

#BlueprintCDS

Blueprint CDS: A Comprehensive Workforce Strategy for Community Disability Services

Presentation to Service Providers

- Project Recap
- Post-Project Activities
- Opportunity with Alberta Advanced Ed Industry Pathways Initiative

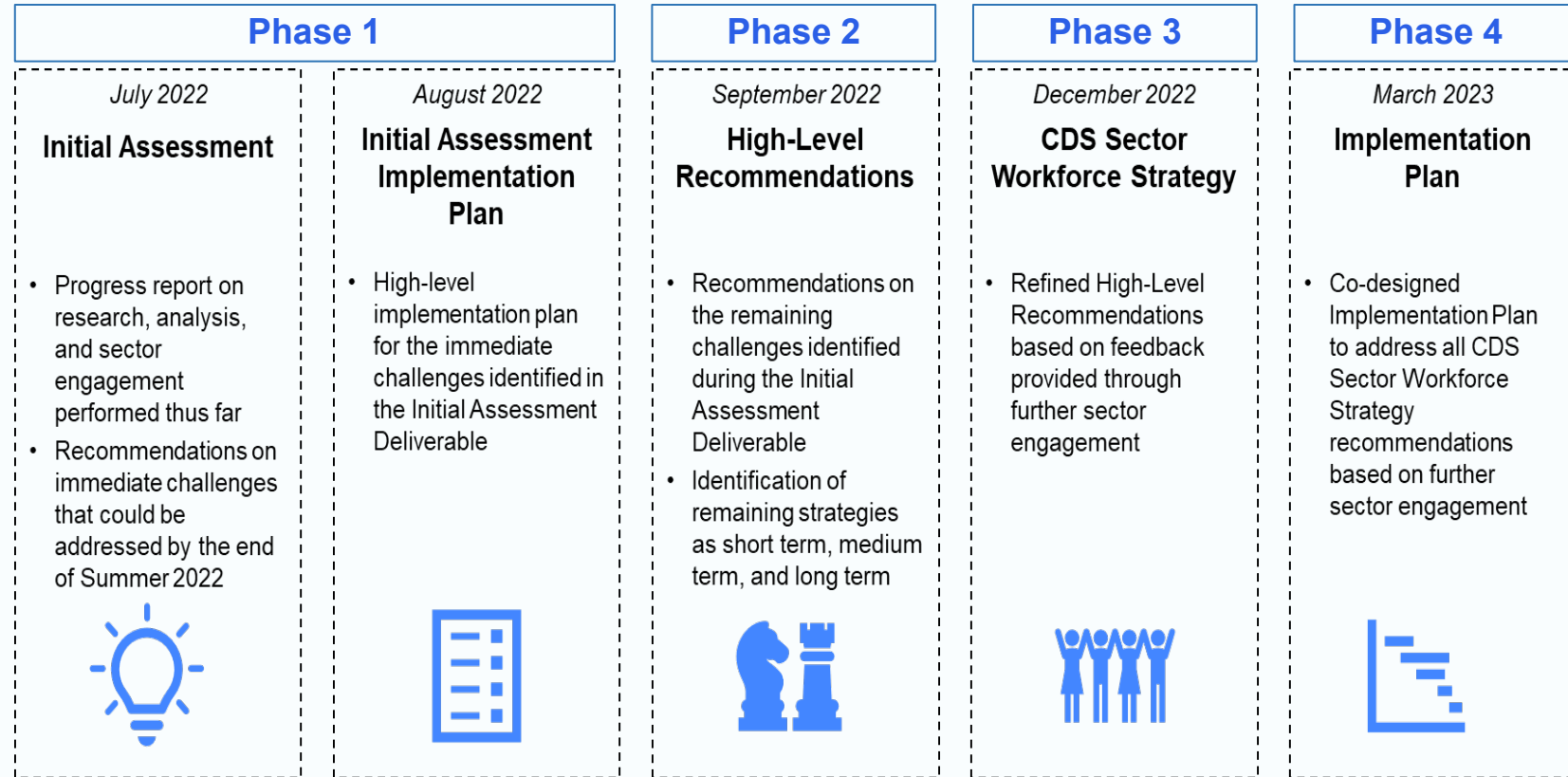


March 2024



Project Blueprint CDS - Recap

Project Blueprint CDS Overview



Blueprint CDS: A guiding document for ACDS, Government of Alberta and CDS stakeholders to promote a sustainable workforce based on sector-driven, evidence-based recommendations.

