

Ministry of Colleges and Universities Ministry of Labour, Training and Skills Development Ontario Micro-credentials Challenge Fund Application Form

Instructions

Before completing the application, please read the entire Ontario Micro-credentials Challenge Fund Call for Proposals, including the Program Guidelines, dated April 2021, as well as any addenda to that document. There may be some questions on this application that you are NOT required to complete; these will be noted clearly in the guidelines. Please refer to the Frequently Asked Questions (FAQs) document. For any additional questions which are not covered in the FAQs, please contact the Ministry of Colleges and Universities (MCU) at psepolicy@ontario.ca with **Ontario Micro-credentials Challenge Fund** as the subject line.

Information about eligible organizations and expenses are detailed in the Program/Application guidelines.

Answer each question fully or indicate “not applicable” if the question is not relevant or does not apply to your project.

Please respect the maximum requested answer length indicated.

Provide reasons and supporting data where applicable to support your application. Demonstrate how your project addresses the Ontario Micro-credentials Challenge Fund priorities.

Prepare relevant supporting materials and ensure you have all necessary support materials available digitally.

If your proposal includes multiple projects, please ensure that sections E, F and G are completed for each of the proposed projects.

PROJECT 1 DRAFT 3

The required attachments are listed below. Note that the Appendix A also requests additional information.

- Appendix A: Proposed Micro-credentials (Excel document)
- Partnership letters with signatures on organizational letterhead. The letters will explain the role of the partner in the proposed project.

Proposal review and recommendations for funding will be conducted in partnership between the MCU and the Ministry of Labour, Training and Skills Development (MLTSD). MCU will act as the program administrator and will be responsible for oversight and management of transfer payment agreements associated with the program.

A – Organization Information

Organization Name:	ABC College
Organization Legal Name:	ABC College
Website URL:	www.ABCcollege.ca
Type of Legal Entity:	Registered Corporation
Year Established:	1999
Date Incorporated (where applicable):	1999
Corporation Registration Number (where applicable):	21654376
Canada Revenue Agency Business Number:	77732435Z8907
Organization Mandate:	<ul style="list-style-type: none">• ABC College is committed to equipping our Learners with exceptionally high and superior quality skills and up-to-date knowledge in career-specific fields of study.

	<ul style="list-style-type: none"> • The Learners are being equipped with attributes that are transferable in nature, are desired by industry, and support labour market resiliency. • Our target learners include traditional learners currently attending postsecondary school; recent graduates; people looking to retrain or upgrade their skills; laid-off, unemployed or underemployed jobseekers; workers at risk of layoff; and Social Assistance clients. • Our Micro-credential offer a flexible and granular form of postsecondary education training of specific skills and competencies that are developed and offered in a partnership that is tailored towards a specific need as well as stacked together, with the opportunity to track towards a larger recognized credential or certificate.
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B – Organization Capacity

<p>Describe your organization's core business or field of activity (maximum of 200 words):</p>	<ul style="list-style-type: none"> • ABC College is a Private Career College offering a Developmental Services Worker diploma and a Personal Support Worker certificate. It focuses intently on career training – a crucial factor for learners to succeed in high-demand healthcare and community/social service industries. • Our learners are enabled to provide expectation-exceeding services and stand out among the best in their field of specialization efficiently and professionally. • We do this by integrating innovative delivery methods with a comprehensive suite of learner supports, success strategies, and authentic learning opportunities. • Through the concerted efforts of a team of highly motivated, experienced, and qualified instructors with robust industry backgrounds, our learners will be able to compete in the ever-changing landscape of work.
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PROJECT 1 DRAFT 3

<p>Describe your organization's history of managing similar projects and include past achievements (maximum 200 words):</p>	<ul style="list-style-type: none"> • On July 1, 1999, ABC College opened its doors to our first set of 9 learners to pursue the Developmental Services Worker Diploma program. • With a faculty of three instructors, a principal, and an administrator, we worked relentlessly to ensure our learners were well equipped and ready for the challenges ahead. • The faculty at ABC College consists of experienced and well-trained staff who give our learners industry-relevant knowledge along with their career training. Since the inception of ABC College, we graduated 27 learners as of December 1, 2019. • Our graduates are employed immediately after graduation. They work in places like the Toronto District School Board, Toronto Community Living, long-term care, shelters, home care, and several other sectors in the healthcare and community services industry. • Our diploma and certificate programs are designed for long-term careers in high-growth industries, offering our learners superior fast-track education and flexible program start date to plan and begin their new job at any time.
<p>Describe your organization's ability to successfully undertake this project (maximum 200 words):</p>	<ul style="list-style-type: none"> • ABC College is fully prepared to undertake this project successfully. • We have qualified instructors who are well versed in the use of pedagogical principles and various teaching methods. • In addition, they are dedicated professionals who care about the learners' welfare and positive learning outcomes. Their expertise is in the field of healthcare and social services. • Our College has developed and delivered two programs: Dedicated Service Worker diploma and Personal Support Worker certificate. • Furthermore, the administrative personnel can deal with organizational issues. • Our Micro-credentials are well set to provide a clear value proposition as a pathway to well-paying jobs. • These credentials are a type of certification that equips Learners with specific skills and competencies that employers/industry need to meet workforce demands.

	<ul style="list-style-type: none"> • Upon completion, they can offer a quick pathway to employment, minimizing the amount of time workers are removed from the labour market compared to more traditional credentials as they generally require less time to complete. • They can often be completed online, may be verified and shared digitally with employers and are targeted to address employer and community needs. Micro-credentials may also provide greater access for non-traditional students and communities traditionally underserved by postsecondary education, along with normalizing lifelong learning.
Provide details on your staff and relevant staff experience for those involved in this project (maximum 200 words):	<ul style="list-style-type: none"> • ABC College has a principal, ten faculty members, an administrator, and three administrative assistants who will be participating in this project. • Our principal has the community contacts and serves as the lead person. • The first faculty member has master's degrees in health sciences and Community Health Nursing and is our curriculum developer and faculty member. Her experiences as a professor, nurse educator, psychogeriatric nurse, and curriculum developer have led to our enhancement of training and thus deliver programs in a virtually enhanced learning environment. • Our second member has a Community Development and Outreach Worker diploma with a background as a college professor, field placement coordinator, academic adviser, and a Premier's Award for community work. • The third faculty member is a Child and Youth Worker graduate. Her background includes being a teaching assistant for children with special needs, a staffing coordinator, a counselor, and a crisis prevention instructor. • Our fourth faculty member is a Doctor of Medicine with a certificate as a nursing instructor and has worked as a residential counselor and health care support worker. • The administrator and the administrative assistants oversee the organizational and operational details of the College.

