

October 31, 2019

*Via e-mail*

Ms. Anna Boyden  
Director, Digital Learning Policy Branch  
Ministry of Colleges and Universities  
315 Front Street West  
15th Floor  
Toronto ON M7A 0B8

Dear Anna:

**Re: Contact North | Contact Nord Q2 2019-2020 Interim Report**

In accordance with Schedule "F" of the 2019-2020 Transfer Payment Agreement (TPA) between Contact North | Contact Nord and the Ministry of Colleges and Universities, I am pleased to submit the Q2 Interim Report covering our activities and Financial Report for the period July 1, 2019 to September 30, 2019.

I look forward to our joint review of the Interim Report on Thursday, November 21, 2019, at 2:00 p.m. at your office.

In the meantime, please do not hesitate to contact me if you have any questions.

Sincerely,



Maxim Jean-Louis  
President – Chief Executive Officer

Attachment (1)



## INTERIM REPORT Q2 - 2019-2020

October 30, 2019

**As a community-based organization, Contact North | Contact Nord helps underserved Ontarians in 600 small, rural, remote, Indigenous and Francophone communities get jobs by making it possible for them to access education and training without leaving their communities.**

# A Community-Based Organization

As a community-based organization, Contact North | Contact Nord helps underserved Ontarians in 600 small, rural, remote, Indigenous and Francophone communities get jobs by making it possible for them to access education and training without leaving their communities.

We respond to **800,000+** requests for services per year from Ontarians and provide five local services:

- Information about available online programs and courses
- Assistance with the registration process for their program or course of choice
- Free use of computer workstations and high-speed Internet access to complete their online courses
- Free use of web conferencing and videoconferencing distance learning platforms to connect to, and participate in, their live online programs and courses
- Supervision of written exams and tests

We generate **58,000+** student registrations in online courses per year for Ontario's **24** public colleges, **22** public universities, **9** Indigenous institutes, **76** district school boards, **200** literacy and basic skills providers, and **50** skills development training providers.

Our local staff in **116** online learning centres located in communities across Ontario deliver these services in English and French with the support of our province-wide Student Information Hotline and our [studyonline.ca](http://studyonline.ca) / [etudiezenligne.ca](http://etudiezenligne.ca) and [e-channel.ca](http://e-channel.ca) / [apprentissageenligne.ca](http://apprentissageenligne.ca) portals, which provide information and resources for students and prospective students. Our portals support 675,000 pageviews per year.

Contact North | Contact Nord is funded by the Government of Ontario through the Ministry of Colleges and Universities.

CONTACT NORTH Online Learning  
NORD Apprentissage en ligne

# AS A COMMUNITY-BASED ORGANIZATION,

## HELPS UNDERSERVED ONTARIANS

IN **600** SMALL, RURAL, REMOTE, INDIGENOUS AND FRANCOPHONE COMMUNITIES

**GET JOBS** BY MAKING IT POSSIBLE FOR THEM TO ACCESS EDUCATION AND TRAINING WITHOUT LEAVING THEIR COMMUNITIES



### 5 LOCAL SUPPORT SERVICES FOR ONTARIANS DELIVERED AT 116 ONLINE LEARNING CENTRES AND THE STUDENT INFORMATION HOTLINE

- INFORMATION ABOUT AVAILABLE ONLINE PROGRAMS AND COURSES
- ASSISTANCE WITH REGISTRATION FOR THEIR PROGRAM OR COURSE OF CHOICE
- FREE USE OF COMPUTER WORKSTATIONS AND HIGH-SPEED INTERNET ACCESS TO COMPLETE THEIR ONLINE COURSES
- FREE USE OF WEB CONFERENCING, VIDEOCONFERENCING AND AUDIOCONFERENCING DISTANCE LEARNING PLATFORMS TO CONNECT TO, AND PARTICIPATE IN, THEIR ONLINE PROGRAMS AND COURSES
- SUPERVISION OF WRITTEN EXAMS AND TESTS

### 5 SUPPORT SERVICES FOR ONTARIO'S EDUCATION AND TRAINING PROVIDERS

- FREE USE OF DISTANCE DELIVERY PLATFORMS TO DELIVER THEIR ONLINE PROGRAMS AND COURSES
- TRAINING FOR INSTRUCTORS USING THE DISTANCE DELIVERY PLATFORMS
- TARGETED RECRUITMENT CAMPAIGNS TO GENERATE REGISTRATIONS FOR ONLINE PROGRAMS AND COURSES THROUGHOUT THE PROVINCE
- PROMOTE ONLINE PROGRAMS AND COURSES IN 600 COMMUNITIES ACROSS ONTARIO
- PROVIDE LOCAL SUPPORT SERVICES TO STUDENTS VIA 116 LOCAL ONLINE LEARNING CENTRES AND THE STUDENT INFORMATION HOTLINE

### SERVICES DELIVERED IN PARTNERSHIP WITH

<b>24</b>	PUBLIC COLLEGES
<b>22</b>	PUBLIC UNIVERSITIES
<b>9</b>	INDIGENOUS INSTITUTES
<b>76</b>	DISTRICT SCHOOL BOARDS
<b>200</b>	LITERACY AND BASIC SKILLS PROVIDERS
<b>50</b>	SKILLS DEVELOPMENT TRAINING PROVIDERS
	ONTARIO WORKS
	EMPLOYMENT ONTARIO
<b>114</b>	COMMUNITY ORGANIZATIONS HOSTING OUR ONLINE LEARNING CENTRES
<b>4,282</b>	COMMUNITY-BASED ORGANIZATIONS

CONTACT NORTH Online Learning  
NORD Apprentissage en ligne

A 33-YEAR OLD SHARED SERVICE TO PROVIDE 1/3 OF ONTARIANS

## 4 MILLION RESIDENTS

LOCAL ACCESS TO EDUCATION AND TRAINING OPPORTUNITIES



### ANNUAL OUTCOMES FOR ONTARIANS

## 58,000+

STUDENT REGISTRATIONS GENERATED AND SUPPORTED IN COURSES FROM ONTARIO'S EDUCATION AND TRAINING PROVIDERS

## 800,000+

REQUESTS FOR SERVICES FULFILLED, INCLUDING CALLS TO STUDENT INFORMATION HOTLINE AND TECHNICAL HOTLINE

**60** PROVINCE-WIDE TARGETED LOCAL RECRUITMENT CAMPAIGNS EXECUTED

**92%** OF CLIENTS SATISFIED WITH THEIR EXPERIENCES WITH CONTACT NORTH | CONTACT NORD

**250,000+** VISITORS GENERATE 675,000 PAGEVIEWS OF PORTALS



Ontario

FUNDED BY THE GOVERNMENT OF ONTARIO

CONTACT NORTH Online Learning  
NORD Apprentissage en ligne  
CONTACTNORTH.CA

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# Q2 2019-2020 Interim Report

Contact North | Contact Nord is pleased to present its Q2 2019-2020 Interim Report covering its activities during the period July 1, 2019, to September 30, 2019.

The Progress Report contains the following sections:

- Section 1      How Contact North | Contact Nord Fulfilled the Project Activities in Q2 2019-2020
- Section 2      Project Outcomes and Performance Measurement
- Section 3      Mitigation Strategies
- Section 4      Q2 2019-2020 Financial Report
- Appendix A    Requests for Services Snapshot
- Appendix B    List of Requests for Programs and Courses Not Currently Available
- Appendix C    List of Documents Provided to Higher Education Quality Council (HEQCO)
- Appendix D    Action Plan to Modernize Contact North | Contact Nord Information Technology (IT) & Web Services
- Appendix E    Forum Research Report - Supporting Success, A Study of the Indigenous Online Learners Experience
- Appendix F    Social Media Reports

## Further Information

Maxim Jean-Louis  
President – Chief Executive Officer  
Contact North | Contact Nord  
705-525-7245  
[maxim@contactnorth.ca](mailto:maxim@contactnorth.ca)

## Section 1 – How Contact North | Contact Nord Fulfilled the Project Activities in Q2 2019-2020

1. Registration, Advisory Services and Online Learning Centres	
Activity	Interim Report – September 30, 2019
<p>a. Operate and maintain free of charge, high-touch, local support services in English and French to students and prospective students of its Education and Training Providers that are within the Target Base using its 116 online learning centres and 195 Access Points. Each online learning centre and Access Point shall be operated in a manner conducive to academic study and shall offer the following free services to the Target Base, to be scaled according to demand:</p> <p>i. The use of distance delivery platforms (including, by way of example only, web and video conferencing platforms). and computers equipped with</p> <p>ii. Internet access (using the highest connection speeds available).</p> <p>iii. Advisory services including, without limitation:</p> <ul style="list-style-type: none"> <li>• assistance with registration in online courses and programs;</li> </ul>	<p>During the period, Contact North   Contact Nord operated and maintained the 116 local online learning centres and 195 access points, providing free, high-touch local support services, in English and French, serving 600 small, remote, rural, Indigenous and Francophone communities in every corner of Ontario.</p> <p><u>Key Outcomes During the Period</u></p> <ul style="list-style-type: none"> <li>• <b>215,646</b> Requests for Services fulfilled during the period (See Appendix A for a snapshot).</li> <li>• Generated <b>15,881</b> student registrations in online courses (preliminary figure as data collection not complete for Fall 2019 semester) with the following breakdown: <ul style="list-style-type: none"> <li>○ 9,685 College</li> <li>○ 2,547 University</li> <li>○ 602 School Board</li> <li>○ 261 Literacy and Basic Skills</li> <li>○ 2,763 Training</li> </ul> </li> <li>• <b>1,852</b> support requests to the IT Technical Hotline fulfilled (each support request can take up to 30 minutes to fulfill based on the nature of the request) (included in the 215,646 figure in the first bullet point).</li> <li>• <b>1,311</b> exams invigilated (invigilation of an exam can take up to 3 hours) for students from Ontario’s colleges, universities, district school boards, Independent Learning Centre (ILC) and Indigenous institutes (included in the 215,646 figure in the first bullet point).</li> </ul>

## 1. Registration, Advisory Services and Online Learning Centres

Activity	Interim Report – September 30, 2019
<ul style="list-style-type: none"> <li>• the provision of current information on available online programs and courses;</li> <li>• the provision of current information on educational financial aid options;</li> <li>• referrals to colleges and universities for career and educational mapping;</li> <li>• referrals to other local educational and employment support services; and</li> <li>• moral support and encouragement.</li> </ul> <p>iv. Technical support in respect of the use of on-site computers, tools and equipment.</p> <p>v. A dedicated quiet study space.</p> <p>vi. Exam invigilation services.</p>	
<p>b. Secure the facilities for the online learning centres in rent-free space.</p>	<ul style="list-style-type: none"> <li>• All 116 local online learning centres housed in rent-free space provided by a local community partner.               <ul style="list-style-type: none"> <li>○ This operating model generates estimated savings of \$870,000 annually for space.</li> </ul> </li> <li>• All partnership agreements for rent-free space up-to-date and managed in a database.</li> </ul>
<p>c. Staff and operate the Student Information Hotline as defined above</p>	<ul style="list-style-type: none"> <li>• Student Information Hotline staffed during advertised operating hours of 8:00 a.m. to 5:00 p.m. Eastern.</li> <li>• Inquiries received after operating hours responded to the next business day.</li> </ul>



<b>1. Registration, Advisory Services and Online Learning Centres</b>	
<b>Activity</b>	<b>Interim Report – September 30, 2019</b>
	<ul style="list-style-type: none"> <li>• Student Information Officers responded to 1,498 inquiries (each inquiry can take up to 30 minutes to fulfill based on the nature of the inquiry):               <ul style="list-style-type: none"> <li>○ 637 toll-free number</li> <li>○ 429 Live Chat</li> <li>○ 429 e-mail inquiries</li> <li>○ 3 walk-ins</li> </ul> </li> </ul>
d. Prepare and deliver a Performance Report to the Province covering the Term in accordance with the reporting requirements outlined in Schedule “F”, which reports on the goals, activities, performance measures and metrics set out in the “Project Outcomes and Performance Measurement” section.	<ul style="list-style-type: none"> <li>• Contact North   Contact Nord will prepare and deliver a Performance Report as outlined in Schedule “F” by June 30, 2020, covering its activities during the period April 1, 2019, to March 31, 2020.</li> </ul>

## 2. Shared and Collaborative Services

Activity	Interim Report – September 30, 2019
<p>a. Provide its recruitment and local services as a core shared service.</p>	<ul style="list-style-type: none"> <li>• Recruitment and local support services to students available to Ontario's:               <ul style="list-style-type: none"> <li>○ 24 public colleges</li> <li>○ 22 public universities</li> <li>○ 76 district school boards</li> <li>○ 200 literacy and basic skills providers</li> <li>○ 50 skills development training providers</li> </ul> </li> <li>• During the period, 16,110 student registrations in online courses generated for all categories of providers.</li> </ul>
<p>b. Provide Education and Training Providers with data on specific programs and courses not currently available online for which there is learner or labour market demand.</p>	<ul style="list-style-type: none"> <li>• 32 requests received for 17 different online programs and courses not currently available and shared with education and training providers.</li> <li>• See Appendix B for report.</li> </ul>
<p>c. Develop and implement targeted recruitment campaigns for its Education and Training Providers to maximize course and program registrations from the Target Base.</p>	<ul style="list-style-type: none"> <li>• Executed 14 province-wide Targeted Recruitment Campaigns for Ontario's public colleges and universities in 600 small, remote, rural, Indigenous and Francophone communities across Ontario, including:               <ol style="list-style-type: none"> <li>1) Canadore College, Instructional Design</li> <li>2) Centennial College, Retirement Communities Management Certificate</li> <li>3) Collège Boréal, Certificat en Pratiques agricoles</li> <li>4) Collège Boréal, Techniques en administration des affaires (Business)</li> <li>5) Confederation College, Personal Support Worker</li> <li>6) Confederation College, Pre-Health Certificate Program</li> <li>7) Confederation College, Educational Support (Assistant)</li> <li>8) Georgian College, Bookkeeping Certificate</li> <li>9) Lambton College, Emergency Communications</li> <li>10) Loyalist College, Child Development Practitioner Certificate</li> <li>11) McMaster University, Professional Addiction Studies</li> </ol> </li> </ul>

<b>2. Shared and Collaborative Services</b>	
<b>Activity</b>	<b>Interim Report – September 30, 2019</b>
	<ul style="list-style-type: none"> <li>12) Seneca College, ECE Skills Upgrading Certificates</li> <li>13) Sheridan College, Business Analysis</li> <li>14) Wilfrid Laurier University, Mental Health Issues in the Classroom – Certificate</li> </ul>
d. Engage with those Ontario Works and Employment Ontario offices whose clients include individuals within the Target Base, to promote, advise and facilitate their clients' enrolment into online courses and programs, as appropriate.	<ul style="list-style-type: none"> <li>• During the period, Contact North   Contact Nord engaged with: <ul style="list-style-type: none"> <li>○ 170 Ontario Works offices (65 of these offices are in First Nation communities)</li> <li>○ 188 Employment Ontario offices</li> </ul> </li> </ul>
e. Actively participate in the Higher Education Quality Council of Ontario (HEQCO) review of digital learning in Ontario as it relates the Recipient's programs, activities and outcomes; which review is to be submitted by HEQCO to the Province on or before October 31, 2019.	<p>Contact North   Contact Nord communicated with HEQCO, as part of its review of the online learning sector, as follows during the period:</p> <ul style="list-style-type: none"> <li>• July 18, 2019 – Contact North   Contact Nord Follow-Up Submission to HEQCO after June 24, 2019 Working Session</li> <li>• August 26, 2019 – Contact North   Contact Nord Submission of Q1 2019-2020 Interim Report to Ministry of Training, Colleges and Universities and Responses to Questions to HEQCO</li> <li>• September 11, 2019 – Contact North   Contact Nord Response to Questions from HEQCO</li> <li>• September 12, 2019 – Contact North   Contact Nord Response to Questions from HEQCO</li> <li>• September 16, 2019 – Contact North   Contact Nord Response to Questions from HEQCO</li> </ul> <p>Copies of the five submissions are included in Appendix C and are posted on the <a href="#">About Us section of contactnorth.ca</a>.</p>

## 2. Shared and Collaborative Services

Activity	Interim Report – September 30, 2019
<p>f. Provide a suite of free shared services to the Target Base and the Education and Training Providers consisting of the following:</p> <ul style="list-style-type: none"> <li>○ Web conferencing platform (Recipient to phase out Saba Meeting in favour of Adobe Connect web-conferencing platform)</li> <li>○ Videoconferencing platform</li> <li>○ Moodle Learning Management System</li> <li>○ Training for faculty and instructors of the Education and Training Providers in English and French, on use of the Recipient’s technology platforms to deliver their online programs and courses</li> <li>○ Technical support as further described in Section 3 (a).</li> </ul>	<p><u>3 Shared Service Learning Platforms</u></p> <p>Since 2003, Contact North   Contact Nord has offered 3 shared service learning platforms for Ontario’s 24 public colleges, 22 public universities, 9 Indigenous institutes, 76 district school boards, 200 literacy and basic skills providers, and 50 skills development training providers:</p> <ul style="list-style-type: none"> <li>● Web conferencing (Adobe Connect and Saba Meeting; Saba Meeting phased out on August 31, 2019) platforms available. <ul style="list-style-type: none"> <li>- Contact North   Contact Nord completed the transition to Adobe Connect with two minor issues – slow response time for 3 hours on September 4, 2019, as we adjusted our resources to the volume of activity and an unexplained issue on September 14, 2019, that required a reboot of the platform.</li> <li>- No additional issues and a lower number of inquiries to the Technical Support hotline as compared to prior years with Saba Meeting, despite the fact 80% of the faculty were new to the platform.</li> </ul> </li> <li>● Videoconferencing platform available.</li> <li>● Moodle Learning Management System available.</li> </ul> <p>Platforms available 98.9% of the time for student use.</p> <p><u>Training for College and University Faculty and Instructors</u></p> <ul style="list-style-type: none"> <li>● Contact North   Contact Nord delivered training to 163 faculty and instructors on How to Use the Web Conferencing Platform to Teach Effectively during the period, including a special session for faculty at Confederation College.</li> <li>● 28 <a href="#">web conferencing resources</a> available (a decrease from Q1 as both Adobe Connect and Saba Meeting resources available; only Adobe Connect resources available as of September 1, 2019).</li> </ul>

## 2. Shared and Collaborative Services

Activity	Interim Report – September 30, 2019
	<ul style="list-style-type: none"><li>• 11 <a href="#">videoconferencing resources</a> available.</li></ul> <p><u>Technical Support</u></p> <ul style="list-style-type: none"><li>• 1,852 support requests to the IT Technical Hotline fulfilled (each support request can take up to 30 minutes to fulfill based on the nature of the request).<ul style="list-style-type: none"><li>- Of the 1,852 support requests, 1,185 (64%) were in September 2019, which is expected due to the lower volumes of supported activity in July and August and the start of classes for Fall 2019.</li></ul></li><li>• Examples of frequent technical support requests fulfilled from students for the web conferencing platform:<ul style="list-style-type: none"><li>○ How do I get to my class?</li><li>○ Unable to login (need credentials).</li><li>○ Don't see my class on my schedule .</li><li>○ I need to change my password.</li><li>○ I think I am logged into the class, but I don't see anything happening.</li><li>○ I am connected but I don't hear anything.</li><li>○ I am in a class, but they don't hear me when I am speaking.</li><li>○ Where can I find the recording for my class?</li></ul></li><li>• Examples of frequent technical support requests from instructors using the web conferencing platform:<ul style="list-style-type: none"><li>○ How can I save the recording?</li><li>○ How do I share my presentation?</li></ul></li></ul>

### 3. Information Technology (IT) & Web Services

Activity	Interim Report – September 30, 2019
<p>a. Provide technical support services in English and French from 7:30 a.m. to 11:00 p.m. Eastern Standard Time, Monday to Friday, for all of the Recipient's information technology resources used by students, faculty, instructors and any other stakeholders, as required.</p>	<ul style="list-style-type: none"> <li>• Technical support provided for students, faculty, instructors from Ontario's 24 public colleges, 22 public universities, 9 Indigenous institutes, 76 district school boards, 200 literacy and basic skills providers, and 50 skills development training providers and other stakeholders as required during the advertised time during the period.</li> <li>• 1,852 support requests to the IT Technical Hotline fulfilled (each support request can take up to 30 minutes to fulfill based on the nature of the request).</li> <li>• Examples of frequent technical support requests fulfilled from students for the web conferencing platform:               <ul style="list-style-type: none"> <li>○ How do I get to my class?</li> <li>○ Unable to login (need credentials).</li> <li>○ Don't see my class on my schedule.</li> <li>○ I need to change my password.</li> <li>○ I think I am logged into the class, but I don't see anything happening.</li> <li>○ I am connected but I don't hear anything.</li> <li>○ I am in a class, but they don't hear me when I am speaking.</li> <li>○ Where can I find the recording for my class?</li> </ul> </li> <li>• Examples of frequent technical support requests fulfilled from instructors using the web conferencing platform:               <ul style="list-style-type: none"> <li>○ How can I save the recording?</li> <li>○ How do I share my presentation?</li> </ul> </li> </ul>
<p>b. Manage and maintain the Recipient's online portals and websites. The Recipient shall ensure that the information presented on each of its online portals and websites remains current and up-to-date at all times. Recipient</p>	<ul style="list-style-type: none"> <li>• 3 Contact North   Contact Nord portals (English and French) available during the period for student and general public use.</li> <li>• During the period, 60,042 users generated 194,435 pageviews on portals:               <ul style="list-style-type: none"> <li>○ 49,107 users generated 165,683 pageviews on studyonline.ca / etudiezenligne.ca.</li> <li>○ 8,761 users generated 24,139 pageviews on contactnorth.ca / contactnord.ca.</li> </ul> </li> </ul>

### 3. Information Technology (IT) & Web Services

Activity	Interim Report – September 30, 2019
<p>acknowledges that unless otherwise approved by the Province in writing, any and all costs related to the delivery of e-Channel or other Learning and Basic Skills services shall be funded solely from the e-Channel Transfer Payment Agreement.</p>	<ul style="list-style-type: none"> <li>○ 2,174 users generated 4,613 pageviews on e-channel.ca / apprentissageenligne.ca.</li> <li>● Collection of program and course information continued during the period for the Fall 2019 and Winter 2020 academic semesters for posting to studyonline.ca / etudiezenligne.ca.</li> <li>● Updating current information is an ongoing process to ensure portal is current and up-to-date.</li> <li>● Portals monitored continuously throughout the period to ensure posted content is current and up-to-date.</li> <li>● Contact North   Contact Nord acknowledges any and all costs related to the delivery of e-Channel or other Learning and Basic Skills services are funded solely from the e-Channel Transfer Payment Agreement.</li> </ul>
<p>c. Manage, maintain and ensure the security, performance, stability and reliability of the Recipient’s information technology infrastructure, including without limitation, Internet connectivity, telecommunications, hardware, software, web conferencing and videoconferencing platforms, and the Moodle learning management system.</p>	<ul style="list-style-type: none"> <li>● All information technology infrastructure managed appropriately during the period to ensure high quality services delivered for students and education and training providers.</li> <li>● All information technology infrastructure available 98.9% of the time during the period.</li> </ul>
<p>d. Undertake to deliver uninterrupted services (i.e., less than 5% downtime during service hours) in connection with the IT and Web Service resources utilized by students,</p>	<ul style="list-style-type: none"> <li>● Contact North   Contact Nord reported 98.9% uptime on its services during the period.</li> </ul>

<b>3. Information Technology (IT) &amp; Web Services</b>	
<b>Activity</b>	<b>Interim Report – September 30, 2019</b>
faculty, instructors, staff, and other stakeholders to whom the Recipient is providing its services.	
e. Continually enhance broadband Internet access at online learning centres as service becomes available/improved in Target Base communities.	<ul style="list-style-type: none"> <li>• No upgrades during the period.</li> </ul>
f. Develop, manage and maintain the IT and communications infrastructure necessary to perform the Project activities described in this Agreement and to meet the objectives and obligations (including, without limitation, its reporting obligations) set out herein.	<ul style="list-style-type: none"> <li>• All IT and communications infrastructure managed and maintained during the period to perform Project activities, including reporting requirements.</li> <li>• New functionality developed for the customer relationship management (CRM) tool to facilitate reporting requirements in the 2019-2020 Transfer Payment Agreement.</li> <li>• During the period, finalized the Action Plan to Modernize Contact North   Contact Nord Information Technology &amp; Web Services with 5 targeted outcomes: <ul style="list-style-type: none"> <li>○ Deliver improved and expanded services</li> <li>○ Increase efficiency and capacity</li> <li>○ Ensure full reliability and redundancy</li> <li>○ Provide customized support to students and education and training providers</li> <li>○ Leverage new and emerging technologies</li> </ul> </li> </ul> <p>See Appendix D for the Action Plan.</p> <p>The Action Plan submitted to Contact North   Contact Nord’s Board of Directors.</p>



#### 4. Communications and Marketing

Activity	Interim Report – September 30, 2019
<p>a. Develop and implement strategies to maximize student registrations in online programs and courses offered by the Education and Training Providers to the Target Base.</p>	<p>During the period, Contact North   Contact Nord undertook the following strategies:</p> <ul style="list-style-type: none"> <li>• Continuous marketing and promotion of available online programs and courses in the 600 small, remote, rural, Indigenous and Francophone communities served via local recruitment activities by staff in 116 local online learning centres, via the province-wide Student Information Hotline, and its studyonline.ca / etudiezenligne.ca and e-channel.ca / apprentissageenligne.ca portals for students and prospective students.</li> <li>• Executed 14 province-wide Targeted Recruitment Campaigns for Ontario's public colleges and universities, including:             <ol style="list-style-type: none"> <li>1) Canadore College, Instructional Design</li> <li>2) Centennial College, Retirement Communities Management Certificate</li> <li>3) Collège Boréal, Certificat en Pratiques agricoles</li> <li>4) Collège Boréal, Techniques en administration des affaires (Business)</li> <li>5) Confederation College, Personal Support Worker</li> <li>6) Confederation College, Pre-Health Certificate Program</li> <li>7) Confederation College, Educational Support (Assistant)</li> <li>8) Georgian College, Bookkeeping Certificate</li> <li>9) Lambton College, Emergency Communications</li> <li>10) Loyalist College, Child Development Practitioner Certificate</li> <li>11) McMaster University, Professional Addiction Studies</li> <li>12) Seneca College, ECE Skills Upgrading Certificates</li> <li>13) Sheridan College, Business Analysis</li> <li>14) Wilfrid Laurier University, Mental Health Issues in the Classroom – Certificate</li> </ol> </li> <li>• On behalf of Contact North   Contact Nord, Forum Research completed the quantitative component of Supporting Success - A Study of the Indigenous Online Learners Experience, which identified Indigenous learners found online</li> </ul>

<b>4. Communications and Marketing</b>	
<b>Activity</b>	<b>Interim Report – September 30, 2019</b>
	<p>programs and courses improved their job prospects. The qualitative component was completed in July 2019 with final report submitted in September 2019.</p> <p>13 key findings in the report:</p> <ol style="list-style-type: none"> <li>1. The primary goal across all education institutions for registering in the course(s) was to obtain a diploma/certificate/degree.</li> <li>2. In the qualitative discussions, the respondents note Contact North   Contact Nord had a very positive impact on their lives. As a result of their education, several were able to get jobs. They note they are more qualified for the limited jobs available in their community and/or the job they got as a result of their education are more desirable than they would have had otherwise. For example, one notes they now have “a career” not just a job, and another expressed excitement at now having benefits for her family for the first time ever. Many feel they are better able to support their family and have a positive impact in their community due to this education.</li> <li>3. The respondents are also now more confident in their knowledge/abilities. They express a sense of gratefulness that Contact North   Contact Nord provided them the flexibility to be able to successfully pursue education while also working and/or caring for their family.</li> <li>4. 1 in 5 (21%) registered in 7 to 10 courses, likely indicating they are completing a full degree or diploma.</li> <li>5. 94% of respondents were satisfied with their experiences with Contact North   Contact Nord.</li> <li>6. 93% would likely recommend Contact North   Contact Nord to friends or family members.</li> <li>7. A third of respondents (32%) indicated ‘time issues’ such as working is a challenge they face in pursuing their educations and training.</li> <li>8. In the qualitative discussions, the respondents note family responsibilities, college/university campuses are too far away, and financial issues were their biggest challenges. Many made sacrifices financially and in terms of</li> </ol>

<b>4. Communications and Marketing</b>	
<b>Activity</b>	<b>Interim Report – September 30, 2019</b>
	<p>time spent with family in order to pursue their education. However, they praise Contact North   Contact Nord for providing the services that helped them overcome many of their challenges. For example, they were able to study locally while maintaining their jobs and caring for their family.</p> <p>9. 7 in 10 (72%) of respondents completed their education because it was available online.</p> <p>10. Over half (52%) did not register in other course(s) since August 2018.</p> <p>11. Of those who did not register in other courses, a third (36%) stated they did not need any further course(s).</p> <p>12. During the focus groups (qualitative survey), the respondents were very complimentary of the support they received from Contact North   Contact Nord staff.</p> <p>13. Top services used by the respondents:</p> <ul style="list-style-type: none"> <li>• 88% received support from staff in an online learning centre.</li> <li>• 84% received help registering in courses.</li> <li>• 77% used Internet access at an online learning centre.</li> <li>• 76% used exam invigilation services.</li> <li>• 76% used the web conferencing platform at on online learning centre or from home.</li> <li>• 75% used computers at an online learning centre.</li> </ul> <p>See Appendix E for a copy of Forum Research’s final report - Supporting Success - A Study of the Indigenous Online Learners Experience.</p>
b. Develop and implement marketing and communication strategies to enhance and promote awareness of the Recipient’s services within the Target Base using a combination of traditional and digital media	<ul style="list-style-type: none"> <li>• Utilized Google Adwords to drive traffic to the <a href="http://studyonline.ca">studyonline.ca</a> / <a href="http://etudiezenligne.ca">etudiezenligne.ca</a> portal for students and prospective students. <ul style="list-style-type: none"> <li>○ During the period, 49,107 users generated 165,683 pageviews on both portals.</li> </ul> </li> <li>• Corporate Facebook page maintained to engage with students and prospective students.</li> </ul>

<b>4. Communications and Marketing</b>	
<b>Activity</b>	<b>Interim Report – September 30, 2019</b>
platforms (e.g., social media, GoogleAds, radio, print, etc.).	<ul style="list-style-type: none"> <li>• Corporate Twitter page maintained to engage with students and prospective students.</li> <li>• Corporate LinkedIn page maintained to engage with students and prospective students.</li> </ul> <p>See Appendix F for the quarterly report on social media activity.</p>
c. Provide information about its services to current and prospective learners within the Target Base and to its Education and Training Providers.	<ul style="list-style-type: none"> <li>• Contact North   Contact Nord engages with <a href="#">4,282 local organizations</a> across Ontario to recruit and support underserved Ontarians.</li> </ul>
d. Engage with stakeholders on the Recipient’s activities and strategic direction.	<ul style="list-style-type: none"> <li>• During the period, Contact North   Contact Nord provided regular updates to its stakeholders on activities and strategic directions, including: <ul style="list-style-type: none"> <li>○ Ontario’s education and training providers</li> <li>○ Local partners who host the 114 local online learning centres and 185 access points</li> <li>○ Provincial and local decision-makers</li> </ul> </li> </ul>
e. Track and analyze the results of marketing campaigns including, without limitation, engagement and conversion metrics related to its social media and digital marketing initiatives.	<ul style="list-style-type: none"> <li>• During the period, 49,107 users generated 165,683 pageviews on the studyonline.ca / etudiezenligne.ca portals for students and prospective students.</li> <li>• During the period, 2,174 users generated 4,613 pageviews on e-channel.ca / apprentissageenligne.ca portal for students and prospective students.</li> <li>• See Appendix F for the quarterly report on social media activity.</li> </ul>

<b>4. Communications and Marketing</b>	
<b>Activity</b>	<b>Interim Report – September 30, 2019</b>
f. Develop and adhere to the public communications protocol to be developed with the Province.	<ul style="list-style-type: none"> <li>Completed updates of the new Ontario logo on all corporate publications, web sites and marketing materials.</li> </ul>

5. Administration	
Activity	Interim Report – September 30, 2019
<p>a. Staff, office space rentals in respect of its Sudbury and Thunder Bay Operations Centres, and appropriate equipment and technology to support its operations.</p>	<p><u>Staff</u></p> <ul style="list-style-type: none"> <li>• During the period, 4 new full-time staff members hired (all filling vacancies; no new positions created) and 1 staff member resigned.</li> <li>• As of September 30, 2019, Contact North   Contact Nord had 23 open recruitment processes, 22 of which are for part-time Student Recruitment &amp; Services Representatives in communities where recruiting staff is challenging and 1 is for a full-time Client Services Officer.</li> </ul> <p><u>Operations Centres</u></p> <ul style="list-style-type: none"> <li>• Leases in place for the Sudbury Operations Centre (expiry February 28, 2023, with option to renew for 5 additional years) and Thunder Bay Operations Centre (expiry November 30, 2022 with option to renew for 5 additional years).</li> </ul> <p><u>Appropriate Equipment and Technology</u></p> <ul style="list-style-type: none"> <li>• All appropriate equipment in place for efficient operation of both operations centres.</li> <li>• Technology infrastructure operational 98.9% of the time during the period to support operations.</li> </ul>
<p>b. Travel expenditures for staff and members of the Board of Directors that are directly attributable to and necessary for achieving the objectives of the Project subject to the following:</p> <p>i. The Recipient shall develop and adhere to financial management policies for travel, meal, and</p>	<ul style="list-style-type: none"> <li>• All travel expenditures for staff and members of the Board of Directors directly attributable to and necessary for achieving the objectives of the Project and incurred in accordance with <a href="#">Contact North   Contact Nord Financial Policy</a>.</li> <li>• The Financial Policy, approved by the Contact North   Contact Nord Board of Directors, meets the requirements of the Broader Public Sector Expenses Directive, 2011.</li> <li>• In applying Contact North   Contact Nord policy, staff apply appropriate conflict of interest rules that reflect the spirit of Regulation 381/07 of the <i>Public Service of Ontario Act, 2006</i>.</li> </ul>

5. Administration	
Activity	Interim Report – September 30, 2019
<p>hospitality expenses that meet the requirements and adhere to the principles of the Broader Public Sector Expenses Directive; and</p> <p>ii. The Recipient shall exercise restraint in the expenditure of Funds for the purposes of travel, meal and hospitality expenses ensuring that expenses of this type are directly attributable to and necessary for achieving the objectives of the Project.</p>	
<p>c. Professional services (i.e., financial, legal, procurement, consulting, web hosting, etc.).</p>	<ul style="list-style-type: none"> <li>Professional services acquired in accordance with <a href="#">Contact North   Contact Nord Financial Policy</a> as required to support its operations.</li> </ul>
<p>d. Administration necessary to carry out the Project work and to meet the reporting obligations set out herein.</p>	<ul style="list-style-type: none"> <li>Completed administration necessary to meet the project objectives and reporting requirements in accordance with internally developed policies.</li> <li>Three monthly CEO Updates to the Board of Directors on Operations during the period.</li> <li>Audio briefing on operations with the Chair of the Board of Directors every two weeks.</li> <li>Weekly Updates by each member of the operations and management team on their respective deliverables.</li> <li>Daily updates on operations by front end recruitment and service departments.</li> <li>Prepared and submitted the Q1 2019-2020 Interim Report to the Ministry of Colleges and Universities.</li> </ul>

## Section 2 – Project Outcomes and Performance Measures

Note – Contact North | Contact Nord Q1 Response indicated under METRICS in bold.

