coordinator

Responsibilities:

* Register students
* Mobius registration and follow up of students
* Prepare resource purchases
* Prepare schedules
* Data collection and preparation for Manager’s reports
* Coordination of administrative tasks to support program staff
* Provide assistance to staff
* Create, prepare, and deliver reports
* Receive and forward communications to different staff
* Perform clerical duties, such as filing, faxing, answering phone calls, and responding to emails

Qualifications

* Degree or diploma in office administration preferred
* Mobius experience
* 2 years experience in administration and registration
* Familiarity with office equipment, such as fax machines, copy machines, and phone systems
* Comfort using business email system, such as Microsoft Outlook
* Highly organized and able to create an organized and easy-to-follow system for others
* Ability to handle multiple tasks and duties simultaneously
* Independently motivated, with the ability to take on tasks and duties without immediate direction
* Strong communication skills

## Employment Counsellor

Responsibilities:

* Work in partnership with clients to identify job targets and match client skill sets with the right job and employer
* Provides pre-employment support such as: resume/cover letter development, assistance in the application process and interview preparation for clients on a case by case basis
* Assesses potential worksites for suitability through research centered around job availabilities and alignment with client skills, qualifications, and goals
* Create long lasting partnerships with employers to enable multiple placement opportunities for clients
* Maintains accurate and up to date information in the database and weekly tracking reports and other reports, as required

Qualifications

* Post-secondary education is required
* Intermediate skill level in Microsoft Office (Word, Outlook, PowerPoint, Excel); previous experience
* Exemplary verbal communication with strong business writing skills
* Experience working with newcomers in coaching, teaching, or settlement services environment
* Past experience with pre-employment strategies and knowledge of the local labour market are considered assets

## Overview of your Organization:

BRC’s mission statement is “Inspiring Lives, Transforming Futures”. The mission is realized by offering financially accessible programs that have been researched and developed to prepare graduates to enter the professional occupational area of training with the skills that meet and exceed the standards required to be successful in the field of occupational training. Bay River College offers Occupational Training Programs that are licensed under Alberta Advanced Education, PVT Branch. The following are the programs that are currently being offered:

Business:

* International Business Management
* Hospitality Business Management

Health Care**:**

* Health Care Aide
* Pharmacy Assistant
* Unit Clerk and Medical Office Administration

Environmental Sciences:

* Applied Environmental Technology

Social Work:

* Community Support Worker
* Education Assistant

Technology:

* Information Technology and Network Administrator
* Cyber Security and Cloud Computing
* Process Piping Drafting

With the introduction of this new **ESL Transition to Employment Program** we are committed to facilitating student access to further training programs through accessible language training.

## Mobius Experience:

BRC has experience with the Alberta Education system for approving and tracking students as a result of programs that are licensed under Alberta Advanced Education, PVT Branch. It is well positioned to work with a Mobius system.

## Commitment to Diversity:

BRC’s student population consists primarily of immigrants who have enrolled to obtain diplomas and certificates in paraprofessional occupational areas. The college recognizes and supports the uniqueness that each culture brings to the culture of the college. There is also a diversity of cultural backgrounds in the instructor team. Not only do the instructors have a high level of education and skill set for the program course that they teach but they also role models of possibility for the students.

Student and instructors contribute to the school culture by organizing student driven social activities and events that draw on the diverse backgrounds and expertise of the students. Inclusiveness of opinions, attitudes and common ground rules for performance and behaviour are taken into consideration when developing school policies, procedures such as guidelines for adhering to religious and cultural obligations within the parameters of policies that adhere to government regulations for the workplace and educational institutions. BRC strives to create a culture where employees and students are encouraged to bring their authentic selves and their unique differences to work to achieve their full potential.