C – Grant Payment Information

Should your application be successful, this information will be used to make payments.

Payment Address

Payment Organization Name:	ABC College
Street Address 1:	786 Sheppard Avenue
Street Address 2:	
City/Town:	Toronto
Province:	ON
Postal Code:	M1H 2G4

D – Application Contact Information

Please provide individual contacts for this application, including whether they have signing authority. Contacts with the Applicant role will receive email notifications regarding case submission, reports due, and payments (if the application is successful). Contacts with the Payee role will receive notifications regarding payments. Please include business contact information only and do not include personal contact information (e.g., personal phone number or personal e-mail address). Please ensure that one application contact has the primary role of communicating with the MCU.

Primary Contact	Kevin McGuire
Salutation:	Mr.

PROJECT 1 DRAFT 3

First Name:	Kevin
Last Name:	McGuire
Role: [Applicant, Payee, Other]	Applicant
Title:	Principal
Email address:	Kevin.mcguire@ABC_College.ca
Phone Number (Work):	416-771-2367
Phone Number (Mobile):	416-804-9765
Signing Authority: [Yes or No]	Yes
Secondary Contact(s):	
Salutation:	
First Name:	
Last Name:	
Email address:	
Phone Number (Work):	

E1 – Project Information (one per project)

NOTE: Some of this information must also be included in Appendix A (Proposed Micro-credentials). As a reference, the columns in Ontario Micro-credentials Challenge Fund Application Appendix A are noted below.

<p>Project Type:</p> <p>A) Individual Micro-credential B) Complex/Multiple Micro-credentials (see also Appendix A Column B)</p>	<p>Project 1 Complex Micro-credential</p> <ul style="list-style-type: none"> About <u>40% of Canadian millennials</u> and <u>8.2% of the Canadian workforce (1.7 million workers)</u> are engaged in the <u>gig economy</u>, which is growing by about 14% a year worldwide — faster than any other form of employment. This is no surprise. Of Canadians <u>aged 16-24</u>, the <u>unemployment rate is 13.2%</u> and many Canadians aged 25-65 (approximately 6.2 million people are in this age group) opted out of job seeking and do not appear in the unemployment numbers. To better prepare for the future, learners are engaging in learning activities on a significant scale to upskill, reskill, retrain, or develop their knowledge, understanding and capabilities — and micro-credentials can be helpful as a relatively quick and affordable path to do these things.
<p>Project Name (maximum 50 words): (see also Appendix A Column C)</p>	<p>Project Name: Dedicated Support Worker® Program</p> <p>Description: Interpersonal skills, essential education, teamwork in developmental services. DSW is a program that will educate the learners in the social services and health care fields.</p> <p>Subjects: CPI, CPR, Crisis Intervention, Mental Abuse, Addiction</p>
<p>Project Start Date (mm/dd/yyyy):</p>	<p>Approximately December 1, 2021</p>
<p>Project End Date (mm/dd/yyyy):</p>	<p>According to the funding timelines.</p>
<p>Requested Amount (\$):</p>	

<p><i>Also, please state whether you are receiving funding for this activity from other areas of the Government of Ontario (and if so, include figures).</i></p>	
<p>Total Cost of the Project (\$):</p>	<p>\$300,000.00</p>
<p>Provide details on the Project's Area(s) of Focus (maximum 300 words):</p> <ol style="list-style-type: none"> 1. Training that is employer responsive and leads Dedicatedly to local/regional jobs 2. Provides upskilling to existing employees within their current job 3. Aim to support a local COVID-19 response or other critical area of need within a community <p><i>(see also Appendix A Columns E and F)</i></p>	<p>Dedicated Support Worker® Program addresses the 3 Focus areas as follows:</p> <p><u>Employer Responsive:</u></p> <ul style="list-style-type: none"> • Employers in health care and social services have posted jobs through various ways that require support workers to fill the vacancies. Examples of jobs in the GTA and beyond are looking for learners who have Micro-credentials, including the ability to assist in personal care, activities of daily living, meal preparations, and household management. Other requirements involve effective communication skills, conflict resolution, computer skills, and team collaboration. This micro-credential is skill embedded. • Through our very own MEX program, employers provide the college with job indent with specific job descriptions. • ABC College produces learners with those exact skills and those learners get Dedicatedly employed after the proper orientation. <p><u>Upskilling to Existing Employees:</u></p> <ul style="list-style-type: none"> • Employees need to upgrade their skills as required in the workplace since there are always advances in the field. For example, some agencies expect their staff to do refresher courses in various aspects of care. • Once again through our MEX program, open market employees who have registered with MEX and are seeking jobs in the healthcare and social services fields, will be able to participate in the Micro-credentials program and get trained in those areas where there is a gap between their skills and those required by the employers. Thus they become indispensable in their jobs. <p><u>Support for emergencies like pandemic within a community:</u></p> <ul style="list-style-type: none"> • The impact of the pandemic on the physical and mental health of the support workers and the government safety restrictions has led to a decrease in the

	<p>number of available staff to work in facilities such as long-term care homes, residential settings, and shelters.</p> <ul style="list-style-type: none"> • There is a lack of support workers trained in addressing behavioural, mental health, and substance use concerns. It may be due to a scarcity of learning opportunities that are accessible or requiring less time for acquiring the necessary competencies. • In addition, more elderly are aging in place, requiring in-home support. Furthermore, families need caregivers who can provide health care for family members with some form of disability or chronic health challenges.
<p>If your proposal covers multiple areas of focus (of the 3 listed above), please provide an estimated percentage breakdown (totalling 100%) of the emphasis on each area.</p> <p><i>Example: Local/regional jobs is 10%, Upskilling is 70% and local COVID-19 response or critical area of need is 20%.</i></p>	<p>Dedicated Support Worker® Program covers multiple areas of focus as follows:</p> <ol style="list-style-type: none"> 1. Employer responsive and leads dedicatedly to local/regional jobs; Local/regional jobs is 10%, 2. Providing upskilling to existing employees within their current jobs; Upskilling is 60 % 3. Aimed to support a local COVID-19 response or other critical area of need within a community. Local COVID-19 response or critical area of need is 30%.
<p>Project Location: Geographic location in which most of the activity will be delivered.</p> <p><i>(see also Appendix A Column G)</i></p>	<p>Dedicated Support Worker® Program</p> <p>GTA and surrounding area, Durham Region</p>
<p>Project Summary: Provide a brief description of your project. If your</p>	<p><u>Dedicated Support Worker® Program Summary:</u></p>