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
<p>Ministry mandate: ensuring Ontario has a robust digital learning ecosystem that makes postsecondary education accessible to Ontarians in every corner of the province and at every stage of their lives.</p> <p>Program goal: provide learners of all ages within the Target Base, free, high-touch local support services in English and French to identify and optimize access to online education and training opportunities</p>	<p>Manage, host and maintain an online portal which facilitates enrolment information on online courses and program offerings from the Education and Training Providers.</p> <p>Provide student registration assistance using the Student Information Hotline to respond in English and French to academic and enrolment inquiries from students and prospective students within the Target Base.</p>	<p>Maximization of potential enrolment in online courses and programs offered by the Education and Training Providers within the Target Base.</p> <p>Reduction in administrative and navigational barriers experienced by students and prospective students within the Target Base when enrolling or looking to enrol in online courses and programs.</p>	<p>Number of student registrations in online courses and programs (offered by the Education and Training Providers) which are directly attributable to the Recipient’s activities and supports and broken down by sector (e.g., college, university, literacy and basic skills, etc.) and age.</p> <p><b>Total target: 58,400</b></p> <p><b>Q2: Generated 15,881 student registrations in online courses with the following breakdown:</b></p> <ul style="list-style-type: none"> <li>• 9,685 College</li> <li>• 2,547 University</li> <li>• 599 School Board</li> <li>• 261 Literacy and Basic Skills</li> <li>• 2,763 Training</li> </ul> <p>(Preliminary figure as data collection not complete for Fall 2019 semester)</p>



GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
without having to leave their communities.			<p><b>Q1 and Q2: 27,308, 47% of target</b></p> <p>Number and nature of registration-related requests for services received from the Target Base, by the Student Information Hotline.</p> <p><b>Total target: 5,565</b></p> <ul style="list-style-type: none"> <li>• <b>Q2: 1,489 inquiries:</b> <ul style="list-style-type: none"> <li>○ 637 toll-free number</li> <li>○ 429 Live Chat</li> <li>○ 429 e-mail inquiries</li> <li>○ 3 walk-ins</li> </ul> </li> </ul> <p><b>Q1 and Q2: 2,878 (51.7% of Target of 5,565)</b></p> <p>Each request can take up to 30 minutes to fulfill based on the nature of the request.</p> <p><b>Nature of Requests:</b></p> <ul style="list-style-type: none"> <li>• Book an exam</li> <li>• Request information on available online programs and courses</li> </ul>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
			<ul style="list-style-type: none"> <li>• Request information on closest online learning centre</li> <li>• Request for technical support (transferred to IT Technical Hotline)</li> </ul> <p>User trends and detailed anonymous demographic information for individuals accessing each existing online learning centre.</p> <p><b>Q2: Contact North  </b>  <b>Contact Nord is contracting Forum Research to do an omnibus quantitative survey of the users of its services in May 2020 to provide the demographic information. The results of the survey will be compared to the 2018-2020 and used to identify user trends. 2018-2019 is the baseline for user trends.</b></p>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
<p>Ministry mandate: meeting expectations that educational experiences be available without geographic barriers/boundaries and to use technology to facilitate this.</p> <p>Program goal: reduce economic and technological barriers for learners within the Target Base through the provision of online learning centres equipped with computers, Internet access and web conferencing and videoconferencing platforms.</p>	<p>Operate staffed local online learning centres which provide workstations with high speed internet connectivity along with access to web and videoconferencing platforms to the Target Base.</p> <p>Provide technical support services in English and French from 7:30 a.m. to 11:00 p.m. Eastern Standard Time, Monday to Friday, for all of the Recipient's information technology resources used by students, faculty, instructors and any other stakeholders, as required.</p>	<p>Target Base bridges geographic barriers by making use of equipment and technological infrastructure necessary to successfully participate in online courses.</p> <p>Target Base can make use of Recipient's technical support services free of charge to quickly and effectively resolve issues relating to the use of and access to, the Recipient's IT resources.</p> <p>Recipient's IT &amp; web-based services are uninterrupted.</p>	<p>Number of Online Learning Centres and Access Points in operation (categorized by location and anonymous client demographics).</p> <p><b>Target: 311</b></p> <p><b>Q2: 311:</b></p> <ul style="list-style-type: none"> <li>• <b>116 online learning centres</b></li> <li>• <b>185 access points</b></li> </ul> <p>Number and nature of IT support requests fulfilled.</p> <p><b>Q2: 1,852 support requests to the IT Technical Hotline fulfilled. Each request can take up to 30 minutes to fulfill depending on the nature of the request.</b></p> <ul style="list-style-type: none"> <li>• <b>Examples of frequent technical support requests fulfilled from students for the web conferencing platform:</b> <ul style="list-style-type: none"> <li>○ <b>How do I get to my class?</b></li> <li>○ <b>Unable to log in (need credentials)</b></li> <li>○ <b>Don't see my class on my</b></li> </ul> </li> </ul>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
			<p>schedule.</p> <ul style="list-style-type: none"> <li>○ I need to change my password.</li> <li>○ I think I am logged into the class, but I don't see anything happening.</li> <li>○ I am connected but I don't hear anything.</li> <li>○ I am in a class but they don't hear me when I am speaking.</li> <li>○ Where can I find the recording for my class?</li> </ul> <ul style="list-style-type: none"> <li>● Examples of frequent technical support requests from instructors using the web conferencing platform: <ul style="list-style-type: none"> <li>○ How can I save the recording?</li> <li>○ How do I share my presentation?</li> </ul> </li> </ul> <p>Up time on distance delivery platforms per operating system reports:</p> <p><b>Target: 95%</b></p> <p><b>Q2: 98.9% during the period.</b></p>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
<p>Program goal: promote awareness within the Target Base of services offered by the Recipient through targeted marketing and recruitment campaigns across traditional and digital platforms.</p>	<p>Develop and implement marketing and communication strategies to enhance and promote awareness of the Recipient's services within the Target Base using a combination of traditional and digital media platforms.</p>	<p>Heightened awareness of the Recipient and its services within the Target Base.</p> <p>Increased engagement among the Recipient and the Target Base across various traditional and digital media platforms.</p>	<p>Social media reach and engagement metrics supported by reports issued by each platform provider.</p> <p>Conversion and engagement metrics for each media and campaign.</p> <p>Detailed web traffic stats (categorized by site).</p> <p><b>See Appendix F for social media reach reports.</b></p> <ul style="list-style-type: none"> <li>• <b>During the period, 60,042 users generated 194,435 pageviews on portals:</b> <ul style="list-style-type: none"> <li>○ <b>49,107 users generated 165,683 pageviews on studyonline.ca / etudiezenligne.ca.</b></li> <li>○ <b>8,761 users generated 24,139 pageviews on contactnorth.ca / contactnord.ca.</b></li> <li>○ <b>2,174 users generated 4,613 pageviews on e-channel.ca / apprentissageenligne.ca.</b></li> </ul> </li> </ul>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
<p>Ministry mandate: educational experiences be available at every stage of Ontarians' lives and to meet demand for up-skilling or mid-career retraining.</p> <p>Program goal: provide advisory services to the Target Base including Employment Ontario and Ontario Works clients, in order to facilitate their enrolment into academic programs and courses.</p>	<p>Provide academic/career advisory services to Target Base through Student Information Hotline.</p> <p>Provide on-site advisory services to students and prospective students within the Target Base who attend the Recipient's online learning centres.</p> <p>Engage with those Ontario Works and Employment Ontario offices whose clients include individuals within the Target Base, to promote, advise and facilitate their clients' enrolment into academic courses and programs, as applicable.</p>	<p>Individuals of all ages within the Target Base are able to attain advice through engagement with the Recipient's Student Information Hotline and with staff at its online learning centres.</p> <p>As a direct result of the Recipient's services, Employment Ontario and Ontario Works clients within the Target base enrol in online courses/programs available to them and upgrade their skills and succeed in local labour markets.</p>	<p>Number of advisory requests received by the Student Information Hotline and by staff at its online learning centres.</p> <p>Number of office partnerships established.</p> <p><b>Targets:</b>  <b>Ontario Works: 50</b>  <b>Employment Ontario: 25</b></p> <p><b>Q2:</b></p> <p><b>Ontario Works: 170</b>  <b>Employment Ontario: 188</b></p> <p>Number of Ontario Works and Employment Ontario clients served.</p> <p><b>Targets:</b>  <b>Ontario Works: 250</b>  <b>Employment Ontario: 250</b></p> <p>Functionality added to Contact North   Contact Nord CRM to track clients from these two sources in July 2019. Data entry for Q1 and Q2 ongoing as</p>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
			<p>registrations from Q1 and Q 2 checked against referral sources. Q1 and Q2 figures to be reported with Q3 results.</p>
			<p>Number of online course and program registrations by Ontario Works and Employment Ontario clients (Targets: N/A)</p> <p>Tracking added to Contact North   Contact Nord CRM to track registrations from these two sources in July 2019. Q1 and Q2 figures to be reported with Q3 results.</p>
			<p>Metrics which demonstrate the direct impact of the Recipient's services on employment rates within the Target Base.</p> <p>Q2: Contact North   Contact Nord working with Forum Research to identify appropriate metrics. Questions to be included in omnibus survey by Forum Research for the 2019-2020 fiscal year and reported in May 2020.</p>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
<p>Program goal: support and assist faculty and instructors from the Education and Training Providers in their use of online learning through the provision of online, web conferencing and videoconferencing tools.</p>	<p>Provide online delivery tools (e.g., Moodle, web and video conferencing platforms) to faculty of the Education and Training Providers to facilitate and enhance online course delivery.</p> <p>Provide training for faculty and instructors of the Education and Training Providers in English and French on using the platforms to deliver their online programs and courses.</p> <p>Provide IT support to staff and faculty of the Education and Training Providers in connection with the use of the Recipient's IT resources as required.</p>	<p>Faculty and instructors of the Education and Training Providers use the Recipient's online delivery tools and resources.</p> <p>Faculty and instructors of the Education and Training Providers are competent and knowledgeable in how to maximize the use of the Recipient's online delivery tools and resources.</p> <p>Faculty and instructors of the Education and Training Providers seek training and IT support from the Recipient for issues relating to the use of its online delivery tools and resources.</p>	<p>Number and type of online and distance education delivery tools used by faculty and instructors of the Education and Training Providers to facilitate and enhance online and distance course delivery.</p> <p><b>Q2: Contact North   Contact Nord provides the following 3 tools for use by faculty and instructors:</b></p> <ol style="list-style-type: none"> <li><b>1) Web conferencing platforms (Saba Meeting (phased out on August 31, 2019) and Adobe Connect)</b></li> <li><b>2) Videoconferencing platform</b></li> <li><b>3) Moodle Learning Management System</b></li> </ol> <p>Number of Faculty and Instructors trained on the Recipient's online delivery tools and resources.</p> <p><b>Q2: Contact North I Contact Nord delivered training to 163 faculty and instructors on How to Use the Web</b></p>



GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
			<p><b>Conferencing Platform to Teach Effectively during the period.</b></p> <p>Number and nature of IT support requests from faculty and instructors within the Target Base.</p> <p><b>Included in total of 1,852 for IT support requests.</b></p> <p><b>Typical support requests from faculty and instructors include:</b></p> <ul style="list-style-type: none"> <li>○ <b>How can I save the recording?</b></li> <li>○ <b>How do I share my presentation?</b></li> </ul>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
Ministry mandate: Value for money.	Assess program uptake within the Target Base.	Increased uptake in the Recipient's services among eligible candidates;	Metrics based on independently verifiable data that:
Program goals: demonstrate the effectiveness of the Recipient's services within the Target demographic through the presentation of outcomes- based, independently verifiable data.	Provide statistics on completion rates and employment placements for program graduates who made use of the Recipient's programs and services within the Target Base.	Increased academic program completion rates; and  Increased employment rates in local labour markets.	<ul style="list-style-type: none"> <li>• Confirm the percentage of the Recipient's eligible prospective clients within the Target Base who make use of the Recipient's services (i.e., uptake rate)</li> </ul> <p><b>Q2: Contact North   Contact Nord updated the population data for the areas it serves to reflect Census 2016. It will report on this metric for the entire 2019-2020 fiscal year rather than quarterly.</b></p>
			<ul style="list-style-type: none"> <li>• Demonstrate the direct impact of the Recipient's services on its clients' academic program completion rates</li> </ul> <p><b>Q2: Questions to be included in omnibus survey by Forum Research for the 2019-2020 fiscal year and reported in May 2020.</b></p>
			<ul style="list-style-type: none"> <li>• Metrics which demonstrate the direct impact of the</li> </ul>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
			<p>Recipient's services on employment rates within the Target Base</p> <p><b>Q2: Questions to be included in omnibus survey by Forum Research for the 2019-2020 fiscal year and reported in May 2020.</b></p>

Outcome/Performance Indicator	2019-2020 Target	Q1	Q2
Requests for Services	699,398	221,285	215,646
Course Registrations	58,400	11,427 student registrations in online courses generated (preliminary figure as data collection not complete for Spring/Summer 2019 semester)	15,881 student registrations in online courses generated (preliminary figure as data collection not complete for Fall 2019 semester)
Communities Served	800	636	636

## Section 3 – Mitigation Strategies

Contact North | Contact Nord reviewed the Q2 results against the outcomes and performance measurements in the 2019-2020 Transfer Payment Agreement and its internal metrics identified in the 5-Year Framework.

Contact North | Contact Nord is meeting and/or exceeding its targets as noted below. Where appropriate, mitigation strategies and comments are included.

Outcome/Performance Indicator	2019-2020 Target	Q1 Result	Q2 Result	% of Target at 50% of Fiscal Year	Mitigation Strategies/Comments
Requests for Services	699,398	221,285	215,646	62%	No mitigation strategies required. Q2 result lower than Q1 as Q2 includes July and August, the two slowest months for requests for services.
Course Registrations	58,400	11,427	15,881	47%	Data collection not complete for the period so the result will be higher and updated in Q3.  Directors, Recruitment & Partnerships responsible for recruitment activities in the regions providing an analysis of registrations to date and actions to be undertaken to reach the targets.  Result is higher than Q1 due to the fact August and September are included in Q2 which is one of the busiest months for registrations.

Outcome/Performance Indicator	2019-2020 Target	Q1 Result	Q2 Result	% of Target at 50% of Fiscal Year	Mitigation Strategies/Comments
Communities Served	800	636	636	80%	No mitigation strategies required.
Ontario Works Office Engagement	25	170	170	680%	No mitigation strategies required.
Employment Ontario Office Engagement	25	188	188	752%	No mitigation strategies required.
Calls to IT Technical Hotline	9,817	1,228	1,852	31%	Calls to the IT Technical Hotline are reactive based on user issues. Contact North   Contact Nord experienced a lower volume of calls to the IT Technical Hotline in September 2019, despite the full implementation of Adobe Connect. No mitigation strategies required.
Calls to Student Information Hotline	5,565	1,389	1,498	52%	On track to achieve target. No mitigation strategies required.
Up time on distance delivery platforms	95%	98.9%	98.9%	104%	No mitigation strategies required.
Targeted Recruitment Campaigns	60	8	14	37%	Directors, Recruitment & Partnerships ramping up Targeted Recruitment Campaigns for Fall and Winter semesters. Q1 and Q2 are generally slower periods for Targeted Recruitment Campaigns.

Outcome/Performance Indicator	2019-2020 Target	Q1 Result	Q2 Result	% of Target at 50% of Fiscal Year	Mitigation Strategies/Comments
Users of Portals	216,786	59,307	60,042	55%	No mitigation strategies required.
Pageviews on Portals	674,398	191,179	194,435	57%	No mitigation strategies required.

## Section 4 – Q2 2019-2020 Financial Report

### Contact North | Contact Nord MTCU Funding Financial Report at September 30, 2019

	Budget	Year-to-Date Actuals	Projection to Year-End	Variance
<b>Revenue</b>				
Base Grant	\$ 9,751,469	\$ 4,484,000	\$ 9,751,469	\$ -
<b>Total Revenue</b>	<b>\$ 9,751,469</b>	<b>\$ 4,484,000</b>	<b>\$ 9,751,469</b>	<b>\$ -</b>
<b>Eligible Expenses</b>				
Recruitment & Student Services				
Regional Services and Online Learning Centres	\$ 3,972,360	1,609,305	\$ 3,972,360	\$ -
Promotion & Recruitment	793,932	309,751	793,932	-
Statistics Collection & Reporting	169,884	70,300	169,884	-
Student Information Hotline	189,393	74,127	189,393	-
Central Support Services	190,347	73,891	190,347	-
<b>Total Recruitment &amp; Student Services</b>	<b>\$ 5,315,916</b>	<b>\$ 2,137,374</b>	<b>\$ 5,315,916</b>	<b>\$ -</b>
Information Technology (IT) & Web Services				
IT & Web Services Department	\$ 1,761,813	\$ 757,535	\$ 1,761,813	\$ -
Telecommunications	209,115	141,288	209,115	-
Capital	300,000	54,466	300,000	-
<b>Total IT &amp; Web Services</b>	<b>\$ 2,270,928</b>	<b>\$ 953,289</b>	<b>\$ 2,270,928</b>	<b>\$ -</b>
Operations Support Services				
Regional Operations Centres	\$ 904,839	\$ 440,553	\$ 904,839	\$ -
e-Learning Support Services	98,928	45,892	98,928	-
CRM Data Integrity & Training	187,717	99,207	187,717	-
<b>Total Operations Support Services</b>	<b>\$ 1,191,484</b>	<b>\$ 585,652</b>	<b>\$ 1,191,484</b>	<b>\$ -</b>
Governance & Administration				
Financial Services	\$ 295,289	\$ 141,274	\$ 295,289	\$ -
Human Resources Services	325,221	157,457	325,221	-
Governance & CEO	352,631	177,519	352,631	-
<b>Total Governance &amp; Administration</b>	<b>\$ 973,141</b>	<b>\$ 476,250</b>	<b>\$ 973,141</b>	<b>\$ -</b>
<b>Total Eligible Expenses</b>				
	<b>\$ 9,751,469</b>	<b>\$ 4,152,565</b>	<b>\$ 9,751,469</b>	<b>\$ -</b>
<b>Surplus or (Shortfall)</b>				
	<b>\$ -</b>	<b>\$ 331,435</b>	<b>\$ -</b>	<b>\$ -</b>
Interest Earned on TP Funds (only required at year end)				
Funds received on Disposal of Assets	\$ -	\$ -	\$ -	\$ -
<b>Total Due to Province</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>



Appendix A – Requests for Services Snapshot

## Summary of Contact North | Contact Nord Request for Services - July 1, 2019, to September 30, 2019

Service	Description	Number of Requests Q1	Number of Requests Q2	Total Requests	Source of Data
<b>Requests Responded to at Online Learning Centres and Operations Centres</b>					
Exam Invigilations	Number of exams invigilated at online learning centres and operations centres.	3,013	1,311	4,324	CN   CN CRM
Student Interactions	Number of student appointments recorded by Online Learning Recruitment Officers and Student Recruitment & Services Representatives in the CRM to provide information, present study options, provide orientations, provide referrals, follow-ups on information provided.	43,945	25,199	69,144	CN   CN CRM
Influencer Interactions	Number of influencer appointments recorded by Online Learning Recruitment Officers in the CRM such as presentations to groups of prospective students, information sessions with prospective referral partners, and networking events.	1,725	1,552	3,277	CN   CN CRM
Course Work Appointments	Number of appointments for students to use computers and Internet access at online learning centres to complete their coursework and use of web conferencing, videoconferencing and audioconferencing platforms to connect to their courses.	2,789	4,600	7,389	CN   CN CRM
Inquiries at Online Learning Centres	Number of telephone calls, e-mails, walk-ins and mail-ins received at the online learning centres requesting a service not recorded under one of the other categories in the CRM.	4,760	4,920	9,680	CN   CN CRM
	<b>Sub Total</b>	<b>56,232</b>	<b>37,582</b>	<b>93,814</b>	

<b>Requests Responded to Centrally</b>					
<b>Service</b>	<b>Description</b>	<b>Number of Requests Q1</b>	<b>Number of Requests Q2</b>	<b>Total Requests</b>	<b>Source of Data</b>
Student Information Hotline Inquiries	Number of inquiries (toll-free, e-mail, live chat, walk-in) to the Student Information Hotline.	1,389	1,498	2,887	Internal Tracking
Online Booking Tool (OBT) Bookings for the Use of Web Conferencing, Videoconferencing and Audioconferencing Platforms and Requests for Changes to Bookings	The number of bookings for the use of Contact North   Contact Nord's 3 distance delivery platforms (web conferencing, videoconferencing and audioconferencing) by education and training providers and the number of changes to bookings processed.	2,615	4,241	6,856	CN   CN OBT
Technical Support Hotline	Number of support inquiries to the Technical Support Hotline.	1,228	1,852	3,080	Bell Canada Call Tracking
Targeted Recruitment Campaigns	Number of targeted recruitment campaigns undertaken by Contact North   Contact Nord to generate awareness of, and registrations in, specific online programs and courses for public colleges and universities. Campaigns executed by Online Learning Recruitment Officers in communities across Ontario for one month with detailed reports submitted to college or university partner.	8	14	22	Internal Tracking
Requests for Instructor Training	Number of requests received for web conferencing training for instructors at colleges, universities, Indigenous institutes, school boards, literacy and basic skills providers and other training providers.	73	163	236	Internal Tracking
	<b>Sub Total</b>	5,313	7,768	13,081	

<b>Requests Responded to via Portals</b>					
<b>Service</b>	<b>Description</b>	<b>Number of Requests Q1</b>	<b>Number of Requests Q2</b>	<b>Total Requests</b>	<b>Source of Data</b>
Pageviews 1	Number of unique views of pages on studyonline.ca / etudiezenligne.ca providing services to students and prospective students such as requesting information on programs or courses through a search in the database, information on services available at online learning centres/where they are located or information on support services from colleges and universities. Google Analytics provides a list of the cities and towns the users viewing the pages are located in and the number of users per city or town.	152,033	165,683	317,716	Google Analytics
Pageviews 2	Number of unique views to pages on e-channel.ca providing services to students and prospective students such as requesting information on programs or courses through a search, information on services available at online learning centres/where they are located or information on support services from literacy and basic skills providers. Google Analytics provides a list of the cities and towns the users viewing the pages are located in and the number of users per city or town.	7,707	4,613	12,320	Google Analytics
	<b>Sub Total</b>	159,740	170,296	330,036	
	<b>Total Requests for Services</b>	<b>221,285</b>	<b>215,646</b>	<b>436,931</b>	
	<b>% of Target of 699,398 at 50% of Fiscal Year</b>	<b>32%</b>	<b>31%</b>	<b>62%</b>	<b>+12%</b>

## Appendix B – List of Requests for Programs and Courses Not Currently Available (July 1, 2019, to September 30, 2019)

Name	Type	Delivery Mode	Full or Part Time	Sector	Language	Number of Requests
ASIST: Applied Suicide Intervention Skills Training	Program	Not identified	Full-Time	Others	English	1
Case Management Certificate	Program	Blended	N/A	University	English	1
Child & youth Worker (2 years)	Program	Synchronous	N/A	College	English	1
Child and Youth Worker	Program	Synchronous	N/A	College	English	1
Consultation d'Immigration	Program	Asynchronous	N/A	College	French	1
CPR		Asynchronous	N/A	Others	English	1
First Aid	Course	Asynchronous	N/A	Others	English	1
Holistic Medicine	Program	Asynchronous	N/A	NA	English	1
Laser Technician	Course	Asynchronous	N/A	College	English	1
Massage Therapy	Program	Not identified	N/A	College		1
Music Psychology: Why Does "Bohemian Rhapsody" Feel so Good?	Course	Asynchronous	Part-Time	College/University Collaboration	English	1
Non Violent Crisis Intervention	Course	Asynchronous		Others	English	1
Pharmacology for Personal Support Workers	Course	Asynchronous	Part-Time	College	English	1
Point of Sale (POS) Training	Course	Not identified		Literacy		3
Practical Nursing – Full Online	Program	Synchronous	Full-Time	College	English	14
Teacher's College	Program	Not identified		University		1
Technique en éducation spécialisé	Program	Asynchronous	N/A	College	French	1

## Appendix C – List of Documents Provided to Higher Education Quality Council (HEQCO)

- July 18, 2019 – Contact North | Contact Nord Follow-Up Submission to HEQCO after June 24, 2019 Working Session
- August 26, 2019 – Contact North | Contact Nord Submission of Q1 2019-2020 Interim Report to Ministry of Training, Colleges and Universities and Responses to Questions to HEQCO
- September 11, 2019 – Contact North | Contact Nord Response to Questions from HEQCO
- September 12, 2019 – Contact North | Contact Nord Response to Questions from HEQCO
- September 16, 2019 – Contact North | Contact Nord Response to Questions from HEQCO

**From:** Maxim Jean-Louis <maxim@contactnorth.ca>

**Sent:** July 18, 2019 11:17 AM

**To:** ewatkins@heqco.ca; akaufman@heqco.ca; 'Martin Hicks' <mhicks@heqco.ca>; hweingarten@heqco.ca

**Cc:** 'Ellen Permato' <epermato@heqco.ca>; 'Fiona Deller' <fdeller@heqco.ca>; Tina Reed <tina@contactnorth.ca>

**Subject:** THANKS FOR THE OPPORTUNITY TO MEET ON MONDAY, JUNE 24, 2019 AS PART OF THE REVIEW OF ONTARIO DIGITAL ECO-SYSTEM - EXTENDING REACH AND SCALING SERVICES TO MEET UNMET NEEDS OF UNDERSERVED ONTARIANS

Amy, Elyse, Martin, and Harvey

I hope your summer is going well.

As promised in my note below, attached please find a 2-page document (CONTACT NORTH | CONTACT NORD BACKGROUND PACKAGE FOR HEQCO – JUL 2019) with a series of links to key background documents available on our corporate website and references to the attached three Contact North | Contact Nord documents:

- LEVERAGING TECHNOLOGY TO IMPROVE ACCESS FLEXIBILITY QUALITY AFFORDABILITY AND SUCCESS IN APPRENTICESHIP
- COLLECTIVELY BUILDING THE FUTURE FOR DIGITAL LEARNING IN ONTARIO
- ONLINE LEARNING FOR HIGH SCHOOL STUDENTS IN ONTARIO).

I also attached a copy of CONTACT NORTH | CONTACT NORD INFOGRAPHIC – JULY 2019 (also referenced in the list of background documents) for ease of review.

I plan to submit a copy of the 2019 Contact North | Contact Nord Indigenous Online Learners Experience Survey report from Forum Research during the week of August 12, 2019. This is a follow-up survey to the 2019 Contact North | Contact Nord Satisfaction Survey, focusing specifically on Indigenous learners, consisting of both quantitative and qualitative surveys.

We purposefully post these key planning and corporate documents to our website as part of our commitment to transparency.

As a community-based organization, we are on standby to work with the Ministry and our partners to continue to extend our reach and scale up our services to help address the unmet education and training needs of underserved Ontarians in the 600 small, rural, remote, Indigenous and Francophone communities we serve. Our services are designed to help these Ontarians enhance their skills and, for those seeking new job opportunities, improving the prospects for employment.

In keeping with the collaborative nature of our relationship with our partners and of the review process you are conducting, I am sharing our submission with them.

If I can provide further information on any of these documents, please do not hesitate to let me know.

My colleague, Tina Reed and I are available to meet with you at any time.

Maxim

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Maxim Jean-Louis  
President – Chief Executive Officer  
Contact North | Contact Nord  
[maxim@contactnorth.ca](mailto:maxim@contactnorth.ca)  
[www.contactnorth.ca](http://www.contactnorth.ca)

**From:** Maxim Jean-Louis

**Sent:** Thursday, June 27, 2019 4:39 PM

**To:** 'ewatkins@heqco.ca' <[ewatkins@heqco.ca](mailto:ewatkins@heqco.ca)>; 'akaufman@heqco.ca' <[akaufman@heqco.ca](mailto:akaufman@heqco.ca)>; 'Martin Hicks' <[mhicks@heqco.ca](mailto:mhicks@heqco.ca)>; 'hweingarten@heqco.ca' <[hweingarten@heqco.ca](mailto:hweingarten@heqco.ca)>

**Cc:** 'Ellen Permato' <[epermato@heqco.ca](mailto:epermato@heqco.ca)>; 'Fiona Deller' <[fdeller@heqco.ca](mailto:fdeller@heqco.ca)>; Tina Reed <[tina@contactnorth.ca](mailto:tina@contactnorth.ca)>

**Subject:** THANKS FOR THE OPPORTUNITY TO MEET ON MONDAY, JUNE 24, 2019 AS PART OF THE REVIEW OF ONTARIO DIGITAL ECO-SYSTEM - EXTENDING REACH AND SCALING SERVICES TO MEET UNMET NEEDS OF UNDERSERVED ONTARIANS



Amy, Elyse, Martin, and Harvey

Tina and I thank you for the opportunity to meet with you last Monday, June 24th to:

1. Answer your specific questions about our current work in the digital space;
2. Inform and guide your research, analysis and evaluation; and
3. Discuss more broadly with you how we think digital learning can or should be used to help achieve provincial goals of enhanced: student mobility and credit transfer, access, quality of educational offerings and use of resources.

We also took the opportunity to share with you CONTACT NORTH | CONTACT NORD BY THE NUMBERS – AN INFOGRAPHIC – JUNE 2019 (attached) to illustrate:

- 1) The challenge of local access to education and training opportunities facing one-third of Ontarians living in small, remote, rural, Indigenous and Francophone communities;
- 2) The local services and support available from Contact North | Contact Nord; and
- 3) Our direct impact on these Ontarians living in every corner of the province.

Our focus at Contact North | Contact Nord is indeed about meeting UNMET NEEDS for local access to education and training by underserved Ontarians in these communities in partnership with the Ministry of Training, Colleges and Universities, Ontario's education and training providers and local communities.

We are on standby to work with the Ministry to extend our reach and scale up our services to meet these unmet needs and we continue to be community-centric in our efforts to provide access to local education and training opportunities.

The unmet needs in these communities are glaring from an analysis of 2016 Census data on the 28 districts and counties where we currently maintain our 116 online learning centres:

1. 25 districts and counties (89%) are above the provincial average of residents with no certificate, diploma or degree;
2. 26 districts and counties (93%) are below the provincial average of residents with a post-secondary credential; and
3. 15 districts and counties (54%) have an unemployment rate higher than the provincial average, including all districts in Northern Ontario.

Also attached is a document entitled COLLECTIVELY BUILDING THE FUTURE FOR DIGITAL LEARNING IN ONTARIO which reflects Contact North | Contact Nord's perspectives on the future for digital learning.

We are planning to provide you with a set of facts and numbers about Contact North | Contact Nord to consider during your analysis of Contact North | Contact Nord and Ontario's digital eco-system during the week of July 15<sup>th</sup>.

Fiona, we missed you during last Monday's meeting. Tina and I look forward to catching up with you at your convenience.

Maxim

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Maxim Jean-Louis  
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## CONTACT NORTH | CONTACT NORD BACKGROUND DOCUMENTS FOR HEQCO

As part of Contact North | Contact Nord's commitment to transparency, the following documents are available from its corporate website. Click the links to open.

### KEY FACTS AND OUTCOMES

- [Contact North | Contact Nord Key Facts and Outcomes – 2019](#)
- [Contact North | Contact Nord Key Infographic – July 2019](#)
- [100 Snapshots of Online Learners Using Contact North | Contact Nord's Services](#)
- [21 Success Stories of Aboriginal Learners Using Online Learning to Get Their Degrees, Diplomas, Certificates or Upgrade Their Skills](#)
- [List of 4282 local Organizations Contact North | Contact Nord Engages With](#)

### PLANNING AND OPERATIONS

- [Contact North | Contact Nord 2019-2020 Budget](#)
- [2019-2020 Business Plan and Funding Request](#)
- [Logic Model - Contact North | Contact Nord – 2019](#)
- [5-Year Framework 2019-2020 to 2023-2024](#)
- [Contact North | Contact Nord 2018-2019 Performance Report](#)

### 2019 CONTACT NORTH | CONTACT NORD CLIENT SATISFACTION SURVEY

- [Infographic](#)
- [Highlights of Client Satisfaction Survey](#)
- [Client Satisfaction Survey Report](#)

### CONTACT NORTH | CONTACT NORD: A CASE STUDY

- [Case Study](#)

### CORPORATE INFORMATION

- [Overview](#)
- [Board of Directors](#)
- [News](#)
- [External Presentations](#)
- [Careers](#)
- [Past Editions of Online Learning News](#)
- [studyonline.ca / etudiezenligne.ca](#) portal for students and prospective students

## REFLECTIONS OF CONTACT NORTH | CONTACT NORD THINKING ON KEY ISSUES

Contact North | Contact Nord actively contributes to showcasing the breakthrough innovations in online learning, research in online learning and ideas and insights about online learning:

- Leveraging Technology to Improve Access, Flexibility, Quality, Affordability and Success in Apprenticeship (working draft attached)
- Online Learning for High School Students (working draft attached)
- Collectively Building the Future of Digital Learning in Ontario (working draft attached)
- [An Apprenticeship Skills Agenda: Report and Recommendations by Maxim Jean-Louis](#)
- [185+ Pockets of Innovation in Online Learning](#)

### FURTHER INFORMATION

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July 18, 2019

**LEVERAGING TECHNOLOGY TO IMPROVE  
ACCESS, FLEXIBILITY, AFFORDABILITY,  
QUALITY AND SUCCESS  
IN APPRENTICESHIP**

**AN ONTARIO STRATEGY**

July 11, 2019

Around the world, innovation is taking place in the way apprenticeship is organized and delivered. The focus of all of these initiatives is on modernizing and reforming skilled trades training and apprenticeship systems to increase access and completion by making apprenticeship flexible, faster and affordable.

Apprenticeship is key to meeting the skills gap Ontario faces. Up to 1.8 million skilled job vacancies will exist in Ontario by 2031 if no significant and innovative action focused on the skills gap is taken<sup>1</sup>. Over half a million of these positions will be in the skilled trades<sup>2</sup>. This is why the Government of Ontario has moved to change the design of the apprenticeship system by abolishing the College of Apprenticeship, changing the supervision ratios<sup>3</sup>, introducing portable skills and modernizing employment services<sup>4</sup>.

Many small and medium firms cannot afford to hire an apprentice and keep them for the full duration of their apprenticeship. Yet Ontario is a province of small and medium-sized firms – 99.9% of the 400,000+ businesses in Ontario are just that<sup>5</sup>. We need new thinking about apprenticeship that will make hiring and retaining an apprentice more attractive and the work of becoming an apprentice a journey that many more can complete. Raising completion rates from less than 50%<sup>6</sup> to nearer 75% should be a major goal of all initiatives related to the skilled trades. This will lead to greater opportunities for employment and a more prosperous future for the communities and the province.

One approach used in many parts of the world is to leverage digital technologies to enable flexible and affordable learning for skills. The United Kingdom makes [extensive use of e-learning and blended learning](#). The EU provides multinational support for e-apprenticeship through [EAPPREN](#) and has developed an inventory of [best practices in e-learning for the skilled trades](#). In New South Wales (Australia), the TAFE supports over 50,000 apprenticeship [through blended and online learning, enabling flexibility and higher completion rates](#). New Zealand is [pursuing micro-credentials](#), which are modular and stackable as a way of meeting a variety of skills needs.

1 See <https://www.collegesontario.org/policy-positions/MinerReport.pdf>

2 See <chrome-extension://oemmnrcbldboiebfnladdacbfmadadm/https://www.ohba.ca/wp-content/uploads/2018/01/ohba-skills-gap-final.pdf>

3 In October 2018, the Government moved to change the journeyman:apprentice ratio for all skilled trades to 1:1 <https://news.ontario.ca/maesd/en/2018/10/open-for-business-modernizing-ontarios-apprenticeship-system.html>

4 <https://news.ontario.ca/maesd/en/2019/07/ontario-builds-skilled-workforce-with-strengthened-employment-services.html>

5 See <https://www.cfib-fcei.ca/sites/default/files/2017-12/on0622.pdf>

6 The Auditor General's report on apprenticeship put completion rates at app. 47% overall, with completion rates for the compulsory trades higher (59%) than for the voluntary trades (35%). See [http://www.auditor.on.ca/en/content/annualreports/arreports/en16/v1\\_304en16.pdf](http://www.auditor.on.ca/en/content/annualreports/arreports/en16/v1_304en16.pdf)

Given that [Ontario leads Canada in online learning](#)<sup>7</sup> and it is expanding the online learning activities required to graduate from high school<sup>8</sup>, it is the right time to focus on how digital technologies can support new thinking about apprenticeship and skills development for Ontario.

Ontario has Canada's largest apprenticeship program, with a strong pattern of registration in compulsory trades. Its colleges are already using augmented and virtual reality to support blended learning for apprentices<sup>9</sup>.

## RETHINKING APPRENTICESHIP – A MADE IN ONTARIO APPROACH

For the last three years, Contact North | Contact Nord has looked globally and consulted locally on the question: how can we change our apprenticeship system to better serve the needs of Ontario, business and provide the skills needed for the jobs we need for the future? These explorations have produced ten specific suggestions.

1. **Modularize all apprentice programs.** So that a defined trade is made up of key components – skills modules - which firms and apprentices can “mix and match” to their needs. This enables new trades – mechatronics, robot repair – to quickly emerge by adding new modules to the pool of modules available. Skills modules could then be made available on a just-in-time basis, removing the idea of start dates – creating new, short program, micro-credentials – something New Zealand sees as key to their skills strategy<sup>10</sup>. Learners can “stack” modules to secure certification in a defined trade. They could also access these modules on the job, reducing time taken to study at a college or trade school.
2. **Move all of the learning that does not require “hands-on” experience to an online environment.** Make these learning modules available 24/7 as massive, open online courses (MOOCs) so that learners and their employers do not pay for learning, only for skills and competency assessment. Hands-on learning can be achieved through workplace learning, especially if supervision and assessment are also making effective use of online tools (video recording skills, real-time video of an apprentice performing a skill, peer assessment, self-assessment using online tools).

7 See <https://www.tonybates.ca/2019/04/01/ontario-leading-canada-in-online-learning/>

8 See <https://news.ontario.ca/edu/en/2019/03/education-that-works-for-you.html>

9 For example, see this case study of Northern College <https://www.northernontariobusiness.com/regional-news/timmins/the-new-reality-in-training-638605>

10 For more information on micro-credentials in New Zealand, see <http://mportfolios.blogspot.com/2018/09/microcredentials-nz-perspective.html>

- 3. Make skills certification about demonstrable skills, not time served.** Skills are assessed by trained assessors (using video-based evidence) and validated by qualified validators. A person either possesses a skill or they do not. How they acquired that skill and how long it took to do so are of marginal interest. We could establish both virtual and local assessment centres for skills to enable anyone at any time to have their skills assessed. New developments in assessment enable skills to be assessable 24x7.
- 4. Leverage technology to make skills learning is both effective and fun.** Many apprenticeship students report a high level of boredom with the way in which they are asked to learn. Yet simulation technologies, gamification, new uses of augmented reality could make learning both more powerful and effective plus more enjoyable. Fun and effective learning are not mutually exclusive. Some of the new approaches to coding, robotics education and learning about artificial intelligence show just how powerful such learning can be.
- 5. Fast track innovative approaches to literacy and essential skills and embed these in apprenticeship programs.** Too many of our workforce do not possess the literacy, numeracy and basic computer skills needed for a modern worker. New approaches to the development of these skills, such as the use of cell phones as teaching tools for literacy<sup>11</sup>, need to be embedded in all apprenticeship programs. We need to increase the number of employees who can function at high levels of literacy and cognitive understanding if we are to compete in the global economy – doing so could have significant impact on productivity.
- 6. Develop skills assessment centres throughout Ontario offering skills assessment and prior learning recognition “on demand”.** Skills can be acquired in a variety of ways. Using systematic, competency-based assessments (changed frequently using artificial intelligence systems), validated by skilled assessors, individuals can receive skills validation and a roadmap for securing their certification or Red Seal through a personalized program focused on the gaps between the competencies needed and those they are certified to have. A pilot program for chefs in British Columbia showed how powerful and effective this can be<sup>12</sup>. This work is a form of prior learning assessment and validation, something growing in apprenticeship programs around the world.