Project Blueprint CDS - Recap

Phase 1

July 2022

Initial Assessment

- Progress report on research, analysis, and sector engagement performed thus far
- Recommendations on immediate challenges that could be addressed by the end of Summer 2022



August 2022

Initial Assessment Implementation Plan

- High-level implementation plan for the immediate challenges identified in the Initial Assessment Deliverable



Sector engagement

- Blueprint CDS Survey
- Focus sessions to validate and expand on survey findings

Blueprint CDS Survey explored:

1. Operational Challenges
2. Workforce Skills and Capabilities
3. COVID-19
4. Workforce Total Compensation
5. Recruitment and Retention Strategies
6. Future of the CDS Workforce



Desktop research

- Jurisdictional Research
- ACDS Reports
- **Labour Market Data** →



Labour market data

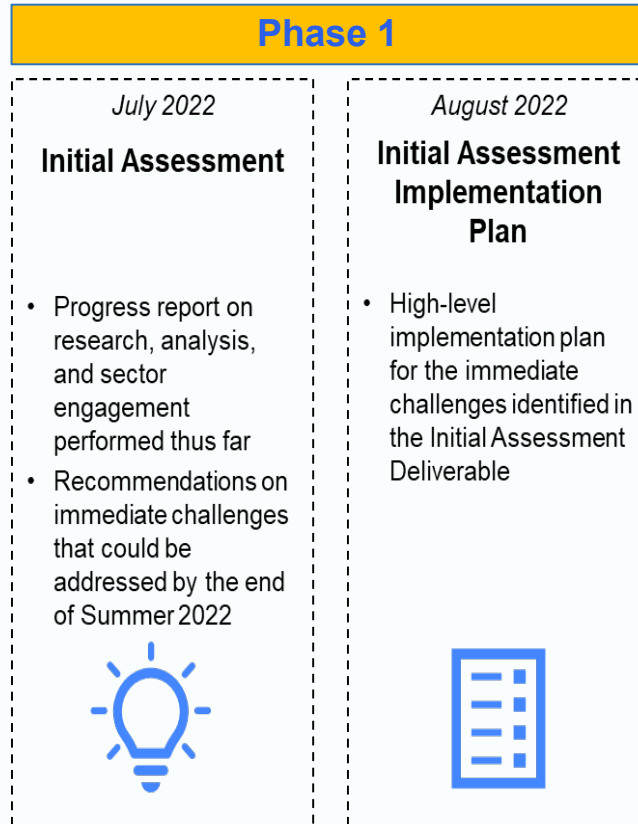
Macro labour trends

Alberta labour market

Industry and occupational groups most relevant and comparable to CDS sector:

- NAIC industry groups 623 – Nursing and Residential Care Facilities & 624 – Social Assistance
- NOC occupation groups 4212 (Social and Community Services Workers)
- NOC 4412 (Home Support Workers)

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Desktop research



Labour market data



1. Key workforce challenges faced by CDS sector:

- **A: Workforce context** (systemic issues)
- **B: Recruitment and retention barriers/issues**
- **C: Workforce development needs**

2. Suite of 18 preliminary recommendations, to be validated and refined in Phases 2 and 3

3. Three recommendations for immediate action, with high-level implementation plan

- **A2: Build a shared understanding of the needs of individuals accessing services** (scope of practice of CDS sector services)
- **B6: Provide immediate and ongoing wage relief**
- **C9_C: Identify current state of training**

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Sector engagement

- 6 workshops (5 in-person across AB, 1 virtual)
- 133 attendees
- 78 service provider organizations
- Other stakeholders (BVC, ADWA, IA)



Refined, comprehensive workforce strategy
with suite of evidence-based, prioritized,
sector-driven recommendations.