<p>application is successful, this wording may be used on the Ministry website (maximum 250 words).</p>	<ul style="list-style-type: none"> • This project aims to provide the learner with tools and strategies for supporting individuals with health care needs. • It provides learning opportunities that are transferable and employable skills in various settings: private homes, residential settings, long-term care facilities, hospitals, and shelters. • It targets individuals (currently attending postsecondary, recent graduates, people looking to retain or upgrade their skills; laid-off, unemployed or underemployed jobseekers; workers at risk of layoff and Social Assistance clients). who have already completed their Post Secondary Education and are interested in health care or social services but unsure of the path to follow or have been trained in various healthcare positions but lack experience. • Individuals looking for second career options or have either been out of the workforce for personal reasons or are internationally trained but requiring upgrading skills to meet government requirements can benefit from this micro-credential. • Learners explore different health challenges and strategies in dealing with these live experiences affecting the general population, emphasizing aging persons, those with developmental disabilities, mental health, or substance use issues, and those in palliative care. Assisting individuals to maintain or improve their functional ability is stressed. They learn basic pharmacology and medications administration and safety issues such as crisis prevention, conflict resolution, safe food handling, and fire safety. • In this micro-credential, the focus is on honing the learners' communication skills to provide information better and improve and maintain respectful relationships with the supported individuals. The emphasis on interpersonal skills and teamwork collaboration is necessary to achieve positive outcomes. Learners analyze case studies to improve critical thinking and address cultural sensitivity. Learners use technology creatively to deal with learning opportunities. • This project includes five weeks of essential and technical skills training as well as a two-week job placement in area of their choice.
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<p>Project Objectives: Describe your project objectives making sure to address all the specific requirements (maximum 500 words).</p>	<p><u>Dedicated Support Worker© Program – Project Objectives:</u></p> <ul style="list-style-type: none"> • This project aims to provide learners with the skills that will enhance their ability to join the workforce more rapidly than through the standard delivery methods of training. There are several objectives to be met by offering this micro-credential. These will be met by following the framework specified in the call for proposals. • Our first objective is to ensure that the training meets employers' requirements for jobs. The partners of this venture will present ABC College with "in-demand skills." Their list is like the qualifications in the advertisements for the health care or social services work. For example, they expect professionalism, problem-solving abilities, sound decision-making skills, and teamwork collaboration. Other expectations are skills in providing personal care such as personal hygiene, toileting, transfers, assistive devices, range of motion exercises, meal preparation, and feeding. • Employers expect that the workers will practice and apply safe and appropriate strategies to deal with the health and social issues of aging or developmental disabilities. • The skillset to work in the field also involves attitudes that include adaptability, flexibility, self-assessment, time, and stress management. These skills are portable and transferable so that a worker can find jobs in different settings such as hospitals, community living residences, long-term care facilities, private homes, or shelters. Furthermore, upskilling the current employees would help the partners to achieve a workforce that provides quality care and support. • Another objective of this proposal is to venture into a participatory style delivery of the training. The learners acquire the content through hands-on learning. Although health care needs and challenges are the focus, some have to be learner-driven to respond to their emerging needs. To make the content meaningful, learners tie their experiences to the topics. • The instructors will use various teaching methods and adopt multimedia and a multisensory approach to the training to engage the learners in a meaningful way. • Assessments are integrated regularly in the modules. Evaluation will be performance-based, so the learners must demonstrate the skills learned and
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	<p>apply the knowledge. The learners will show these through projects, reflection, and video assessments. With regularly scheduled check-ins with the instructor and supplementary resources as needed, learners can achieve the critical performances to complete the micro-credential.</p> <ul style="list-style-type: none"> • Relationship with the partners involves a plan to use a digital badge for the completed micro-credential, which will be relayed to the employer through MEX • Graduates can use this badge to obtain credit for advanced standing through the Prior Learning Assessment Recognition of ABC College. • Micro-learning Employment Xchange (MEX) is a program where employers, employees, learners, and ABC College admission system are integrated. This enables the employers to inform ABC College (through MEX) of their need for certain jobs. MEX matches the job requests with the list of employees registered. If there is no match, MEX informs ABC College who will provide Micro-credential training based on the requirements of the employers. Once the learners graduate and receive their Digital Badges, they are absorbed Dedicatedly by the employers after undergoing the required orientation. Thus, there is a Dedicated path from the Micro-credential training to the employers' job sites.
<p>Linkages to existing programs: Will the project be tied to an existing program or degree? If yes, state the existing program(s) and describe the relationship with this project (maximum 200 words).</p>	<p><u>Dedicated Support Worker© Program linkages to existing programs:</u></p> <ul style="list-style-type: none"> • ABC College offers a Dedicated Services Worker Program diploma and a certificate for the Personal Support Worker Program. • The Dedicated Services Worker Program teaches the learners skills to work with individuals who have developmental disabilities effectively. It emphasizes interpersonal and communication skills, appropriate strategies to deal with health and behavioural challenges, and measures to ensure safety. This proposed micro-credential can be used as two courses for advanced standing for DSW 150 (full name) and DSW 250 (full name) on Developmental Disabilities. These courses address the nature of various developmental disabilities and the issues related to promoting the well-being of individuals. • Another linkage to this proposed micro-credential is the Personal Support Worker Program. The topics covered on health challenges highlight methods to