11 See, for example, the work of Cell-Ed in this regard - <https://www.cell-ed.com/>

12 For more information, see <https://bccampus.ca/2015/04/28/professional-cook-gap-training-program-status-report/>



- 7. Develop degreed apprenticeships.** The UK, as part of its strategy to refocus investments in trades, developed the idea of the “degreed apprentice” – the minute an individual registers in an advanced apprenticeship program in certain fields, they are automatically registered in an applied degree program, with their apprenticeship counted for credit towards their degree. These programs are free to apprenticeships in key domains (paid for by employers and government in a cost sharing arrangement) – power systems, chartered surveyors, aerospace, laboratory science – and can lead to a bachelor’s or Master’s degree<sup>13</sup>. Not all skilled trades require a degree, but a growing number of emerging skilled trades will (e.g. Simulation Engineer, Informatics, Cultural Heritage Conservator, Building Control Surveyor, Smart Building Engineer).
- 8. Significantly expand dual credit programs in high schools.** Dual credit permits a high school student to secure part of their apprenticeship (both practice and academic study components) before they leave school, creating links to local employers but also incentives for program completion. For many students, dual credit provides meaningful, authentic learning, which connects to both skills and the world of work. Expanding this program<sup>14</sup> through additional investment would fast track apprenticeship for more individuals.
- 9. Develop a network of apprenticeship mentors and coaches.** Young people entering apprenticeship receive the support of their employer and their teachers, but often need more. Leveraging recently retired skilled trades workers – their pride and success in their trade speaks to the ambitions of young apprenticeship – and connecting them to apprenticeship in both virtual and in-person support networks can make a real difference to completion rates. The US are considering legislation<sup>15</sup> that would enable well-qualified employees over 55 to have their working hours “substantially reduced” and to be able to draw on their pension plan if they devote at least 20 percent of their remaining hours to apprentice mentorship.
- 10. Support the growth of innovative approaches to learning evidenced across Ontario. Ontario is a powerhouse for online learning.** Not only do we have examples in trades education of real innovative uses of technology for learning, of effective public/private partnerships, of deep collaboration between colleges offering skills programs, we also have a

13 For more information, see <https://www.gov.uk/government/news/government-rolls-out-flagship-degree-apprenticeships> An example of such a program can be found at: <https://www1.chester.ac.uk/degree-apprenticeships/our-courses/chartered-manager-degree-apprenticeship>

14 For details of the program, see <http://www.edu.gov.on.ca/morestudentsuccess/DualCreditFS.pdf>

15 For more information, see <https://www.congress.gov/bill/115th-congress/senate-bill/1352>

vibrant private online learning sector which includes global powerhouses on our doorstep. A summit focused on new approaches to skills and incentives for rapid prototyping of new approaches to skills education would help cement a new era for lifelong learning in Ontario.

There are more ideas, such as develop work-based learning diploma and degree programs, which can be completed with no class time; make much more use of MOOCs to deliver skills development; and more challenge and project-based learning across geographic boundaries for apprentices. However, implementing these ten would produce significant systems changes quickly.

Other jurisdictions have also developed, for [higher apprenticeship](#) in fields such as aerospace, cybersecurity and law, what are known as “degreed apprenticeships<sup>16</sup>”. Using online and blended learning, apprentices pursue their applied bachelor or master’s degrees while working with support from their employer. Completion can take between three and six years but leads to enhanced qualification and skills.

Ontario’s distance and online learning expertise, coupled with its growing competencies in artificial intelligence, simulation and gaming, augmented reality can all be used to support innovation in apprenticeship. There are a great many education technology companies based in Ontario, which can be challenged to respond to the skills gap<sup>17</sup>, working in partnership with employers and colleges. Many colleges offering apprenticeship programs are also innovators in online, distance and flexible learning<sup>18</sup> and Ontario is home to some of the leading thinkers and practitioners of innovative approaches to open, distance and flexible learning. It is time to leverage this range of expertise and resources to first reduce and then eliminate the skills gap.

Leveraging these ideas would reduce the costs of apprenticeship for learners – less time lost on the job, less travel time and costs, no need for overnight stays at a college location. Because of the flexibility of the modular approach, some learners could also accelerate their apprenticeship, securing mastery of knowledge at a pace appropriate to their ability. Coupled with a tool allowance and incentives for completion, Ontario’s apprenticeship system could be revitalized by these developments.

Ontario could also accelerate innovation in apprenticeship by encouraging the rapid development and deployment of the modular approach and competency-based assessment methods by its colleges.

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16 See <https://www.ucas.com/alternatives/apprenticeships/apprenticeships-england/what-apprenticeships-are-available/degree-apprenticeships>

17 For a searchable directory, see <https://teachonline.ca/tools-trends/best-practices-around-world-including-ontario/edtech-startups-directory>

18 See Pockets of Innovation series at [www.teachonline.ca](http://www.teachonline.ca)

Savings in costs could be reallocated to create assessment centres in communities throughout Ontario – centres that leverage technologies to enable anytime assessment. Shifting from a small number of admission points for apprenticeship programs to enrol at any time modules would also transform the formal educational component of these programs, facilitating improved completion rates and greater efficiency.

### THE TIME TO INNOVATE IS NOW

Ontario has a highly educated workforce – one of the most educated in the world, yet 82% of employers say that they have a challenge recruiting and retaining the employees they need with the skills they need<sup>19</sup>. It is time to rethink how we develop skills, how we support lifelong learning and how we create a flexible skills system for a future workforce. The time to innovate is now.

Youth unemployment in Ontario is (app.) 11.3%<sup>20</sup>. Harnessing innovative approaches to apprenticeship, especially modular training and assessment on demand, could provide a basis for upskilling some of those currently unable to find work and create new opportunities.

It is time to offer a “new deal” to those unable to find work and a new deal for employers looking to hire. Innovation is the key to their future.

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19 See <https://www.mentorworks.ca/blog/market-trends/2017-09-ontario-skills-shortage-trends/>

20 Based on May 2019 – details at <https://www150.statcan.gc.ca/n1/daily-quotidien/190607/t005a-eng.htm>

## **COLLECTIVELY BUILDING THE FUTURE FOR DIGITAL LEARNING IN ONTARIO**

**A Contact North | Contact Nord Perspective**

June 14, 2019

*This is the Age of Re-Learning, a time when career paths lead to jobs that don't exist yet. When the market for hard skills can go soft fast, and when soft skills might be the only hard currency. It's an era where we simultaneously have skills shortages and mass underemployment. We have gig-economy jobs that go nowhere, and yet have millions migrating for a chance to get one. Everyone in the ecosystem, from colleges and universities, to employers and HR managers must adapt to this new normal.*

True North Conference 2019

*"We are facing a demographic shift with an increase in mature and non-traditional learners requiring us to re-evaluate who, why and how we teach. This shift necessitates us examining the expectation that educational experiences be available without geographical boundaries and the demand for up-skilling and mid-career retraining. Technology has made this possible more than ever before"*

George Zegarac, Deputy Minister, Ministry of Training,  
Colleges and Universities – June 6, 2019

We outline in the next few pages some reflections in response to Deputy Minister Zegarac's call for ideas and actions by some of us who are part of Ontario's digital learning eco-system.

Online learning, leveraging emerging technologies, is one key component of this new landscape for the development of a robust, agile Ontario economy which continues to need a skilled and educated workforce. Its pro-active and responsive education and training providers are already delivering a lot in this key area and, with more support, poised to do way more.

## UNDERSTANDING THE EMERGING CONTEXT

Significant social, economic and technology shifts are occurring, which require a renewed focus on learning as a key driver for economic growth and human/humane development. These shifts include, but are not limited to, the following five:

- **Demographic shifts** require both a growth of skills/competencies in a diminished labour force and an expansion of immigration. We need to build a vibrant, agile workforce. There is created pressure to increase access to and success in lifelong learning activities.
- **Technological shifts** will change the nature of work and the relationship between technology and human capital. Some 30-45% of jobs are likely to be impacted over the next decade by these shifts, with many of these changes already starting to happen. “These technological shifts are dramatically changing our understanding of being human and what it means to flourish as humans in a digitally mediated world.
- **Shifts in the use of capital** changes the nature of wealth generation. Intangible assets (e.g. intellectual property, know-how, effective supply chain management) now drive more economic growth in Canada than tangible assets (oil, gas, land, forests). This places emphasis on high quality people (HQP) in the drive for growth and well-being. New Zealand has adopted ‘well-being’ instead of ‘growth’ - <https://thehill.com/policy/international/446254-new-zealand-government-to-prioritize-well-being-over-economic-growth-in>
- **Shifts in regional economic hubs**, with more GDP growth and higher future investment now occurring in Asia (especially China, Indonesia, South Korea) than the “old” economies of North America and Europe. McKinsey sees growth continuing to occur, and many [future-focused analysts](#) see the top ten economies by 2050 to be China, India, US, Indonesia, Brazil, Russia, Mexico, Japan, Germany and the UK. Canada [is forecasted to drop out](#) of the top 20 economies by 2050 (it is currently the world’s 17<sup>th</sup> largest economy).

- **Challenges related to sustainability of communities and economies** are caused by the frequency of extreme weather events and the relationship between sustainability and the food supply. This creates opportunities and challenges, especially for a country like Canada due to our having such a large geographic footprint.

To strengthen Ontario and Canada's competitiveness, productivity and innovation, continuous lifelong learning is a key investment. Strengthening of the innovation eco-system, increasing access to capital, building capacity of managerial and marketing competencies will significantly help us establish a [jurisdictional advantage](#).

## THE LEARNING IMPERATIVE

Realizing that learning is key to their social and economic future, other jurisdictions are embracing learning as a key driver for economic development. Singapore, for example, has launched [SkillsFuture](#) for all of its citizens. This provides subsidies of between 40% and 90% for those pursuing learning that can be related to current or future work opportunities. Other jurisdictions pay the full costs of higher education (Germany, Norway, Sweden, Austria, Finland, France, Belgium, Czech Republic, Greece, Spain) for citizens and charge modest fees for international students. Yet others are exploring how digital learning, especially related to needed skills, can support their economic agenda, as is the case with Malaysia and many other fast growing Asian economies.

Some states have rapidly expanded flexible learning and micro-credentials. New Zealand, for example, is [consolidating its polytechnic sector](#) and, in doing so, strengthening the system capacity to offer and support online learning and micro-credentials. Similar developments have taken place in the college (TAFE) sector in certain parts of Australia, most notably [TAFE New South Wales](#), where 10 colleges were merged into one and online learning activities consolidated to better serve the 500,000 learners (120,000 of whom are online).

Malaysia has developed a [credit recognition strategy](#) for MOOCs and integrated these into degree programs. The MOOC providers have also developed a [suite of degrees and certificates, which may now be obtained anywhere in the world through low-cost MOOC](#) platforms. Corporations are also stepping up through partnerships to upskill their workforce, with [AT&T being a leading example](#) through a partnership with Georgia Tech. Universities and colleges are responding to emerging opportunities through [an expansion of online programs](#) and through the offer of [assessment only degrees](#), diplomas and certificates. A great many jurisdictions are also examining public

policies with respect to access, funding, quality, cybersecurity and accountability related to online learning (for a review, see [here](#)) and as policies change, so does the post-secondary landscape.

The post-secondary landscape is changing rapidly and will continue to do so, and yet at the same time, many things will remain the same. Universities and colleges will still offer in-demand degrees, diplomas and certificates. There will continue to be demand for face-to-face tuition and for traditional programs and qualifications.

## ONTARIO'S STRATEGIC INTENTIONS

The Government of Ontario is building momentum around significant changes in direction for the post-secondary education system in the province. It is making significant changes to apprenticeship; it is seeking to find new ways to bridge the skills gap; and it is looking to hold colleges and universities strongly accountable for outcomes.

Here are our internal reflections at Contact North | Contact Nord, which we are pulling from a discussion paper we have been developing for the upcoming **ONLINE LEARNING 2019** international conference we are organizing in Toronto this October:

- We are sharing our observation of the current situation with regards to technology-enabled learning in Ontario.
- We provide examples of innovative and imaginative uses of technology from around the world, linked to the future skills focus of the Government agenda.
- We describe the eco-system needed to support the next stage in the development of online and technology enabled learning in Ontario.

This is of course from the particular viewpoint as an Ontario-wide network in its 33<sup>rd</sup> year of operations focused on helping Ontarians, especially underserved Ontarians in 600 small, rural, remote, Indigenous and Francophone communities get jobs by making it possible for them to access education and training without leaving their communities.

## ONTARIO A POWERHOUSE IN DIGITAL LEARNING

Despite constraints – funding mechanisms, dated quality assurance regimes, faculty contract limitations, availability of instructional design supports, technology access – digital learning is thriving in Canada. Indeed, Ontario leads Canada in the adoption and deployment of online learning in its college and university system. According to the [2018 report](#) from the most recent Canadian Digital Learning Research Study:



1. Demand for online and flexible learning is growing faster than demand for face-to-face learning in post-secondary education in Canada and the US.
2. Universities and colleges are beginning to use learning analytics to better understand, explain, predict and prescribe effective, appropriate and ethical pedagogy, learning and the allocation of resources. Amid cautions about privacy, bias and the definition and impact of data proxies on the collection, analysis and use of student data, there is ample evidence of the potential of learning analytics to improve learning and teaching.
3. Students taking at least one online course in Ontario universities account for 16% of all course registrations and 22% of students. 7% of students in Ontario's colleges took at least one online course.
4. More than three quarters (78%) of Ontario higher education institutions identified online learning as very or extremely important to their future academic and strategic plans.
5. Just over half (58%) of institutions in Ontario report that they have a plan to develop and grow online learning, while 27% report their plan is fully implemented.
6. Ontario institutions are more likely to report extensive use of on-demand streamed video and have a much higher use of mobile technology and social media than their counterparts in other Canadian and US jurisdictions and, by doing so, lead in the adoption of these technologies.
7. Institutions in Ontario also reported much higher use of adaptive learning and simulation than their counterparts across the country.
8. Ontario has invested in and promoted open education and the use of open educational resources across the post-secondary sector and the proportion of institutions offering some form of training in OER is marginally higher than that reported nationally.
9. As 5G emerges as a core technology (see [here](#)), it is anticipated that colleges and universities will expand the use of augmented and virtual reality (simulation and games), which in turn will create new opportunities for hybrid/blended and online learning as well as new costs (upgrading of infrastructure, new skills for design and development) and issues of equity of access.

Across Ontario there are 20,088 online courses and some 981 certificate, diploma or degree programs available online<sup>1</sup> – far more than in any other province or territory<sup>2</sup>. A 2011 review of online learning in colleges and universities conducted by the Ministry of Training, Colleges and Universities found that completion rates for online courses in colleges were 76% and for universities 89% - not significantly different from completion rates for other forms of delivery.

There are some uses being made of [micro-credentials](#) and [digital badges](#) in Ontario colleges and universities, with more being planned. [Open education resources](#) – textbooks, course materials and support resources – are also growing in use in Ontario.

No data is currently available on the use of online learning and related technologies for apprenticeship and literacy/essential skills in Ontario. Colleges offering apprenticeship make use of blended/hybrid learning, some of which is now making use of simulation using augmented and virtual reality, but no catalogue of these technology enabled learning experiences is readily available. In 2017, the Canadian Apprentice Forum provided [a review](#) of the cross-Canada state of technology-enabled apprenticeship education and support and concluded that online learning was yet to make its mark in apprenticeship training and that there remained many skeptical voices. Other jurisdictions around the world, especially Australia and the UK, are systematically accelerating their use of digital technologies to support apprenticeship. An audit of the current uses of e-learning would be helpful.

Ontario leads in Online Learning in Canada because of the pioneering work of faculty members and administrators who began to grow online learning from 1995 onwards by building on a long tradition of distance education. Some colleges and universities have grown their online learning portfolio as a core component of their strategic plans, while others see it as important but not mission critical. It is important to recognize that bottom-up innovation<sup>3</sup> and supportive leadership has secured Ontario's leadership position to date.

## ANTICIPATING THE FUTURE: DIGITAL LEARNING AND FUTURE SKILLS

Most who engage in strategic foresight about the future of learning beyond secondary school see the following developments as next

1 Source: [studyonline.ca](#) – the Contact North | Contact Nord portal.

2 According to Tony Bates – see <https://www.tonybates.ca/2019/04/01/ontario-leading-canada-in-online-learning/> and also <https://www.tonybates.ca/2019/03/29/who-dunnit-identifying-the-major-online-providers-in-canadian-post-secondary-education/>

3 Many Ontario innovations are captured in teachonline.ca Pockets of Innovation series – see <https://teachonline.ca/pockets-innovation/ontario>.

steps in the emerging landscape, with each component of this future currently being undertaken somewhere in the world:

- **Lifelong Learning will become increasingly essential**, as reskilling and continuously updating existing knowledge and skills will be essential as the nature of many jobs change. It will also be essential for the development of personal wellness and sustaining community. This is why [Singapore is investing in personal learning accounts](#).
- **Learning will be increasingly modular** – not necessarily based on “courses”, but on competencies and capabilities. [A module may be taken in a day, online, through a boot camp, through work-based learning](#). The question that should be asked is whether or not the learner can demonstrate mastery of the knowledge, skills and capabilities as measured through [effective, authentic assessment](#). Ontario could develop a suite of such modules, reflecting known and predicted demand for skills – something non-traditional learners seek.
- **Modules may then be stacked to form a credential**. Some programs will become increasingly flexible. We can expect to see a number of diplomas, certificates, degrees and micro-credentials based on stackable modules linked to specific needs (career related), emerging fields of study or established areas of study. Given that the 2.4 million new Canadian jobs [expected to be created between now and 2025](#), many of which will require skills and capabilities we cannot yet identify, flexibility and responsiveness to emerging skills needs is an essential feature of emerging systems.
- **Micro-credentials will grow in number and range and will become the backbone for certification and degrees**. It is already the case that [some institutions accept](#) micro-credentials earned as continuing education certificates as part of established degree programs. Also, micro-credential awarded through [work-based learning](#) are also now forming parts of degrees and diplomas in various parts of the world.
- **Modules can be “called” or taken by the learner at anytime**, unless the learning requires teamwork or other forms of collaborative learning. Flexibility as to when learning takes place will be a hallmark of [Learn on Demand learning systems](#). Online learning is one way in which this can occur, but short courses (half day, full day, weekend), which have online components are already growing significantly. Building a learning portfolio is increasingly what many employers are looking for.

- **Learners will rightly expect that learning, once demonstrated through assessment, would be accepted by any institution.** Both prior learning recognition systems and transfer credit systems will need to be expanded and modernized to focus on learning outcomes not learning processes or comparable courses (much of this can be automated through [AI and effective competency-based assessment](#)). Learners may need an e-portfolio, managed effectively through blockchain technology, so as to enable effective transfer. This requires a policy commitment to [learner mobility as a central component of the system](#) and the adoption of appropriate methods to scale transferability of learning between institutions, possible through a [blockchain enabled e-portfolio](#).
- **Student engagement in online learning will be an increasing focus for the next stages of development,** especially given the growth of augmented and virtual reality and the use of AI supported teaching. Whether the student is studying on their own or in a team, there is a growing focus on [engaging the student in both learning](#) and self and [peer assessment](#). [Quality Matters](#) – a standard in use in online learning in Ontario by some institutions – places significant emphasis on student engagement in their learning.
- **Learners should expect to be able to be assessed for competencies and capabilities no matter how they developed them or where.** This is becoming an imperative for many employers, who are less interested in what program or courses a potential employee took and much more interested in what the potential employee can actually do. The growth of assessment only credentials is growing, with the [University of Wisconsin](#) and [Western Governors](#) leading the way in the US. This will give impetus to the development of effective distributed assessment systems, such as are proposed in [New Zealand as part of their unbundling of assessment from course delivery](#).
- **The globalization of learning will continue.** The [MOOC providers, in 2018](#), offered a range of micro-credentials and full degrees. Coursera, edX, FutureLearn, and XuetangX all announced new degrees, taking the total number of online degrees available as MOOCs to 47, up from around 15 in 2017. In 2019, this number is expected to be in excess of 100 and will continue to grow. It is still the case, however, that most students who pursue online learning [chose a local institution as the provider](#).

Online learning is not a homogenous phenomenon. It includes a range of learning experience with varying degrees of connectivity, ranging from low levels of person:screen interaction to fully online. Even with regard to “fully online”, there is a wide range of possibilities – ranging from high quality online courses with low levels of student to student interaction to highly engaged, peer-to-peer, project-based work through to simulations and game-based courses. Different modes of delivery involve different costs, expert roles and expectations of students.

While these are emerging features of the landscape, the landscape will also remain largely unchanged with many programs and courses offered now at colleges and universities continuing, provided that funding remains stable. What can be expected is more widespread adoption of [blended learning](#) and [open education resources](#) and a learner led growth in online learning. An increased emphasis on [outcome-based funding](#) will, however, give new emphasis to program review and seeking to increase the measured outcomes from existing and emerging programs.

### DIGITAL LEARNING AND APPRENTICESHIP

In other jurisdictions – the UK for example – [much more substantial use of online learning](#) is being made to support accelerated apprenticeship. In part this is facilitated by the modularization of apprenticeship skill sets (similar to the [portable skill sets](#) recently announced for Ontario), and in part because the apprentice system is competency-based not time-based. This modularization of skills makes blended and online learning a feasible proposition for skills development. In Australia, [online learning tools](#), such as video-based skills review and assessment, are also being used to permit remote supervision and support of apprentices in the workplace. Advanced economies are making significant investments in skills development strategies and, in doing so, are [integrating technology-based learning](#) into their planning.

### DIGITAL LEARNING AND ESSENTIAL SKILLS

Literacy and essential skills pose a major challenge for future-skilling of Ontario, as recent reports from [HEQCO make clear](#) (see also [here](#)). Online learning is being used to support skills development for literacy with products like [Cell-Ed](#) making use of mobile learning to support literacy and essential skills.

Similar products and services have been developed by People for Words and Learning Upgrade – joint winners of the [X-Prize for literacy in 2019](#).

Contact North | Contact Nord currently supports both literacy providers and learners through its e-Channel services.

Ontario's online Literacy and Basic Skills e-Channel program developed from a pilot project, and its complete integration in the Literacy and Basic Skills system can be fully leveraged only when resources and policy develop needed are provided from the outset for online or blended delivery as opposed to being an add-on. The e-Channel currently serve 4,800 literacy/essential skills learners annually and could serve a great many more. We are exploring ways in which "on-demand" literacy skills development, such as that facilitated by e-channel, can be a critical resource supporting individuals in their search for employment.

### THE ECO-SYSTEM TO CONTINUE TO GROW DIGITAL LEARNING IN ONTARIO: WHAT DO WE NEED TO SUPPORT FUTURE SKILLS?

Given the possible future outlined here, what are the key elements of the needed eco-system to support these developments aligned with the socio-economic agenda of the province of Ontario?

Five principles could drive the next stage of development in the online learning strategy for Ontario's post-secondary sector.

These are:

1. Collaboration for Development, Deployment and Delivery
2. Common Platforms for Delivery and Student Support
3. Shared Services for Recruitment, Marketing, and Support
4. Quality Learning Experiences
5. Outcomes and Learning Focused Delivery and Assessment

So as to fully leverage available resources (people, technology, time and money), collaboration not competition needs to continue to drive development and deployment. Our system can boast many exemplary practices in this area. This requires:

- a. **Collaborative in the development of programs, learning modules and assessment**, based on available expertise across the system;
- b. **Collaboration in delivery** – the best available learning supports for the learner from across the system and encouraging diverse delivery – different delivery systems for different students aimed at achieving the same learning outcomes;

- c. **Automatic credit transfer** for courses across the system – using both AI and blockchain technologies to facilitate and accelerate this work;
- d. **Linked or integrated technology platforms for delivery** of online programs and courses with an emphasis on the ones created, developed and based in Ontario as job creators for our economy;
- e. **More extensive use of shared services** for marketing, synchronous delivery, technology support and student services;
- f. **Adherence to widely accepted quality standards** for online learning, such as [Quality Matters](#), which give particular emphasis to student engagement in their learning;
- g. **Shared innovation** – innovation and experimentation should be open and shared across the system and should focus on growing capabilities, capacities and opportunities to meet learner needs across the system; and
- h. As with other modes of learning, the key is a **focus on the student’s mastery of learning outcomes**, which places emphasis on the authentic assessment of learning.

Many elements of these principles are currently evident in a multitude of “pockets” across Ontario. They have enabled the growth of online learning programs, increased access and success in online learning, the growth of OER and the adoption of technologies such as AI, augmented and virtual reality and, where appropriate, remote laboratories and learning projects. What is now needed is some focus on a strategy for growing online and flexible learning, supported both by policy and by the way funds flow to colleges, universities and their eco-system partners, including the private sector.

A theme in this thinking is the gradual blurring of boundaries between institutions and related service providers *from the learners point of view* so that the focus is on the post-secondary system meeting the needs of learners and the community. The development of collaborative approaches fostered over the last two decades, the sharing of learning resources and the development of shared services are all components of this eco-system. Seamless movement between institutions, automation of processes, single points of contact (a kind of concierge service) are all key to enabling the future-skills Ontario needs.

In addition, each of the following 10 organizations (listed in alphabetical order) plays an enabling and complementary operational role in the eco-system in Ontario:

- [Contact North | Contact Nord](#)
- [eCampusOntario](#)
- [Higher Education Quality Council of Ontario \(HEQCO\)](#)
- [Independent Learning Centre \(ILC\)](#)
- [Ontario College Application Service](#)
- [Ontario Universities' Application Centre](#)
- [OntarioLearn](#)
- [ONTransfer](#)
- [Télévision française de l'Ontario \(TFO\)](#)
- [TVOntario \(TVO\)](#)

Let us continue to strengthen the linkages between these eco-system organizations and encourage them to focus on enabling growth of online and flexible learning as a deliberate and focused system strategy.

Let us provide more support to Ontario colleges and universities – technical, financial and evaluative – for innovations in pedagogy. A growing number of our higher education institutions have strong and effective learning development centres and support for those developing and delivering online courses is needed plus sharing with others.

Let us not simply develop innovative solutions to learning challenges, but take deliberate and collective steps to scale them. [teachonline.ca](#) houses over 185 ground-breaking projects and the bi-weekly [Online Learning News](#), connects instructors, instructional designers and policy-makers to innovative work, materials and research around the world.

[Conferences](#), workshops, boot camps, learning events and [online seminars and podcasts](#) all provide reinforcement and encouragement to faculty and institutions to innovate. These are essential contributions to the eco-system.

### **WHAT IS REQUIRED TO ACHIEVE THE GOALS SET BY THE GOVERNMENT OF ONTARIO**

The Province is seeking to enhance student mobility, enable and accelerate credit transfer, increase access, improve the quality of educational offerings and ensure the effective, efficient and judicious use of resources.

To achieve these goals requires:

- Seeing learning mobility as a strong policy driver for all aspects of the system such as quality assurance, residency requirements for programs, funding and automated credit transfer.



- Recognizing that essential skills (especially literacy, numeracy and digital skills) are a critical component of any response to future skills needs and that Ontario will require more of its workforce to have more advanced literacy and numeracy skills than is presently the case.
- Growing online and flexible learning through modular, stackable credentials and the growth of micro-credentials relevant to emerging skill needs and the skill shortages, driven by focused market analysis of need.
- Strengthening the assessment of capabilities and competencies and seeing this work as not necessarily related to programs or courses, by offering assessment only qualifications.
- Providing common systems and strong integrated supports for learners in all areas of the province. We need to increase availability of broadband and local supports for online learners, recognizing that a growing number of learners are “mobile-only” users.
- Strengthening shared services especially for marketing, program deployment and support.
- Enabling innovation across the system and supporting the scale-up of effective practice.

Ontario can build on its national leadership in online learning, leverage its investments in both technology infrastructure and support organization to grow from 150,000 students taking at least one online course and 550,000 online course registrations (41% of the total in Canada) to double this number by 2030<sup>4</sup>.

Yes, like you, all of us at Contact North | Contact Nord are bullish about the future of online learning in Ontario.

The sky is the limit based on the innovative and relentless work and leadership Ontario’s public colleges, public universities, the literacy and basic skills and training providers and the support networks!

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<sup>4</sup> See <https://www.tonybates.ca/2019/04/01/ontario-leading-canada-in-online-learning/>

**ONLINE LEARNING FOR HIGH SCHOOL  
STUDENTS IN ONTARIO:  
A CHALLENGE AND AN OPPORTUNITY**

## CONTEXT

Most predictions about the future of work in Ontario suggest that up to 42% of all existing jobs will require employers and employees to engage in learning to adapt to emerging technologies, with some of the jobs being replaced entirely by technology<sup>1</sup>. They also suggest that Canada will create up to 2.4 million new jobs by 2035 based on these technologies<sup>2</sup>. On top of these two changes, we continue to experience skill shortages, especially in the skilled trades.

Key to any response to these challenges – the need for reskilling, the need to develop new skills and a response to the skill shortages – is learning. More people will need to engage in lifelong learning more often than has been the case in the past. This is one reason online and flexible learning, micro-credentials and new approaches to qualifications and skills are now appearing. It is also a reason for the Government of Ontario to rethink apprenticeship and to better connect the work of schools, colleges and universities to the social and economic future of the province.

## POLICY LEADERSHIP

The Government of Ontario, recognizing the importance of these developments, has decided to require all high school students to complete four online credits<sup>3</sup> out of thirty as part of their high school diploma program. This is a bold and significant move. No other jurisdiction in North America has this requirement, though many encourage online learning, and some require some credits to be completed online. It will enable more learners to discover that online learning, done well, can be a route to successful lifelong learning and a way to continually upgrade knowledge, skills, capabilities and credentials.

In 2018-19, approximately 5% of high school students (between 50,000 and 60,000 students)<sup>4</sup> took one or more credits online in Ontario. A great many more are currently engaged in blended learning, where some of their work is completed online. Across Canada, enrolment in online learning amongst K-12 students is growing<sup>5</sup>. Beginning in 2020-21, the number of Ontario high school students studying for credit will grow tenfold.

This is a substantial change. It is coupled with changes to the

1 Source: <http://brookfieldinstitute.ca/report/the-talented-mr-robot/>

2 Source: <https://www.mckinsey.com/~media/mckinsey/featured%20insights/Future%20of%20Organizations/What%20the%20future%20of%20work%20will%20mean%20for%20jobs%20skills%20and%20wages/MGI-Jobs-Lost-Jobs-Gained-Report-December-6-2017.ashx>

3 Source: <https://news.ontario.ca/edu/en/2019/03/education-that-works-for-you-2.html>

4 Source: <https://k12sotn.ca/blog/ontario-modernizing-classrooms/>

5 Source: <https://k12sotn.ca/wp-content/uploads/2019/01/StateNation18.pdf>

way in which such courses are delivered – the model involves the centralization of these services and the integration of support services for online learners. The Government is yet to clarify the ways in which it envisages the further centralization of the delivery of e-learning courses and how this would allow students greater access and choice.

In 2017, the five-year high school graduation rate in Ontario was 86.3%, and the four-year graduation rate was 79.8%<sup>6</sup>. To maintain and improve on this graduation rate while introducing a significant change in the requirements for online learning requires a focus on maintaining a graduation rate at this or better levels from online learning. Ontario's current model for online learning has local support and access to courses with completion rates comparable to or better than classroom-based courses (up to 94% completion in some consortium models)<sup>7</sup>.

## PEOPLE FOR EDUCATION REVIEW

*People for Education* – a charitable organization that promotes access to and success in public education – has provided [its own review](#) of the planned introduction of the four credits completed online for all high school students. It makes some important observations. In particular, it suggests:

- **The choice of a learning management system (LMS) and the way in which support is provided to users of this system who experience technical issues will significantly impact completion rates.** They base this observation on studies of online learning in schools, in particular a study of US rural learners<sup>8</sup>. Such studies find that a significant reason for dropout is the technology used for learning<sup>9</sup>. Ontario has chosen D2L – an Ontario based LMS provider – to be its partner in the provision of its virtual learning environment. D2L's Brightspace is the embedded system in all K-12 schools in the province. A new feature of the platform is the ability to integrate learning resources and video resources from TVO. The province is also investing in broadband services to enable more locations to have faster connections.
- **Student engagement in their learning is a critical factor in both learner satisfaction and completion rates.** A substantial range of studies support this conclusion whether the learning

6 Source: <http://www.edu.gov.on.ca/eng/gettingResultsGrad.html>

7 Source: <https://canelearn.net/onelearning-background/>

8 The study can be found at <https://www.tandfonline.com/doi/abs/10.1080/01587919.2015.955259>

9 The cited study can be found at <https://www.learntechlib.org/primary/p/33040/>

is in a traditional classroom or online<sup>10</sup>. The issue here relates to both the design and delivery of learning – it needs to be designed to enable and encourage engagement<sup>11</sup>. Authentic engagement<sup>12</sup> is a powerful component of effective learning.

- **Studying online is a skill that requires a level of motivation as a self-managing learner.** Some school systems have found this is more likely to exist amongst students in grades 11 and 12 than in grades 9 and 10<sup>13</sup>. The skill can also be developed over time through practice – the more online courses they take, the more comfortable they are with this mode of learning.
- **So as to foster success, students need to feel part of a group or community.** Many have the idea that online learning is an individual work undertaken in isolation from others<sup>14</sup>. It can be “lonely” work but does not have to be. The People for Education review draws attention to a variety of studies, which explore the development of social networks and community of learners in an online course. Many courses require both social engagement and personal work, just as they do in a normal classroom.
- **With any form of learning, teachers need to know their students to best meet their needs.** Doing so online requires teachers to be skilled and comfortable in this work especially the student engagement aspects, since students can be anywhere within the province. There are a variety of methods available for doing this<sup>15</sup> and investments in professional development for online teachers often focus on this work.
- **Online learning designs can help accommodate students with special needs or who require accommodations.** Online learning can enable personalized and adaptive learning so that the same learning outcomes can be achieved. In particular, adaptive learning engines built into LMS systems like Ontario’s virtual learning environment support different learning routes for students with different needs<sup>16</sup>. The policy decision Ontario has made also includes provisions for exceptions to be made to the four credit online requirements.

10 Source: <https://naspa.tandfonline.com/doi/pdf/10.1080/00091380309604090>

11 Source: [https://www.researchgate.net/publication/305713495\\_An\\_Instructional\\_Design\\_Framework\\_for\\_Fostering\\_Student\\_Engagement\\_in\\_Online\\_Learning\\_Environments](https://www.researchgate.net/publication/305713495_An_Instructional_Design_Framework_for_Fostering_Student_Engagement_in_Online_Learning_Environments)

12 Source: <https://ajet.org.au/index.php/AJET/article/viewFile/1701/788>

13 Source: <https://journals.sagepub.com/doi/10.3102/0002831219838776>

14 Source: <http://www.cjlt.ca/index.php/cjlt/article/view/26431/19613>

15 For examples, see <https://teachonline.ca/tips-tools/getting-know-your-students> and <https://www.facultyfocus.com/articles/online-education/six-ways-to-get-your-online-students-participating-in-the-course/>

16 Source: <https://www.d2l.com/products/leap/>

- **Class size matters in online learning just as it does in any other form of learning.** Teachers who work on the Ontario online courses will have class sizes up to 35. Outcomes from online learning will be strongly related to the quality of teacher:student relationships, student engagement, and the feedback they provide to each student as to their progress as learners. A variety of studies have explored class size issues in online learning (especially in higher education)<sup>17</sup> and no specific conclusion has emerged. Class size is very much a function of course design and the learning outcomes intended from the learning experience.

The review by People for Education asks questions – for example, why is the policy being introduced; what are the delivery assumptions; what are the planned investments being made in online learning and the professional development of teachers; – and is the implementation being planned in an evidence-based way?. Other groups have asked similar questions, such as CANeLearn – a Canada wide non-profit organization, which supports the growth and development of e-learning in K-12 schools.

## A CHALLENGE AND AN OPPORTUNITY

The policy of the Government of Ontario positions it as a leading jurisdiction in North America in the deployment of e-learning. It builds on the strong success of current K-12 online provision as well as the growth of e-learning as a component of post-secondary education in the province, which leads Canada in the delivery of online learning<sup>18</sup>.

It also challenges all of us in the sector to collectively think of ways to address current deficiencies, which are an integral part of any dynamic and evolving system. The policy leverages the vibrant and growing e-learning and educational technology industry base in Ontario<sup>19</sup>. Youth today are the most digitally aware generation ever and grow up with devices that familiarize them with new ways of playing and communicating. Education through online learning meets an expectation they have regarding a modern educational system.