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Phase 2

September 2022

High-Level Recommendations

- Recommendations on the remaining challenges identified during the Initial Assessment Deliverable
- Identification of remaining strategies as short term, medium term, and long term



Phase 3

December 2022

CDS Sector Workforce Strategy

- Refined High-Level Recommendations based on feedback provided through further sector engagement



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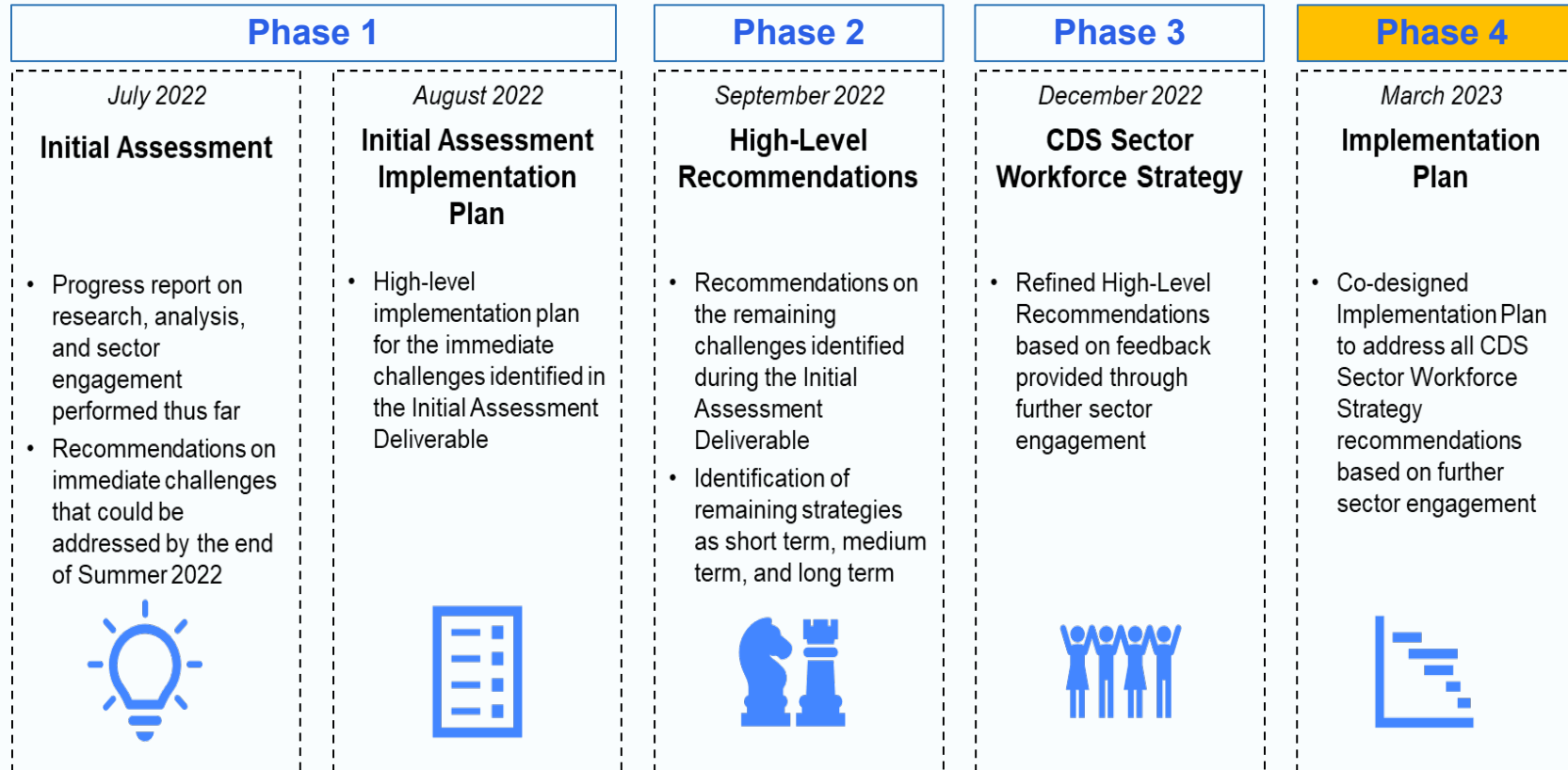


Advisory Committee

- 10 ACDS member agency leaders
- HR expertise; solution-driven
- Diverse services, size, location



Comprehensive workforce strategy with high-level implementation plan



Key Themes in Current Workforce Challenges

A. Understanding workforce context

The context, purpose, value and functions of the CDS sector workforce.