	<p>help individuals with their activities of daily living and provide assistance in maintaining or improving their functional abilities. Emphasis will be on the practical aspects of assessment and intervening based on the plan of care. (3 PSW courses learners will be exempted from)</p> <ul style="list-style-type: none"> Both Dedicated Services Worker and Personal Support Worker programs have clinical placements or practicum, and this micro-credential affords the learners experiences to be part of their practicum hours.
<p>Project Beneficiaries: Who are the anticipated targeted Learners who will benefit from your project?</p> <p>Learner Categories: (i) laid off due to labour market disruption; (ii) at high risk of being laid off due to labour market disruption; (iii) underutilized; (iv) currently receiving or potentially in need of social assistance; (v) current learners; and, (vi) recent graduates.</p> <p><i>(see also Appendix A Column H)</i></p> <p>Target populations include workers impacted by COVID-19, Indigenous people, Francophone communities, recent immigrants, and social assistance clients (maximum 500 words).</p>	<p><u>Dedicated Support Worker© Program – Project Beneficiaries:</u></p> <ul style="list-style-type: none"> Last year, Statistics Canada released a report that one in five Canadian businesses had laid off more than 80 % of their staff. (MacLean's, April 30, 2020) Micro-credentials can be a lifeline for individuals who were terminated either permanently or temporarily due to the pandemic. It offers them an avenue to quickly gain new skills in health care or social service settings. As the government will not continue the aid indefinitely from the Canada Emergency Response Benefit, those at high risk of being laid off will benefit from this program. Current post-secondary learners and new graduates interested in the field but have not decided which route to take can be helped in their decision-making by learning the different aspects of health care and social services. Having the chance to explore the roles of the Dedicated care or support workers eases the transition. Since the pandemic, some part-time support workers were displaced due to government safety regulations about workplace restrictions (only allowed to work in one setting). Consequently, they will have been out of the field and need to upgrade their skills to regain their previous competencies and obtain current information. Recent immigrants or internationally trained immigrants but requiring upgrading skills to meet government requirements can benefit from this micro-credential. Some individuals, particularly women who have suffered from abuse or violent situations living in shelters and receiving social assistance looking for meaningful jobs, will profit from taking this program.

	<ul style="list-style-type: none"> • Women lost more jobs than men. Mostly women workers in the restaurant industry felt the brunt of the COVID-19 layoffs. They needed additional training to get back into the workforce. We believe micro-credentials would fill in those gaps and make these unemployed workers back into the workforce. Additionally, female workers in other industries who were let go would have the advantage of getting their skills updated through the Micro-credentials program and thus get back into the workforce.
<p>What is the anticipated duration of the proposed micro-credential?</p> <p>Explain how the duration of the training is appropriate for the target Learners and for the nature of the training (including sectoral focus) under consideration (maximum 500 words).</p> <p><i>(see also Appendix A Columns I and J)</i></p>	<p><u>Dedicated Support Worker© Program anticipated duration:</u></p> <ul style="list-style-type: none"> • This proposed micro-credential's duration is 250 hundred hours. It is a micro-credential as it follows most of the principles and framework as per E-campus Ontario. • It includes that the project is: <ul style="list-style-type: none"> ⇒ competency/skill targeted, ⇒ has measurable outcomes, and ⇒ is endorsed by an external partner. • The principle of relevance is applicable since the competencies addressed in this project are of significance to improving the quality of life of the supported individuals. These competencies include the necessary aspects or skills needed to succeed in health care and social services. Examples of these skills are communication skills, teamwork, collaboration, problem-solving, critical thinking, and technological skill. • The duration is appropriate for various reasons. <ul style="list-style-type: none"> ⇒ First, the learners come from different educational and experiential backgrounds with varying skills and styles of learning. This diversity of learners then merits a formative assessment and an individualized learning plan or schedule which involves time and negotiation. ⇒ Second, the content of the micro-credential consists of the issues in the field of health care or social services. For example, there are developmental stages or cultural differences of the individuals who will require the services of this practitioner. Differences also exist in the challenges of the supported individuals

	<p>– health, abilities, resources, etc. For instance, the needs of the aging person with a medical condition would vary from that of the teenage grandchild who may have learning difficulties.</p> <p>⇒ Other issues relate to the resources needed and their accessibility, affordability, and adaptability.</p> <p>⇒ The next reason is that the skills and competencies have different complexities that entail knowledge of concepts and issues and incorporating the affective and psychomotor domains of learning. Experiential learning is necessary for knowledge accumulation and better practice. Hence, the delivery of the micro-credential is going to be multi-faceted.</p> <p>⇒ The use and type of technology-based learning would be dependent on the learners and global events such as the pandemic or other occurrences. Reflective practice and a focus on professional behaviors are essential in the quality improvement of health care. Active learning strategies are necessary for the application of theory to practical situations. For example, case studies require more time for the learners to analyze and respond to specific conditions. Doing group discussions, whether face to face or online, also take time but are highly advantageous.</p> <p>⇒ The skills have to be demonstrated in simulations and practiced ensuring applicability and safety. Job shadowing or a mini-field practicum requires several days, and through this experience, the learner can apply previous knowledge to make appropriate decisions in a real-world work context.</p>
<p>Describe the anticipated details for implementation of finalized micro-credentials. E.g., delivery method, Learner costs, enrolment, etc. (maximum 500 words).</p> <p><i>(see also Appendix A Columns K to S)</i></p>	<p><u>Dedicated Support Worker© Program Implementation:</u></p> <ul style="list-style-type: none"> • The hybrid model of delivery will be used for this micro-credential. This entails two components: virtual learning and a field practicum. • Virtual learning consists of a combination of online lectures, instructor-led discussions, and online group discussions. • There will be break-out rooms to accommodate different learning styles and for various purposes. For example, there will be a quiet workspace and a break-out space for chats.