---

<sup>i</sup> Source: <http://www.edu.gov.on.ca/eng/policyfunding/memos/march2018/virtual-learning-environment.html>

---

<sup>17</sup> Source: <https://onlinelearninginsights.wordpress.com/2015/01/14/does-class-size-matter-in-online-courses-three-perspectives/> and also <https://www.insidehighered.com/digital-learning/article/2017/05/17/online-class-sizes-one-size-doesnt-fit-all>

<sup>18</sup> Source: <https://www.tonybates.ca/2019/04/01/ontario-leading-canada-in-online-learning/>

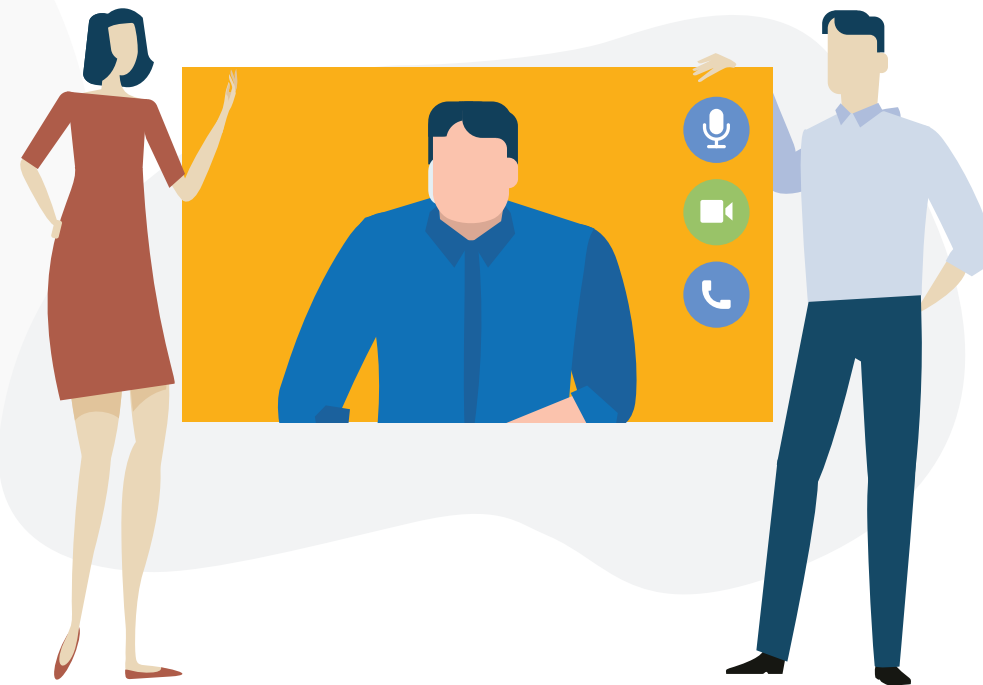
<sup>19</sup> Source: <https://teachonline.ca/highlight/110-edtech-startups>

# AS A COMMUNITY-BASED ORGANIZATION,






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IN **600** SMALL, RURAL, REMOTE, INDIGENOUS AND FRANCOPHONE COMMUNITIES






**GET JOBS** BY MAKING IT POSSIBLE FOR THEM TO ACCESS EDUCATION AND TRAINING WITHOUT LEAVING THEIR COMMUNITIES



### 5 LOCAL SUPPORT SERVICES FOR ONTARIANS DELIVERED AT 116 ONLINE LEARNING CENTRES AND THE STUDENT INFORMATION HOTLINE

-  INFORMATION ABOUT AVAILABLE ONLINE PROGRAMS AND COURSES
-  ASSISTANCE WITH REGISTRATION FOR THEIR PROGRAM OR COURSE OF CHOICE
-  FREE USE OF COMPUTER WORKSTATIONS AND HIGH-SPEED INTERNET ACCESS TO COMPLETE THEIR ONLINE COURSES
-  FREE USE OF WEB CONFERENCING, VIDEOCONFERENCING AND AUDIOCONFERENCING DISTANCE LEARNING PLATFORMS TO CONNECT TO, AND PARTICIPATE IN, THEIR ONLINE PROGRAMS AND COURSES
-  SUPERVISION OF WRITTEN EXAMS AND TESTS

### 5 SUPPORT SERVICES FOR ONTARIO'S EDUCATION AND TRAINING PROVIDERS

-  FREE USE OF DISTANCE DELIVERY PLATFORMS TO DELIVER THEIR ONLINE PROGRAMS AND COURSES
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-  PROVIDE LOCAL SUPPORT SERVICES TO STUDENTS VIA 116 LOCAL ONLINE LEARNING CENTRES AND THE STUDENT INFORMATION HOTLINE

### SERVICES DELIVERED IN PARTNERSHIP WITH

- 24** PUBLIC COLLEGES
- 22** PUBLIC UNIVERSITIES
- 9** INDIGENOUS INSTITUTES
- 76** DISTRICT SCHOOL BOARDS
- 200** LITERACY AND BASIC SKILLS PROVIDERS
- 50** SKILLS DEVELOPMENT TRAINING PROVIDERS
-  ONTARIO WORKS
-  EMPLOYMENT ONTARIO
- 114** COMMUNITY ORGANIZATIONS HOSTING OUR ONLINE LEARNING CENTRES
- 4,282** COMMUNITY-BASED ORGANIZATIONS

A 33-YEAR OLD SHARED SERVICE TO PROVIDE 1/3 OF ONTARIANS

# 4 MILLION RESIDENTS

LOCAL ACCESS TO EDUCATION AND TRAINING OPPORTUNITIES



# 58,000+

STUDENT REGISTRATIONS GENERATED AND SUPPORTED IN COURSES FROM ONTARIO'S EDUCATION AND TRAINING PROVIDERS

## ANNUAL OUTCOMES FOR ONTARIANS

# 800,000+

REQUESTS FOR SERVICES FULFILLED, INCLUDING CALLS TO STUDENT INFORMATION HOTLINE AND TECHNICAL HOTLINE

**60** PROVINCE-WIDE TARGETED LOCAL RECRUITMENT CAMPAIGNS EXECUTED

**92%** OF CLIENTS SATISFIED WITH THEIR EXPERIENCES WITH CONTACT NORTH | CONTACT NORD

**250,000+** VISITORS GENERATE 675,000 PAGEVIEWS OF PORTALS



**From:** Maxim Jean-Louis <[maxim@contactnorth.ca](mailto:maxim@contactnorth.ca)>

**Sent:** August 26, 2019 12:32 PM

**To:** Lauren Hudak <[lhudak@heqco.ca](mailto:lhudak@heqco.ca)>; Amy Kaufman <[akaufman@heqco.ca](mailto:akaufman@heqco.ca)>; Martin Hicks <[mhicks@heqco.ca](mailto:mhicks@heqco.ca)>; Harvey Weingarten <[hweingarten@heqco.ca](mailto:hweingarten@heqco.ca)>; Fiona Deller <[fdeller@heqco.ca](mailto:fdeller@heqco.ca)>

**Cc:** Ellen Permato <[epermato@heqco.ca](mailto:epermato@heqco.ca)>; Tina Reed <[tina@contactnorth.ca](mailto:tina@contactnorth.ca)>

**Subject:** (FOR YOUR INFORMATION) - SUBMISSION OF CONTACT NORTH | CONTACT NORD Q1 2019-2020 INTERIM REPORT

Amy, Elyse, Martin, Fiona, Harvey

As a follow-up to my e-mail with a copy of our Q1 2019-2020 Interim Report to the Ministry of Training, Colleges and Universities, I'm pleased to share our responses to questions from staff in the Digital Learning Policy Branch during a working session I had with them on August 14, 2019 at their Toronto offices. See attached file "CONTACT NORTH | CONTACT NORD RESPONSES TO MINISTRY OF TRAINING COLLEGES AND UNIVERSITIES - AUGUST 19 2019." The continued sharing of these submissions is part of Contact North | Contact Nord's transparent approach as a publicly funded, community-based organization.

In reviewing the responses, I draw your particular attention to:

- 1) The growing number of inquiries to our province-wide Student Information Hotline (pages 1-2, Appendix 2), illustrating our high-touch support services to students and prospective students across Ontario.
- 2) Our local recruitment strategies (pages 2-3), as part of supporting local access to education and training, and in particular the description of a "Targeted Recruitment Campaign" and the fact we executed 28 campaigns during the period April 1, 2018 to March 31, 2019 for our college and university partners.
- 3) The classifications of our online learning centres (pages 6-7) illustrating how we can quickly ramp up and respond to community needs for access to education and training.

If you have any questions regarding these responses, please do not hesitate to contact me.



Maxim

---

Maxim Jean-Louis  
President – Chief Executive Officer  
Contact North | Contact Nord  
[maxim@contactnorth.ca](mailto:maxim@contactnorth.ca)  
[www.contactnorth.ca](http://www.contactnorth.ca)

Maxim

July 31, 2019

***Via e-mail***

Ms. Anna Boyden  
Director, Digital Learning Policy Branch  
Ministry of Training, Colleges and Universities  
315 Front Street West  
15th Floor  
Toronto ON M7A 0B8

Dear Anna:

**Re: Contact North | Contact Nord Q1 2019-2020 Interim Report**

In accordance with Schedule “F” of the 2019-2020 Transfer Payment Agreement (TPA) between Contact North | Contact Nord and the Ministry of Training, Colleges and Universities, I am pleased to submit the Q1 Interim Report covering our activities and Financial Report for the period April 1, 2019 to June 30, 2019.

I draw your attention to three items in the Q1 Interim Report:

- 1) We included Section 3 – Mitigation Strategies on page 32 which collates the outcomes and performance measures in the 2019-2020 TPA and our internal metrics identified in the 5-Year Framework into a snapshot with the targets, Q1 result, percent of target achieved and any identified mitigation strategies/comments.

As you can see from the snapshot, we are on track to meeting our outcomes and performance measures as of June 30, 2019. I note Q1 is Contact North | Contact Nord’s slowest fiscal quarter in terms of activity as the Winter academic semester is winding down and the Spring/Summer academic semester is the slowest of the three semesters in terms of registrations and activity. Activity ramps up in Q2 as students return to class in September.

- 2) In Section 1, we report on Project Activities as outlined in Schedule “C” of the TPA. We reordered the five groups of activities to put the emphasis on the services we deliver to Ontarians first, with administration last (we recognize this is different than the order in the TPA and hope it does not cause confusion):
  1. Registration, Advisory Services and Online Learning Centres
  2. Shared and Collaborative Services
  3. Information Technology (IT) & Web Services
  4. Communications and Marketing
  5. Administration

3) We included the Financial Report for April 1 to June 30, 2019 period, in the format prescribed in Schedule "G" of the TPA agreement. Given the 10% holdback in transfer payments, there is a slight deficit for the period. We expect this to grow each quarter until the final installment is received in July 2020.

Please do not hesitate to contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Maxim Jean-Louis", with a horizontal line extending to the left.

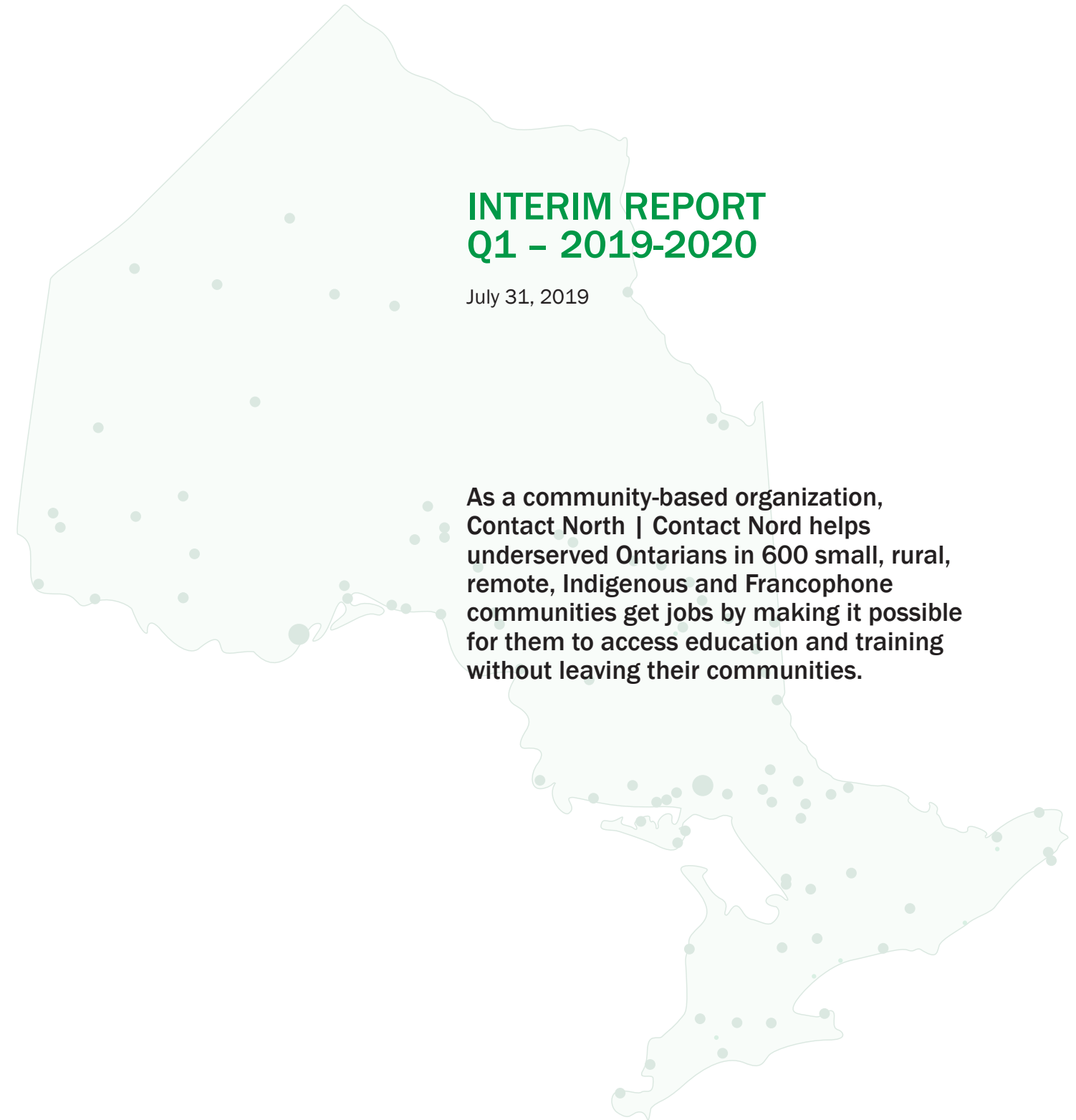
Maxim Jean-Louis  
President - Chief Executive Officer

Attachment (1)

## INTERIM REPORT Q1 – 2019-2020

July 31, 2019

**As a community-based organization, Contact North | Contact Nord helps underserved Ontarians in 600 small, rural, remote, Indigenous and Francophone communities get jobs by making it possible for them to access education and training without leaving their communities.**



# A Community-based Organization

As a community-based organization, Contact North | Contact Nord helps underserved Ontarians in 600 small, rural, remote, Indigenous and Francophone communities get jobs by making it possible for them to access education and training without leaving their communities.

We respond to **800,000+** requests for services per year from Ontarians and provide five local services:

- Information about available online programs and courses
- Assistance with the registration process for their program or course of choice
- Free use of computer workstations and high-speed Internet access to complete their online courses
- Free use of web conferencing and videoconferencing distance learning platforms to connect to, and participate in, their live online programs and courses
- Supervision of written exams and tests

We generate **58,000+** course registrations per year for Ontario's **24** public colleges, **22** public universities, **9** Indigenous institutes, **76** district school boards, **200** literacy and basic skills providers, and **50** skills development training providers.

Our local staff in **116** online learning centres located in communities across Ontario deliver these services in English and French with the support of our province-wide Student Information Hotline and our [studyonline.ca](http://studyonline.ca) / [etudiezenligne.ca](http://etudiezenligne.ca) and [e-channel.ca](http://e-channel.ca) / [apprentissageenligne.ca](http://apprentissageenligne.ca) portals, which provide information and resources for students and prospective students. Our portals support 675,000 pageviews per year.

Contact North | Contact Nord is funded by the Government of Ontario through the Ministry of Training, Colleges and Universities.

CONTACT NORTH Online Learning  
NORD Apprentissage en ligne

# AS A COMMUNITY-BASED ORGANIZATION,






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Ontario 

FUNDED BY THE GOVERNMENT OF ONTARIO

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NORD Apprentissage en ligne  
CONTACTNORTH.CA

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# Q1 2019-2020 Interim Report

Contact North | Contact Nord is pleased to present its Q1 2019-2020 Interim Report covering its activities during the period April 1, 2019, to June 30, 2019.

The Progress Report contains the following sections:

- Section 1     How Contact North | Contact Nord Fulfilled the Project Activities in Q1 2019-2020
- Section 2     Project Outcomes and Performance Measurement
- Section 3     Mitigation Strategies
- Section 4     Q1 2019-2020 Financial Report
- Appendix A    Requests for Services Snapshot
- Appendix B    List of Requests for Programs and Courses Not Currently Available
- Appendix C    Ontario Works Office Snapshot
- Appendix D    List of Documents Provided to Higher Education Quality Council (HEQCO)
- Appendix E    Social Media Reports

## Further Information

Maxim Jean-Louis  
President – Chief Executive Officer  
Contact North | Contact Nord  
705-525-7245  
[maxim@contactnorth.ca](mailto:maxim@contactnorth.ca)



## Section 1 – How Contact North | Contact Nord Fulfilled the Project Activities in Q1 2019-2020

1. Registration, Advisory Services and Online Learning Centres	
Activity	Interim Report – June 30, 2019
<p>a. Operate and maintain free of charge, high-touch, local support services in English and French to students and prospective students of its Education and Training Providers that are within the Target Base using its 116 online learning centres and 195 Access Points. Each online learning centre and Access Point shall be operated in a manner conducive to academic study and shall offer the following free services to the Target Base, to be scaled according to demand:</p> <ol style="list-style-type: none"> <li>i. The use of distance delivery platforms (including, by way of example only, web and video conferencing platforms). and computers equipped with</li> <li>ii. Internet access (using the highest connection speeds available).</li> <li>iii. Advisory services including, without limitation: <ul style="list-style-type: none"> <li>• assistance with registration in online courses and programs;</li> </ul> </li> </ol>	<p>During the period, Contact North   Contact Nord operated and maintained the 116 local online learning centres and 195 Access Points, providing free, high-touch local support services, in English and French, serving 600 small, remote, rural, Indigenous and Francophone communities in every corner of Ontario.</p> <p><u>Key Outcomes During the Period</u></p> <ul style="list-style-type: none"> <li>• <b>221,285</b> Requests for Services fulfilled during the period (See Appendix A for a summary).</li> <li>• Upgraded high-speed Internet in 1 online learning centre (Constance Lake First Nation) due to the availability of a new local provider.</li> <li>• Generated <b>11,427</b> student registrations in online courses (preliminary figure as data collection not complete for Spring/Summer 2019 semester) with the following breakdown: <ul style="list-style-type: none"> <li>○ 2,071 College</li> <li>○ 2,2067 University</li> <li>○ 599 School Board</li> <li>○ 486 Literacy and Basic Skills</li> <li>○ 6,178 Training</li> </ul> </li> <li>• <b>1,228</b> support requests to the IT Technical Hotline fulfilled (each support request can take up to 30 minutes to fulfill based on the nature of the request) (included in the 221,285 figure in the first bullet point).</li> <li>• <b>3,013</b> exams invigilated (invigilation of an exam can take up to 3 hours) for students from Ontario’s colleges, universities, district school boards,</li> </ul>

## 1. Registration, Advisory Services and Online Learning Centres

Activity	Interim Report – June 30, 2019
<ul style="list-style-type: none"> <li>• the provision of current information on available online programs and courses;</li> <li>• the provision of current information on educational financial aid options;</li> <li>• referrals to colleges and universities for career and educational mapping;</li> <li>• referrals to other local educational and employment support services; and</li> <li>• moral support and encouragement.</li> </ul> <p>iv. Technical support in respect of the use of on-site computers, tools and equipment.</p> <p>v. A dedicated quiet study space.</p> <p>vi. Exam invigilation services.</p>	<p>Independent Learning Centre (ILC) and Indigenous institutes (included in the 221,285 figure in the first bullet point).</p>
<p>b. Secure the facilities for the online learning centres in rent-free space.</p>	<ul style="list-style-type: none"> <li>• All 116 local online learning centres housed in rent-free space provided by a local community partner. <ul style="list-style-type: none"> <li>○ This operating model generates estimated savings of \$870,000 annually for space.</li> </ul> </li> <li>• All partnership agreements for rent-free space up-to-date and managed in a database.</li> </ul>
<p>c. Staff and operate the Student Information Hotline as defined above</p>	<ul style="list-style-type: none"> <li>• Student Information Hotline staffed during advertised operating hours of 8:00 a.m. to 5:00 p.m. Eastern.</li> <li>• Inquiries received after operating hours responded to the next business day.</li> </ul>

<b>1. Registration, Advisory Services and Online Learning Centres</b>	
<b>Activity</b>	<b>Interim Report – June 30, 2019</b>
	<ul style="list-style-type: none"> <li>• Student Information Officers responded to 1,389 inquiries (each inquiry can take up to 30 minutes to fulfill based on the nature of the inquiry):               <ul style="list-style-type: none"> <li>○ 574 toll-free number</li> <li>○ 355 Live Chat</li> <li>○ 459 e-mail inquiries</li> <li>○ 1 walk-in</li> </ul> </li> </ul>
d. Prepare and deliver a Performance Report to the Province covering the Term in accordance with the reporting requirements outlined in Schedule “F”, which reports on the goals, activities, performance measures and metrics set out in the “Project Outcomes and Performance Measurement” section.	<ul style="list-style-type: none"> <li>• Contact North   Contact Nord will prepare and deliver a Performance Report as outlined in Schedule “F” by June 30, 2020, covering its activities during the period April 1, 2019 to March 31, 2020.</li> </ul>

## 2. Shared and Collaborative Services

Activity	Interim Report – June 30, 2019
<p>a. Provide its recruitment and local services as a core shared service.</p>	<ul style="list-style-type: none"> <li>• Recruitment and local support services to students available to Ontario's:               <ul style="list-style-type: none"> <li>○ 24 public colleges</li> <li>○ 22 public universities</li> <li>○ 76 district school boards</li> <li>○ 200 literacy and basic skills providers</li> <li>○ 50 skills development training providers</li> </ul> </li> <li>• During the period, 11,428 student registrations in online courses generated for all categories of providers.</li> </ul>
<p>b. Provide Education and Training Providers with data on specific programs and courses not currently available online for which there is learner or labour market demand.</p>	<ul style="list-style-type: none"> <li>• 29 requests received for 18 different online programs and courses not currently available and shared with education and training providers.</li> <li>• See Appendix B for report.</li> </ul>
<p>c. Develop and implement targeted recruitment campaigns for its Education and Training Providers to maximize course and program registrations from the Target Base.</p>	<ul style="list-style-type: none"> <li>• Executed 8 province-wide Targeted Recruitment Campaigns for Ontario's public colleges and universities, including:               <ol style="list-style-type: none"> <li>1) Durham College, Cannabis Industry Specialization Program</li> <li>2) Lambton College, Business-Trades Program</li> <li>3) Loyalist College, Early Childhood Education Program</li> <li>4) Northern College, Social Service Worker Program</li> <li>5) Royal Conservatory of Music, 6 Social Program</li> <li>6) Sault College, Addictions and Mental Health Studies Program</li> <li>7) Seneca College, Fitness Leadership Program</li> <li>8) Wilfrid Laurier University, Mental Health Issues in the Classroom – Certificate</li> </ol> </li> </ul>

## 2. Shared and Collaborative Services

Activity	Interim Report – June 30, 2019
<p>d. Engage with those Ontario Works and Employment Ontario offices whose clients include individuals within the Target Base, to promote, advise and facilitate their clients' enrolment into online courses and programs, as appropriate.</p>	<ul style="list-style-type: none"> <li>• During the period, Contact North   Contact Nord engaged with:               <ul style="list-style-type: none"> <li>○ 170 Ontario Works offices (65 of these offices are in First Nation communities) – see breakdown in Appendix C</li> <li>○ 188 Employment Ontario offices</li> </ul> </li> </ul>
<p>e. Actively participate in the Higher Education Quality Council of Ontario (HEQCO) review of digital learning in Ontario as it relates the Recipient's programs, activities and outcomes; which review is to be submitted by HEQCO to the Province on or before October 31, 2019.</p>	<ul style="list-style-type: none"> <li>• Contact North   Contact Nord actively engaged with the Higher Education Quality Council of Ontario (HEQCO) through a working session on Monday, June 24, 2019 with four HEQCO representatives at their Toronto office:               <ul style="list-style-type: none"> <li>○ Dr. Harvey Weingarten, President &amp; CEO</li> <li>○ Martin Hicks, Executive Director, Data &amp; Statistics</li> <li>○ Amy Kaufman, Director, Special Projects</li> <li>○ Elyse Watkins, Senior Researcher</li> </ul> </li> <li>• Following the June 24, 2019 working session, Contact North   Contact Nord made a detailed submission to HEQCO with key information on our operations (see Appendix D for a list of the documents submitted).</li> <li>• As part of its commitment of transparency, Contact North   Contact Nord shared its submission with the following 15 partners:               <ul style="list-style-type: none"> <li>• ACE DISTANCE/ONLINE</li> <li>• AlphaPlus</li> <li>• COFA (Coalition ontarienne de la formation des adultes)</li> <li>• Council of Ontario Universities</li> <li>• Colleges Ontario</li> <li>• Deaf Learn Now</li> <li>• eCampusOntario</li> <li>• Good Learning Anywhere</li> <li>• OCAS</li> </ul> </li> </ul>

2. Shared and Collaborative Services	
Activity	Interim Report – June 30, 2019
	<ul style="list-style-type: none"> <li>• ONCAT</li> <li>• OntarioLearn</li> <li>• ORION</li> <li>• TFO</li> <li>• The LearningHUB</li> <li>• TVO</li> </ul>
<p>f. Provide a suite of free shared services to the Target Base and the Education and Training Providers consisting of the following:</p> <ul style="list-style-type: none"> <li>○ Web conferencing platform (Recipient to phase out Saba Meeting in favour of Adobe Connect web-conferencing platform)</li> <li>○ Videoconferencing platform</li> <li>○ Moodle Learning Management System</li> <li>○ Training for faculty and instructors of the Education and Training Providers in English and French, on use of the Recipient's technology platforms to deliver their online programs and courses</li> <li>○ Technical support as further described in Section 3 (a).</li> </ul>	<p><u>Shared Service Learning Platforms</u></p> <ul style="list-style-type: none"> <li>• Web conferencing (Adobe Connect and Saba Meeting; Saba Meeting to be phased out by August 31, 2019) platforms available.</li> <li>• Videoconferencing platform available.</li> <li>• Moodle Learning Management System available.</li> <li>• Platforms available 98.9% of the time for student use.</li> </ul> <p><u>Training for Faculty and Instructors</u></p> <ul style="list-style-type: none"> <li>• Contact North I Contact Nord delivered training 73 faculty and instructors on How to Use the Web Conferencing Platform to Teach Effectively during the period.</li> <li>• 49 <a href="#">web conferencing resources</a> available.</li> <li>• 11 <a href="#">videoconferencing resources</a> available.</li> </ul> <p><u>Technical Support</u></p> <ul style="list-style-type: none"> <li>• 1,228 support requests to the IT Technical Hotline fulfilled (each support request can take up to 30 minutes to fulfill based on the nature of the request).</li> <li>• Examples of frequent technical support requests fulfilled from students for the web conferencing platform: <ul style="list-style-type: none"> <li>○ How do I get to my class?</li> </ul> </li> </ul>

## 2. Shared and Collaborative Services

Activity	Interim Report – June 30, 2019
	<ul style="list-style-type: none"><li>○ Unable to log in (need credentials)</li><li>○ Don't see my class on my schedule</li><li>○ I need to change my password</li><li>○ I think I am logged into the class, but I don't see anything happening</li><li>○ I am connected but I don't hear anything</li><li>○ I am in a class, but they don't hear me when I am speaking</li><li>○ Where can I find the recording for my class?</li><li>● Examples of frequent technical support requests from instructors using the web conferencing platform:<ul style="list-style-type: none"><li>○ How can I save the recording?</li><li>○ How do I share my presentation?</li></ul></li></ul>

### 3. Information Technology (IT) & Web Services

Activity	Interim Report – June 30, 2019
<p>a. Provide technical support services in English and French from 7:30 a.m. to 11:00 p.m. Eastern Standard Time, Monday to Friday, for all of the Recipient's information technology resources used by students, faculty, instructors and any other stakeholders, as required.</p>	<ul style="list-style-type: none"> <li>• Technical support provided for students, faculty, instructors and other stakeholders as required during the advertised time during the period.</li> <li>• 1,228 support requests to the IT Technical Hotline fulfilled (each support request can take up to 30 minutes to fulfill based on the nature of the request).</li> <li>• Examples of frequent technical support requests fulfilled from students for the web conferencing platform:               <ul style="list-style-type: none"> <li>○ How do I get to my class?</li> <li>○ Unable to log in (need credentials)</li> <li>○ Don't see my class on my schedule</li> <li>○ I need to change my password</li> <li>○ I think I am logged into the class, but I don't see anything happening</li> <li>○ I am connected but I don't hear anything</li> <li>○ I am in a class, but they don't hear me when I am speaking</li> <li>○ Where can I find the recording for my class?</li> </ul> </li> <li>• Examples of frequent technical support requests fulfilled from instructors using the web conferencing platform:               <ul style="list-style-type: none"> <li>○ How can I save the recording?</li> <li>○ How do I share my presentation?</li> </ul> </li> </ul>
<p>b. Manage and maintain the Recipient's online portals and websites. The Recipient shall ensure that the information presented on each of its online portals and websites remains current and up-to-date at all times. Recipient acknowledges that unless otherwise approved by the Province in writing, any and all costs related to the</p>	<ul style="list-style-type: none"> <li>• All Contact North   Contact Nord portals available during the period for student and general public use.</li> <li>• During the period, 59,307 users generated 191,179 pageviews on portals:               <ul style="list-style-type: none"> <li>○ 47,815 users generated 159,740 pageviews on studyonline.ca / etudiezenligne.ca.</li> <li>○ 9,086 users generated 25,446 pageviews on contactnorth.ca / contactnord.ca.</li> <li>○ 2,406 users generated 5,993 pageviews on e-channel.ca / apprentissageenligne.ca.</li> </ul> </li> </ul>



### 3. Information Technology (IT) & Web Services

Activity	Interim Report – June 30, 2019
<p>delivery of e-Channel or other Learning and Basic Skills services shall be funded solely from the e-Channel Transfer Payment Agreement.</p>	<ul style="list-style-type: none"> <li>• Collection of program and course information continued during the period for the Fall 2019 academic semester for posting to <a href="http://studyonline.ca">studyonline.ca</a> / <a href="http://etudiezenligne.ca">etudiezenligne.ca</a>.</li> <li>• Updating current information is an ongoing process to ensure portal is current and up-to-date.</li> <li>• Portals monitored continuously throughout the period to ensure posted content is current and up-to-date.</li> <li>• Contact North   Contact Nord acknowledges any and all costs related to the delivery of e-Channel or other Learning and Basic Skills services are funded solely from the e-Channel Transfer Payment Agreement.</li> </ul>
<p>c. Manage, maintain and ensure the security, performance, stability and reliability of the Recipient's information technology infrastructure, including without limitation, Internet connectivity, telecommunications, hardware, software, web conferencing and videoconferencing platforms, and the Moodle learning management system.</p>	<ul style="list-style-type: none"> <li>• All information technology infrastructure managed appropriately during the period to ensure high quality services delivered for students and education and training providers.</li> <li>• All information technology infrastructure available 98.9% of the time during the period.</li> </ul>
<p>d. Undertake to deliver uninterrupted services (i.e., less than 5% downtime during service hours) in connection with the IT and Web Service resources utilized by students, faculty, instructors, staff, and other</p>	<ul style="list-style-type: none"> <li>• Contact North   Contact Nord reported 98.9% uptime on its services during the period.</li> </ul>

<b>3. Information Technology (IT) &amp; Web Services</b>	
<b>Activity</b>	<b>Interim Report – June 30, 2019</b>
stakeholders to whom the Recipient is providing its services.	
e. Continually enhance broadband Internet access at online learning centres as service becomes available/improved in Target Base communities.	<ul style="list-style-type: none"> <li>• Upgraded high-speed Internet in 1 online learning centre (Constance Lake First Nation) due to the availability of a new local provider.</li> </ul>
f. Develop, manage and maintain the IT and communications infrastructure necessary to perform the Project activities described in this Agreement and to meet the objectives and obligations (including, without limitation, its reporting obligations) set out herein.	<ul style="list-style-type: none"> <li>• All IT and communications infrastructure managed and maintained during the period to perform Project activities, including reporting requirements.</li> <li>• New functionality developed for Customer Relationship Management (CRM) tool to facilitate reporting requirements in the 2019-2020 Transfer Payment Agreement.</li> <li>• During the period, Contact North   Contact Nord undertook a multi-part process to develop an Action Plan to Modernize its IT infrastructure with 5 targeted outcomes: <ul style="list-style-type: none"> <li>○ Enhanced Service Quality</li> <li>○ Greater Reliability</li> <li>○ Increased Capacity</li> <li>○ Full Redundancy</li> <li>○ Major Efficiencies</li> </ul> </li> </ul> <p>The process, led Contact North   Contact Nord’s Director, Financial Services &amp; Organizational Planning, who also serves as Director, IT &amp; Web Services, included enlisting the Ontario College Application Service (OCAS) to undertake a review of Contact North   Contact Nord’s IT &amp; Web Services infrastructure and organizational structure.</p>

<b>3. Information Technology (IT) &amp; Web Services</b>	
<b>Activity</b>	<b>Interim Report – June 30, 2019</b>
	The Contact North   Contact Nord Action Plan to Modernize its IT & Web Services is forthcoming.

<b>4. Communications and Marketing</b>	
<b>Activity</b>	<b>Interim Report – June 30, 2019</b>
a. Develop and implement strategies to maximize student registrations in online programs and courses offered by the Education and Training Providers to the Target Base.	<p>During the period, Contact North   Contact Nord undertook the following strategies:</p> <ul style="list-style-type: none"> <li>• Continuous marketing and promotion of available online programs and courses in the 600 small, remote, rural, Indigenous and Francophone communities served via local recruitment activities by staff in 116 local online learning centres, via the province-wide Student Information Hotline, and its <a href="http://studyonline.ca">studyonline.ca</a> / <a href="http://etudiezenligne.ca">etudiezenligne.ca</a> and <a href="http://e-channel.ca">e-channel.ca</a> / <a href="http://apprentissageenligne.ca">apprentissageenligne.ca</a> portals for students and prospective students.</li> <li>• Executed 8 province-wide Targeted Recruitment Campaigns for Ontario’s public colleges and universities, including:             <ol style="list-style-type: none"> <li>1) Durham College, Cannabis Industry Specialization Program</li> <li>2) Lambton College, Business-Trades Program</li> <li>3) Loyalist College, Early Childhood Education Program</li> <li>4) Northern College, Social Service Worker Program</li> <li>5) Royal Conservatory of Music, 6 Social Program</li> <li>6) Sault College, Addictions and Mental Health Studies Program</li> <li>7) Seneca College, Fitness Leadership Program</li> <li>8) Wilfrid Laurier University, Mental Health Issues in the Classroom – Certificate</li> </ol> </li> <li>• On behalf of Contact North   Contact Nord, Forum Research completed the quantitative component of The Indigenous Online Learners Experience, A 2019 Contact North   Contact Nord Survey. The qualitative component was completed in July 2019 with final report in August 2019. Results used to implement new strategies to better support Indigenous learners and maximize registrations.</li> </ul>
b. Develop and implement marketing and communication strategies to enhance and promote awareness of the Recipient’s services within the	<ul style="list-style-type: none"> <li>• Utilized Google Adwords to drive traffic to the <a href="http://studyonline.ca">studyonline.ca</a> / <a href="http://etudiezenligne.ca">etudiezenligne.ca</a> portal for students and prospective students.             <ul style="list-style-type: none"> <li>○ During the period, 47,815 users generated 159,740 pageviews on both portals</li> </ul> </li> </ul>

<b>4. Communications and Marketing</b>	
<b>Activity</b>	<b>Interim Report – June 30, 2019</b>
Target Base using a combination of traditional and digital media platforms (e.g., social media, GoogleAds, radio, print, etc.).	<ul style="list-style-type: none"> <li>• Corporate Facebook page maintained to engage with students and prospective students.</li> <li>• Corporate Twitter page maintained to engage with students and prospective students.</li> <li>• Corporate LinkedIn page maintained to engage with students and prospective students.</li> </ul> <p>See Appendix E for the quarterly report on social media activity.</p>
c. Provide information about its services to current and prospective learners within the Target Base and to its Education and Training Providers.	<ul style="list-style-type: none"> <li>• Contact North   Contact Nord engages with <a href="#">4,282 local organizations</a> across Ontario to recruit and support underserved Ontarians.</li> </ul>
d. Engage with stakeholders on the Recipient’s activities and strategic direction.	<ul style="list-style-type: none"> <li>• During the period, Contact North   Contact Nord provided regular updates to its stakeholders on activities and strategic directions, including: <ul style="list-style-type: none"> <li>○ Ontario’s education and training providers</li> <li>○ Local partners who host the 114 local online learning centres and 185 Access Points</li> <li>○ Provincial and local decision-makers</li> </ul> </li> </ul>
e. Track and analyze the results of marketing campaigns including, without limitation, engagement and conversion metrics related to its social media and digital marketing initiatives.	<ul style="list-style-type: none"> <li>• During the period, 47,815 users generated 159,740 pageviews on the studyonline.ca / etudiezenligne.ca portals for students and prospective students.</li> <li>• During the period, 2,406 users generated 5,993 pageviews on e-channel.ca / apprentissageenligne.ca portal for students and prospective students.</li> <li>• See Appendix E for the quarterly report on social media activity.</li> </ul>

<b>4. Communications and Marketing</b>	
<b>Activity</b>	<b>Interim Report – June 30, 2019</b>
f. Develop and adhere to the public communications protocol to be developed with the Province.	<ul style="list-style-type: none"> <li>Completed the first phase of applying the new Ontario logo specifications received from Digital Learning Policy Branch to Contact North   Contact Nord's documents and web properties.</li> </ul>

5. Administration	
Activity	Interim Report – June 30, 2019
<p>a. Staff, office space rentals in respect of its Sudbury and Thunder Bay Operations Centres, and appropriate equipment and technology to support its operations.</p>	<p><u>Staff</u></p> <ul style="list-style-type: none"> <li>• During the period, 3 new full-time staff members hired (all filling vacancies; no new positions created) and 2 staff members resigned.</li> <li>• As of June 30, 2019, Contact North   Contact Nord had 25 open recruitment processes, 23 of which are for part-time Student Recruitment &amp; Services Representatives and 2 are for full-time Online Learning Recruitment Officers in communities where recruiting staff is challenging.</li> </ul> <p><u>Operations Centres</u></p> <ul style="list-style-type: none"> <li>• Leases in place for the Sudbury Operations Centre (expiry February 28, 2023 with option to renew for 5 additional years) and Thunder Bay Operations Centre (expiry November 30, 2022 with option to renew for 5 additional years).</li> </ul> <p><u>Appropriate Equipment and Technology</u></p> <ul style="list-style-type: none"> <li>• All appropriate equipment in place for efficient operation of both Operations Centres.</li> <li>• Technology infrastructure operational 98.9% of the time during the period to support operations.</li> </ul>
<p>b. Travel expenditures for staff and members of the Board of Directors that are directly attributable to and necessary for achieving the objectives of the Project subject to the following:</p> <p>i. The Recipient shall develop and adhere to financial management policies for travel, meal, and</p>	<ul style="list-style-type: none"> <li>• All travel expenditures for staff and members of the Board of Directors directly attributable to and necessary for achieving the objectives of the Project and incurred in accordance with <a href="#">Contact North   Contact Nord Financial Policy</a>.</li> <li>• The Financial Policy, approved by the Contact North   Contact Nord Board of Directors, meets the requirements of the Broader Public Sector Expenses Directive, 2011.</li> <li>• In applying Contact North   Contact Nord policy, staff apply appropriate conflict of interest rules that reflect the spirit of Regulation 381/07 of the <i>Public Service of Ontario Act, 2006</i>.</li> </ul>

5. Administration	
Activity	Interim Report – June 30, 2019
<p>hospitality expenses that meet the requirements and adhere to the principles of the Broader Public Sector Expenses Directive; and</p> <p>ii. The Recipient shall exercise restraint in the expenditure of Funds for the purposes of travel, meal and hospitality expenses ensuring that expenses of this type are directly attributable to and necessary for achieving the objectives of the Project.</p>	
<p>c. Professional services (i.e., financial, legal, procurement, consulting, web hosting, etc.).</p>	<ul style="list-style-type: none"> <li>Professional services acquired in accordance with <a href="#">Contact North   Contact Nord Financial Policy</a> as required to support its operations.</li> </ul>
<p>d. Administration necessary to carry out the Project work and to meet the reporting obligations set out herein.</p>	<ul style="list-style-type: none"> <li>Completed administration necessary to meet the project objectives and reporting requirements in accordance with internally developed policies.</li> <li>Two meetings of the Board of Directors held during the period – April 23, 2019 and June 13, 2019 (to approve draft audited financial statements).</li> <li>One meeting of the Audit Committee of the Board of Directors held during period to review the draft audited financial statements – June 2, 2019.</li> <li>Three monthly CEO Updates to the Board of Directors on Operations during the period.</li> <li>Audio briefing on operations with the Chair of the Board of Directors every two weeks.</li> <li>Weekly Updates by each member of the operations and management team on their respective deliverables.</li> </ul>



<b>5. Administration</b>	
<b>Activity</b>	<b>Interim Report – June 30, 2019</b>
	<ul style="list-style-type: none"> <li>• Daily updates on operations by front end recruitment and service departments.</li> <li>• Management negotiated the 2019-2020 Transfer Payment Agreement with the Ministry of Training, Colleges and Universities during the period.</li> <li>• Prepared the 2018-2019 Performance Report for the Ministry of Training, Colleges and Universities.</li> </ul>

## Section 2 – Project Outcomes and Performance Measures

Note – Contact North | Contact Nord Q1 Response indicated under METRICS in bold.