Lack of visibility and buy-in. There is a lack of visibility into and buy-in to the value and complexity of the work of the CDS sector.



Parallel and duplicate systems. The CDS sector is creating duplicate processes to support individuals to access the supports they need outside of what is delivered by CDS organizations.



Increasingly complex service needs. The scope and needs of individuals referred to CDS sector supports and their families are growing and becoming more complex.



Rural factors. Rural communities experience workforce challenges more severely.



B. Recruiting and retaining the workforce

The things that affect whether workers choose to enter and stay in the CDS sector.

Low wages. Wages are low relative to similar sectors and have been outpaced by the increasing cost of living in Alberta.



Competition from other sectors. There is competition for resources from organizations and support sectors that provide better pay, work environment, multidisciplinary teams, etc.



Work environment. The workforce brings expectations about work environment, supports, working in multidisciplinary teams, etc. that the CDS sector is not currently able to meet.



Leadership gap. Senior leaders in the CDS sector are retiring and there is a lack of experienced, willing staff to take their place.



C. Developing the workforce

The things that affect the CDS sector's ability to deliver quality services.

Barriers to training. There is a lack of funding available for training. Specialized training opportunities can be limited or expensive. Services providers find themselves having to provide their own time consuming, expensive training which is further compounded due to high staff turnover.



Rigid contracts. The current contract parameters with Government are rigid and do not allow for service providers to be flexible about how they deliver services and support their workforce.



Mismatched staff skill sets. It is difficult to find and hire individuals with the skill sets needed by service providers. Competency criteria are not consistent and most new workers do not enter the field with a formal disability services qualification.



Lack of post-secondary training. There is a lack of post-secondary training available as many programs across the province have closed due to lack of demand.



Recommendations



A. Understanding workforce content

The context, purpose, value, and functions of the CDS workforce

- A1. Build a shared understanding of the economic impact of the sector
- A2. Build a shared understanding of the scope of practice of CDS sector services
- A3. Adopt common workforce classifications
- A4. Adopt a network model to support cross-ministry coordination
- A5. Develop a forecasting model to support strategic workforce planning



B. Recruiting and retaining the workforce

The things that attract workers to the CDS sector and keep them happy to stay

- B6. Provide immediate and ongoing wage relief
- B7. Build a compensation scale guide for frontline service delivery staff
- B8. Engage CDS sector workers to co-design a community of practice



C. Developing the workforce

The things staff and service providers need to provide quality services

- C9. Increase education and training levels of the CDS workforce, including:
 - C9A. Establish a target credential requirement for frontline CDS sector workers
 - C9B. Establish a system for micro-credentialing
 - C9C. Expand post-secondary programming
 - C9D. Identify current state of training
 - C9E. Develop a provincial training framework
 - C9F. Develop a training catalogue/clearing house
 - C9G. Expand the suite of training offered by ACDS
- C10. Identify and address barriers to workforce flexibility within the PDD contract structure
- C11. Implement innovative workforce fund
- C12. Support organizations to build a culture of professionalization