# Risk Management

|  |  |  |  |
| --- | --- | --- | --- |
| **Identify risk** | **Impact of risk**(on beneficiaries, deliverables, and outcome) | **Likelihood of occurrence** (low, medium, high) | **Proposed mitigation plan** |
| Low client volume | Unable to meet the program outcomesUnder utilize the budget allocation | low | If the recruitment efforts fail to meet the objective target numbers, we will adjust our staffing to the number of classes that sustain the budget allocation. Facility costs are minimal to allow for two classes to run back to back (am and pm) and one break out room for individual client work. Office space is limited to one room for locked files, one reception area and one office for the Program Manager. The instructors and Employment Counsellor will share one office in case of budget restrictions. Therefore, the staffing is minimal, and the facility will accommodate only the necessary space for program operation.  |
| Staff turnover | Lack of continuity in delivering the program. Student loss of confidence in ability to deliver program.  | low  | It is important to offer staff a living wage and hours. The positions will be salaried and fulltime rather than hiring two part time for one position. This will offer job security to employees. Staff training and mentorship will be an important factor in providing support to staff who will be developing their own skills to improve and evolve program performance. Free online courses and training from the Program Manager, government, ESL and Immigrant Settlement community will be the preferred cost-effective way of bringing professional development into the organization.  |
| **Economic changes** | This will positively affect the program demand. There is a risk that we will not be able to accommodate the demand within the budget parameters.If the economy increases and jobs are available without training, then this will also affect the client volume.  | This has a low risk. Currently the unemployment rate has been as low as 10.5% and as high as 16%. For this to be a high risk, a balanced economy would bring the unemployment rate at 5 to 6% | The program and staff will be scaled back if the economy takes a downturn and funds will not be available.  |
| Pandemic | Social distancing restrictions will eliminate ability to attract students and therefore compromise the financial viability to operate the school  | high | Bay River College has already been operating in a virtual online manner. Curriculum material and resources can be easily adapted for online delivery. Staff and clients will be oriented and trained to work in an online environment through Zoom, Adobe Connect or Google Classroom and the college’s specific LMS |
| Difficulty of lower level students to master online training | Students will drop out if they can’t master online skills to manage online learning | low | Orientation for pre-classroom prep to help students master online technology needed for online learning |
| Uneven levels of students per CLB level | Instructors and students will not be able to provide a learning environment that will lead to progress  | medium | If the program is over or undersubscribed in one or more levels, the classes will be combined between a maximum of 2 levels. If a level is oversubscribed and there is no budget to add an additional class, students will be added to the waiting list |
| Lack of employment opportunities  | Program will not be able to meet program outcomes | low | Students will have a maximum of 3 semesters to reach a realistic CLB level and will be supported by a Employment Counsellor to find employment after they have finished the program.  |

1. The Daily — Labour Force Survey, July 2020 - Statistics Canadawww150.statcan.gc.ca › daily-quotidien [↑](#footnote-ref-2)
2. https://policyoptions.irpp.org/magazines/may-2020/canadas-covid-19-blind-spots-on-race-immigration-and-labour/ Aimée-Angélique Bouka, Yolande BoukaMay 19, 2020 [↑](#footnote-ref-3)
3. https://noc.esdc.gc.ca/Structure/Matrix/8cda6c0e2d8442e9add32f0d26ac48ea [↑](#footnote-ref-4)
4. https://noc.esdc.gc.ca/Structure/Matrix/8cda6c0e2d8442e9add32f0d26ac48ea [↑](#footnote-ref-5)
5. Language for Work: CLB and Essential Skills for ESL Instructors Centre for Canadian Language Benchmarks ISBN 978-1-897100-24-0 [↑](#footnote-ref-6)
6. https://www.jobbank.gc.ca/essentialskillsresults/89 [↑](#footnote-ref-7)
7. Language for Work: CLB and Essential Skills for ESL Instructors Centre for Canadian Language Benchmarks ISBN 978-1-897100-24-0 [↑](#footnote-ref-8)
8. Hard lessons: Newcomers and Ontario Private Colleges Toronto South Local Immigration Partnership, 2013

WoodGreen Community Services, Toronto, Ontario Funding provided by Citizenship Immigration Canada

Acknowledgements Project Manager: Sandra Guerra Interviews: Haweiya Egeh Writers: Sevgul Topkara-Sarsu and Tom Zizys [↑](#footnote-ref-9)
9. Analytical Studies Branch Research Paper Series11F0019M, no. 368 Published August 2015 [↑](#footnote-ref-10)
10. Maslow’s Hierarchy of Needs, Gain Vital Insights, published by 50 minutes: Pierre Pichere in collaboration with Anne-Christing Cadial and translated by Carly Probert [↑](#footnote-ref-11)
11. What is success? Examining the concept of successful integration among African immigrants in Canada

Emmanuel Kyeremeh ORCID Icon,Godwin Arku,Paul Mkandawire,Evan Cleave &Ismahan Yusuf - Journal of Ethnic and Migration Studies Received 10 Mar 2019, Accepted 24 Jun 2019, Published online: 20 Jul 2019 [↑](#footnote-ref-12)
12. https://tradingeconomics.com/canada/unemployment-rate [↑](#footnote-ref-13)
13. https://www150.statcan.gc.ca/n1/daily-quotidien/200807/dq200807a-eng.htm [↑](#footnote-ref-14)
14. https://www.language.ca/product/relating-clb-to-essential-skills-a-comparative-framework-pdf-e/ [↑](#footnote-ref-15)
15. (https://awes.ca/reference-materials/integrating-workplace-essential-skills-into-curricula-a-process-model/) [↑](#footnote-ref-16)
16. (ALIS https://alis.alberta.ca/occinfo/post-secondary-programs/financial-accounting-and-payroll-systems/erp-college/d9cc14fa-34c2-4f67-a1f0-a67a0097afa2/) [↑](#footnote-ref-17)