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
<p>Ministry mandate: ensuring Ontario has a robust digital learning ecosystem that makes postsecondary education accessible to Ontarians in every corner of the province and at every stage of their lives.</p> <p>Program goal: provide learners of all ages within the Target Base, free, high-touch local support services in English and French to identify and optimize access to online education and training opportunities</p>	<p>Manage, host and maintain an online portal which facilitates enrolment information on online courses and program offerings from the Education and Training Providers.</p> <p>Provide student registration assistance using the Student Information Hotline to respond in English and French to academic and enrolment inquiries from students and prospective students within the Target Base.</p>	<p>Maximization of potential enrolment in online courses and programs offered by the Education and Training Providers within the Target Base.</p> <p>Reduction in administrative and navigational barriers experienced by students and prospective students within the Target Base when enrolling or looking to enrol in online courses and programs.</p>	<p>Number of student registrations in online courses and programs (offered by the Education and Training Providers) which are directly attributable to the Recipient’s activities and supports and broken down by sector (e.g., college, university, literacy and basic skills, etc.) and age.</p> <p><b>Total target: 58,400</b></p> <p><b>Q1: Generated 11,427 student registrations in online courses with the following breakdown:</b></p> <ul style="list-style-type: none"> <li>• 2,071 College</li> <li>• 2,2067 University</li> <li>• 599 School Board</li> <li>• 486 Literacy and Basic Skills</li> <li>• 6,178 Training</li> </ul> <p>(preliminary figure as data collection not complete for Spring/Summer 2019 semester)</p>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
without having to leave their communities.			<p>Number and nature of registration-related requests for services received from the Target Base, by the Student Information Hotline.</p> <p><b>Total target: 5,565</b></p> <ul style="list-style-type: none"> <li>• <b>Q1: 1,389 inquiries:</b> <ul style="list-style-type: none"> <li>○ 574 toll-free number</li> <li>○ 355 Live Chat</li> <li>○ 459 e-mail inquiries</li> <li>○ 1 walk-in</li> </ul> </li> </ul> <p>Each request can take up to 30 minutes to fulfill based on the nature of the request.</p> <p><b>Nature of Requests:</b></p> <ul style="list-style-type: none"> <li>• Book an exam</li> <li>• Request information on available online programs and courses</li> <li>• Request information on closest online learning centre</li> <li>• Request for technical support (transferred to IT Technical Hotline)</li> </ul>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
			<p>User trends and detailed anonymous demographic information for individuals accessing each existing online learning centre.</p> <p><b>Q1: Contact North   Contact Nord is contracting Forum Research to do an omnibus quantitative survey of the users of its services in May 2020 to provide the demographic information. The results of the survey will be compared to the 2018-2020 and used to identify user trends. 2018-2019 is the baseline for user trends.</b></p>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
<p>Ministry mandate: meeting expectations that educational experiences be available without geographic barriers/boundaries and to use technology to facilitate this.</p> <p>Program goal: reduce economic and technological barriers for learners within the Target Base through the provision of online learning centres equipped with computers, Internet access and web conferencing and videoconferencing platforms.</p>	<p>Operate staffed local online learning centres which provide workstations with high speed internet connectivity along with access to web and videoconferencing platforms to the Target Base.</p> <p>Provide technical support services in English and French from 7:30 a.m. to 11:00 p.m. Eastern Standard Time, Monday to Friday, for all of the Recipient's information technology resources used by students, faculty, instructors and any other stakeholders, as required.</p>	<p>Target Base bridges geographic barriers by making use of equipment and technological infrastructure necessary to successfully participate in online courses.</p> <p>Target Base can make use of Recipient's technical support services free of charge to quickly and effectively resolve issues relating to the use of and access to, the Recipient's IT resources.</p> <p>Recipient's IT &amp; web-based services are uninterrupted.</p>	<p>Number of Online Learning Centres and Access Points in operation (categorized by location and anonymous client demographics).</p> <p><b>Target: 311</b></p> <p><b>Q1: 311:</b></p> <ul style="list-style-type: none"> <li>• <b>116 online learning centres</b></li> <li>• <b>185 Access Points</b></li> </ul> <p>Number and nature of IT support requests fulfilled.</p> <p><b>Q1: 1,228 support requests to the IT Technical Hotline fulfilled. Each request can take up to 30 minutes to fulfill depending on the nature of the request.</b></p> <ul style="list-style-type: none"> <li>• <b>Examples of frequent technical support requests fulfilled from students for the web conferencing platform:</b> <ul style="list-style-type: none"> <li>○ <b>How do I get to my class?</b></li> <li>○ <b>Unable to log in (need credentials)</b></li> <li>○ <b>Don't see my class on my</b></li> </ul> </li> </ul>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
			<p>schedule</p> <ul style="list-style-type: none"> <li>○ I need to change my password</li> <li>○ I think I am logged into the class, but I don't see anything happening</li> <li>○ I am connected but I don't hear anything</li> <li>○ I am in a class but they don't hear me when I am speaking</li> <li>○ Where can I find the recording for my class?</li> </ul> <ul style="list-style-type: none"> <li>● Examples of frequent technical support requests from instructors using the web conferencing platform: <ul style="list-style-type: none"> <li>○ How can I save the recording?</li> <li>○ How do I share my presentation?</li> </ul> </li> </ul> <p>Up time on distance delivery platforms per operating system reports:</p> <p><b>Target: 95%</b></p> <p><b>Q1: 98.9% during the period.</b></p>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
<p>Program goal: promote awareness within the Target Base of services offered by the Recipient through targeted marketing and recruitment campaigns across traditional and digital platforms.</p>	<p>Develop and implement marketing and communication strategies to enhance and promote awareness of the Recipient's services within the Target Base using a combination of traditional and digital media platforms.</p>	<p>Heightened awareness of the Recipient and its services within the Target Base.</p> <p>Increased engagement among the Recipient and the Target Base across various traditional and digital media platforms.</p>	<p>Social media reach and engagement metrics supported by reports issued by each platform provider.</p> <p>Conversion and engagement metrics for each media and campaign.</p> <p>Detailed web traffic stats (categorized by site).</p> <p><b>See Appendix E for social media reach reports.</b></p> <ul style="list-style-type: none"> <li>• <b>During the period, 59,307 users generated 191,179 pageviews on portals:</b> <ul style="list-style-type: none"> <li>○ <b>47,815 users generated 159,740 pageviews on studyonline.ca / etudiezenligne.ca.</b></li> <li>○ <b>9,086 users generated 25,446 pageviews on contactnorth.ca / contactnord.ca.</b></li> <li>○ <b>2,406 users generated 5,993 pageviews on e-channel.ca / apprentissageenligne.ca.</b></li> </ul> </li> </ul>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
<p>Ministry mandate: educational experiences be available at every stage of Ontarians' lives and to meet demand for up-skilling or mid-career retraining.</p> <p>Program goal: provide advisory services to the Target Base including Employment Ontario and Ontario Works clients, in order to facilitate their enrolment into academic programs and courses.</p>	<p>Provide academic/career advisory services to Target Base through Student Information Hotline.</p> <p>Provide on-site advisory services to students and prospective students within the Target Base who attend the Recipient's online learning centres.</p> <p>Engage with those Ontario Works and Employment Ontario offices whose clients include individuals within the Target Base, to promote, advise and facilitate their clients' enrolment into academic courses and programs, as applicable.</p>	<p>Individuals of all ages within the Target Base are able to attain advice through engagement with the Recipient's Student Information Hotline and with staff at its online learning centres.</p> <p>As a direct result of the Recipient's services, Employment Ontario and Ontario Works clients within the Target base enrol in online courses/programs available to them and upgrade their skills and succeed in local labour markets.</p>	<p>Number of advisory requests received by the Student Information Hotline and by staff at its online learning centres.</p> <p>Number of office partnerships established.</p> <p><b>Targets:</b>  <b>Ontario Works: 50</b>  <b>Employment Ontario: 25</b></p> <p><b>Q1:</b>  <b>Ontario Works: 170</b>  <b>Employment Ontario: 188</b></p> <p>Number of Ontario Works and Employment Ontario clients served.</p> <p><b>Targets:</b>  <b>Ontario Works: 250</b>  <b>Employment Ontario: 250</b></p> <p>Functionality added to Contact North   Contact Nord CRM to track clients from these two sources in July 2019. Q1 figure to be reported with Q2</p>



GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
			results.
			<p>Number of online course and program registrations by Ontario Works and Employment Ontario clients (Targets: N/A)</p> <p>Tracking added to Contact North   Contact Nord CRM to track registrations from these two sources in July 2019. Q1 figure to be reported with Q2 results.</p>
			<p>Metrics which demonstrate the direct impact of the Recipient's services on employment rates within the Target Base.</p> <p>Q1: Contact North   Contact Nord working with Forum Research to identify appropriate metrics.</p> <p>Questions to be included in omnibus survey by Forum Research for the 2019-2020 fiscal year and reported in May 2020.</p>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
<p>Program goal: support and assist faculty and instructors from the Education and Training Providers in their use of online learning through the provision of online, web conferencing and videoconferencing tools.</p>	<p>Provide online delivery tools (e.g., Moodle, web and video conferencing platforms) to faculty of the Education and Training Providers to facilitate and enhance online course delivery.</p> <p>Provide training for faculty and instructors of the Education and Training Providers in English and French on using the platforms to deliver their online programs and courses.</p> <p>Provide IT support to staff and faculty of the Education and Training Providers in connection with the use of the Recipient's IT resources as required.</p>	<p>Faculty and instructors of the Education and Training Providers use the Recipient's online delivery tools and resources.</p> <p>Faculty and instructors of the Education and Training Providers are competent and knowledgeable in how to maximize the use of the Recipient's online delivery tools and resources.</p> <p>Faculty and instructors of the Education and Training Providers seek training and IT support from the Recipient for issues relating to the use of its online delivery tools and resources.</p>	<p>Number and type of online and distance education delivery tools used by faculty and instructors of the Education and Training Providers to facilitate and enhance online and distance course delivery.</p> <p><b>Q1: Contact North   Contact Nord provides the following 3 tools for use by faculty and instructors:</b></p> <ol style="list-style-type: none"> <li>1) <b>Web conferencing platforms (Saba Meeting and Adobe Connect)</b></li> <li>2) <b>Videoconferencing platform</b></li> <li>3) <b>Moodle Learning Management System</b></li> </ol> <p>Number of Faculty and Instructors trained on the Recipient's online delivery tools and resources.</p> <p><b>Q1: Contact North   Contact Nord delivered training to 73 faculty and instructors on How to Use the Web Conferencing Platform to Teach Effectively during the period.</b></p>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
			<p>Number and nature of IT support requests from faculty and instructors within the Target Base.</p> <p>Included in total of 1,228 for IT support requests.</p> <p>Typical support requests from faculty and instructors include:</p> <ul style="list-style-type: none"> <li>○ How can I save the recording?</li> <li>○ How do I share my presentation?</li> </ul>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
Ministry mandate: Value for money.	Assess program uptake within the Target Base.	Increased uptake in the Recipient's services among eligible candidates;	Metrics based on independently verifiable data that:
Program goals: demonstrate the effectiveness of the Recipient's services within the Target demographic through the presentation of outcomes- based, independently verifiable data.	Provide statistics on completion rates and employment placements for program graduates who made use of the Recipient's programs and services within the Target Base.	Increased academic program completion rates; and  Increased employment rates in local labour markets.	<ul style="list-style-type: none"> <li>• Confirm the percentage of the Recipient's eligible prospective clients within the Target Base who make use of the Recipient's services (i.e., uptake rate)</li> </ul> <p><b>Q1: Contact North   Contact Nord to calculate the percentage using Statistic Canada Community Profiles data. Report available for Q2.</b></p>
			<ul style="list-style-type: none"> <li>• Demonstrate the direct impact of the Recipient's services on its clients' academic program completion rates</li> </ul> <p><b>Q1: Questions to be included in omnibus survey by Forum Research for the 2019-2020 fiscal year and reported in May 2020.</b></p>
			<ul style="list-style-type: none"> <li>• Metrics which demonstrate the direct impact of the Recipient's services on</li> </ul>

GOAL	ACTIVITIES	PERFORMANCE MEASURES	METRICS
			<p>employment rates within the Target Base</p> <p><b>Q1: Questions to be included in omnibus survey by Forum Research for the 2019-2020 fiscal year and reported in May 2020.</b></p>

Outcome/Performance Indicator	2019-2020 Target	Q1
Requests for Services	699,398	221,285
Course Registrations	58,400	11,427 student registrations in online courses generated (preliminary figure as data collection not complete for Spring/Summer 2019 semester)
Communities Served	800	636

### Section 3 – Mitigation Strategies

Contact North | Contact Nord reviewed the Q1 results against the outcomes and performance measurements in the 2019-2020 Transfer Payment Agreement and its internal metrics identified in the 5-Year Framework.

As a general comment, Q1 tends to be the slowest quarter for use of Contact North | Contact Nord’s services as the Spring/Summer academic semester is the slowest of the three semesters. Demand for services increases significantly in Q2 as we prepare for the fall return to class.

Notwithstanding this historical pattern, Contact North | Contact Nord is meeting and/or exceeding its targets as noted below. Where appropriate, mitigation strategies and comments are included.

Outcome/Performance Indicator	2019-2020 Target	Q1 Result	% of Target at 25% of Fiscal Year	Mitigation Strategies/Comments
Requests for Services	699,398	221,285	32%	No mitigation strategies required.
Course Registrations	58,400	11,427	20%	Data collection not complete for the period so the result will be higher and re-evaluated in Q2.  Directors, Recruitment & Partnerships responsible for recruitment activities in the regions providing an analysis of registrations to date and actions to be undertaken to reach the targets.
Communities Served	800	636	80%	No mitigation strategies required.

Outcome/Performance Indicator	2019-2020 Target	Q1 Result	% of Target at 25% of Fiscal Year	Mitigation Strategies/Comments
Ontario Works Office Engagement	25	170	680%	No mitigation strategies required.
Employment Ontario Office Engagement	25	188	752%	No mitigation strategies required.
Calls to IT Technical Hotline	9,817	1,228	13%	Calls to the IT Technical Hotline are re-active based on user issues. No mitigation strategies required.
Calls to Student Information Hotline	5,565	1,389	25%	On track to achieve target. No mitigation strategies required.
Up time on distance delivery platforms	95%	98.9%	104%	No mitigation strategies required.
Targeted Recruitment Campaigns	60	8	13%	Directors, Recruitment & Partnerships ramping up Targeted Recruitment Campaigns for Fall and Winter semesters. Q1 is generally slower period for Targeted Recruitment Campaigns.
Users of Portals	216,786	59,307	27%	No mitigation strategies required.
Pageviews on Portals	674,398	191,179	28%	No mitigation strategies required.



## Section 4 – Q1 2019-2020 Financial Report

### Contact North | Contact Nord MTCU Funding Financial Report at June 30, 2019

	Budget	Year-to-Date Actuals	Projection to Year-End	Variance
<b>Revenue</b>				
Base Grant	\$ 9,751,469	\$ 2,242,000	\$ 9,751,469	\$ -
<b>Total Revenue</b>	<b>\$ 9,751,469</b>	<b>\$ 2,242,000</b>	<b>\$ 9,751,469</b>	<b>\$ -</b>
<b>Eligible Expenses</b>				
Recruitment & Student Services				
Regional Services and Online Learning Centres	\$ 3,972,360	854,137	\$ 3,972,360	\$ -
Promotion & Recruitment	793,932	162,168	793,932	-
Statistics Collection & Reporting	169,884	25,390	169,884	-
Student Information Hotline	189,393	35,734	189,393	-
Central Support Services	190,347	31,291	190,347	-
<b>Total Recruitment &amp; Student Services</b>	<b>\$ 5,315,916</b>	<b>\$ 1,108,720</b>	<b>\$ 5,315,916</b>	<b>\$ -</b>
Information Technology (IT) & Web Services				
IT & Web Services Department	\$ 1,761,813	\$ 536,836	\$ 1,761,813	\$ -
Telecommunications	209,115	102,554	209,115	-
Capital	300,000	27,497	300,000	-
<b>Total IT &amp; Web Services</b>	<b>\$ 2,270,928</b>	<b>\$ 666,887</b>	<b>\$ 2,270,928</b>	<b>\$ -</b>
Operations Support Services				
Regional Operations Centres	\$ 904,839	\$ 238,723	\$ 904,839	\$ -
e-Learning Support Services	98,928	29,048	98,928	-
CRM Data Integrity & Training	187,717	53,022	187,717	-
<b>Total Operations Support Services</b>	<b>\$ 1,191,484</b>	<b>\$ 320,793</b>	<b>\$ 1,191,484</b>	<b>\$ -</b>
Governance & Administration				
Financial Services	\$ 295,289	\$ 72,940	\$ 295,289	\$ -
Human Resources Services	325,221	96,063	325,221	-
Governance & CEO	352,631	86,870	352,631	-
<b>Total Governance &amp; Administration</b>	<b>\$ 973,141</b>	<b>\$ 255,873</b>	<b>\$ 973,141</b>	<b>\$ -</b>
<b>Total Eligible Expenses</b>	<b>\$ 9,751,469</b>	<b>\$ 2,352,273</b>	<b>\$ 9,751,469</b>	<b>\$ -</b>
<b>Surplus or (Shortfall)</b>	<b>\$ -</b>	<b>\$ (110,273)</b>	<b>\$ -</b>	<b>\$ -</b>
Interest Earned on TP Funds (only required at year end)				
Funds received on Disposal of Assets	\$ -	\$ -	\$ -	\$ -
<b>Total Due to Province</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

## Appendix A – Requests for Services Snapshot

### Request for Services Snapshot - April 1, 2019 to June 30, 2019

Service	Description	Number of Requests	Source of Data
<b>Requests Responded to at Online Learning Centres and Operations Centres</b>			
Exam Invigilations	Number of exams invigilated at online learning centres and Operations Centres.	3,013	CN   CN CRM
Student Interactions	Number of student appointments recorded by Online Learning Recruitment Officers and Student Recruitment & Services Representatives in the CRM to provide information, present study options, provide orientations, provide referrals, follow-ups on information provided.	43,945	CN   CN CRM
Influencer Interactions	Number of influencer appointments recorded by Online Learning Recruitment Officers in the CRM such as presentations to groups of prospective students, information sessions with prospective referral partners, and networking events.	1,725	CN   CN CRM
Course Work Appointments	Number of appointments for students to use computers and Internet access at online learning centres to complete their coursework and use of web conferencing, videoconferencing and audioconferencing platforms to connect to their courses.	2,789	CN   CN CRM
Inquiries at Online Learning Centres	Number of telephone calls, e-mails, walk-ins and mail-ins received at the online learning centres requesting a service not recorded under one of the other categories in the CRM.	4,760	CN   CN CRM
	<b>Sub Total</b>	<b>56,232</b>	

<b>Requests Responded to Centrally</b>			
Student Information Hotline Inquiries	Number of inquiries (toll-free, e-mail, live chat, walk-in) to the Student Information Hotline.	1,389	Internal Tracking (represents 2,565 toll-free calls, 1,102 live chats, 1,320 e-mail, 29 walk-ins)
Online Booking Tool (OBT) Bookings for the Use of Web Conferencing, Videoconferencing and Audioconferencing Platforms and Requests for Changes to Bookings	The number of bookings for the use of CN   CN's 3 distance delivery platforms (web conferencing, videoconferencing and audioconferencing) by education and training providers and the number of changes to bookings processed.	2,615	CN   CN OBT
Technical Support Hotline	Number of support inquiries to the Technical Support Hotline.	1,228	Bell Canada Call Tracking
Targeted Recruitment Campaigns	Number of targeted recruitment campaigns undertaken by CN   CN to generate awareness of, and registrations in, specific online programs and courses for public colleges and universities. Campaigns executed by Online Learning Recruitment Officers in communities across Ontario for one month with detailed reports submitted to college or university partner.	8	Internal Tracking (represents 2 universities, 6 colleges)
Requests for Instructor Training	Number of requests received for web conferencing training for instructors at colleges, universities, Indigenous institutes, school boards, literacy and basic skills providers and other training providers.	73	Internal Tracking
	<b>Sub Total</b>	<b>5,313</b>	

<b>Requests Responded to via Portals</b>			
Pageviews 1	Number of unique views of pages on studyonline.ca/etudiezenligne.ca providing services to students and prospective students such as requesting information on programs or courses through a search in the database, information on services available at online learning centres/where they are located or information on support services from colleges and universities. Google Analytics provides a list of the cities and towns the users viewing the pages are located in and the number of users per city or town.	152,033	Google Analytics
Pageviews 2	Number of unique views to pages on e-channel.ca providing services to students and prospective students such as requesting information on programs or courses through a search, information on services available at online learning centres/where they are located or information on support services from literacy and basic skills providers. Google Analytics provides a list of the cities and towns the users viewing the pages are located in and the number of users per city or town.	7,707	Google Analytics
	<b>Sub Total</b>	159,740	
	<b>Total Requests for Services</b>	<b>221,285</b>	
	<b>% of Target of 699,398 at 25% of Fiscal Year</b>	<b>32%</b>	<b>+7%</b>

## Appendix B – List of Requests for Programs and Courses Not Currently Available (April 1, 2019 to June 30, 2019)

Name	Type	Delivery Mode	Full- or Part-Time	Sector	Language	Number of Requests
Autobody Repair	Program	Synchronous	Part-Time	College	English	1
Automotive Apprenticeship				College		2
BA Child Youth Worker	Program	Blended	N/A	University	English	1
Cosmetology	Course			NA		1
CPA	Program	Blended	N/A	Others	English	1
Critical Reasoning for Beginners (FREE) (Oxford)	Course		N/A	Others	English	1
Esthetics	Program			College		2
Graduate Diploma in Aging and Health	Program	Blended	Part-Time	University	French	1
Masters in Law	Program	Asynchronous	N/A	University	English	1
Math undergraduate degree	Program	Blended	N/A	University	English	1
Mental Health Worker for international students	Program	Asynchronous	N/A	College	English	1
Paralegal Program				College		1
Peer Support Worker	Program	Blended	N/A	College	English	1
Practical Nursing - fully online	Program		Full-Time	College		1
Raiser's Edge Training	Program	Asynchronous	N/A	Others	English	1
Registered Practice Nurse	Program	Asynchronous	N/A	College	English	1
Security Guard	Program	Blended	N/A	College	English	1
Social Work (non Indigenous)				University		10

## Appendix C – Ontario Works (OW) Office Snapshot

As part of its 2019-2020 Transfer Payment Agreement, Contact North | Contact Nord (CN|CN) engages Ontario Works (OW) Offices in every corner of the province to help their clients get the education and training they need to get a job.

### Five-Part Engagement Process

- 1) CN | CN local staff contacts local OW Office staff to start the engagement process.
- 2) CN | CN provides details on the free services available to OW clients from CN | CN.
- 3) OW Office refers its clients who need education and training to get a job to the local CN | CN online learning centre. Staff at the online learning centres provide the following five services:
  - Information about available online programs and courses
  - Assistance with the registration process for their program or course of choice
  - Free use of computer workstations and high-speed Internet access to complete their online courses
  - Free use of web conferencing and videoconferencing distance learning platforms to connect to, and participate in, their live online programs and courses
  - Supervision of written exams and tests
- 4) CN | CN records client registrations in online courses and supports the OW clients to successfully complete their education and training.
- 5) CN | CN reports, as may be required, to the local OW office on client completion or other metrics.

The two snapshots below provide the following information:

Column 1 – Total number of OW Offices

Column 2 – Number of Ontario Works Offices CN | CN currently engages

Column 3 – Number of OW Offices currently referring clients to CN | CN for assistance

Column 4 – Number of OW Offices with Clients who Registered in One or More Online Courses with CN | CN's Assistance

### Overall Totals / Percentages

1 Total OW Offices	2 OW Offices CN   CN Engages	3 OW Offices Referring Clients to CN   CN	4 OW Offices with Clients with Registrations based on Referral to CN   CN
223	170	101	87
	76%	45%	39%

Distribution of First Nation and Non-First Nation Ontario Works Offices

1 OW Offices in Database	2 OW Offices CN   CN Engages	3 OW Offices Referring Clients to CN   CN	4 OW Offices with Clients with Registrations based on Referral to CN   CN
<b>First Nation Ontario Work Offices</b>			
80	65	38	26
	81%	48%	23%
<b>Non-First Nations OW Offices</b>			
143	105	63	61
	73%	44%	42%



## Appendix D – List of Documents Provided to Higher Education Quality Council (HEQCO)

## CONTACT NORTH | CONTACT NORD BACKGROUND DOCUMENTS FOR HEQCO

As part of Contact North | Contact Nord's commitment to transparency, the following documents are available from its corporate website. Click the links to open.

### KEY FACTS AND OUTCOMES

- [Contact North | Contact Nord Key Facts and Outcomes – 2019](#)
- [Contact North | Contact Nord Key Infographic – July 2019](#)
- [100 Snapshots of Online Learners Using Contact North | Contact Nord's Services](#)
- [21 Success Stories of Aboriginal Learners Using Online Learning to Get Their Degrees, Diplomas, Certificates or Upgrade Their Skills](#)
- [List of 4282 local Organizations Contact North | Contact Nord Engages With](#)

### PLANNING AND OPERATIONS

- [Contact North | Contact Nord 2019-2020 Budget](#)
- [2019-2020 Business Plan and Funding Request](#)
- [Logic Model - Contact North | Contact Nord – 2019](#)
- [5-Year Framework 2019-2020 to 2023-2024](#)
- [Contact North | Contact Nord 2018-2019 Performance Report](#)

### 2019 CONTACT NORTH | CONTACT NORD CLIENT SATISFACTION SURVEY

- [Infographic](#)
- [Highlights of Client Satisfaction Survey](#)
- [Client Satisfaction Survey Report](#)

### CONTACT NORTH | CONTACT NORD: A CASE STUDY

- [Case Study](#)

### CORPORATE INFORMATION

- [Overview](#)
- [Board of Directors](#)
- [News](#)
- [External Presentations](#)
- [Careers](#)
- [Past Editions of Online Learning News](#)
- [studyonline.ca / etudiezenligne.ca](#) portal for students and prospective students

## REFLECTIONS OF CONTACT NORTH | CONTACT NORD THINKING ON KEY ISSUES

Contact North | Contact Nord actively contributes to showcasing the breakthrough innovations in online learning, research in online learning and ideas and insights about online learning:

- Leveraging Technology to Improve Access, Flexibility, Quality, Affordability and Success in Apprenticeship (working draft attached)
- Online Learning for High School Students (working draft attached)
- Collectively Building the Future of Digital Learning in Ontario (working draft attached)
- [An Apprenticeship Skills Agenda: Report and Recommendations by Maxim Jean-Louis](#)
- [185+ Pockets of Innovation in Online Learning](#)

### FURTHER INFORMATION

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President – Chief Executive Officer  
Contact North | Contact Nord  
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[maxim@contactnorth.ca](mailto:maxim@contactnorth.ca)  
[www.contactnorth.ca](http://www.contactnorth.ca)

July 18, 2019

## Appendix E – Social Media Reports

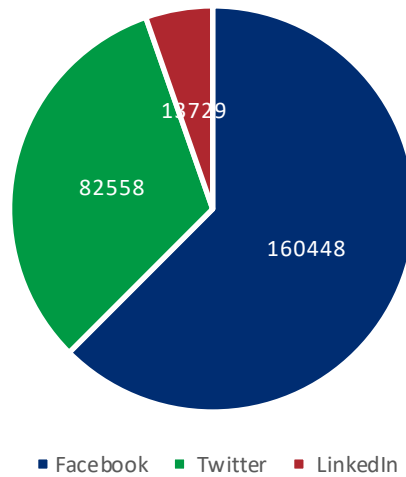
# Social Media Quarterly Report – Apr - Jun 2019

## Traffic Breakdown

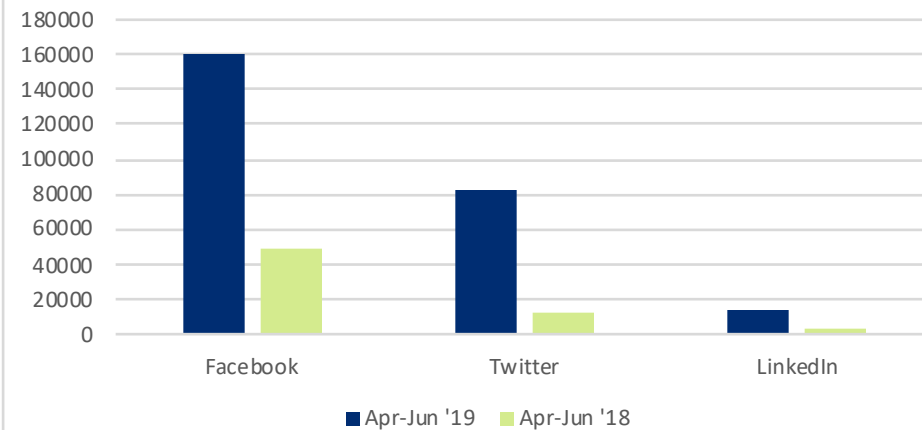
Channel	# of impress
Facebook	160448
Twitter	82558
LinkedIn	13729

QUARTERLY COMPARISON		
Media	Apr-Jun '19	Apr-Jun '18
Facebook	160448	48987
Twitter	82558	11834
LinkedIn	13729	2742

Impressions by social media platform



Quarterly traffic comparison

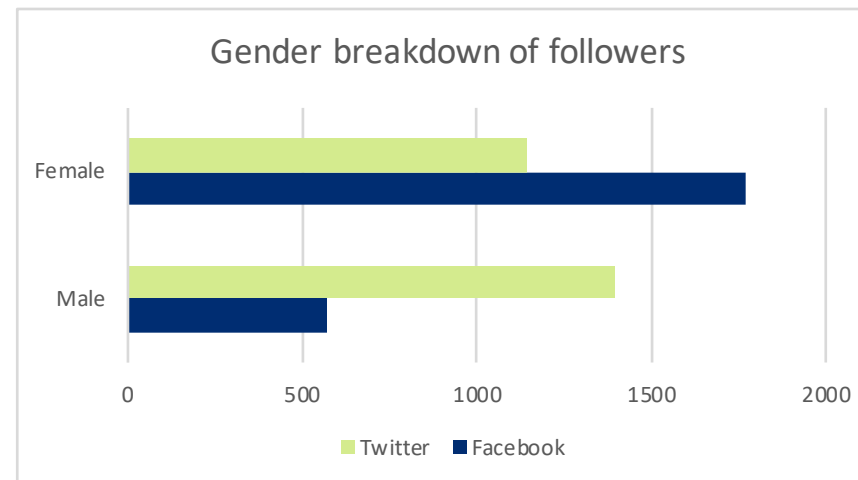
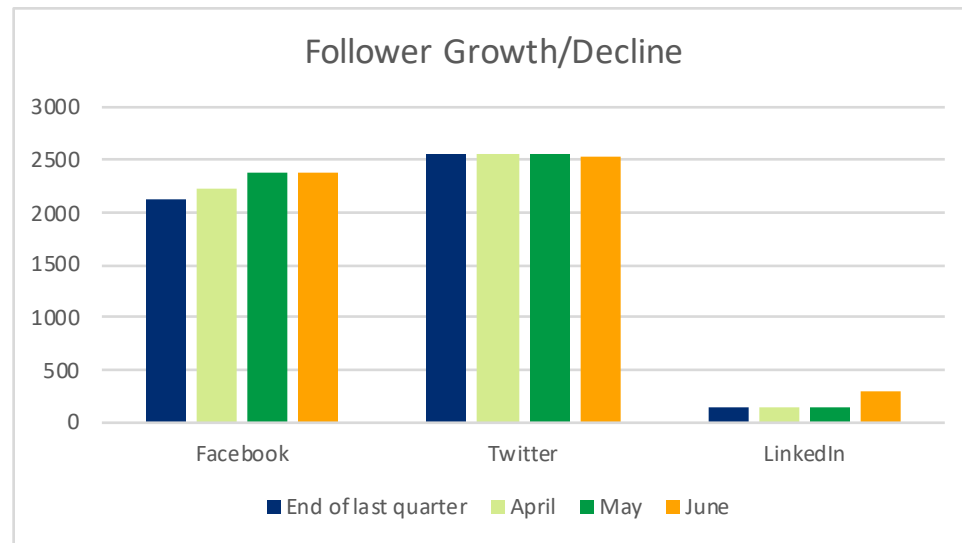


# Follower Growth

# Gender Breakdown

Channel	End of last quarter	April	May	June
Facebook	2134	2221	2386	2390
Twitter	2552	2553	2545	2538
LinkedIn	138	146	155	297

Channel	Male	Female
Facebook	573.6	1768.6
Twitter	1395.9	1142.1
LinkedIn	no info available	



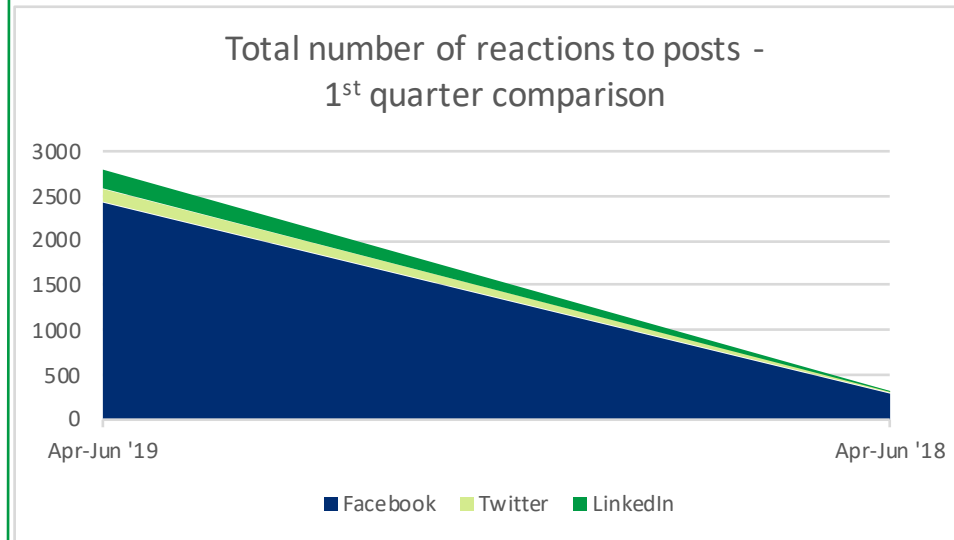
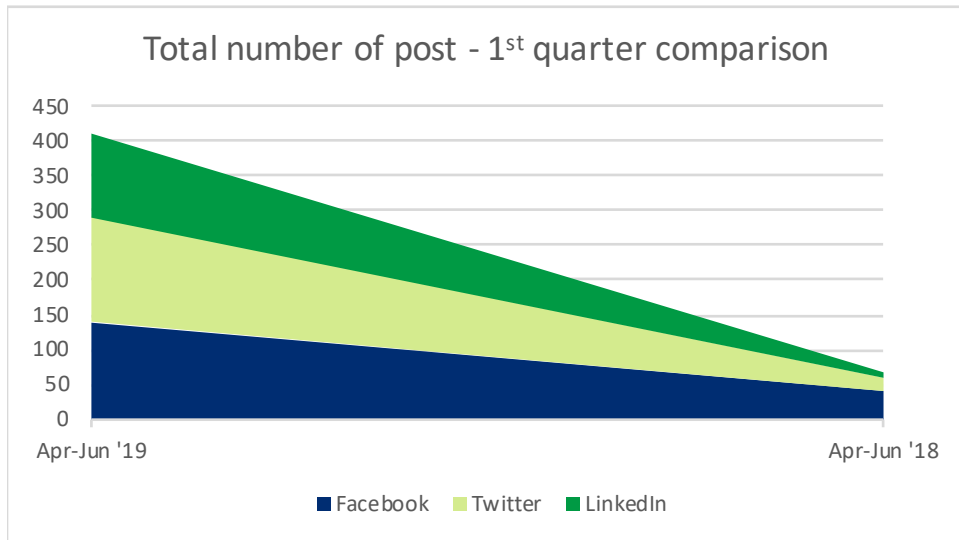
# Number of posts

# Engagement statistics

Channel	Apr-Jun '19	Apr-Jun '18
Facebook	139	41
Twitter	152	19
LinkedIn	119	8

## Likes/reactions

Channel	Apr-Jun '19	Apr-Jun '18
Facebook	2426	301
Twitter	152	9
LinkedIn	217	19



**Contact North | Contact Nord Follow-up Responses to Questions from Working Session with Ministry of Training, Colleges, and Universities, August 14, 2019, Ministry Offices to Review 2018-2019 Performance Report and Q1 2018-2019 Interim Report**

As a community-based organization, Contact North | Contact Nord helps underserved Ontarians in 600 small, rural, remote, Indigenous and Francophone communities get jobs by making it possible for them to access education and training without leaving their communities.