Recommendations – Implementation Timeline

Immediate Term (within 1 year)	Short Term (within 2 years)	Medium Term (within 3 years)	Long Term (3 + years)
A2. Build a shared understanding of the scope of practice of CDS sector services (→ competencies inventory)	A1. Build a shared understanding of the economic impact of the CDS sector	B7. Build a compensation scale guide for frontline service delivery staff	B8. Engage CDS sector workers to co-design a community of practice
B6A. Provide immediate wage relief	B6B. Provide ongoing wage relief	B6B. Provide ongoing wage relief	B6B. Provide ongoing wage relief
C9D. Identify current state of training	A3. Adopt common workforce classifications	C9A . Establish a target credential requirement for frontline workers	C9C. Expand post-secondary programming
C9E . Develop a provincial training framework	A4. Adopt a network model to support cross-ministry coordination	C9B . Establish a system for micro-credentialing	
C12: Support organizations to build a culture of professionalization	A5. Develop a forecasting model to support strategic workforce planning	C11. Implement innovative workforce fund	
	C9F. Develop a training catalogue (clearing house)		
	C9G. Expand the suite of training offered by ACDS		
	C10. Address barriers to workforce flexibility in PDD contract structure		



A. Understanding workforce context (5)

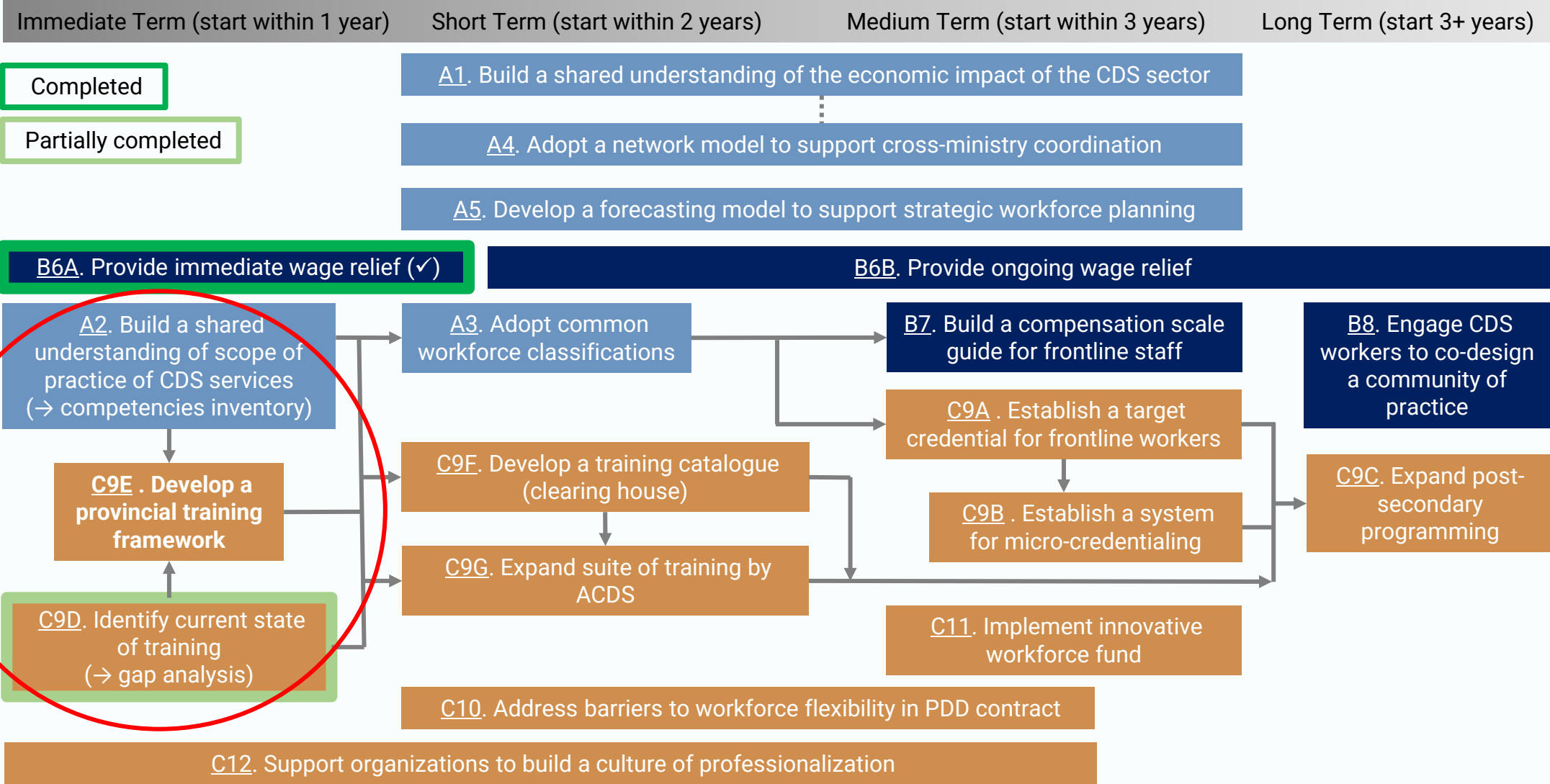


B. Recruiting and retaining the workforce (3)



C. Developing the workforce (10)

Contingencies and Implementation Sequence



Key first steps towards a skilled workforce

Recommendation A2	Build a shared understanding of the scope of practice of CDS sector services
Scope	<p>Create an inventory of range of supports provided across the sector.</p> <p>Identify the competencies needed at all levels of the workforce to adequately provide those services.</p>
Rationale / Benefit	<p>Organizations are more effective in planning for and preparing the workforce they need</p> <p>Workers understand how their current skills fit into the scope of practice, and areas for potential skill enhancement</p>
Recommendation C9D	Develop a comprehensive province-wide map of existing training opportunities and conduct a gap analysis
Scope	Gather data on the current landscape of training, and conduct a gap analysis to identify where needed training is not available, is inefficient, or burdensome.