	<ul style="list-style-type: none"> • Simulations and return demonstrations are done online for practical aspects such as feeding, transferring, and taking vital signs. • Open Educational Resources (OERs) such as videos, articles, free online programs, and podcasts are available resources. The learners will do their quizzes and tests online. Creativity is encouraged, and some of the content can be learner driven. • Deliverables are in the form of assigned projects, reflections, and videos of teacher-student or student-student interactions. These activities deal with real-life situations and encourage continuous and lifelong learning. In addition, the learners develop a beginning skills portfolio. • Learners will be assisted in choosing the field for their practicum experience and which sector for future employment or study. • Learners need a computer with the necessary software such as Word, Rich Text Format, PDF, Excel, and a working internet connection. • The anticipated annual tuition is \$1900, and for books, supplies, and learner equipment, the anticipated fee is \$250. • Thirty spots will be available per session three times a year. The maximum program capacity annually will be 90 learners. • After the approval of the micro-credential, the estimated start date will be two to three months.
<p>Work-Integrated Learning Component: Is there a work-integrated learning component? Are there Dedicated pathways to employment following the completion of this micro-credential? If yes, please describe and include any information on potential commitments from</p>	<p><u>Dedicated Support Worker® Program has a Work-Integrated Learning Component:</u></p> <ul style="list-style-type: none"> • Part of the micro-credential includes learning experiences that address the various employment opportunities after completion. This proposed micro-credential consists of assessing the learner's preference of the population of clientele with whom to work. Towards the end of the micro-credential, the learner will be assisted in choosing which sector to do the field practicum of two weeks. A preceptor and a faculty adviser will be assigned to guide the student.

<p>industry/employers (e.g., employment opportunities following completion of the micro-credential). (maximum 300 words).</p> <p><i>(see also Appendix A Column T)</i></p>	<ul style="list-style-type: none"> • Micro-learning Employment Xchange (MEX) is a program where employers, employees, learners and ABC College admission system are integrated. This enables the employers to inform ABC College (through MEX) of their need for certain jobs. MEX matches the job requests with the list of employees registered. If there is no match, MEX informs ABC College who will provide Micro-credential training based on the requirements of the employers. Once the learners graduate and receive their Digital Badges, they are absorbed Dedicatedly by the employers after undergoing the required orientation. Thus, there is a Dedicated path from the Micro-credential training to the employers' job sites.
<p>Provide a plan for Risk Assessment and Management over the duration of the project (maximum 200 words).</p>	<p>We consider several points to consider Risk Assessment and Management over the duration of the project:</p> <ul style="list-style-type: none"> • Financially, if there is less enrollment than what has been projected, the College must undertake a more aggressive marketing strategy, which would mean more investment. • Operationally, the College may have to undertake a reallocation of space when the pandemic is over for the face-to-face or in-class portions of the micro-credential. • In other words, the anticipated risk is avoided by offering the Learner the opportunity to have a replacement immediately without any downtime. • The risk to the Employer would depend largely on the requirements of the Employers and how they plan their strategic plan to deal with their vacancies. First and foremost success rate of our Learners would mitigate any risks once they complete the Micro-credentials and are assessed to have required the standard grade, obtain their Digital Badge and made a Dedicated path to the Employer. • ABC College will mitigate any risks by ensuring that the learners have met the learning outcomes by passing a final practical and written exam. Second, the number of graduates and those who get employed immediately post completion

	<p>will be a good measure of success. The College will do an employer and graduate satisfaction survey. In addition, we will look at the number of individuals who will proceed to continue and enroll in either the Dedicated Services Worker or the Personal Support Worker programs. Thus, ABC College has been able to prove that this project has produced qualified Learners who are making a difference by getting quickly employed and improving their standard of living.</p> <ul style="list-style-type: none"> • One of the risks mitigating factors would be when sending staff for orientation, a gap is found, they are sent back to retraining and returned to the Employer <p><u>Statistics:</u> Upon getting approved, it is our plan to establish statistical benchmarks and monitor the same through graphs and charts that will give instant picture of the success and progress of the project at any point of time.</p>
<p>What are the intended employment outcomes of the proposed micro-credential? Is the employment likely to be part-time or full-time, contract or permanent? What are the projected salaries? (maximum 250 words)</p>	<ul style="list-style-type: none"> • After a learner finishes the Dedicated Support Worker® Program, he or she will be able to work in many different settings such as group homes, addiction centers, communities (as a respite worker). • Also, learners will be able to work 4 hr per day as one-on-one one support worker at hospitals, nursing, and retirement homes. • The curriculum is organized in the way that all learners will have all necessary knowledge and skills to work in different health care and social settings. • The most significant opportunity of this course is that a learner can choose the most comfortable setting to work at after graduating. For example, when they finish, they can do the placement in an addiction centre and, in case they are not comfortable to work in that setting, they still will be qualified to pursue their career in other setting. • One of the impacts of Covid-19 shows the shortage of health care and social service workers and creates a great opportunity for full-time employment as well as lots more available part time and casual job on permanent and contract basis. • Both contract and permanent employment will be available.

	<p>The projected salaries for Dedicated Worker Program® graduates are:</p> <p>Group home setting \$ 31,000 to \$40,000</p> <p>Entry Level \$30,000</p> <p>Addiction Centers/ shelters \$ 36,500 to \$39,000</p> <p>Entry Level \$32,500</p> <p>Hospitals (one-on-one) \$ Indeed</p> <p>Retirement/ nursing homes (one-on-one) \$</p> <p>Respite Worker \$ 32,000</p> <p>Entry Level</p> <p>Supportive housing \$ 43,000</p> <p>Entry Level \$38,500</p>
<p>Provide information on</p> <ul style="list-style-type: none"> • Targeted competencies /skills • Describe how learners' competencies/skills will be assessed • Evidence and/or description of demand for targeted competency and relevance to labour market, with a focus on the current and projected needs of employers, industry, 	<p>Some of the Targeted skills are described below:</p> <ul style="list-style-type: none"> • Learners who graduate from our programs will be eligible for jobs both in health care and in social services as well. • Counselling and intake provide info on available opportunities on the organization where people get jobs, training. Improve the level of the person's life. • Addiction Centres where their skills are needed would be provided the required service. • The final results of the courses will show their competencies and their skills and the final assessment after the courses. • Competencies needed to work in the health care and social services field include both soft and practical skills. To establish trusting and respectful relationships with the clients, one must develop interpersonal skills and effective communication techniques. Assessment must be done to plan for the support