Item	Request	Contact North   Contact Nord Response
Schedule G for 2018-2019 Fiscal Year	Provide the 2018-2019 financial results in the template as provided in Schedule G of the 2019-2020 Transfer Payment Agreement	See Appendix 1 for “Contact North Schedule G 2018-2019 v2”.  As per the 2018-2019 Transfer Payment Agreement, interest income was used to offset expenses – therefore a claw-back of the \$20,458 in interest income results in a deficit of \$18,499 for 2018-2019, as noted in Schedule G 2018-2019 v2.
Efficacy of Google Adwords, Q1 2019-2020 Interim Report	Provide additional information to demonstrate the efficacy of Google Adwords	Google Adwords is used on <a href="http://studyonline.ca">studyonline.ca</a> / <a href="http://etudiezenligne.ca">etudiezenligne.ca</a> to drive traffic to the portal with three specific goals:  1) To encourage prospective students to contact an online learning centre or the Student Information Hotline to receive high touch support services.  2) To conduct a search of the program and course database to find programs and courses of interest (all search results include a call to action to contact a local online learning centre or the Student Information Hotline for assistance).  3) To promote the Targeted Recruitment Campaigns profiled at <a href="https://studyonline.ca/featured-programs">https://studyonline.ca/featured-programs</a> and <a href="https://etudiezenligne.ca/programmes-en-vedettes">https://etudiezenligne.ca/programmes-en-vedettes</a> .



Item	Request	Contact North   Contact Nord Response
		<p>In 2016, Contact North   Contact Nord (CN   CN) conducted a study to determine the impact of Google Adwords on inquiries to the Student Information Hotline and pageviews on the portals .</p> <p>We compared the number of inquiries and pageviews during the period June 1 – July 31, 2015 with <u>no active</u> Google Adwords to the period June 1, 2016 to July 31, 2016 with <u>active</u> Google Adwords.</p> <p>The results:</p> <ol style="list-style-type: none"> <li>1) A 39% increase in inquiries to the Student Information Hotline from 2015 to 2016.</li> <li>2) A 26% increase in pageviews on studyonline.ca / etudiezenligne.ca from 2015 to 2016.</li> </ol> <p>See Appendix 2 for details.</p> <p>The fiscal year data on inquiries and pageviews validates the continued use of Google Adwords. See Appendix 1 for details.</p>
<p>Recruitment Strategy on page 5 of 2018-2019 Performance Report</p>	<p>Describe the Recruitment Strategy. What is working? What is not working?</p>	<p>As a community-based organization, Contact North   Contact Nord’s recruitment strategy is primarily (but not exclusively) a two-prong, “relationship networking process”:</p> <ol style="list-style-type: none"> <li>1) Building and leveraging relationships with local partners and with students/prospective students as opposed to advertising based.</li> <li>2) Focused on generating, expanding and nurturing ongoing sources of referrals from community organizations, including local Ontario Works offices, local Employment Ontario offices, local employment and training organizations, public libraries and other community-based organizations.</li> </ol>

Item	Request	Contact North   Contact Nord Response
		<p>There are five components to the strategy:</p> <ol style="list-style-type: none"> <li>1) Establishing local relationships and referral sources.</li> <li>2) Executing Targeted Recruitment Campaigns (see description below).</li> <li>3) Making presentations / attending community-based events (Federation of Northern Ontario Municipalities (FONOM) annual conference, Rural Ontario Municipal Association (ROMA) annual conference, local fairs, local tradeshow, local business events) to identify and enlist them as referral sources.</li> <li>4) Implementing social media marketing via Facebook, Twitter, YouTube and LinkedIn.</li> <li>5) Executing limited local advertising, including Google Adwords.</li> </ol> <p>From a critical analysis perspective, all five components are delivering results, with greater emphasis possible on social media marketing, based on an evaluation of the effectiveness.</p> <p><u>Province-wide Targeted Recruitment Campaigns</u></p> <p>In 2015, CN   CN launched the concept of a province-wide Targeted Recruitment Campaign (TRC) to deliver focused promotional support to its college and university partners to generate registrations in specific online programs and courses across Ontario through outreach from our 116 online learning centres to 600 small, remote, rural, Indigenous and Francophone communities.</p> <p>Each of CN   CN's six Directors, Recruitment &amp; Partnerships (covering one of the following six CN   CN regions - Northeast, North Central, Northwest, South Central, Southeast, Southwest) works with their college and university partners to identify online programs and course</p>

Item	Request	Contact North   Contact Nord Response
		<p>the partner wishes to promote and then organizes a province-wide campaign.</p> <p>Prior to the launch of each province-wide Targeted Recruitment Campaign:</p> <ol style="list-style-type: none"> <li>1) Directors, Recruitment &amp; Partnerships work with each college or university to identify the online program or course they wish to promote.</li> <li>2) CN   CN produces customized promotional materials, identifies specific strategies to market the program or course, and organizes a web conference session with our team of 37 Online Learning Recruitment Officers (OLROs) and representatives of the college or university to prepare for the launch of the campaign.</li> <li>3) OLROs actively recruit students for the programs and courses during the campaign period (1 month).</li> <li>4) CN   CN promotes all Targeted Recruitment Campaigns in a special section called “Featured Online Degrees, Diplomas and Certificates” on its <a href="http://studyonline.ca">studyonline.ca</a> / <a href="http://etudiezenligne.ca">etudiezenligne.ca</a> portal for students and prospective students.</li> <li>5) CN   CN provides a detailed report upon completion of the campaign (See Appendix 3 for 11 recent reports on Targeted Recruitment Campaigns completed).</li> </ol> <p>In 2018-2019, CN   CN executed 28 province-wide Targeted Recruitment Campaigns. See list of campaigns starting on page 11 of the 2018-2019 Performance Report.</p>
Recruitment Training for Staff on Page 6	Describe the Training. What is the impact?	The training for local staff (Online Learning Recruitment Officers and Student Recruitment and Services Representatives) focuses on the five components of our community-based recruitment strategy:

Item	Request	Contact North   Contact Nord Response
of 2018-2019 Performance Report		<ol style="list-style-type: none"> <li>1) How to establish, nurture and leverage local relationships and referral sources.</li> <li>2) How to execute province-wide Targeted Recruitment Campaigns.</li> <li>3) Strategies for making presentations / attending community-based events such as the Federation of Northern Ontario Municipalities (FONOM) annual conference, Rural Ontario Municipal Association (ROMA) annual conference, local fairs, local tradeshow, local business events.</li> <li>4) Strategies for local use of social media marketing.</li> <li>5) Identifying opportunities to generate “ earned media” and also for local advertising, within a set budget.</li> </ol> <p>Staff also receive extensive training on the use of our Customer Relationship Management (CRM) tool to ensure they are systematically tracking clients they support, regularly following-up to support the students, and punctually recording all requests for services.</p> <p>The training program has a positive impact on staff, ensuring they have the skills necessary to deliver our commitment, as a community-based organization, to help underserved Ontarians in 600 small, rural, remote, Indigenous and Francophone communities get jobs by making it possible for them to access education and training without leaving their communities.</p> <p>Revisions are made to our training programs as required.</p>
CN   CN Web Strategy, page 20 of 2018-2019 Performance Report	What is the web strategy?	<p>CN   CN’s web strategy has three components:</p> <ol style="list-style-type: none"> <li>1) Maintain the <a href="http://studyonline.ca">studyonline.ca</a> / <a href="http://etudiezenligne.ca">etudiezenligne.ca</a> portal for students and prospective students to provide information and critically, to drive students and prospective students to contact</li> </ol>

Item	Request	Contact North   Contact Nord Response
		<p>an online learning centre or the Student Information Hotline for high-touch, local support services by trained front end staff.</p> <p>2) Maintain the <a href="http://e-channel.ca">e-channel.ca</a> portal for students and prospective students to provide information and critically, to drive students and prospective students to contact an online learning centre or the Student Information Hotline for high-touch, local support services.</p> <p>3) Maintain our corporate website (<a href="http://contactnorth.ca">contactnorth.ca</a> / <a href="http://contactnord.ca">contactnord.ca</a>) to provide a gateway to all of our services, including a link to the web conferencing platform for students to access their classes, and provide information to the general public and local partners, as part of our open and transparent approach as a publicly-funded organization.</p>
<p>Status of Online Learning Centres and Access Points</p>	<p>Identify the process to determine the status of an Online Learning Centre and an Access Point</p>	<p>CN   CN uses a four-point status system for its online learning centres:</p> <ol style="list-style-type: none"> <li>1. (F) – online learning centre with full-time staff and open 5 days per week.</li> <li>2. (P) – online learning centre with part-time staff and open less than 5 days per week for scheduled activity.</li> <li>3. (P – NCA) – online learning centre with no current scheduled activity and part-time staff available on an “as needed basis” to respond to requests for services and use of the online learning centre.</li> <li>4. (P – TC) – online learning centre temporarily closed due to loss of rent-free space in the community or at least two academic semesters with no scheduled activity and part-time staff available on an “as needed basis” to respond to requests for services and use of the online learning centre.</li> </ol>

Item	Request	Contact North   Contact Nord Response
		<p>All part-time staff are available on an “as needed basis” (i.e. there is no guarantee of hours unless there is a request for service or scheduled activity) and are paid minimum wage. Approximately 67% of CN   CN’s staff complement is part-time staff (currently 151 staff members with 74 full-time staff members).</p> <p>The availability of the part-time staff allows CN   CN to quickly to quickly respond to a request for service in the community (aligned to our focus as a community-based organization) and change the status of an online learning centre appropriately.</p> <p>Access Points are either open or closed based on the availability of one of CN   CN’s services.</p> <p>The listing of Online Learning Centres and Access Points is reviewed and updated monthly as required.</p>

Appendix 1

**SCHEDULE "G"**  
**FINANCIAL REPORTING TEMPLATE (REVISED)**

<b>2018-2019</b>				
	<b>Budget</b>	<b>Year-to-Date Actuals</b>	<b>Projection to Year-End</b>	<b>Variance</b>
<b>Revenue</b>				
<b>TP Funding from the Province</b>	9,751,469	9,751,469	9,751,469	0
<b><u>Eligible Expenses:</u></b>				
Recruitment & Student Services	4,835,824	4,880,262	4,880,262	44,438
Information Technology & Web Services	2,236,458	2,353,805	2,353,805	117,347
Operations Centres Supporting Online Learning Centres	1,183,760	1,039,901	1,039,901	(143,859)
Communications & Administration	1,630,427	1,620,278	1,620,278	(10,149)
Cost Recovery	(135,000)	(124,278)	(124,278)	10,722
<b>Total Eligible Expenses</b>	9,751,469	9,769,968	9,769,968	18,499
<b>Shortfall</b>	0	(18,499)	(18,499)	
<b>Interest Earned on TP Funds</b> <i>[Only required at year-end]</i>	0	20,458	20,458	
<b>Funds Received on Disposal of Assets</b>		0	0	
<b>Total Due to Province* (if applicable)</b>	-	1,959	1,959	

\*In accordance with the 2018-19 TPA Agreement, cost recovery revenue and interest income is used to offset expenses. Claw-back by the Province of the \$20,458 in interest income for 2018-19 results in a deficit of \$18,499.

## Appendix 2

### Results of Study of Efficacy of Google Adwords

Student Information Hotline					
Period	Toll Free	Chat	E-mail	Walk-in	Total
June - July 2015	300	54	55	0	409
June - July 2016	301	140	125	3	569
Actual Change	+1	+86	+70	+3	+160
% Change	0%	+159%	+127%	#DIV/0!	+39%

Period	Users	Sessions	Pageviews
June - July 2015	10,215	13,370	59,214
June - July 2016	18,635	22,739	72,093
Actual Change	+8,420	+9,369	+12,879
% Change	+82%	+70%	+22%



Fiscal Year Comparisons (April 1 to March 31)

	2016-2017	2017-2018	Actual Change	% Change	2018-2019	Actual Change	% Change
Inquiries to the Student Information Hotline	3,716	4,988	1,272	34%	5,016	28	1%
Pageviews on studyonline.ca / etudiezenligne.ca	499,884	620,582	120,698	24%	757,075	136,493	22%

## Targeted Recruitment Initiative for Collège Boréal:

### **Intervention correctionnelle avancée pour populations complexes**

November 2018



**COLLÈGE BORÉAL**  
éducation • innovation • recherche

## Goals:

- Introduce Collège Boréal's post-diploma program, Intervention correctionnelle avancée pour populations complexes, as a study option to potential and existing students.
- To generate, where possible, immediate registrations in the program from throughout the province.
- Plant the seeds for future registrations and promote the program.
- To bring awareness to Collège Boréal's online education options.
- Provide a one-month 'snapshot' of the reception and feedback to the program from across the province.

## Summary of Contact North | Contact Nord activity:

- Participation by staff at online learning centres (OLCs) in the following territories:
  - o Attawapiskat, Bracebridge, Cochrane, Dryden, Huron, Georgina, Temiskaming, Hearst, Greenstone, Madoc, Marathon, M'Chigeeng (Manitoulin Island), Mid-North (Elliot Lake, Espanola), Grand River, North Bay, Northumberland, Parry Sound, Central Algoma (Sault St. Marie, Thessalon), Shelburne, Timmins, St. Catharines, St. Thomas, Stratford, Wallaceburg, Windsor.
- Each Online Learning Recruitment Officer conducted research with their teams for potential recruitment streams within their territories, based on the target markets.
- Additionally, each centre shared the information broadly with existing students and local organizations in the community to create more awareness of the programs.
- Social media (Facebook) was utilized at both the online learning centre and corporate levels.
- Flyers/information for the programs were shared via e-mail, phone, face-to-face meetings and presentations to:
  - o Employment contacts
  - o Ontario Works contacts
  - o Correctional facilities
  - o Counselling & addictions services
  - o Community agencies working with complex populations
  - o Others (includes general client list, word-of-mouth sharing, organizations who may employ potential candidates, people met at networking events, etc.)
- Hard copies of flyers were available at all centres and distributed locally.
- Online Learning Recruitment Officers presented these programs to all interested clients, as a study option for the potential student to review.
- Data from Google Analytics was retrieved with regard to the program page on our website, [studyonline.ca](http://studyonline.ca).

## General Results

Note: Teams had until December 10, 2018, to submit data for the following:

	Totals
<b>Targeted Recruitment Initiatives:</b>	
e-Mails	6377
Drop-offs	179
Face-to-face meetings/presentations	34
Follow-ups	16
<b>Social media (Facebook):</b>	
Posts	34
Likes	151
Shares	28
Reach	5544
<b>Google Analytics from studyonline.ca:</b>	
Unique page views	13
Time (minutes) spent reviewing content	6.9
<b>REGISTRATIONS GENERATED:</b>	
Confirmed registrations	1
Potential registrations	8

## Analysis of numbers

- We had one (1) confirmed registration during the period of the initiative (November 2018) from the Cochrane territory. This is not unusual, as a month is a short period of time for someone to learn about a program and register in it. We will continue to follow up with those who expressed interest in the program.
- We can anticipate another eight (8) potential registrations for upcoming intakes. This is a strong number, especially for a post-diploma program so pointedly focused on one specific clientele.
- It should be noted that the potential registrations were reported from the following areas: Cochrane, Hearst, M'Chigeeng (Manitoulin Island), Mid-North (Elliot Lake, Espanola).

## Comments/feedback received

Online Learning Recruitment Officers have the opportunity to share any comments they have or received during the duration of the initiative. Comments are not mandatory, but are encouraged. Comments are 'copied and pasted' as shared, and the location of the Online Learning Recruitment Officer is in brackets after the comment, to allow for a better idea of the provincial reception of the program.

- The program assistant with the local Diversity and Immigration Partnership Council for the Durham region forwarded the details to the Conseil des Organismes Francophones de la Région de Durham (COFRD) for circulation among the Francophone community. (Northumberland)

- Shared with the bilingual employment specialist who assists many military personnel and families looking for work. (Shelburne)
- Reply received from the probation & parole officer, Ministry of Community Safety and Correctional Services: “Thanks Hassnaa (Online Learning Recruitment Officer) - these courses are very useful to my office. I will forward your e-mail.” (Windsor)
- There was interest at the Collège Boréal satellite office in Barrie... They didn't know that this program was being offered. (Georgina)
- French study options have never been overly popular in my territory. (Georgina)
- Well received at Gore Bay Medical Centre. Not a lot of French study opportunities available on the island. (M'Chigeeng)
- Not a large Francophone population in my territory. (Central Algoma)

### Next steps:

- Promotional materials will be uploaded to the Contact North | Contact Nord marketing section of the intranet for ongoing use Contact North | Contact Nord staff.
- Online Learning Recruitment Officers will continue to promote the program as a regular offering in interactions with clients in related fields, as well as look for opportunities to present it directly to larger pools of potential students.
- Continued work with Collège Boréal as one of our education partners to develop new Targeted Recruitment initiatives.
- Contact North | Contact Nord remains open to suggestions for ongoing promotion in support of Collège Boréal online programming.

It was our pleasure to collaborate with you on this Targeted Recruitment Initiative. We expect that the impact of this initiative will emerge over the coming months. Feel free to reach out to me to review the report and targeted recruitment outcomes.

It was a pleasure working with Collège Boréal.

Michelle Boileau  
 Director, Recruitment & Partnerships |  
 Directrice, Recrutement et partenariats  
[michelleb@contactnorth.ca](mailto:michelleb@contactnorth.ca)  
 T: 807-346-3418  
 C: 705-288-4349



# Make a difference IN YOUR COMMUNITY

Online learning with local support  
in your community



The Ontario Postgraduate Certificate in Advanced Correctional Intervention for Complex Populations provides graduates with the ability to work competently in complex situations and within institutional and community correctional settings. The integrated design of the program is founded in groundbreaking theory and research, applied learning for skills development, and a framework for interprofessional practice within today's correctional settings.

- This program is offered entirely through distance education with a series of online activities that are directly related to your field of study.
- This program is offered on a part-time basis.
- This program includes weekly class sessions, thus ensuring regular contact with teachers and classmates.
- Access to a technopedagogical coach who supports you throughout your course.

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For more information, please call your  
Contact North | Contact Nord Online  
Learning Recruitment Officer,

at  
or e-mail

**Get your degree, diploma or certificate or upgrade  
your skills online without leaving your community.**

**Student Information Hotline**  
**1-877-999-9149**



[Facebook.com/ContactNorth](https://www.facebook.com/ContactNorth)

**[studyonline.ca](https://www.studyonline.ca)**

# Advanced Correctional Intervention

## FOR COMPLEX POPULATIONS



**COLLÈGE BORÉAL**  
éducation • innovation • recherche

## About the program

This Ontario Postgraduate Certificate will be offered in January 2019 on a part-time basis (2 courses per semester). All courses are 7 weeks long. These will be available online and will include weekly class sessions, thus ensuring regular contact with teachers and classmates.

\*Courses are offered in French only.

## Admission requirements

A minimum 2-year college or university degree or diploma, awarded by a recognized institution, with a specialization in one of the following areas: human sciences, health sciences, social sciences (eg.: psychology, sociology, criminology), justice, social justice, social work, or other fields related to health sciences, social or community services.

## PLAR information

Collège Boréal recognizes prior learning skills, knowledge or skills acquired in the workplace, formal and informal education, non-formal learning and other life experiences.

- Recognition of prior learning is possible through a personalized assessment of a student's profile.
- Students must also have a clean criminal record to apply to this program.

## Tuition

\$5,568.30

## Job opportunities

Graduates of the Advanced Correctional Intervention Program for Complex Populations can pursue employment in correctional institutions and community-based organizations working with complex populations.

## Program of studies

- Well-being and resilience in correctional settings
- Theory and practice in a contemporary correctional environment
- Youth Crime: A Developmental Social Perspective
- Inmates with mental health disorders
- Substance Abuse and Corrections
- Experience of women in prison
- Experience and overrepresentation of Aboriginal people in correctional settings
- LGBTQ+ Community



- Stages of development in complex populations in correctional settings
- Community Service Internship OR Applied Research Project

### Studyonline.ca program link

<https://studyonline.ca/program/intervention-correctionnelle-avancee-pour-populations-complexes>

### For more information

For more information, send an e-mail to [borealenligne@collegeboreal.ca](mailto:borealenligne@collegeboreal.ca)

Targeted Recruitment Initiative  
for Confederation College:  
**Early Childhood Education Certificate**

July 2018



## Goals:

- To engage immediate registrations where possible, and introduce this as a study option for interested potential students across Ontario.
- To plant the seeds for future registrations and promote the program and Confederation College to broad audiences across Ontario.

## Summary of Contact North | Contact Nord activity:

- Participation by the following territories engaged in marketing and recruiting for Confederation College's Early Childhood Education Program. Each territory has a 300 - 400 kilometre area around their home centre that they market and recruit to potential students and stakeholders, and includes the following territories:
  - Bracebridge, Cochrane, Dryden, Georgina, Grand River, Haileybury, Kenora, Kincardine, Longlac, Madoc, Marathon, M'Chigeeng, Mid North, North Bay, Northumberland, Orleans, Shelburne, St. Thomas, and Windsor, Ontario.
- Each centre conducted research for the targeted recruitment within their territories based on the target markets, as suggested from the information provided by Confederation College.
- Each territory promoted the program to the identified target audiences as well as shared the information broadly with existing students and local organizations in the communities within their territories to create more awareness for this program.
- Social media was utilized at the centre level and at the corporate level.

Social media reach
Centre pages
5934

## Contact North | Contact Nord web portal studyonline.ca analytics:

- 11 unique views of the page.
- Users spent an average of 54 seconds viewing the content.

## Total activity for Targeted Recruitment Initiative across the province:

Territories	e-Mails/ faxes	Drop-offs	Meetings	Confirmed registrations	Potential registrations
19	4399	216	20	2	33

The Targeted Recruitment Initiative summary was categorized into the key audiences included below:

<b>Target audience 1:</b>					
<ul style="list-style-type: none"> <li>• Employment agencies, Ontario Works, literacy programs               <ul style="list-style-type: none"> <li>• Community agencies/daycares</li> </ul> </li> <li>• First Nations communities and agencies,               <ul style="list-style-type: none"> <li>• Friendship Centres</li> <li>• High schools</li> </ul> </li> </ul>					
Territories 19	e-Mails/ faxes	Drop-offs	Meetings	Confirmed registrations	Potential registrations
<b>Total</b>	<b>1592</b>	<b>170</b>	<b>8</b>	<b>1</b>	<b>20</b>

### Key feedback from target audience 1

- “Local school board HR manager indicated she would have her staff keep the flyer on hand to let future applicants know about this online program.” (Bracebridge)
- “I was asked if Confederation College would be planning on rolling out the CDP/ECE apprenticeship online.” (Georgina)
- “Worked great to pair with Education Support, lots of interest.” (Kincardine)
- “This was a challenging program to promote because both Durham and Loyalist colleges offer a similar program. The majority of my ECE students are enrolled with Loyalist College so the brand awareness is there vs. with Confederation College.”(Northumberland)
- “Question on working full-time & placements - referred to Tammy Chiodo. Question on how to register. Permanent resident from Pakistan with a Masters in Education ready to start, just had questions on how to apply with her qualifications.”(St. Thomas)

<b>Target audience 2:</b>					
Recent students or graduates we have supported, as well as past students who may be working in the target demographic provided for the campaign					
Territories 19	e-Mails/ faxes	Drop-offs	Meetings	Confirmed registrations	Potential registrations
<b>Total</b>	<b>2807</b>	<b>46</b>	<b>12</b>	<b>1</b>	<b>13</b>

### Key feedback from target audience 2

- “Current on-site student was very weary when they saw that there was a placement component with Confederation College... the reason is that they tried to apply to the PSW program but got turned away when they were told that they could not complete their placement portion in Georgina.” (Georgina)
- “Possible registration. Liked that the program offered placements.” (Grand River)

- “Had 5 messages for additional information and 1 confirmation of registration on Facebook. Wanted confirmation that the program would be recognized by the College of ECEs in Ontario.” (Northumberland)

### Successes:

- There was good saturation (reach) across the province for the duration of the period we ran this targeted campaign, as noted in data provided.
- There were 2 confirmed registrations with clients interested in the program and 33 interested. It is expected that during the time of the promotion, those clients interested will continue to be supported by our staff, who will market this program.

### Next Steps

- This program has been added to our internal database for our staff and Student Information Hotline to access going forward, should they receive any requests for programming that aligns with this program.
- Contact North | Contact Nord Online Learning Recruitment Officers will continue to follow up with contacts with whom they shared the information and with those that expressed interest in the coming months. We expect this campaign will generate additional registrations as the follow-ups occur with potential students who confirmed interest and required more information.

Thank you for the opportunity to market and recruit for this program. This opportunity provided valuable information about your program to the stakeholders within each of the territories where we recruit.

Tina Reed  
Director, Recruitment & Partnerships  
Contact North | Contact Nord  
807-251-1028  
tina@contactnorth.ca



# Make a difference in EARLY CHILDHOOD EDUCATION

Online learning with local support  
in your community



## Early Childhood Education

Do you love children and want to work with them in a variety of settings? Are you someone who wants to make a difference?

A child's first years are extremely important for their development. This is the time when children learn the most, and when teachers can make the greatest difference in their lives. Confederation College's Early Childhood Education program is for you!

- Full-time program, offered synchronously (live online)
- Start date: Fall 2018
- Program includes three field placements so that you can learn in real-world environments
- Courses cover a wide range of ECE topics including play-based learning; effective interpersonal communication; child development; working with families; guidance; and health, safety, and wellness
- Course content follows the most current and relevant trends in professional practice



**Confederation**  
COLLEGE

For more information, call  
**First Name Last Name**,  
Online Learning Recruitment Officer,  
at 1-855-xxx-xxxx  
or e-mail [centname@contactnorth.ca](mailto:centname@contactnorth.ca)

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[Facebook.com/ContactNorth](https://www.facebook.com/ContactNorth)

**[studyonline.ca](http://studyonline.ca)**

# EARLY CHILDHOOD EDUCATION

## Ontario College Diploma



## About the program

A child's first years are extremely important for their development. This is the time when children learn the most, and when teachers can make the greatest difference in their lives. Are you someone who wants to make a difference?

Confederation College's Early Childhood Education program is designed to give students a broad education in the theory of Early Childhood Education, child development, early childhood curriculum, and pedagogy. You'll get the skills and knowledge you need to plan educational programs and play environments to nurture each child's development and learning, making a real difference in their lives.

The Early Childhood Education Diploma is a two-year program that is being offered in Fall 2018 and Fall 2019 through Distance Education and at all campuses of Confederation College.

## Learning outcomes

Course content follows the most current and relevant trends in professional practice.

Courses cover a wide range of ECE topics, including play-based learning, effective interpersonal communication, child development, working with families, guidance, health, safety, and wellness.

## Method of delivery

Saba Centra delivery, synchronous (online live), full-time.

## Admission requirements

- Ontario Secondary School Diploma (or equivalent) with courses from the College (C), University (U), University/College (U/C), or Open (O) preparation levels with Grade 12 English (C/U) Level.
- **Or** successful completion of the Mature Student Assessment.
- **Or** successful completion of the General Education Development Test (GED).
- **Or** appropriate credits from the Academic and Career Entrance program (ACE)

### Placement requirements:

1. Immunization and communicable diseases form
2. Up-to-date immunization, including TB skin test
3. Standard First Aid, Infant/Child CPR Certificate - Level C
4. A recent Criminal Records Check must be provided to the Program Coordinator at program registration and at the beginning of each academic year. All costs associated with police checks, testing and proof of certification are the responsibility of the applicant. The check is used by employers in this field as a screening requirement of field placement and employment. A criminal record may prevent agencies from providing you with a field placement experience, thus blocking your ability to complete program requirements. Outstanding charges, recent convictions and person-related crimes are of particular concern.

## Prior learning assessment

<http://www.confederationcollege.ca/recognized-prior-learning/prior-learning-assessment-recognition-plar>



## Tuition fees

2018/2019 tuition fees and mandatory fees: \$3,895 per academic year for Distance Education or Regional Campus students.

## Job opportunities

Graduates of the Early Childhood Education program work in a variety of settings, including infant, toddler and preschool (including child care and nursery school) programs; before-and after-school programs, kindergarten programs and primary grade classrooms; special education and intervention programs; Ontario Early Years Centres; Head Start programs, family supports; home child care programs; parent/child/ caregiver drop-in programs; paediatric playrooms; and health care settings.

## Placement opportunities

Program includes three field placements so that you can learn in real-world environments. The placements are in semesters 2, 3 and 4. The placements are with children of different age groups, allowing students to gain experience with a variety of situations and settings.

## Program of studies

### First Semester

- ED 127 Health Safety and Wellness
- ED 131 Guidance I
- GE General Elective
- ED 135 Intro to ECE/Play-Based Learn
- CS 007 Persuasive Writing
- ED 142 Effective Interpersonal Communication

### Second Semester

- CS 223 Communications for Community Services
- ED 234 Field Placement I
- ED 236 Field Placement Seminar
- ED 235 Play-Based Practices I
- ED 228 Child Development I
- ED 229 Working with Families
- ED 225 School Age Programs
- ED 227 Infant & Toddler Care
- GE General Elective

### Third Semester

- ED 343 Guidance II
- ED 347 Field Placement II
- ED 349 Field Placement Seminar II
- ED 328 Child Development II
- ED 335 Play-Based Practices II
- ED 330 Building FDK Partnerships

#### Fourth Semester

- ED 452 Field Placement III
- ED 456 Inclusive Practice
- ED 431 Professional Practice
- ED 435 Play Interventions
- ED 436 Family & Community Partnership
- ED 438 Advanced Interpersonal Communication

#### Additional information

Confederation College  
Distance Education  
1450 Nakina Drive  
Thunder Bay, Ontario P7C 4W1  
Phone: 807-473-3846  
Fax: 807-473-3702  
e-Mail: [de@confederationc.on.ca](mailto:de@confederationc.on.ca)

#### Studyonline.ca link

<https://studyonline.ca/program/early-childhood-education-ece>

Targeted Recruitment Initiative for  
Durham College:  
**Cannabis Industry Specialization  
Program**

June 2019



## Goals:

- Introduce Durham College's Cannabis Industry Specialization Program as a potential study option.
- To engage, where possible, immediate registrations in the program.
- To plant the seeds for future registrations and to promote to the program.
- To bring awareness to Durham College's Continuing Education across the province.

## Summary of Contact North | Contact Nord activity:

Participation by the following territories [23]:

- Huron Bluewater, Elgin Middlesex, Chatham Kent Lambton, Oxford Waterloo, Muskoka Haliburton, Northumberland Durham, Upper Canada, Hastings Limestone, Ottawa Carleton, Temiskaming, Hearst District, Timmins, Greenstone, Lake of the Woods, Superior East, Grand River, South Simcoe-York, Grey Bruce, Dufferin Wellington Simcoe, and Niagara Region.

Note: Some territories were not able to participate as they are currently hiring.

- Each territory conducted research for the targeted recruitment initiative based on the target markets as suggested from the interview and information provided
- Each territory promoted to the identified target audience as well as sharing the information broadly with existing students and local organizations in the community to create more awareness for this program
- Social media was utilized at the centre level and at the corporate level

Social Media Reach	
Centre pages	Corporate page
9603	277 - with 64 visits to Studyonline.ca in February

## Social media reach - Corporate sites:


### Twitter

Tweet activity		
<b>Contact North</b> @ContactNorth Get ready for a career in the cannabis industry. Part-time program gives insights into the complexities of this evolving sector. 5 courses & 1 capstone project. <a href="http://ow.ly/YMGr50u23SZ">http://ow.ly/YMGr50u23SZ</a>  #cannabis #marijuanaindustry #onlinelearning @durhamcollege pic.twitter.com/gX85yppJfK	Impressions	356
	Media views	13
	Total engagements	1
	Media engagements	1

# Facebook

**Contact North | Contact Nord**  
Published by Hootsuite 11: 7 May - 3

Get ready for a career in the cannabis industry. Part-time program gives insights into the complexities of this evolving sector. 5 courses & 1 capstone project.  
<http://ow.ly/ucqr50u23Vd>  
#cannabis... See more



00:35

**Performance for your post**

**242** People Reached

**60** 3-second video views

**1** Likes, Comments & Shares

0 Likes	0 On Post	0 On Shares
0 Comments	0 On Post	0 On Shares
1 Shares	1 On Post	0 On Shares

**5** Post Clicks

2 Clicks to Play	1 Link clicks	2 Other Clicks
------------------	---------------	----------------

**NEGATIVE FEEDBACK**

0 Hide post	0 Hide all posts
0 Report as spam	0 Unlike Page

Reported clicks may be delayed from what appears on posts

**242**  
People reached

**6**  
Engagements

[Boost again](#)

# LinkedIn



**Contact North | Contact Nord**  
310 followers  
2mo

Get ready for a career in the cannabis industry. Part-time program gives insights into the complexities of this evolving sector. 5 courses & 1 capstone project.  
...see more



**1**

Like Comment

Be the first to comment on this

Video views: 62 Total [Hide stats](#)

Video views ⓘ  
Targeted to: All followers

**62**  
Total

Organic stats ⓘ

158 Impressions	1 Reaction	0% Click-through rate	0 Comments
3 Shares	0 Clicks	2.53% Engagement rate	

### Total activity for Targeted Recruitment Initiative across the province:

Territories 20	e-Mails/ Faxes	Information drop-offs	Meetings	Registrations confirmed	Registrations potential
Total	7165	393	77	1	37

The Targeted Recruitment Initiative Summary was categorized into 2 key audiences:

Target Audience 1:					
If you can find out - provide a list from your territory, of industry, positions and where you engaged candidates interested in moving into the cannabis field - (Market Research)					
Territories 20	e-Mails/ Faxes	Information drop-offs	Meetings	Registrations confirmed	Registrations potential
Total	589	175	32	1	15

### Key feedback:

- ✓ Some laboratory technicians in the health sciences have been approached by cannabis companies, and some headhunted for their own labs, so I had some interest there, but not an idea of a clear path for them... [Huron Bluewater](#)
- ✓ Indiva, Weed MD, JC Green, Tilray, LCS Corp, JLondon, Hippy Sanctuary, London compassion Society - mainly directed at the HR department, but some job titles in the area include processing supervisor, cannabis sales associate, client care specialist, social media specialist, production lead hand, quality assurance assistant, documentation and labelling coordinator, sanitation technician... [Elgin Middlesex](#)
- ✓ MuskokaGrown wants to setup a meeting to discuss, but we have not finalized a date yet. Waiting on the producer... [Muskoka Haliburton](#)
- ✓ Contacted by honey farmer located in Clarington looking for this training because has been approached by industry reps looking to purchase his farm to start their own cannabis industry. Is reviewing material before deciding whether to enroll... [Northumberland Durham](#)
- ✓ Five inquiries via Facebook notification asking for more details... [Northumberland Durham](#)
- ✓ Promoted this program at the Geraldton Trade Show. Had flyers out and a lot of interest, but no registrations yet... [Greenstone](#)
- ✓ Dropped off at two stores we have locally that specialize in this field... [Lake of the Woods North](#)
- ✓ Six Nations community member expressed he has been approached by his landlord who is opening a dispensary. "I think this would be perfect for me as I want to be manager of a dispensary"... [Grand River](#)
- ✓ Received the highest level of engagement from client presentations at Ontario Works and ODSP (Barrie). High level of interest at the YMCA Youth Quest locations (Barrie and Innisfil). Employment counsellors within York Region did not seem to engage as positively with the program... [South Simcoe-York Region](#)

- ✓ Highest interest level was in Tiverton/Port Elgin at library and with the general public, due to the fact 7 Acres is located there. In other areas, it is still very taboo. Many would delete from their Facebook page/post.... [Grey Bruce](#)
- ✓ “WOW, you can take this online!”... [Niagara Region](#)

Target Audience 2:					
Current students/graduates/contacts					
Territories 20	e-Mails/ Faxes	Information drop-offs	Meetings	Registrations confirmed	Registrations potential
Total	6576	218	45	0	22

### Key feedback:

- ✓ Tons of interest in the field in this region, with 7 Acres and a bunch of other operations opening. The Centre for Employment & Learning especially is pushing it out to their job-hunting groups... [Huron Bluewater](#)
- ✓ Surprisingly not a lot of interest, only by 2 employment counsellors in Aylmer and Strathroy. I thought London would be more interested, but I’m not going to stop promoting this program. Found another company to reach out to after the campaign was over, so will drop in to see them. A job developer in Strathroy is working with Weed MD, and she said she’d pass it along... [Elgin Middlesex](#)
- ✓ WSIB: “Sounds like a great program”. Chatham Kent Library: “Great program, very relevant to the area....[Chatham Kent Lambton](#)
- ✓ Trent Hills Chamber of Commerce agreed to post notice of program on Facebook page. Employment Planning & Counselling in Peterborough posted on Instagram and Facebook pages...[Northumberland Durham](#)
- ✓ A total of 9 interested, so far but no registrations yet... [Upper Canada](#)
- ✓ I have a contact that is holding a cannabis summit with their organization for youths aged 17-21 in Toronto. She requested swag material to put on their resource table. She also confirmed she reached out to Durham College to see if someone from the program could be a guest speaker... [Hastings Limestone](#)
- ✓ Local grower sent one of his employees and will be paying for her course at a later time... [Hearst District](#)
- ✓ This one was tough for my area. I did not promote in many communities since they are dry communities and even though cannabis is legal, I didn’t feel it was proper to advertise it without knowing where the communities stand, what the regulations [regarding] use are, etc... [Lake of the Woods](#)
- ✓ Local employment counsellors find it a valuable prospect as we have several new facilities being built, and some are currently operating within the area. Most of my engagement came from the Facebook posting... [Dufferin Wellington Simcoe](#)

**Next steps:**

- Upload these marketing materials to our intranet.
- Have the Online Learning Recruitment Officers continue to present the program as a study option to potential students.
- We are open to any additional ideas you may have to continue to support this program. We can assist, where possible, in providing you with contacts for placement in communities throughout the province.