Rationale / Benefit	There is a clear understanding of the current training landscape, and where the gaps are that can be addressed through a cohesive, and organized approach
Recommendation C9E	Develop a provincial training framework
Scope	Develop a training framework that lays out, for each position, what training is mandatory, describes training pathways, and enables employers to assess training already completed by workers new to the organization
Rationale / Benefit	<p>A cohesive, organized approach to training across the sector reduces administrative burden and costs on service providers to plan, find, and provide a wider variety of needed training.</p> <p>CDS sector has increased, consistent access to standardized training opportunities, while having the autonomy to access and/or provide any additional training unique to their organizational needs.</p>

Post-Project Cross-Ministry Activities

Rcmdn	Activity
A2,3,5; B7 C9:A,D-G C11,12	AB Jobs, Economy and Trade, Workforce Partnership Program <ul style="list-style-type: none"> • Labour Market Partnership (LMP), Workforce Attraction and Retention Partnership (WARP) 2023/4 grants allocated • Next steps: Assess advantage of applying for 2024-25 grant
A2,3; B7 C9:A,B,D-G C12	AB Advanced Education: Apprenticeship and Industry Training, Industry Pathways Initiative ** <ul style="list-style-type: none"> • Helps industries to establish province-wide, industry-driven training pathway and program, resulting in gov't issued training credential • Presentation Info on IP program and workplan presented to Blueprint Advisory Committee (Feb 12, 2024)
A4	FASD Network (Feb 28, 2024)
General info or feedback	Nov 2023: Feedback to AB ALIS website on Community Disability Services Worker profile Dec 2023: Nova Scotia Dept of Community Services, Disability Supports Program Jan 2024: AB SCSS Seniors Division; AB Arts, Culture and Status of Women

Industry Pathways Initiative

Launched February 2023



Skilled Trades and Apprenticeship Education Act (STAEA; proclaimed 07/2022 repealed *Apprenticeship and Industry Training Act*)

OLD: *Apprenticeship and Industry Training Act* **restricted apprenticeship education program to designated trades** (regulated occupations in industries including mechanical, electrical, automotive, manufacturing, and building, etc.)