<p>and supporting the local economy</p> <ul style="list-style-type: none"> • (maximum 500 words) <p><i>(see also Appendix A Columns U and V)</i></p>	<p>and care provided. These evaluations include functioning of the different body systems, vital signs, skin, range of motion and mobility, pain, behaviour, communication, and activity level.</p> <ul style="list-style-type: none"> • Personal care skills that include grooming, tooth brushing, denture care, hearing aid care, bathing, dressing, and toileting are part of the content and skill set. • The use of appropriate transfers and lifts is practiced. • Assistive devices such as canes, walkers, wheelchairs, eating utensils, etc. are utilized for practising the skills. Learners are instructed about different approaches to assist in eating or feeding. • Meal planning and preparation is emphasized. • Learners are taught strategies to avoid complications such as pressure sores and infections. • Infection control procedures are covered. Safe medication administration and proper reporting and documentation are stressed. • There will be emphasis on using strategies to assist individuals exhibiting challenging or problematic behaviours. • Fire safety procedures, crisis prevention techniques, conflict resolution strategies are highlighted. <p><u>Description of demand for Targeted Competency:</u></p> <ul style="list-style-type: none"> • The advertisements for work in the health care and social services sector include a skillset of a variety of competencies. In this micro-credential, the emphasis will be on the development and refinement of proficiencies in assessment and interventions. Instructors will assess the learners throughout the micro-credential. Learners' knowledge base is measured with online quizzes and written assignments. The assignments are marked with a rubric. Examples of written work are a reflective journal and a case study. • Various methods are used to assess specific skills. After demonstrating the competency by the facilitator or instructor, learners do a return demonstration. An example would be in doing transfers or lifts. Our learners will show how to assist an individual in dressing or toileting. For some of the actual skills, the learners will role-play case scenarios based on the class materials. These role-plays are videotaped, reviewed, and marked. Given a case scenario involving
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	<p>problematic behaviour, the student will role-play how to address the issue. Or a role-play will be on intervening when a client refuse medications. Another illustration will be learners doing specific assessments on pain, gait, range of motion, etc. Learners will do self-evaluation of their performance. Peer assessments are utilized for some of the competencies. For example, learners will feed each other based on specific criteria and assess each other's performance.</p> <ul style="list-style-type: none"> • The demand for workers with the described competencies is evidenced by the job descriptions from our partners and posted in the jobsites such as Indeed, Jobtome Canada, CanadaJoob24.com, and Jobrapido. Although the job titles may differ from each other, the requirements are similar.
<p>Describe how you would measure the success of the project (maximum 200 words)</p>	<p>We consider several ways to measure the success of the project,</p> <ul style="list-style-type: none"> • <u>Happiness and Satisfaction:</u> First and foremost would be success rate of our Learners once they complete the Micro-credentials and are assessed to have required the standard grade, obtain their Digital Badge and made a dedicated path to the Employer. • Secondly, the Employer is pleased to receive the Learners with open arms as the Leaners have proven to be an asset to them. • The Community like shelters, group homes, addiction centres, etc. are happy to have the right Learners who have the Digital Badges to prove their credentials. • The Economy benefits because the unemployment and underemployment rates drop with, the filling of vacancies by the respected Employers. • ABC College will evaluate the success of this project by looking at several parameters. First, we will ensure that the learners have met the learning outcomes by passing a final practical and written exam. Second, the number of graduates and those who get employed immediately post completion will be a good measure of success. The College will do an employer and graduate satisfaction survey. In addition, we will look at the number of individuals who will proceed to continue and enroll in either the Developmental Services Worker or

	<p>the Personal Support Worker programs. Thus ABC College has been able to prove that this project has produced qualified Learners who are making a difference by getting quickly employed and improving their standard of living.</p> <ul style="list-style-type: none"> • <u>Statistics:</u> Upon getting approval, it is our plan to establish statistical benchmarks and monitor the same through graphs and charts that will give instant picture of the success and progress of the project at any point of time.
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E2 – Additional Questions (one per project)

Key Program Objectives

<p>Describe the method of recognition for the completion of training and the approach for promoting its labour market relevancy to industry and employers.</p> <p>Including plans to ensure quality assurance and how applicant will consult with employers on the validity of the micro-credential they are developing (maximum 350 words).</p>	<ul style="list-style-type: none"> • Upon completion, the student will receive a digital badge. This badge can prove that the graduate was able to achieve the learning outcomes and perform the employer in-demand skills. • To ensure quality assurance, the College plans to use a third-party assessor to evaluate the learning outcomes, delivery modes, and assessment methods. We will consult with the employers to address the impact of the acquired skills on the quality of care provided to their clientele. • We are affiliated with BADGR for the Digital Badge program.
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<p>Describe how learners will be connected to long-term job opportunities through this project (e.g., job placement services) after completing their micro-credential (maximum 350 words).</p>	<ul style="list-style-type: none"> • ABC College is revitalizing Micro-credential learning opportunities to leverage the strength of ABC Colleges training repertoire and support innovative businesses and the evolving labour market by ensuring Ontario Learners have access to the specific skills and training they need to participate in the province's economic recovery. • Through ABC Micro-credentials we are bringing flexibility and improved responsiveness to learner/jobseeker and employer needs to support Ontario's economic recovery and future prosperity through a Dedicated pathway called MEX* which is described below. • COVID-19 has resulted in massive labour market disruptions. Re-integrating workers into the labour force as the economy starts to re-open will be a complex and challenging process. • Through the development of Stackable, Trackable credits and Micro-credentials, ABC could is well positioned to deliver much needed education and training to new and expanded markets of lifelong Learners that have not been previously accessible. • The focus of training and providing a pathway from that Micro-credential training to Dedicated employment – as part of Ontario's economic
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	<p>priorities – ABC College’s pioneering Model called Freedom Employment Xchange (MEX).</p> <ul style="list-style-type: none"> • ABC College is embarking on a pioneering program to benefit the Ontario. *Micro-learning Employment Xchange (MEX) is a program where employers, employees, learners and ABC College admission system are integrated. This enables the employers to inform ABC College (through MEX) of their need for certain jobs. MEX matches the job requests with the list of employees registered. If there is no match, MEX informs ABC College who will provide Micro-credential training based on the requirements of the employers. Once the learners graduate and receive their Digital Badges, they are absorbed Dedicatedly by the employers after undergoing the required orientation. Thus, there is a Dedicated path from the Micro-credential training to the employers’ job sites.
<p>How will applicants work with Employment Ontario service providers to increase awareness of micro-credentials and encourage supports through employment programs such as Second Career (maximum 350 words).</p>	<ul style="list-style-type: none"> • It is incumbent on Employment Ontario, Second Career, Works Ontario, etc. to be strategically informed by the Ontario government that through the 2020 Ontario Budget, <u>Ontario’s Action Plan: Protect, Support, Recover</u>, the government announced it is investing \$59.5 million over three years to support Ontario’s first micro-credential strategy, which will help people to retrain and upgrade their skills to find new employment. • We believe the Ontario government’s strategic plan to reduce the unemployment rate through the Micro-credentials program will Dedicatedly flow into Employment Ontario, Second Career, Works