Thank you for all your collaboration on this Targeted Recruitment and for the opportunity to assist you with recruitment.

Trish Trenter  
Director, Recruitment & Partnerships  
Contact North | Contact Nord  
T: 1-855-888-0828  
C: 519-531-0054  
trish@contactnorth.ca



# Get ready for a career in the CANNABIS INDUSTRY



The extraordinary expansion of Canada's cannabis industry is generating a broad range of exciting new business and employment opportunities.

Get crucial insights into the complexities of this rapidly evolving sector with **Durham College's Cannabis Industry Specialization program.**

- Part-time studies program.
- Developed in collaboration with GrowWise Health Limited and other industry partners.
- **Courses offered are in-class (or via live interactive online simulcast), and online.**
- 5 courses and one Capstone Project: 4 are taken over 2 days on weekends, others are done on your schedule.
- Employers are looking for people with a good understanding of the industry – this program will help you be prepared!



SCHOOL OF  
CONTINUING EDUCATION

For more information, please contact your Contact North | Contact Nord Online Learning Recruitment Officer, **FirstName LastName**, at **1-855-###-####** or e-mail **centrelocation@contactnorth.ca**.

**Get your degree, diploma or certificate or upgrade your skills online without leaving your community.**

**Student Information Hotline: 1-877-999-9149**



**studyonline.ca**

Contact North | Contact Nord is funded by the Government of Ontario

# Cannabis Industry SPECIALIZATION PROGRAM



SCHOOL OF  
CONTINUING EDUCATION

## About the program

The extraordinary expansion of Canada's cannabis industry is generating a broad range of exciting new business and employment opportunities. Durham College's Cannabis Industry Specialization program has been designed to provide participants with crucial insights into the complexities of this rapidly evolving sector.

This part-time studies program has been developed in collaboration with GrowWise Health Limited and many other industry partners. **Courses are available in-class or via live interactive online simulcast, while others will be available online.**

### Getting the jump on joining Canada's growing cannabis workforce

With Canada's rapidly expanding cannabis industry currently projected to grow to more than \$5 billion by 2020, business professionals are wise to take note of this booming sector.

Along with this expansion come exciting employment opportunities. While cultivation jobs often come to mind first when thinking about the nature of work in this sector, they actually represent only a piece of the picture. There is a strong demand for skilled professionals in the cannabis industry in areas such as Quality Assurance, Quality Control, Production, Horticulture, Sales, Marketing, Legal, Educators, Human Resources, and much more.

When Durham College (DC) spoke with established employers to learn more about what they need in employees, the resounding answer was core business skills and expertise plus a solid understanding of the cannabis industry. To meet this demand and help grow Canada's qualified cannabis workforce, DC's School of Continuing Education has taken the lead in developing and offering cannabis education courses.

With Canada already established as a global leader in medical cannabis and the second country in the world to legalize adult recreational use on a national level, DC is continuing to lead in preparing professionals interested in management and non-horticultural roles. With the Cannabis Industry Specialization program, it will only become easier for employers to recognize the right candidates for their jobs.

## Admission requirements

- 19+

## Program of studies

- Medical Cannabis Fundamentals for Business Professionals (prerequisite)
- Cannabis Law and Ethics
- Cannabis in the Adult Use Market
- Importing and Exporting Cannabis
- Cannabis Business Operations (online)
- Capstone - Cannabis (online)

## For more information

Steven Tanner, Manager, Cannabis Program Development  
School of Continuing Education, Durham College  
2000 Simcoe Street North, Oshawa, ON L1G 0C5  
Phone: 905-721-2000, ext.3855  
steven.tanner@durhamcollege.ca

## Studyonline.ca link

<https://studyonline.ca/program-detail?pid=44889&nav=1>

## Testimonials

“This is an excellent broad introduction to the medical cannabis industry. It is accessible, interesting and super useful for people in the industry.” - Robert Tyrie

“This class was packed full of useful information. The instructor is extremely bright and knowledgeable. I highly recommend this course.” - Angela Hobbs

## Course descriptions

### **Medical Cannabis Fundamentals for Business Professionals**

Students gain familiarity with the history and emerging trends relating to medical cannabis in Canada, establish an understanding of key industry terminology, examine various ethical and clinical concepts, gain a basic understanding of cannabis cultivation and quality controls, learn about insurance as it relates to the industry, acquire insights into customer/patient issues, and explore industry-related marketing and communication principles.

### **Cannabis Law and Ethics**

Students become familiar with the history and evolution (social and political) of Canadian cannabis legislation. In addition, students review legal terminology related to the Cannabis Act, develop insights into provincial laws and by-laws, examine the legality of intellectual property, trademarks, patents and Plant Breeder’s Rights, explore cannabis marketing and communication principles, and review the role of the Ontario Cannabis Retail Corporation. Along with this, participants discuss various legal cases and regulatory concepts relating to cannabis, including negligence and liability, protecting youth, deterring criminal activity and reducing the burden on the justice system. A range of ethical issues are examined, including those pertaining to cannabis in the workplace, illegal markets, use in pediatrics, commercial interests, research and development (clinical trials), and public health and safety.

### **Cannabis Adult Use Market**

Students learn the differences between the medical and adult-use/recreational cannabis markets. Concepts related to home growing, derivatives and proposed rules for edibles are discussed, including packaging requirements.

Adult-use/recreational products and services, cannabis market segmentation and product positioning, marketing, advertising, branding and promotions are also explored. As well, students look at the federal,

provincial/territorial distribution markets and responsibilities, including retail regulations, the OCS (Ontario Cannabis Store) and the AGCO (Alcohol and Gaming Commission of Ontario).

In addition, the course looks at cannabis as it is regulated in comparison to other drugs, the social impacts of adult-use cannabis, employment opportunities in the adult-use/recreational market and where the industry might be headed.

### **Importing and Exporting Cannabis**

Students learn about the evolution of international drug conventions and treaties and where, as a result of those agreements, the global regulations for medical cannabis come into action.

Cannabis legalization around the world is examined, along with actual Canadian import/export procedures and requirements. The course includes forecasts and analyses for the global market, international supply and demand, where Canada's international presence is right now, as well as strategies for cannabis license holders in the global market. The course also looks at how the import/export of hemp differs from cannabis.

### **Cannabis Business Operations**

Learners develop insights into how businesses within the Canadian cannabis industry operate, and how they address the challenges that are unique to the cannabis sector.

#### **1. Structure of the Industry**

With strict cannabis licensing requirements mandated by the Government of Canada, this micro-course examines the various types of businesses within the Canadian cannabis industry that are permitted under the Cannabis Act (Bill C-45).

Students also study the specialized characteristics of this industry from a structural perspective by exploring the different business types and the manner in which the industry is evolving, including the key roles within cannabis production, testing and retail organizations, along with their primary responsibilities and required security clearances.

#### **2. Facility Management**

This micro-course examines the day-to-day operations of licensed cannabis facilities, including looking at those activities at a departmental level. The challenges associated with production (such as the choice of growth medium, as well as effective and efficient provision of water, power/heat and light) are discussed, as are key elements associated with Good Production Practices (GPP).

The micro-course also includes a focus on cleaning and sanitation requirements, as well as the requirements of good documentation – both of which are of paramount importance at times of audits and government inspections.

#### **3. Cannabis Processing and Testing**

Cannabis production must take place within a framework of very rigorous processes and strict testing practices. In this micro-course, students review process flows for growing and processing cannabis – including cultivation, harvesting, processing, extraction and testing. Students also explore essential elements relating to quality control and quality assurance.

#### **4. Cannabis Tracking Systems**

Seed-to-sale tracking is essential in the cannabis industry. In this micro-course, students learn how tracking systems fulfil a variety of regulated tasks, including order processing, inventory, warehouse

and purchasing management, accounting, and tracking for regulatory compliance and taxation requirements. Tracking systems also play a central role in ensuring product traceability in the event of a product recall.

The key functions of the Cannabis Tracking and Licensing System (CTLS) are explored, as are the use of Laboratory Information Management Systems (LIMS) and potential new technologies to improve cannabis tracking.

## 5. Finance and Resource Management

The cannabis sector and its businesses are rapidly evolving on a day-by-day basis. In this micro-course, learners develop an understanding of key concepts in finance and resource management as they apply to the cannabis industry in Canada. Learners explore capitalization, valuation, resource and risk management.

Students gain additional insights into employment in the cannabis industry by looking at the value of transferrable skills from related sectors such as pharmaceuticals, and the food and health products industry, as well as more generalized skills in areas including project management, sales, marketing, etc.

### Cannabis Capstone

In the Cannabis Capstone project, the student leverages the accumulated knowledge they have developed from all of the other courses in this program, along with their own additional reading/research, to write a paper on one particular dimension of cannabis in Canada (topic to be chosen by the student and approved by the instructor). Students must have completed all other courses in this program before registering for the Capstone.

## Targeted Recruitment Initiative for Fleming College: **Children's Mental Health Certificate**

June 2018



## Fleming College

Continuing Education  
& Online Learning

## Goals:

- Introduce Fleming College Children’s Mental Health Certificate online program as a study option to potential and existing students.
- To generate, where possible, immediate registrations in the program.
- Plant the seeds for future registrations and promote the program.
- To bring awareness to Fleming College’s online education options.

## Summary of Contact North | Contact Nord activity:

- Participation by staff at online learning centres (OLCs) in the following territories:
  - Attawapiskat, Bracebridge, Cochrane, Cornwall, Georgina, Haileybury, Huron Bluewater, Kincardine, Madoc, Marathon, M’Chigeeng, Mid-North, North Bay, Northumberland, Orleans, Shelburne, South Porcupine, St. Catharines, St. Thomas, Sudbury and Windsor and our Student Information Hotline.
- Each territory conducted research for this Targeted Recruitment Initiative based on identified target markets.
- Each territory promoted to the identified target audience, as well as shared the information broadly with existing students, local organizations and community referral partners to create awareness of the program.
- Social media Facebook was utilized at the online learning centre and corporate levels.
- Google Analytics were used in relation to the studyonline.ca web site.

## Social Media Promotion

Facebook						
Posts	Likes	Shares	Reach	Inquiries	Post clicks	Photo views
37	96	37	10009	9	30	6

## Total activity related to our studyonline.ca portal:

Google Analytics from studyonline.ca			
Unique views of the program page	Minutes spent reviewing content	Unique downloads of the overview	Unique downloads of the flyer
60	Average 1:52	22	12

## Total Contact North | Contact Nord activity for the Targeted Recruitment Initiative across the province:

CN   CN territories	e-Mails/ Faxes	Information drop-offs	Meetings	Audio meetings	Follow-ups
22	4404	181	64	3	76



### Program registrations generated across the province:

Confirmed Registrations	Potential Registrations
5	52

### The following OLCs generated registrations for this program:

- The Marathon OLC generated 1 registration
- The Cobourg Northumberland OLC generated 2 registrations
- The Sudbury OLC generated 1 registrations

**The following OLCs reported potential registrations** (students who indicated that they will register for the program but whose registrations did not occur within the month of June 2018):

- Bracebridge OLC reported 4 potential registrations
- Cobourg Northumberland reported 6 potential registration
- Cochrane OLC reported 2 potential registration
- Cornwall OLC reported 3 potential registrations
- Georgina OLC reported 1 potential registrations
- Haileybury OLC reported 3 potential registrations
- Madoc OLC reported 2 potential registration
- Marathon reported 5 registrations
- M'Chigeeng reported 18 potential registration
- Mid North OLC reported 1 potential registrations
- Orleans reported 1 potential registration
- Shelburne OLC reported 2 potential registrations
- South Porcupine reported 1 potential registration
- St. Thomas reported 1 potential registration
- Sudbury reported 2 potential registrations

### The Targeted Recruitment Initiative focused on the following recruitment strategy:

#### Identify and approach

- Someone who regularly works with children, from infancy to adolescence, including Early Childhood Educators, teachers, police officers, social workers, RNs and RPNs, or PSWs.
- Parents who may wish to further their education.

#### Explain why they should take this program

- One in five Ontario children and youth has a diagnosable mental health concern. Early recognition and intervention are key to a healthy future.

- This certificate gives students the knowledge to recognize mental health issues, identify the next steps, become an advocate at the local and systemic levels, as well as communicate with parents and guardians in an appropriate manner.

### **Identify where to recruit**

- Previous student populations have come predominantly from Eastern Ontario, around the Ottawa, Renfrew, Kingston and Belleville areas, but also rural areas in Western and Northern Ontario (especially Sault Ste. Marie), as well as First Nations.

### **External Feedback:**

- Cobourg Northumberland OLC: Was difficult registering online as fees posted were incorrect. Student was able to enrol after the issue was addressed with Fleming College.
- Marathon OLC: Some interest from teachers, but they would prefer if it works as an AQ, so it shows on their OCT profile.
- St. Thomas OLC: Employment specialist commented that the program looks like a snapshot of what a SSW would have, or someone with a BSW. Not a great add-on program, but it would be a great program for foster parents.

### **Internal Feedback:**

- Cobourg Northumberland: Generated a lot of interest from mass e-mail. Still addressing inquiries.
- Cornwall OLC: A lot of positive feedback from teachers and board of education
- Dryden OLC: I was visiting the Lac Seul First Nation, and one stakeholder wanted to sign her three employees up. She asked how they apply, so I checked OCAS and saw that the program was not there, I called the contact on the sell sheet, who informed me that to register, students need to call the registrar's office, as there is no registration form at this time. She also mentioned that registration opens on July 3, 2018. When I introduced myself, she asked if I had already called because she had another call from another Contact North | Contact Nord online learning centre that same day.
- Kincardine OLC: It is great to specialize in the children and mental health field!
- Marathon OLC: Pic Moberg First Nation elementary school is likely to have all 4 teachers take program
- M'Chigeeng OLC: Good program generating a lot of interest. CMH is a hot topic in our communities. Still getting inquiries

### **Next steps:**

- Upload marketing materials to the Contact North | Contact Nord marketing section of the intranet for ongoing use by Online Learning Recruitment Officers.

- Add marketing materials to Targeted Recruitment Initiative binders kept as reference material at the OLCs, or shared with community referral partners.
- Online Learning Recruitment Officers to continue to present the program as a study option to potential students.
- Continued work with Fleming college as one of our education partners to develop new Targeted Recruitment Initiatives.
- Contact North | Contact Nord is open to suggestions for ongoing promotion in support of Fleming College online programming.

It was our pleasure to collaborate with you on this Targeted Recruitment Initiative. We expect that the impact of this initiative will emerge over the coming months. Feel free to reach out to me to review the report and targeted recruitment outcomes. It was a pleasure working with Fleming College.

Christina Patterson  
Director, Recruitment & Partnerships  
christina@contactnorth.ca  
T: 1-705-525-7259  
C: 1-613-293-7270

CONTACT NORTH Online Learning  
Apprentissage en ligne

Get a certificate in  
CHILDREN'S MENTAL HEALTH

Fleming College  
Continuing Education  
& Online Learning

# Get a certificate in CHILDREN'S MENTAL HEALTH

Online learning with local support  
 in your community



**Strengthen your ability to engage with children facing mental health challenges with this certificate from Fleming College.**

Early intervention in a child's mental health challenge is key to the developing brain. But without training, symptoms may be difficult to spot. This online certificate of five courses gives you the knowledge to recognize mental health challenges in children, from infancy to adolescence, and address them appropriately. You will also learn to communicate with caregivers, identify community supports and advocate on a local and systemic level.

- All courses in the certificate have recently been updated.
- No prior knowledge related to working with children required.
- Courses can be taken individually, or as a certificate.
- Experienced faculty are professionals currently working in the field.
- This popular certificate consistently receives high evaluation marks.

## Fleming College

Continuing Education  
 & Online Learning

For more information, please call your Contact North | Contact Nord Online Learning Recruitment Officer, **FirstName LastName**, at **1-855-###-####** or e-mail [centrelocation@contactnorth.ca](mailto:centrelocation@contactnorth.ca).

**Get your degree, diploma or certificate or upgrade your skills online without leaving your community.**

**Student Information Hotline**  
**1-877-999-9149**



[Facebook.com/ContactNorth](https://www.facebook.com/ContactNorth)

[studyonline.ca](http://studyonline.ca)

# Children's Mental Health CERTIFICATE



## Fleming College

Continuing Education  
& Online Learning

## About the program

This certificate focuses on the relevant knowledge and skills to work effectively with infants, children and adolescents with complicated psychiatric disorders. These interactive online courses examine the developmental process, psychiatric disorders and associated risk factors, triggers and behaviours, family relationships, as well as intervention and prevention strategies. All five courses are hosted by Fleming College on the OntarioLearn platform and start every semester. The instructors are all experts currently working in the field.

## Learning outcomes

1. Understand various mental health conditions, their symptoms and their impact on children, from infancy to adolescence.
2. Recognize the behaviours that are a result of triggers associated with common mental health conditions in infants, children and adolescents and equip these children with coping strategies.
3. Understand the impact of trauma on the cognitive development of infants, children and adolescents in order to limit potential triggers within the therapeutic environment.
4. Recognize common mental-health-related medications and their side effects.
5. Identify how family dynamics impact the behaviours of the infant, child and adolescent.
6. Develop strategies to discuss a child's mental health concern with parents in a sensitive and appropriate manner.
7. Identify community support resources, which the child and the parents can access.
8. Apply appropriate communication, critical thinking and problem solving strategies to potential crisis situations.

## Admission requirements

- 19 years of age and OSSD

## PLAR information

PLAR will be assessed on a case-by-case basis through Nicole Grady in the Continuing Education office at Fleming College.

## Fees

Current tuition per course is \$411.10, but is subject to change. Current total for five course is \$2,055.50. This cost may increase marginally in September.

## Job opportunities

The Ontario Government recently called attention to the importance of mental health care by committing the largest single investment in history to mental health and addictions services. While the investment itself will create many new jobs, it may also create a ripple effect among other sectors,

which will look for mental health training when promoting or hiring employees. This certificate provides excellent PD and résumé enhancement for professionals working in social work, health care, education and policing.

### Courses

HLTH 279 CHM	Psychiatric Disorders Common to the Infant, Child & Adolescent Population
HLTH 280 CHM	Cognitive Development, Trauma and Loss - Children's Mental Health Focus
HLTH 283 CHM	Risk Factors of Common Psychiatric Disorders in the Infant, Child & Adolescent Population
HLTH 284 CHM	Family Relationships and their Impact on Psychiatric Disorders
HLTH 285 CHM	Prevention and Intervention Strategies

### Studyonline.ca link

<https://studyonline.ca/program/childrens-mental-health-0>

### For more information

Contact for registration:  
Fleming College Continuing Education  
1-888-269-6929  
[coned@flemingcollege.ca](mailto:coned@flemingcollege.ca)

Contact for program information:  
Nicole Grady  
1-888-269-6929, ext. 1215  
[Nicole.Grady@flemingcollege.ca](mailto:Nicole.Grady@flemingcollege.ca)

Targeted Recruitment Initiative  
for University of Guelph Humber:  
**Family & Community Social  
Services Degree**

February 2019



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HUMBER



## **Goals:**

- Increase awareness of the Family & Community Social Services program across the province.
- Conduct targeted recruitment for the program, with the goal of increasing registrations for current offerings and increasing likelihood of increases in future offerings.
- Provide a one-month 'snapshot' of the reception and feedback to the program from across the province, as well as likelihood for future requests for information, promotion and enrolment.

## **Summary of Contact North | Contact Nord activity:**

- Each centre conducted research for the targeted recruitment within their territories based on the target markets.
- Additionally, each centre shared the information broadly with existing students and local organizations in the community to create more awareness of the program.
- Multiple centres created scheduled posts to their centre Facebook pages.
- Flyers/information for the programs were shared via e-mail, phone, face-to-face-meetings, and presentations to:
  - Hospitals/mental health services/social services
  - Municipalities/police services/local support services
  - Graduates with SSW, DSW or CYW diplomas
  - Employment contacts
  - Others (includes general client list, word of mouth sharing, organizations who may refer clients, people met at events such as job fairs, etc.)
- Hard copies of flyers were available at all centres.
- Online Learning Recruitment Officers presented this course to all interested clients, as a study option for the potential student to review.

## General Results

	Hospitals/ mental health services/social services	Municipalities/ police services/ local support services	Graduates with SSW, DSW or CYW diplomas	Employment contacts	Other	Totals
e-Mails	131	351	1889	684	1317	<b>5551</b>
Drop-offs	117	31	3	98	59	<b>308</b>
Meetings/ presentations	13	4	11	3	11	<b>42</b>
Confirmed registrations	1	1	2	0	0	<b>4</b>
Potential/ likely future registrations	19	4	14	4	5	<b>46</b>
Overall social media reach – all sectors			<b>10580</b>			

\* Please see Appendix for comments from contacts, community partners, potential students and Contact North | Contact Nord staff.

### Analysis of numbers:

- We had 4 clients confirm their intention to register for the program during the period of the campaign (February 2019). This is quite unusual, as a month is a short time for someone to learn about a program and register. It indicates the interest and value placed on the program, from a variety of sectors.
- We anticipate at potential 46 registrations for upcoming intakes. This is a very strong number for a one month campaign, and highlights the appeal of the program, across all target group sectors.
- We will continue to follow up and encourage those who expressed an interest to apply for the program.

### Next step:

- Our Online Learning Recruitment Officers will continue to promote this program as a regular offering in interactions with clients in related fields, as well as look for opportunities to present it directly to larger pools of potential students.

## Appendix – Comments about the Family & Community Social Services degree program and targeted recruitment campaign

Online Learning Recruitment Officers (OLROs) have the opportunity to share personal comments, or comments received from potential students during the campaign. Comments are not a mandatory component of the OLROs campaign report, but they are encouraged. Comments are copied and pasted as shared. The location of the OLRO sharing the information is in brackets after the comment; the locations provide us with an idea of how the course is being received across the province. If the comment was from an external source, that is also indicated in the bracket.

- The Simcoe Muskoka Literacy Network asked if they could share our e-blast with the rest of their network of educational and service providers. The Muskoka Ontario Works Department shared this with their team. (Bracebridge)
- CAMH: My contacts at this partnership are always excited about online degree programs. This was forwarded over to the HR contact at CAMH, Sally. She cross posted the program internally as a “Professional Development Option” for staff. With the new SSW requirements coming into effect in December 2019, this is a great option for caseworkers who require a degree or some sort of professional post-secondary. (Georgina)
- Sent to all graduates. (Elgin Middlesex)
- During drop-offs, seven of ten Employment Ontario reps said they could think of clients who would benefit from this degree. Believed was a good compliment to existing credentials. (Northumberland)
- I dropped the flyers off at Porter House... this is a youth transition home that is frequented by SSW/ DSWs as well as other community service staff. I thought it might be a good idea to promote this program “at the source”. (Georgina)
- Gained lots of interest and shares! Received several inquiries which prompted contact with U of G for further details. Fully anticipate a few registrations for this program on Manitoulin. (M’Chigeeng)
- Contact with school board. Shared the program with the Native Advisors within the local board. (Grand River)
- Received two inquiries via Facebook for more details. (Northumberland)
- An employment services coordinator at a settlement agency in Leamington who previously looked into applying for this program during the last campaign inquired if work experience would qualify her to apply, as she doesn’t have a degree in social services. (Windsor Essex)

## Social media statistics\*:

CONTACT NORTH Online Learning Apprentissage en ligne

**Complete your BSc DEGREE PART-TIME**

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### Facebook

**Performance for your post**

**3,340** People Reached

**23** Likes, Comments & Shares

9 Likes	2 On Post	7 On Shares
0 Comments	0 On Post	0 On Shares
14 Shares	14 On Post	0 On Shares

**51** Post Clicks

6 Photo views	11 Link clicks	34 Other Clicks
---------------	----------------	-----------------

**NEGATIVE FEEDBACK**

0 Hide Post	0 Hide All Posts
0 Report as Spam	0 Unlike Page

Insights activity is reported in the Pacific time zone. Ad activity is reported in the time zone of your ad account.

### LinkedIn

Organic impressions: 42 Impressions Hide stats ^

---

**Organic stats** ⓘ

Targeted to: All followers

42 Impressions	1 Like	2.38% Click-through rate	0 Comments
0 Shares	1 Click	4.76% Engagement rate	

### Twitter

Impressions	387
Total engagements	2
Retweets	1
Likes	1

\* Statistics are from the corporate Contact North | Contact North social media pages, and are not included in the social media reach of individual territories, as listed in the general results table.

# Complete your BASc FAMILY AND COMMUNITY SOCIAL SERVICES DEGREE PART-TIME

Online learning with local support  
in your community



**Study part-time at the University of Guelph-Humber to earn an Honours BASc in Family and Community Social Services.**

University of Guelph-Humber's hybrid and online program options are designed to make it easy for professionals to earn their degree part-time while working. Whether you're looking to advance your career, continue to graduate school, or embark on a new path, Guelph-Humber offers the convenience and flexibility to help you attain your goals.

- Complete your degree in 2.5 years of part-time online study or hybrid study
- Study in a cohort of working professionals
- Receive 2 years' transfer credit with a recognized DSW, CYW/C or SSW Ontario College diploma and work experience
- Scholarships available!
- Apply by May 1, 2018 and start Fall 2018

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For more information, call your Contact North | Contact Nord Online Learning Recruitment Officer, **FirstName LastName**, at **1-855-###-####** or e-mail **centrelocation@contactnorth.ca**.

**Get your degree, diploma or certificate or upgrade your skills online without leaving your community.**

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**1-877-999-9149**



Facebook.com/ContactNorth

**studyonline.ca**

## Family & Community Social Services (DEGREE COMPLETION)



UNIVERSITY OF  
**GUELPH**  
HUMBER

## About the program

Study part-time to earn your Honours Bachelor of Applied Science from the University of Guelph. Graduates will also earn a Social Service Worker diploma from Humber College that represents new learning from our degree + diploma program.

Upgrade your credentials. With your diploma you can earn two year's transfer credit towards your degree! Expand your skills to meet the demands of an ever-changing employment landscape. Open up opportunities for career advancement and further education in as little as 2.5 years.

Expand your professional skills in social services. The knowledge you'll gain with your degree will help you better serve your clients and employers. You will benefit from the vast experience of highly trained educators who currently work in the field. Get to know your professors and your classmates to garner support and valuable industry connections.

Complete your degree part-time while working. Our program is available in two formats. Choose from:

- **Fully online** – With no campus visits or scheduled classes to attend, study from anywhere with an Internet connection! To determine if online studies are right for you, visit: [www.guelphhumber.ca/advising/onlinelearning](http://www.guelphhumber.ca/advising/onlinelearning)
- **Hybrid** – courses are online and hybrid. More than half of your courses are completely online. The hybrid courses combine online study with in-class lectures and group discussions on campus in Toronto. You attend class two weekends per hybrid course: Friday (5:00 p.m. to 9:00 p.m.) and Saturday (8:30 a.m. to 4:30 p.m.)

Program completion from either delivery method to take an estimate of 8 semesters/2.5 years. Twenty courses (10 credits) are required to complete the degree. Courses run year round in three semesters (Fall, Winter and Summer). The only available entry point is the Fall semester.

## Admission requirements

- One of the following diplomas from a recognized Ontario college: Social Service Worker; Child and Youth Care/Worker; or Developmental Services Worker.
- A minimum 75% cumulative admission average.

Applicants with diplomas in the field of social services, please refer to [guelphhumber.ca/fcss-dc](http://guelphhumber.ca/fcss-dc) for details on other diploma equivalencies.

## How to apply

Applications must be submitted through the Ontario Universities' Application Centre (OUAC) website ([ouac.on.ca](http://ouac.on.ca)) using the 105D application form. You will pay an OUAC application fee of \$156 for your first three program choices, and an assessment fee of \$80. Each additional program choice is \$50.

Each university program has its own corresponding OUAC Code. If you are interested in the online part-time option, search GHB. If you are interested in the hybrid part-time option, search GFF.

The application deadline for the Fall (Sept.) 2019 entry point is May 1, 2019; subsequently, the document deadline is June 1, 2019.

Once we've received your application, we will e-mail and mail you your account login and password to WebAdvisor, our online student administration system. This account allows you to track your application status and lists all the documents required.

Our admissions office will require all post-secondary transcripts for consideration. Should any other documentation be required, it will be posted to your WeAdvisor account.

Prior to an application, we strongly recommend that you contact our Admissions office and to visit <https://www.guelphhumber.ca/fcss-dc/how-to-apply>.

## Transfer credit

All successful applicants are eligible to receive 10.0 transfer credits, which is equivalent to two years of full-time study.

## Program of studies

Fall 2018 (S1)*	<ul style="list-style-type: none"> <li>• Social Work in Canada</li> <li>• English I: Reading &amp; Writing Effectively</li> <li>• Introductory Psychology: Dynamics</li> </ul>
Winter 2019 (S2)	<ul style="list-style-type: none"> <li>• Mental Health &amp; Addictions</li> <li>• Couple &amp; Family Dynamics</li> </ul>
Summer 2019 (S3)*	<ul style="list-style-type: none"> <li>• Research Methods for Social Science</li> <li>• Elective</li> <li>• Supporting Families: Research &amp; Applications</li> </ul>
Fall 2019 (S4)*	<ul style="list-style-type: none"> <li>• Quantitative Methods for Social Science</li> <li>• Developing a Culturally Sensitive Practice</li> <li>• Counselling II: Theory &amp; Practice</li> </ul>
Winter 2020 (S5)	<ul style="list-style-type: none"> <li>• Foundations of Social Gerontology</li> <li>• Crisis Intervention: Theory &amp; Practice</li> </ul>
Summer 2020 (S6)*	<ul style="list-style-type: none"> <li>• Empowerment-Oriented Case Management</li> <li>• Elective</li> <li>• Family Theory &amp; Therapy</li> </ul>
Fall 2020 (S7)	<ul style="list-style-type: none"> <li>• Agency Admin &amp; Community Relations</li> <li>• Family Mediation &amp; Conflict Resolution</li> </ul>
Winter 2021 (S8)	<ul style="list-style-type: none"> <li>• Social Work &amp; the Law</li> <li>• Elective</li> </ul>

\* Students only study two courses at a time in a condensed format.

## Program link

<https://studyonline.ca/program/honours-bachelor-applied-science-family-and-community-social-services>



### Course fees\*

Item	Fall	Winter	Summer
Course load	3	2	3
Online study tuition	\$1,969	\$1,313	\$1,969
Hybrid study tuition	\$1,969	\$1,313	\$1,969
Student fees	\$225	\$150	\$250

\*Based on the 2018-19 academic year

### Scholarships

\$1,000 - \$2,000. All applicants to either the online or hybrid study option are automatically considered for an entrance scholarship.

Scholarship	Final Cumulative Admission Average
\$2,000	90% or above
\$1,500	80-89.9%
\$1,000	75-79.9%

### For more information

To register for the April 2, 2019 webinar, visit [guelphhumber.ca/transferevents](http://guelphhumber.ca/transferevents).

Contact Acting Admissions Coordinator, Melissa Hunter at [melissa.hunter@guelphhumber.ca](mailto:melissa.hunter@guelphhumber.ca), 416-798-1331, ext. 6277 for questions or to book an advising appointment.

### Testimonial

“I wanted to further my education in the social services field to open up more opportunities. A fully online program is a requirement and enables me to continue working, which is so important because this is the only way at the moment I can further my education. My studies at UofGH will make a huge difference in my life, it will open more doors for my career and will enrich my academic knowledge in the field of social services.” – FCSS Online Student

## Targeted Recruitment Initiative for Laurier University:

### **Cognitive Behaviour Therapy Certificate**

September 2017



## Goals:

- Introduce Wilfrid Laurier University's Cognitive Behaviour Therapy Certificate as a potential study option. To engage, where possible, immediate registrations in the program.
- To plant the seeds for future registrations and to promote to the program.
- To bring awareness to Wilfrid Laurier University's Continuing Education across the province.

## Summary of Contact North | Contact Nord activity:

Participation by the following territories [23]:

- Bracebridge, Cochrane, Cornwall, Dryden, Georgina, Huron Bluewater, Kenora, Kincardine, Longlac, Madoc, Marathon, M'Chigeeng, Mississaugas of the New Credit First Nation/Six Nations, Northumberland, Orleans, Parry Sound, Shelburne, South Porcupine, St. Catharines, St. Thomas, Stratford, Wallaceburg, Windsor.
- Each territory conducted research for the targeted recruitment initiative based on the target markets as suggested from the interview and information provided
- Each territory promoted to the identified target audience as well as sharing the information broadly with existing students and local organizations in the community to create more awareness for this program
- Social media was utilized at the centre level and at the corporate level

Social Media Reach		
Centre pages	Corporate page	Studyonline.ca
12,521	616	57

## Total activity for Targeted Recruitment Initiative across the province:

Territories	e-Mails/ Faxes	Information drop-offs	Meetings	Registrations confirmed	Registrations potential
23					
Total	3538	199	44	2	69

The Targeted Recruitment Initiative Summary was categorized into 2 key audiences:

Target Audience 1:					
Health care, mental health, social services, counselling, hospitals, social work at school boards, child and youth, child protection services, sexual assault counselling, nursing, doctors, physiotherapy, children's services, occupational services, residential care, Alzheimer's association, working with care givers, family health teams, women's shelters, dieticians, prison workers, military & family support, rehabilitation services, kids coaching and life coaches					
Territories	e-Mails/ Faxes	Information drop-offs	Meetings	Registrations confirmed	Registrations potential
23					
Total	1862	146	15	2	35

**Key feedback:**

- ✓ Contacts were very interested. After providing details, one replied, “The program sounds wonderful but sadly not in my budget.” Another client indicated that the cost was prohibitive right now, but hopefully could start in January... [Bracebridge](#)
- ✓ Contacts were very interested. I have one client who is still looking at funding for it to get into her masters program next year... [Cornwall](#)
- ✓ I found that this particular program was shared quite a few times through our 4 Facebook posts... [Georgina](#)
- ✓ Dropped off with Cassie Harris HR at Kenora Hospital... [Kenora](#)
- ✓ Janet Hilts-Hope, Grey Bruce Mental Health and Addictions Services, Human Resources. Requested more information on Laurier TR... Seemed to be very popular! ... [Kincardine](#)
- ✓ Some interest, however no confirmed registrations and 1 potential registration... [Longlac](#)
- ✓ This 12 weeks per level is very appealing and it is most noted by the majority of people that responding to the Targeted Recruitment... [Haileybury](#)
- ✓ Generated great interest. Looking at this program has 2 individuals considering this or Laurier’s Addiction program... [M’Chigeeng](#)
- ✓ One SSR mentioned their community is big on health care and she is excited to be able to offer this... [Mid North](#)
- ✓ One Agilec manager noted this type of program would be useful for all job coaches to use in their interviewing techniques with clients. Two Alternatives Community Program Services staff members in Peterborough expressed a real interest in this program and said would definitely be sharing details with all staff... [Northumberland](#)
- ✓ Generated incredible interest, but the pricing was the main obstacle... [Orleans](#)
- ✓ Feedback/questions; “Is there anyone who has done this course that I could connect with and see their experience? I think it would be valuable for me to have and add to my education and experience.” “I have graduated with a Master’s of Education. I am looking to upgrade my skills and have always had an interest in Cognitive Behaviour Therapy”... [Shelburne](#)
- ✓ 2 professionals in the mental health requested more information to seriously consider taking the program. 1 confirmed... [Stratford](#)
- ✓ 2 contacts were considering this program until they found out it was not accredited... [Windsor](#)

Target Audience 2:					
Current students/graduates/contacts					
Territories 23	e-Mails/ Faxes	Information drop-offs	Meetings	Registrations confirmed	Registrations potential
Total	1676	53	29	0	34

### Key feedback:

- ✓ Put in my information packages at a career fair and at a presentation to OW clients ... [Kenora](#)
- ✓ Was hard to keep up with all the e-mails back and forth from 29 interested ... [Haileybury](#)
- ✓ “Very interesting program. I don’t have enough time to take it, but if it offered again next year I would love to take it”... [Huron Bluewater](#)
- ✓ Clients loved the cost, duration and multiple attempts at the tests ... [Shelburne](#)

### Next steps:

- Upload these marketing materials to our intranet.
- Have the Online Learning Recruitment Officers continue to present the program as a study option to potential students.
  - Note: we are currently recruiting for some areas. We will ensure that we share the materials for them to promote when hired
- We are open to any additional ideas you may have to continue to support this program.

Thank you for all your collaboration on this Targeted Recruitment and for the opportunity to assist you with recruitment.

Trish Trenter  
Director, Recruitment & Partnerships  
Contact North | Contact Nord  
T: 1-855-888-0828  
C: 519-531-0054  
[trish@contactnorth.ca](mailto:trish@contactnorth.ca)



CONTACT NORTH Online Learning  
Apprentissage en ligne

**Cognitive Behaviour**  
CERTIFICATE

LAURIER  
Inspiring Lives.

# Unleash the power of COGNITIVE BEHAVIOUR THERAPY

Online learning with personalized  
support in your community



## Wilfrid Laurier University's Cognitive Behaviour Therapy Certificate

Cognitive behaviour therapy (CBT) is one of the most prevalent, widely-respected psychotherapy models. It is a concrete, active therapy that delivers interventions that work.

Our innovative CBT certificate will give you the skills, confidence and knowledge to bring this therapeutic model to your work and empower you to help others improve their mood and transform their lives.

- No application process.
- **Two 12-week courses, fully online.**
- Offered in partnership with Qualia Counselling Services, a specialized CBT coaching and training clinic.
- **Due to popular demand, Wilfrid Laurier University is adding another Fall Level 1 section for the online Cognitive Behavior Therapy course, starting October 2, 2017. Register now!**

**LAURIER**   
*Inspiring Lives.*



For more information, call  
**FirstName LastName**,  
Online Learning Recruitment Officer,  
at **1-855-###-####**  
or e-mail [centrelocation@contactnorth.ca](mailto:centrelocation@contactnorth.ca).