NEW: **STAEA expands apprenticeship** (work-integrated learning) **model to new industries and occupations**, regardless of regulations status

- ✓ Industry Pathways Initiative supports industries to explore **two work-integrated learning program options** (with/without trade designation)
- ✓ Offers greater flexibility to develop and certify skilled workers

STAEA

Work-integrated learning model expanded to non-regulated industries

Apprenticeship Education Program (AEP)

(with or without trade designation)

Industry Training Program (ITP)

(with or without trade designation)

Designated Trade Only

(creates standards and/or restricts performance of activities, without associated learning program under STAEA)

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AEP vs ITP

Source: <https://tradesecrets.alberta.ca/SOURCES/PDFS/forms/five-pathways.pdf>



Apprentice Education Program (AEP)

- Are post-secondary programs consisting of:
 - paid on-the-job instruction at a worksite, supported by a sponsor and a mentor (~80%), and
 - interspersed classroom instruction at a publicly funded post-secondary institution (~20%).
- Require between two and four years to complete, depending on the depth of skill and knowledge required in the occupation.
- Provide graduates with job-ready skills, knowledge, and competencies in the full scope of an occupation.
- Provide graduates with a credential (e.g. a diploma) to acknowledge completion of a post-secondary program.
- Are developed and administered by the Alberta government in consultation with industry experts.

Industry Training Program (ITP)

- Provide a flexible education option for occupations that are better suited to industry training rather than a full apprenticeship education program.
- Have less complexity and/or a shorter duration than a full apprenticeship education program.
- Establishes standardized industry-provided training for workers across the province
- Are completed mainly on-the-job, but may also include industry-provided lab or classroom training or other recognized training.
- Provide graduates with a government-issued Certificate of Achievement to recognize completion of training.
- Are developed and administered by the Alberta government in consultation with industry experts.

Benefits of Industry Pathways Initiative

- Creates opportunity for CDS sector to have recognition for on-the-job learning and training
- Provides flexible education pathways for industries to select
- Supports the development of provincial standards for education and/or certification
- Supports the establishment of standardized training across the province
- CDS Sector has full control:
 - Which pathway is appropriate (if any)
 - What training is included and how it is delivered
 - Which occupations are included
 - How long/short, simple/complex the education program is