	<p>Ontario, etc. complying with the Ontario government's mandate and thus supporting our offerings.</p> <ul style="list-style-type: none"> • Once approved for the project, we will be mindful of the Ontario government's own 2020 Budget objectives. Thus, ABC College and MEX will take proactive action and use widespread publicity through an active marketing campaign to make known the benefits of working with the College to meet the mandates of Employment Ontario, Second Career, Works Ontario, etc. and the objectives of the 2020 Budget. • In the past we have worked with St. Stephen's Community House to provide their clients with work opportunities. We will continue to use that Model. Additionally, with the advent of MEX we already have the blueprint to offer Employment Ontario, Second Career, Works Ontario, etc. the starting point to offer their clients job opportunities using our very own MEX program. • As already described separately, the Micro-learning Employment Xchange Model is a strategic program that matches employers with Learners and since it is connected with ABC College, the risks of job loss are mitigated since the clients of Employment Ontario, Second Career, Works Ontario, etc. are able to complete their Micro-credentials through ABC College and then have a Dedicated path to employment with the
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	Employers who are also registered with MEX. Thus a “win-win-win” for all stakeholders!!
<p>How many learners – at full registration – would be able to complete this course on an annual basis? Are there any dependencies?</p> <p><i>(see also Appendix A Column Q)</i></p>	<p>Project #1, Start April</p> <p>150 people annually</p> <p>Not done</p> <p>Change career</p> <p>Full time, part time and ongoing.</p> <p>Dependencies:</p> <p>Marketing</p> <p>Soliciting from employer MEX</p> <p>Second careers</p> <p>Ontario Works</p> <p>Learners</p> <p>OSAP</p>
<p>Is there a projected graduate employment rate for six months after graduation, in a field relevant to the offering being proposed? If so, what is it?</p>	<ul style="list-style-type: none"> • In an ideal situation, when ABC College receives the approval, ABC College would strive to achieve 100% employment rate through their MEX program. • However, when the MEX program starts operating, the fundamental issue would be with many employers registering with MEX. This registration would entail the employers seeking very specifically Learners who have received Micro-credential training and thus meets their objectives.

	<ul style="list-style-type: none"> • Once ABC College receives the data from the employers: <ul style="list-style-type: none"> (a) They conduct a thorough analysis of the requirements (b) Offers the Learners strategically designed Micro-credentials (c) The Learners complete the training in the stipulated timeframe (d) Learners are assessed, graded and receive their Digital Badges, • This means the employment rate could be 90 to 100% since the cycle has been thoroughly completed. • Due to the current shortage of employees, we expect the employment rate will rise according to the market demands like pandemic or any other exigencies.
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Demonstrated Demand for Training

Provide details on how this project will target and fill gaps in the existing training system, meet the needs of employers/industry/communities and result in relevant employment outcomes for Learners (maximum 400 words).

We are taking this opportunity to put forward our rationale for selecting the 250 hours option to provide the respective Micro-credential and meet your requirements for funding for the following reasons:

1. Our Dedicated Support Worker® course is 250 hours long and is required to train candidates who are currently unemployed or underemployed and are seeking to enter into the healthcare and social services field, but do not have the requisite training.

2. Based on the demand and our experience it would be prudent to include this 250 hours course to provide a solution to the gap that is currently existing. i.e. Due to the pandemic employers like LTC, shelters, etc. are in need of DSW trained workers where the course includes the curriculum described below*.
 3. The LTC Commission has come up with recommendations to expand the beds of LTC and thus this necessitates the need to have learners training in the relevant Micro-credential skills required to fill in those jobs.
 4. Niagara region is experiencing addiction and shelters, homelessness, high. Need staff to address those addiction centres.
- Dedicated Support Worker Program will focus on preparing all learners to work in the health care and social service fields as per Micro-credential Funding eligibility criteria. This program is 3 months (8 weeks of face to face and virtual learning followed by four weeks of placement) (paid).
 - Once learners finish this program, they will be qualified to work in any of the following settings:
 - (a) group home
 - (b) shelter
 - (c) hospital
 - (d) nursing home
 - (e) retirement home
 - (f) the community
 - (g) addiction center and
 - (h) supportive housing.
 - The Dedicated Support Program consists of the following:
 - ✓ **Introduction to the Personal Support Worker (40hrs),**
 - ✓ **Health Challenges (30hrs),**
 - ✓ **Promotion of a safe and comfortable environment (30hrs),**
 - ✓ **Introduction of the Nature of Developmental Disabilities, Main one from Mental Health,**
 - ✓ Crisis Intervention, Basic Pharmacology, Safe Food Handling, CPR, 12 Mandatory trainings, Job Search, Job placement
 - In case learners will decide to get a larger recognized credential or certificate (i.e., Personal Support Worker Certificate, Developmental Service Worker Diploma, Addiction or Mental Health Diploma) after graduating Dedicated Support Worker Program, they will be exempted from several courses and will get \$500 discount towards tuition fee.

- Opportunities for Learner include, but are not limited, to the following:
 - (a) Educational Assistants
 - (b) Residential Counsellors
 - (c) Day Program Coordinators
 - (d) Family Support Workers
 - (e) Seniors' Support Workers; and
 - (f) Community Service Coordinators.
- The existing training system for healthcare and social services workers has traditionally been academic courses leading to diplomas or certificates. This project provides a way to achieve an in-demand skill set and in a shorter time frame. In-demand skills learned in this micro-credential include those in the academic courses and employers' qualifications for the advertised jobs. For example, the soft skills of professionalism, teamwork collaboration, interpersonal skills, and effective communication skills are crucial in delivering social services and healthcare. In addition, we will transform the delivery of practical skills traditionally done in a face-to-face manner into a blended way of learning and assessment. Examples of these skills are personal care and transfer techniques. The employers can contribute to the refinement of the project by identifying emerging skills required in the business.