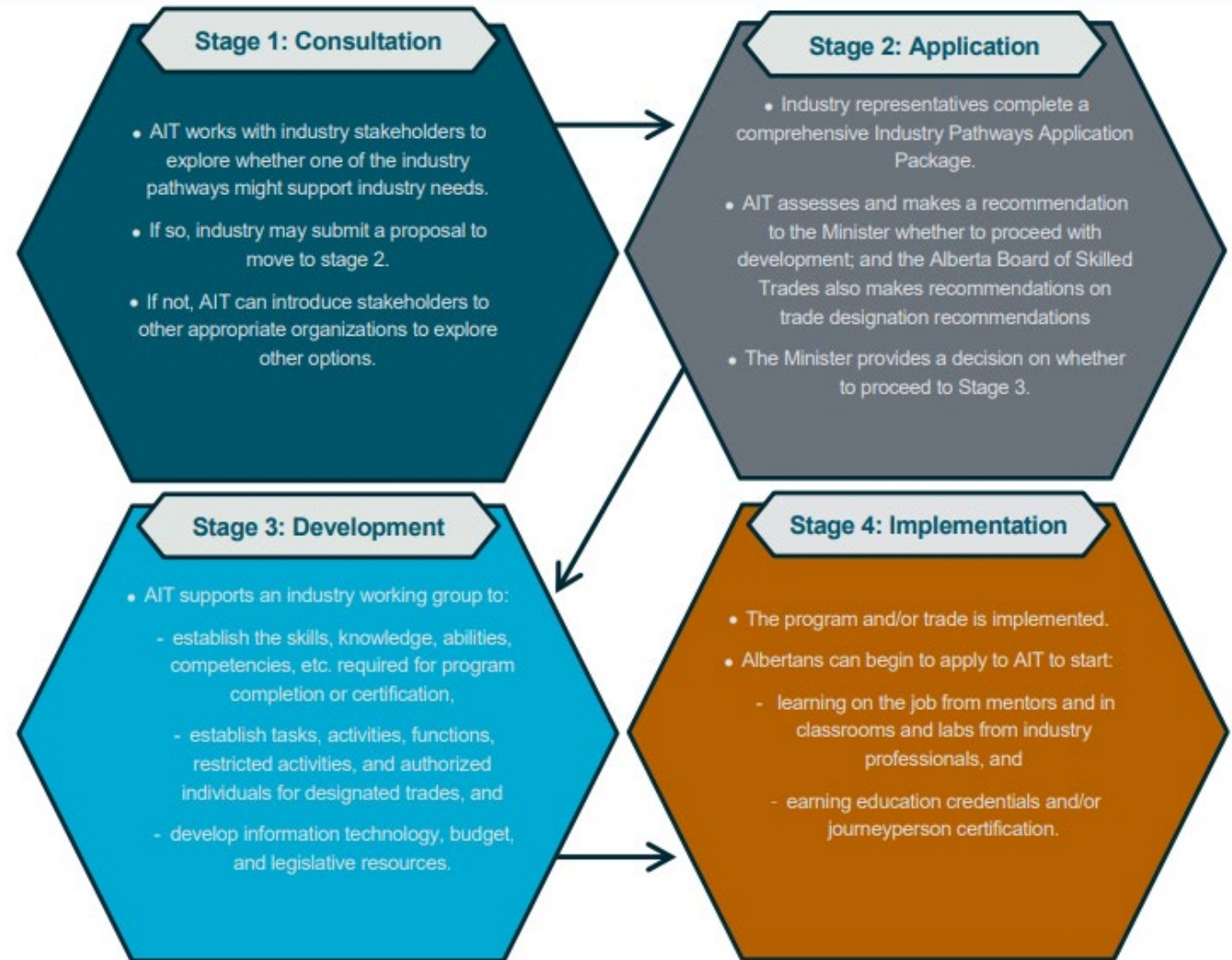
Process and Supports Provided

Stage One: Consultation

Is CDS sector a good fit for IP Initiative? Will one of the pathways support industry needs?

- Comprehensive industry scan (desktop research Leger360; report March 2024)
- Employer interest and support (sector engagement Leger360; April 2024)

→ CDS Sector decides whether to move to Stage 2



Source: <https://tradesecrets.alberta.ca/SOURCES/PDFS/forms/five-pathways.pdf>

16

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Planning for Success

- Government of Alberta and CDS Sector will both need to invest time and energy to develop and maintain education programs
- Elements of successful programs
 - Broad industry support and buy-in
 - Practitioner demand
 - Requirement for proven competencies
 - Distinct technical knowledge and skills
 - Labour market demand

Source: AIT presentation to Project Blueprint Advisory Committee, Feb 12, 2024

Industry Pathways Initiative – Potential Impact

Immediate Term (start within 1 year)

Short Term (start within 2 years)

Medium Term (start within 3 years)

Long Term (start 3+ years)

Completed

Leveraging IP

B6A. Provide immediate wage relief (✓)

B6B. Provide ongoing wage relief

AN EFFECTIVE SYSTEM

A VALUED WORKFORCE

A SKILLED WORKFORCE

A1. Build a shared understanding of the economic impact of the CDS sector

A4. Adopt a network model to support cross-ministry coordination

A5. Develop a forecasting model to support strategic workforce planning

A2. Build a shared understanding of scope of practice of CDS services (→ competencies inventory)

A3. Adopt common workforce classifications

B7. Build a compensation scale guide for frontline staff

B8. Engage CDS workers to co-design a community of practice

C9E. Develop a provincial training framework

C9F. Develop a training catalogue (clearing house)

C9A. Establish a target credential for frontline workers

C9C. Expand post-secondary programming

C9D. Identify current state of training (→ gap analysis)

C9G. Expand suite of training by ACDS

C9B. Establish a system for micro-credentialing

C11. Implement innovative workforce fund

C10. Address barriers to workforce flexibility in PDD contract

C12. Support organizations to build a culture of professionalization

Next Steps

- **Sharing information with stakeholders**
 - Regional service provider councils (in process)
- **Supporting Advanced Ed's contractor (as requested)**
 - ACDS research, sector intelligence, etc.
 - Sector engagement - access to member agencies
- **Supporting workers**
 - Plain language information on Project Blueprint and current activities (to be developed)
- **Submitting formal application for Industry Pathways (if advised by AIT)**

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Questions and Discussion



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