Describe how the proposed training program will equip Learners with in-demand skills that are aligned with regional and / or sectoral labour market need including how will the proposed offering address transferability beyond an individual employer. Please include any additional resources, such as research (e.g., labour market information) or letters from employers as supporting evidence. Demand for skills can be demonstrated through a variety of sources, including but not limited to labour market information, current/historical job postings, and engagement with employers, industry, regional economic development committees, local planning partners, and/or area associations (maximum 400 words).

- Durham region is experiencing addiction and shelters, homelessness, high. Need staff to address those addicting centres.
- The project will ensure that the targeted skills align with the in-demand skills needed in healthcare and social services. These skills were identified as qualifications in the current advertisements for workers in long-term care facilities, residential settings, shelters, and hospitals. As seen from the enclosed Appendix B, the skill content in this project aligns with those in the job postings. Completing the micro-credential can enable the graduate to work in any of these settings since the skills are transferable from one work environment to another.

- The existing training system for healthcare and social services workers has traditionally been academic courses leading to diplomas or certificates. This project provides a way to achieve an in-demand skill set and in a shorter time frame. In-demand skills learned in this micro-credential include those in the academic courses and employers' qualifications for the advertised jobs. For example, the soft skills of professionalism, teamwork collaboration, interpersonal skills, and effective communication skills are crucial in delivering social services and healthcare. In addition, we will transform the delivery of practical skills traditionally done in a face-to-face manner into a blended way of learning and assessment. Examples of these skills are personal care and transfer techniques. The employers can contribute to the refinement of the project by identifying emerging skills required in the business.

Sustainability

Explain whether and how the training program will be sustained and scaled up in the long-term (maximum 200 words).

- This project is sustainable as healthcare demands increase with the aging population. The healthcare and social services workforce will also experience a shortage due to retirement. As the trend continues, there will be a demand for flexible, personalized, and short duration training courses by employers and future workers.
- Micro-credentials offer a flexible and granular form of postsecondary education training of specific skills and competencies that are developed and offered and sustained and scaled up since ABC will be partnering with employers that may be tailored towards a specific need or may be stacked together, with the opportunity to track towards a larger recognized credential or certificate.
- These credentials are a type of certification that equips Learners with specific skills and competencies that employers/industry need to meet workforce demands. Upon completion, they can offer a quick pathway to employment, minimizing the amount of time workers are removed from the labour market compared to more traditional credentials as they generally require less time to complete. They will be offered by ABC online, and may be verified and shared digitally with employers and are targeted to address employer and community needs. Micro-credentials may also provide greater access for non-traditional students and communities traditionally underserved by postsecondary education, along with normalizing lifelong learning.

E3 – Project Work Plan (one per project) Not done

Key Milestone	Activities	Start Date	End Date	Responsibility	Performance Indicator
Program Development Team complete Subject matter expert / Instructional design expert/ partner	Interviewing potential team members	? 2 weeks			
Analysis (needs)	Zoom meet -team				
Research - resources					
Design layout					
Micro-credential					

F – Budget

For each category, complete as many lines as necessary (by Project) and provide funding sources, as well as timelines.

Funding Item	Ontario Funding	Other Funding – Cash	Other Funding – In-kind
Partnership Development			

PROJECT 1 DRAFT 3

Sub-total Partnership			
Program Design and Development (D&D)			
Sub-total Program D&D			
Development of a prior learning assessment and recognition (PLAR) tool			
Sub-total PLAR			
Administration Costs (maximum of 5% of total budget)			
Sub-total Administration			
Grand Total			

Stakeholders who were consulted about the project should also be noted and their role and contribution described. Be sure to address all the specific requirements in the Program Guidelines. [Add rows as needed]

Reminder: Applicants are also required to submit at least two signed letters of support for each project.

Name	Type	Role	Description

Please include any relevant history of working with these partners. If the project is a consortium project, identify the consortium members and their roles (maximum 400 words).

H – Declaration and Signing

Applicants are expected to comply with the Ontario *Human Rights Code* (the “Code”) and all other applicable laws (<http://www.ohrc.on.ca/en/ontario-human-rights-code>). Failure to comply with the letter and spirit of the Code will render the Applicant ineligible for a grant and, in the event a grant is made, liable to repay the grant in its entirety at the request of the Ministry. Applicants should be aware that government ministries are bound by the *Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c.F.31* (<https://www.ontario.ca/laws/statute/90f31>), and that any information provided to them in connection with this application may be subject to disclosure in accordance with that Act. Applicants are advised that the names and addresses of organizations receiving grants, the amount of the grant awards, and the purpose for which grants are awarded is information proactively made available to the public.

Declaration

By signing below, the Applicant hereby certifies as follows:

- (a) the information provided in this application is true, correct and complete in every respect;
- (b) the Applicant understands any funding commitment will be provided by way of an approval letter signed by the responsible Minister and will be subject to any conditions included in such a letter. Conditions of funding may include the

requirement for a funding agreement obligating the funding recipient to report on how the funding was spent and other accountability requirements;

(c) the Applicant has read and understands the information contained in the Application Form;

(d) the Applicant is aware that the information contained herein can be used for the assessment of grant eligibility and for statistical reporting;

(e) the Applicant understands that it is expected to comply with the Ontario Human Rights Code and all other applicable laws listed in the application form;

(f) the Applicant understands that the information contained in this application or submitted to the Ministry in connection with the grant is subject to disclosure under the *Freedom of Information and Protection of Privacy Act*;

(g) the Applicant is not in default of the terms and conditions of any grant, loan or transfer payment agreement with any ministry or agency of the Government of Ontario;

(h) I am an authorized signing officer for the Applicant.

Signature:

X

Name:

Title:

Date:

Appendix A: List of Proposed Micro-credentials

[to be inserted]

Appendix B: At least two partnership letters of support with signatures on organizational letterhead for each project. The letters will explain the role of the partner in the proposed project.

Appendix C: Application in Word format. (No signature is required for the Word document. The signed application should be in PDF.)

Applicants must submit their signed PDF application and Appendices A, B and C to psepolicy@ontario.ca with **Ontario Micro-credentials Challenge Fund Call for Proposals** as the subject line by 11:59pm EST on June 25, 2021.