**Get your degree, diploma or certificate or upgrade  
your skills online without leaving your community.**

**Student Information Hotline  
1-877-999-9149**



[Facebook.com/ContactNorth](https://www.facebook.com/ContactNorth)

**[studyonline.ca](http://studyonline.ca)**

# UNLEASH THE POWER OF Cognitive Behaviour Therapy



## Cognitive Behaviour Therapy Certificate



### About the program

Over the past decade, studies have repeatedly proven the effectiveness and efficacy of cognitive behaviour therapy (CBT) in treating a range of mental health, health and sub-clinical issues, such as perfectionism, self-esteem and shame and guilt. Our innovative online CBT certificate program will give you the skills, confidence and knowledge to bring this therapeutic model to your work, and empower you to help others improve their mood and transform their lives.

Our CBT Certificate is comprised of two levels:

- Level I will introduce you to a set of skills that are highly tactical and are the core of a clinician's CBT toolkit. Because CBT is a structured, concrete therapy, you will learn interventions you can immediately bring into your sessions.
- Level II will explore how to best use the core CBT skills and interventions within the world of mental health and DSM-V disorders, focusing on either adults or children and youth.

Each online course consists of:

- 12 weeks of instruction, which is completed on your own time each week
- Recorded demos for the interventions being delivered
- Discussion boards give you the opportunity to apply that week's learning to case examples
- Weekly assignments
- Weekly quizzes
- Assigned textbook readings

There will also be a final assignment due at the end of the course that is graded as pass/fail. Your instructor is available to answer questions in the discussion boards or through email. We also encourage you to network and share your thoughts and experiences about CBT with other students in the course through the discussion board.

The CBT courses are also available in-class in Kitchener, London and Milton.

This program is offered in partnership with Qualia Counselling Services, a specialized CBT coaching and training clinic with offices in Kitchener, Waterloo and Six Nations First Nation.

### Admission requirements

The CBT certificate is open to professionals and graduate students across disciplines and worksites. To be eligible for the program, you must have completed an undergraduate degree.

*\*Some exceptions can be made to the undergraduate degree requirement. Contact Lynne Jordan at 519.884.0710, ext. 5265 for more information.*



To be eligible for Level II, you must have completed Level I. To enhance your learning and utility of the material covered in this course it is also highly beneficial to have current, historical or anticipated experience working within a mental health setting.

### 2017/2018 course dates

The 2017/2018 online course dates are:

- Level I: Fundamentals of CBT – Oct. 2 to Dec. 22, 2017 or Jan. 8 to March 30, 2018
- Level II: CBT with Mental Health Disorders – April 2 to June 22, 2018
- Level II: The Essentials of CBT with Children and Youth – April 2 to June 22, 2018
- Cost: Each level is \$1,100 (no tax). Textbooks are not included.
- **Due to popular demand, Wilfrid Laurier University is adding another Fall Level 1 section for the online Cognitive Behavior Therapy course, starting October 2, 2017. Register now!**

<https://studyonline.ca/program/cognitive-behaviour-therapy-cbt>

### For more information

For more information, contact Lynne Jordan, Coordinator, Professional Development and Alumni Relations, at 519-884-0710, ext. 5265 or [fswprofessionaldevelopment@wlu.ca](mailto:fswprofessionaldevelopment@wlu.ca).

### Testimonial

“I would highly recommend the CBT certificate program to new and experienced clinicians alike. I was most impressed by how practical the workshops were, with the opportunity to discuss, observe and practice the interventions. As a result, I have the skills and confidence necessary to competently utilize CBT to meet a diversity of client needs as both a primary intervention model and integrated with other therapies.”

– Jared Dalton, Counsellor, Fanshawe College

## Targeted Recruitment Initiative for Wilfrid Laurier University: **Mental Health Issues in the Classroom**

June 2019



**LAURIER**   
*Inspiring Lives.*

## Goals:

- Introduce Wilfrid Laurier’s Mental Health Issues in the Classroom as a potential study option.
- To engage, where possible, immediate registrations in the program.
- To plant the seeds for future registrations and promote the program.
- To bring awareness to Wilfrid Laurier University’s Continuing Education across the province.

## Summary of Contact North | Contact Nord activity:

- Participation by the following territories:
  - o Huron Bluewater, Elgin Middlesex, Chatham Kent Lambton, Oxford Waterloo, Muskoka Haliburton, Northumberland Durham, Hastings Limestone, Ottawa Carleton, Central Algoma, Manitoulin Island, Cochrane-Mushkegowuk, Timiskaming, Hearst District, Timmins, Northwest Tri-District, Greenstone, Lake of the Woods, Superior East, Grand River, South Simcoe-York, Grey Bruce, Dufferin Wellington Simcoe, Niagara Region.

Note: some territories were not able to participate as they are currently hiring


- Each territory conducted research for the targeted recruitment initiative based on the target markets, as suggested from the interview and information provided.
- Each territory promoted to the identified target audience, as well as shared the information broadly with existing students and local organizations in the community to create more awareness for this program.
- Social media was utilized at the centre level and at the corporate level.

<b>Social media reach</b>
<b>Online learning centre pages</b>
<b>2513</b>

## Social media reach - Corporate sites:

### Twitter

#### Tweet activity


<b>Contact North</b> @ContactNorth MENTAL HEALTH ISSUES IN THE CLASSROOM CERTIFICATE Online multi-module program from @Laurier University. #K-12 educators learn about #mentalhealth & impact on students & learning.  Call 1-877-999-9149 or your Contact North centre <a href="http://ow.ly/B28I50uwn3r">http://ow.ly/B28I50uwn3r</a>  <a href="#">#onlinelearning</a> <a href="#">#profdev</a> <a href="pic.twitter.com/UQLg7Oo8t">pic.twitter.com/UQLg7Oo8t</a>	Impressions 1,458 Media views 16 Total engagements 9 Detail expands 3 Link clicks 2 Retweets 1 Media engagements 1 Likes 1 Profile clicks 1
 Promote your Tweet Your Tweet has 1,458 total impressions so far.	

## Facebook

**Contact North / Contact Nord**  
Published by Hootsuite [7] · 4 June ·

**MENTAL HEALTH ISSUES IN THE CLASSROOM CERTIFICATE**  
Online multi-module program from Wilfrid Laurier University University. #K-12 educators learn about #mentalhealth & impact on students & learning.

Take 1 module or complete all 7 plus online workshop. Taught by an experienced instructor with a background in Education and Clinical Psychology.... [See more](#)



**9,446** People reached      **199** Engagements      [Boost again](#)

Boosted on 4 Jun 2019  
By Placida Philips      Completed

People reached	<b>5.9K</b>	ThruPlays	<b>867</b>
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[View results](#)

**Performance for your post**

**9,446** People Reached

**6,313** 3-second video views

**59** Reactions, comments & shares

<b>27</b> Like	<b>26</b> On post	<b>1</b> On shares
<b>4</b> Love	<b>3</b> On post	<b>1</b> On shares
<b>1</b> Comments	<b>1</b> On Post	<b>0</b> On Shares
<b>27</b> Shares	<b>27</b> On Post	<b>0</b> On Shares

**140** Post Clicks

<b>59</b> Clicks to Play	<b>32</b> Link clicks	<b>49</b> Other Clicks
--------------------------	-----------------------	------------------------

**NEGATIVE FEEDBACK**

**0** Hide post      **0** Hide all posts


**0** Report as spam      **0** Unlike Page

Insights activity is reported in the Pacific time zone. Ad activity is reported in the time zone of your ad account.

## LinkedIn

**Contact North | Contact Nord**  
310 followers  
1mo

**MENTAL HEALTH ISSUES IN THE CLASSROOM CERTIFICATE**  
Online multi-module program from @Laurier University. #K-12 educators learn about #mentalhealth & impact on students & learning. [...see more](#)



2

Like   Comment

Be the first to comment on this

Video views: 69 Total      [Hide stats](#)

**Video views** ⓘ  
Targeted to: All followers

**69**  
Total

**Organic stats** ⓘ

99 Impressions	2 Reactions	1.01% Click-through rate	0 Comments
4 Shares	1 Click	7.07% Engagement rate	

## Total activity for Targeted Recruitment Initiative across the province:

Territories 23	e-Mails/ Faxes	Information drop-offs	Meetings	Registrations confirmed	Registrations potential
Total	7072	283	35	2	76

The Targeted Recruitment Initiative Summary was categorized into 2 key audiences:

Target Audience 1:					
Schools, school boards, teachers, educators					
Territories 23	e-Mails/ Faxes	Information drop-offs	Meetings	Registrations confirmed	Registrations potential
Total	600	124	22	1	36

### Key feedback from target audience 1:

- ✓ Flyer and e-mail were posted by a Contact North | Contact Nord client who works at the Trillium Lakelands District School Board to the TLDSB Staff Lounge to be shared with TLDSB staff...[Muskoka Haliburton](#)
- ✓ YMCA Simcoe/Muskoka is forwarding to their LBS teachers...[Muskoka Haliburton](#)
- ✓ “Several of our staff members are interested in this course, but I was wondering if there are any similar courses that are geared more towards working with older youth and adults (in a teaching context)?” (Response received from institution)...[Muskoka Haliburton](#)
- ✓ 2 public school board teachers asked for details.... [Northumberland Durham](#)
- ✓ 3 teachers requested more information... [Cochrane-Mushkegowuk](#)
- ✓ 2 teachers requested more information... [Greenstone](#)
- ✓ “I really think it is important for all teachers, so I shared it with my colleagues.”... [Grand River](#)
- ✓ Amy from CHMA confirmed that she sent it to the Muskoka Simcoe network group... that’s almost 60 caseworkers! Some of the caseworkers are college and university instructors, so she thought it would be a good course to promote... [Georgina](#)
- ✓ Forwarded this program to the York Public School Board, as I have contacts through the various transcript requests... [Georgina](#)
- ✓ Shared with local school board guidance... [Shelburne](#)
- ✓ I was able to submit through local school board-UGDSB to have the program material distributed to staff... [Shelburne](#)
- ✓ Spoke with Dianna at the DSBN main office, and her comment was that this course is so needed!... [Niagara Region](#)

Target Audience 2:					
Local community partners, existing students & prospective students					
Territories 23	e-Mails/ Faxes	Information drop-offs	Meetings	Registrations confirmed	Registrations potential
Total	6427	159	12	1	40

### Key feedback from target audience 2:

- ✓ An employment services organization lead indicated that her staff had approached her about mental health training after they received our e-mail...  
[Muskoka Haliburton](#)
- ✓ A staff member at YMCA-Youthquest has started the program and is excited to continue. She was happy for the updated information...[Shelburne](#)
- ✓ Shared with the Dufferin Early ON manager, and she will pass along to staff throughout the county. Also received interest from YJC staff and current ECE students...[Shelburne](#)

### Next steps:

- Upload these marketing materials to our Sharepoint.
- Have the Online Learning Recruitment Officers continue to present the program as a study option to potential students.
  - We are open to any additional ideas you may have to continue to support this program.

Thank you for all your collaboration on this Targeted Recruitment and for the opportunity to assist you with recruitment.

Trish Trenter  
 Director, Recruitment & Partnerships  
 Contact North | Contact Nord  
 T: 1-855-888-0828  
 C: 519-531-0054  
[trish@contactnorth.ca](mailto:trish@contactnorth.ca)

# Mental Health Issues in the Classroom - CERTIFICATE



**Wilfrid Laurier University's Mental Health Issues in the Classroom Certificate** is a multi-module, online certificate. Developed in partnership with the Faculty of Education, it provides K-12 educators and related professionals with the opportunity to better understand mental health and its impact on students and the learning environment. Discover strategies to facilitate student learning and classroom resiliency.

**This fully online program** is comprised of 7 online modules and 1 online workshop.

- No application process, just register online.
- Learn skills and strategies you can implement immediately.
- Take one module, or complete the entire certificate – up to you!
- Experienced instructor with Education and Clinical Psychology background.



For more information, please contact your Contact North | Contact Nord Online Learning Recruitment Officer, **FirstName LastName**, at **1-855-###-####** or e-mail [centrelocation@contactnorth.ca](mailto:centrelocation@contactnorth.ca).

**Get your degree, diploma or certificate or upgrade your skills online without leaving your community.**

**Student Information Hotline: 1-877-999-9149**



[studyonline.ca](http://studyonline.ca)

## Mental Health Issues in the Classroom - CERTIFICATE





## About the program

In Canada, between 15 and 20 percent of youth suffer from a mental health issue that impacts their day-to-day functioning in the classroom. As an educator, you are likely one of the first people to notice that a student may be experiencing a potential mental health problem.

With identification of mental health issues on the rise in Canadian classrooms, teachers and educators are in need of professional development and training opportunities that address mental health and how it impacts students and the learning environment. Developed in partnership with Laurier's Faculty of Education, our multi-module, online certificate provides K-12 educators and related professionals with the opportunity to better understand mental health. Each online module is four weeks long and allows participants to work at their own pace to complete the content. Strategies to facilitate student learning and classroom resiliency will be provided.

Join over 250 educators who have learned how to respond, support and appropriately refer students who may be struggling with these issues.

In this certificate you'll learn how to:

- Improve your ability to recognize potential mental health problems in the classroom.
- Develop your skills and strategies to support students experiencing mental health issues.
- Liaise, connect and communicate with resources within the school and school boards, and communicate with community resources when asked.

## Admission requirements

Those wishing to register in the MHIC certificate must have classroom or administrative responsibilities within the education system, or have their Bachelor of Education. Interested paraprofessionals may contact Carolyn Fitzgerald ([cafitzgerald@wlu.ca](mailto:cafitzgerald@wlu.ca)), certificate designer and instructor, regarding their suitability for the certificate.

## Program of studies

### Module 1: An Introduction to Mental Health Issues in the Classroom

- Cost: \$60.00
- Online
- Dates:
  - Summer 2019 – July 1 - July 26, 2019 (register by June 28)
  - Fall 2019 – September 23 - October 18, 2019 (register by September 20)
  - Winter 2020 – February 3 - February 28, 2019 (register by January 31)

### Module 2: Depression and Other Mood Disorders: When Sadness Takes Over

- Cost: \$180.00
- Online
- Dates:
  - Fall 2019 – November 18 - December 13, 2019 (register by November 15)

**Module 3: Anxiety Disorders: Moving Beyond Helping Students Cope with Everyday Stress**

- Cost: \$180.00
- Online
- Dates:
  - Fall 2019 – October 21 - November 15, 2019 (register by October 18)

**Module 4: Self-harm and Suicidality: Key Issues in Reducing Risk and Preventing Harm**

- Cost: \$180.00
- Online
- Dates:
  - Winter 2020 – February 10 - March 6, 2020 (register by February 7)

**Module 5: Body Image and Eating Disorders: When the Mirror Talks Back**

- Cost: \$180.00
- Online
- Dates:
  - Winter 2020 – January 13 - February 7, 2020 (register by January 10)

**Module 6: The Impact of Addictions on Learning: Fetal Alcohol Spectrum Disorder, Alcohol and Drug Use and Dependence in Children and Youth**

- Cost: \$180.00
- Online
- Dates:
  - Spring 2020 – April 6 - May 1, 2020 (register by April 3)

**Module 7: Disruptive Behaviour Disorders and Psychotic Disorders: When Challenging Students Challenge You**

- Cost: \$180.00
- Online
- Dates:
  - Spring 2020 – March 9 - April 3, 2020 (register by March 6)

\* Participants must first complete module 1 to begin the program. Modules 2-7 can then be completed in any order. Upon completion of 4 modules, participants will be eligible to complete the online workshop component.

**Program link**

<https://studyonline.ca/program/mental-health-issues-classroom-certificate>

**For more information**

Office of Professional Development

[professionaldevelopment@wlu.ca](mailto:professionaldevelopment@wlu.ca)

Phone: 519-884-0710, ext. 6036

## Testimonials

“I have seen kids struggling with anxiety, depression, emotional dysregulation and suicidal ideation. Mental health greatly impacts their daily functioning and can have a significant effect on their school attendance and performance.” – Tracy E., Educational Assistant, Grand Erie and Halton Boards

“This course has opened my eyes to the many struggles our students face as well as how their illnesses affect their abilities to function in the classroom. Working through the certificate, I feel much better prepared to meet the needs of my students, both academically and emotionally.” – Alysa V., elementary teacher, Brantford



For more information, call your Contact North | Contact Nord Online Learning Recruitment Officer, **FirstName LastName**, at **1-855-###-####** or e-mail **centrelocation@contactnorth.ca**.

## Targeted Recruitment Initiative for Northern College: **Social Service Worker (Diploma)**

April 2019



## Goals:

- To present Northern College's Social Service Worker diploma program as a study option to potential and existing students and referral partners.
- To generate, where possible, immediate registrations in the program from throughout the province.
- Plant the seeds for future registrations and promote the program.
- To bring awareness to Northern College's online education options.
- To provide a one-month 'snapshot' of the reception to- and feedback on the program, recorded from across the province.

## Summary of Contact North | Contact Nord activity:

- Participation by staff at online learning centres in the following territories:
  - **Northwest Region:**
    - Attawapiskat First Nation, Greenstone (Longlac), Lake of the Woods North (Kenora)
  - **North Central Region:**
    - Nipissing District (North Bay)
  - **Northeast Region:**
    - Cochrane-Mushkegowuk, Temiskaming (Haileybury, Englehart, Kirkland Lake), Timmins (Chapleau, Iroquois Falls, Matheson)
  - **Southwest Region:**
    - Huron Bluewater (Clinton), Elgin Middlesex (St. Thomas), Chatham Kent Lambton (Wallaceburg), Oxford Waterloo (Woodstock)
  - **South Central Region:**
    - Grand River (Brantford), South Simcoe-York (Georgina), Grey-Bruce (Kincardine), Dufferin Wellington Simcoe (Shelburne), Niagara (St. Catharines)
  - **Southeast Region:**
    - Muskoka Haliburton (Bracebridge), Northumberland Durham (Cobourg), Upper Canada (Cornwall), Hastings Limestone (Madoc), Ottawa Carleton (Orleans)
- Each Online Learning Recruitment Officer conducted research with their teams for potential recruitment streams within their territories based on the target markets. In this case, Recruitment Officers were asked to specifically target high schools, Indigenous organizations, other social service organizations, and interested clients & others.
- Additionally, each centre shared the information broadly with existing students and local organizations in the community to create more awareness of the programs.
- Social media (Facebook) was utilized at both the online learning centre and corporate levels.

- Flyers/information for the programs were shared via e-mail, phone, face-to-face meetings and presentations to:
  - Community & social service providers (i.e. Native Friendship centres, Indigenous child welfare organizations, counselling services, other health centres, etc.)
  - Employment contacts
  - Ontario Works contacts
  - Others (includes general client list, word of mouth sharing, organizations who may employ potential candidates, people met at networking events, etc.)
- Hard copies of flyers were available at all centres and distributed locally.
- Recruitment Officers presented these programs to all interested clients, as a study option for the potential student to review.
- Data from Google Analytics was retrieved with regard to the program page on our website, studyonline.ca.

## General Results:

Note: Teams had until **May 10, 2019**, to submit data pertaining to the following:

Targeted Recruitment Initiatives	Totals
<b>e-Mails</b>	<b>6,685</b>
High schools	304
Indigenous organizations	343
Other social service organizations	1,506
Interested clients & others	4,532
<b>Drop-offs</b>	<b>345</b>
High schools	90
Indigenous organizations	72
Other social service organizations	97
Interested clients & others	86
<b>Face-to-face meetings/presentations</b>	<b>53</b>
High schools	20
Indigenous organizations	7
Other social service organizations	13
Interested clients & others	13

Social media (Facebook):	
Total reach	5,349
Total shares	35

Web analytics from studyonline.ca/etudiezenligne.ca:	
<b>Unique page views</b>	<b>53</b>
studyonline.ca	41
etudiezenligne.ca	12

<b>Average time spent reviewing content</b>	<b>1 min., 17 sec.</b>
studyonline.ca	1 min., 21 sec.
etudiezenligne.ca	1 min., 12 sec.
<b>Unique downloads of the program overview</b>	<b>17</b>
studyonline.ca	14
etudiezenligne.ca	3
<b>Unique downloads of the flyer</b>	<b>9</b>
studyonline.ca	8
etudiezenligne.ca	1

<b>Registrations generated:</b>	
<b>Confirmed registrations</b>	<b>3</b>
High schools	0
Indigenous organizations	0
Other social service organizations	1
Interested clients & others	2
<b>Potential registrations</b>	<b>42</b>
High schools	8
Indigenous organizations	2
Other social service organizations	10
Interested clients & others	22

### Analysis of numbers:

- We had three confirmed registrations (application to OCAS with admissions) during the period of the campaign (April 2019). This is common, as a little over a month is a short period for someone to learn about and register into a program.
- We can anticipate 42 potential registrations for upcoming intakes reported from the Huron Bluewater (1), Chatham Kent Lambton (14), Muskoka Haliburton (2), Oxford Waterloo (1), Upper Canada (5), Hastings-Limestone (2), Grand River (1), Ottawa Carleton (1), South Simcoe-York (1), Niagara (2), Cochrane-Mushkegowuk (7), Temiskaming (5) territories. We will continue to follow up with those who expressed interest in the program.
- It should be noted that the next intake advertised for this program on the Ontario Colleges Applications Service is September 2019; many of the potential students we meet are looking to begin their online learning as early as possible.

### Comments/feedback received:

Online Learning Recruitment Officers have the opportunity to share any comments they have or that they received during the campaign. Comments are not mandatory, but are encouraged. Comments are copied and pasted as shared, and the location of the Online Learning Recruitment Officer is in brackets after the comment, to allow for a better idea of the provincial reception of the program.

**External source(s):**

- “The program looked interesting, but I do not have the ability to attend the onsite visit.” – Interested student (Grand River)
- “I had no idea this was available online.” – Referral partner (Niagara)

**Internal source(s):**

- “One client is deciding between this, or going for a Bachelor’s in the same field” (Huron Bluewater)
- “Most common feedback was that people were excited that they could do part-time studies online!” (Chatham Kent Lambton)
- “I have a confirmed registration from a CHMA caseworker who needs to complete her SSW designation. She was grandfathered in, and currently practices as a SSW - Addictions counsellor, but is not registered with the OCSSW association. She is currently in the process of seeing what she can obtain through PLAR.” (South Simcoe-York)
- “Employment consultants like that the program was semester-based for clients pursuing Second Career funding. Others like the flexibility of full-time or part-time, as well as the record classes option.” (Dufferin Wellington Simcoe)
- “I have several clients in this program.” (Niagara)

**Next steps:**

- Promotional materials will be uploaded to the Contact North | Contact Nord marketing section of the intranet for ongoing use by Contact North | Contact Nord staff.
- Online Learning Recruitment Officers will continue to promote the program as a regular offering in interactions with clients in related fields, as well as look for opportunities to present it directly to larger pools of potential students.
- We will continue working with Northern College as one of our education partners to develop new Targeted Recruitment initiatives.
- We will continue to remain open to suggestions for ongoing promotion in support of Northern College online programming.

It was our pleasure to collaborate with you on this Targeted Recruitment Campaign. We expect that the impact of this initiative will emerge over the coming months. Feel free to reach out to me to review the report and targeted recruitment outcomes. It was a pleasure working with Northern College.

Michelle Boileau

Director, Recruitment & Partnerships | Directrice, Recrutement et partenariats  
michelleb@contactnorth.ca

T: 1-807-346-3418

C: 1-705-288-4349



# Get a SOCIAL SERVICE WORKER DIPLOMA



**Prepare to work with people experiencing stressful life events with Northern College's Social Service Worker Diploma program.**

- Learn how to intervene in crisis situations
- Develop the skills to assist clients, groups, families and communities to meet challenges and enhance social functioning
- Study human behaviour and development
- Become proficient in communication, interviewing and counselling skills
- Participate in clinical practice labs and field placements

Note: Online students are required to travel to lab locations (e.g out of town) on multiple occasions at their own expense.



For more information, please call your Contact North | Contact Nord Online Learning Recruitment Officer, **FirstName LastName**, at **1-855-###-####** or e-mail [centrelocation@contactnorth.ca](mailto:centrelocation@contactnorth.ca).

**Get your degree, diploma or certificate or upgrade your skills online without leaving your community.**

**Student Information Hotline: 1-877-999-9149**



[studyonline.ca](http://studyonline.ca)

## Social Services Worker DIPLOMA PROGRAM



## About the program

Social Service Workers focus on promoting equity, and addressing disadvantages that people face on the basis of race, disability, gender or age. They use their knowledge of human behaviour and development, communication, interviewing and counselling skills, to work with groups and/or communities to help them become more caring and capable of supporting their communities.

This program prepares you to work with people who are experiencing stressful events in their lives from an individual, family and community perspective. You'll learn how to intervene in crisis situations and will develop the skills needed to assist individual clients, groups, families and communities to better meet their challenges and to enhance their social functioning. Clinical practice labs and field placements provide a milieu where students are able to apply theory into practice through interviewing, case assessment and planning. Students must be able to apply skills, such as teamwork and group work outside of class. Northern College values lifelong learning in an effort to maintain the current competencies outlined by the Ontario College of Social Workers and Social Service Workers. The College assists learners in developing competent skills, attitudes and an interest in the social service profession. Egalitarian and supportive relationships with our professors and facilitators facilitate adult learning and development.

**Credential earned: Ontario college diploma**

**Delivery: Full-time or part-time**

**Program length: 4 semesters (full-time)**

**Program status: Open**

### Alternate Delivery

This program is available to students on campus and to students studying at a distance by e-learning through Contact North | Contact Nord. Please note that students studying via Contact North | Contact Nord will be required to travel to lab locations (e.g out of town) on multiple occasions at their own expense.

### Career Opportunities

Social Service Workers are commonly employed by government agencies and social service agencies. Graduates are eligible to register with Ontario College of Social Workers and Social Service Workers. Web site: <http://www.ocswssw.org/>.

### Provincial Registration

In order to practice in Ontario as a "Social Service Worker" or a "Registered Social Service Worker", graduates must apply for registration in the Ontario College of Social Workers and Social Service Workers (OCSWSSW). Graduates of the SSW program will meet the education requirement for registration. For more information, please visit [ocswssw.org](http://ocswssw.org)

## Admission requirements

- Ontario Secondary School Diploma (OSSD)
- Grade 12 English (C, U) (Minimum 60% GPA required)
- Or equivalent

Mature students (applicants who do not have a secondary school diploma or equivalent and have reached the age of 19 years on or before the start of the program) must undergo English language comprehension and grammar testing prior to admission into a program and demonstrate through a prior learning assessment process (PLA) equivalency with the admission requirements. Call the Admissions Office at 705-235-7222 for details.

### **Additional admissions requirements**

Prior to fieldwork placement:

- A recent criminal/vulnerable sector reference check – (within 3 months) maybe required in Semester III of the program prior to the start of classes in January.

To be eligible for participation in field work practice, students must not have been convicted of any criminal offence for which that person has not been pardoned. An unpardoned criminal record may result in inability to participate in fieldwork practice courses and will prevent the student from graduating. Any costs for these tests/certifications will be the responsibility of the applicant.

In order to prepare you for fieldwork placement, you will be required to have a current résumé and cover letter. Fieldwork placement (FWP) agencies may require additional documentation in order for you to begin FWP. The specific documents will be made known to you in your Reflective Practice course.

It is important to note that this program requires a fieldwork component. While the intent is for placements to be arranged in the student's own community, when this is not possible, alternate communities will need to be considered. Students are responsible for the costs of travel to and from field work placement sites, parking costs, etc. A dress code is in effect during all lab practice sessions and during the field work component of the programs. All theory and lab course work must be successfully completed prior to field work placements.

A passing grade of 60% is required for all Community Services core courses and electives. To succeed in this program, students must be highly motivated, highly committed and physically and mentally fit.

## **Courses**

### **Semester 1**

- AA1083 Introduction to Research
- CM1913 Communications I – Module B
- NA1403 Social Work and First Nations People
- PS1163 Developmental Psychology
- SW1023 Introduction to Social Welfare
- SW1053 Social Work Practice I

### **Semester 2**

- CM2913 Communications II – Module B
- PS3033 Abnormal Psychology
- SW2013 Social Work Practice II Lab
- SW2023 Conflict Resolution/Mediation

- SW2033 Crisis Intervention
- SW2043 Social Work Community Practice
- SW2053 Social Work Practice II

### **Semester 3**

- AA3053 Understanding the Family
- AA3063 Building Family Support
- SW3003 Group Processes
- SW3013 Social Work Reflective Practice
- SW3053 Gerontology
- SW3073 Community Organization and Development
- SW3083 Social Work and the Law

### **Semester 4**

- SW4041 Social Work Fieldwork Placement II
- SW4031 Social Work Fieldwork Placement Seminar

### **Fees**

Tuition: Approximately \$1,511.42 per semester for 2018/19, plus ancillary fees. Please contact Northern College for 2019/20 fees.

### **Studyonline.ca link**

<https://studyonline.ca/program/social-service-worker>

### **For more information**

Contact: [communityservices@northern.on.ca](mailto:communityservices@northern.on.ca)

## Targeted Recruitment Initiative for the Royal Conservatory of Music: **6 Social**

April 2019



## Goals:

- Increase awareness of the 6 Social program across the province.
- Conduct targeted recruitment for the program, with the goal of increasing registrations for current offerings and increasing likelihood of increases in future offerings.
- Provide a one-month 'snapshot' of the reception and feedback to the program from across the province, as well as likelihood for future requests for information, promotion and enrolment.

## Summary of Contact North | Contact Nord activity:

- Each centre conducted research for the targeted recruitment within their territories based on the target markets.
- Additionally, each centre shared the information broadly with contacts from local organizations in the community to create more awareness of the programs.
- Multiple centres created scheduled posts to their centre Facebook pages.
- Flyers/information for the programs were shared via e-mail, phone, face-to-face meetings and presentations to:
  - Teachers
  - School board – administration & leaders
  - Educational Assistants, ECEs and faculty of education students
  - Employment contacts
  - Other (includes general client list, for word of mouth sharing, organizations who may refer clients, people met at events such as multi agency meetings, etc.)
- Hard copies of flyers were available at all centres.
- Online Learning Recruitment Officers presented this course to all interested clients, as a study option for the potential student to review.

## General results:

	Teachers	School board – admin. & leaders	Educational Assistants, ECEs and faculty of ed. students	Employment contacts	Other	Totals
e-Mails	397	223	228	927	1411	3186
Drop-offs	68	18	20	64	40	210
Meetings/ presentations	5	5	2	53	2	67
Confirmed Registrations	0	0	1	0	0	1
Potential/ likely future registrations	3	0	1	1	0	5
Overall social media reach – all sectors				1307		

\* Please see appendix for comments from contacts, community partners, potential students and Contact North | Contact Nord staff

## Analysis of numbers:

- We had 1 confirmed registration during the period of the campaign (March 2019). This is not unusual, as a month is a short period of time for someone to learn about a program and register in it. We will continue to follow up with those who expressed interest in the program, to encourage them to apply.
- We anticipate at potential 5 registrations for upcoming intakes. This is not as strong as we had hoped for. In feedback received from the recruitment team, contacts within their communities and prospective students, the phrasing of the program description provided by the RCM was confusing. Both our recruitment team and prospective students thought the program was for children, not teachers, and didn't find the wording clear enough in showing the benefits of the program. We estimate that a number of potential students did not reach out for more information because they misunderstood the aim of the program.

## Next steps:

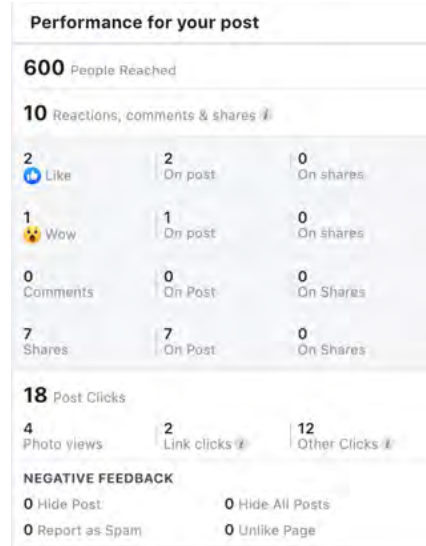
- Our Online Learning Recruitment Officers will continue to promote this program as a regular offering in interactions with clients in related fields, as well as look for opportunities to present it directly to larger pools of potential students.
- We recommend making new co-branded marketing materials with updated phrasing to better highlight the appropriate target groups, as informed by feedback from the groups.




## Social media statistics\*:



### Facebook



### Twitter



**Contact North** @ContactNorth  
 Many students struggle with F2F relationships in the classroom. 6 Social helps grade 4-12 students develop social skills & thinking processes needed to interact with classmates and work through assignments.  
 6 Social #onlinelearning #teaching  
<http://ow.ly/5nC550oLC4F> [pic.twitter.com/3jMJiMiAxm](http://pic.twitter.com/3jMJiMiAxm)

Impressions  
 times people saw this Tweet on Twitter

307

\* Statistics are from the corporate Contact North | Contact North social media pages, and are not included in the social media reach of individual territories, as listed in the general results table.

## Appendix – Comments about the 6 Social program and the targeted recruitment campaign

Online Learning Recruitment Officers have the opportunity to share any comments they may have or have received from interested parties during the duration of the campaign. The comments below are presented in an unedited format. The community in which the commentator resides is found in brackets at the end of each comment, to give you a better idea of the provincial reception of the course. If the comment was from an external source, that is also indicated in the bracket.

- Seemed like it was for kids. (Oxford Waterloo)
- Guidance counsellors showed zero interest in it when I tried talking about it. (Elgin Middlesex)
- Found this one hard to promote as I didn't understand what the modules would actually focus on, and what the real benefit was. I found the overview hard to understand. If I had been asked "What kind of tools will I learn?", or, "What are the tools?", I would not have been able to explain it. (Elgin Middlesex)
- Interesting program. (Greenstone)
- Created some interest and sparked conversations within my Ontario Works caseworker when I posted this TRC in their lunch room. (South Simcoe York)
- Pick Studio, a music store, loved the teaching style. A follow-up meeting was scheduled. (Grey-Bruce)
- VPI employment loved program and e-mailed to their clients. (Grey-Bruce)
- Librarians were very pleased to read this flyer and display it at counters. (Grey-Bruce)

# Find fresh entry points INTO THE CURRICULUM



Shaped by online interactions, many students struggle with face-to-face relationships in the classroom, and often find it hard to commit sustained attention to schoolwork

**6 Social helps grade 4-12 students develop social skills and thinking processes needed to interact with classmates and work through assignments.**

To draw students in, students begin by choosing a community or classroom challenge that affects them directly, such as bullying or online racism.

In teams, they unpack the problem, sharpening their research skills, and revisiting assumptions frequently as they develop solutions.

Later, students apply the process to all subject areas, becoming more proactive, cooperative, and resilient in their learning.

- Build stronger relationships
- Develop a growth mindset
- Find fresh entry points into curriculum
- Gain a stronger sense of purpose in their learning



**The Royal Conservatory**  
The finest instrument is the mind.

For more information, call your Contact North | Contact Nord Online Learning Recruitment Officer, **FirstName LastName**, at **1-855-###-####** or e-mail [centrelocation@contactnorth.ca](mailto:centrelocation@contactnorth.ca).



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[studyonline.ca](http://studyonline.ca)

# 6 SOCIAL



## About the program

Transform your classroom and the way that you can connect with your students. Our online sessions explore a concrete, classroom-ready framework designed to make teachers' jobs easier.

Teachers discover a process that leverages students' interest in the world around them and the challenges that they are facing as a way to get all learners on side and drive high levels of engagement with core curriculum and self development. It includes tools to help assess core competencies and get students "future-ready".

This program offers a framework to help teachers of every grade level find new entry points to connect with their students and engage them in learning and self-development.

This highly collaborative, interactive process brings educators across the country into our online learning sessions, where they can discuss challenges and issues with their peers, and work with and learn from each other.

Program is offered online via videoconferencing with asynchronous content to support 24/7 access.

**The next registration periods are Spring and Fall 2019.**

## Admission requirements

This program is available to all in the educational field:

- Teachers
- Educational assistants
- Administrators
- School support staff
- Teacher candidates

## Fees

Each module is \$75.

## Program of studies

- 6 Social Community Challenges Module
- Digital Storytelling Module

Note: More modules are planned for the future

## Studyonline.ca link

<https://studyonline.ca/program-detail?pid=50849&nav=1>

## For more information

Contact John Scully, 6 Social Online Learning Leader, at 416-408-2824, ext. 298 or [john.scully@rcmusic.ca](mailto:john.scully@rcmusic.ca).

Targeted Recruitment Initiative  
for Ryerson University, Chang School of  
Continuing Education:

### **3 Health & Safety Certificates**

November 2018



## Goals:

- Increase awareness of the 3 Health & Safety Certificate programs across the province.
- Conduct targeted recruitment for the program, with the goal of increasing registrations for current offerings and increasing likelihood of increases in future offerings.
- Provide a one-month 'snapshot' of the reception and feedback to the program from across the province, as well as likelihood for future requests for information, promotion and enrollment.

## Summary of Contact North | Contact Nord activity:

- Each centre conducted research for the targeted recruitment within their territories based on the target markets.
- Additionally, each centre shared the information broadly with existing students and local organizations in the community to create more awareness of the program.
- Multiple centres created scheduled posts to their centre Facebook pages.
- Flyers/information for the program were shared via e-mail, phone, face-to-face meetings, and presentations to:
  - Manufacturing industries
  - Construction companies
  - Healthcare facilities
  - Employment contacts
  - Others (includes general client list, for word of mouth sharing, organizations who may refer clients, people met at events such as job fairs, etc.)
- Hard copies of flyers were available at all centres.
- Online Learning Recruitment Officers presented this program to all interested clients, as a study option for the potential student to review.

## General Results

	Manufacturing industries	Construction companies	Healthcare facilities	Employment contacts	Other	Totals
e-Mails	314	94	219	1267	4032	<b>5926</b>
Drop-offs	37	17	30	86	75	<b>245</b>
Meetings/ presentations	6	8	3	7	3	<b>27</b>
Confirmed registrations	0	0	0	1	0	<b>1</b>
Potential/ likely future registrations	6	5	4	2	17	<b>34</b>
Overall social media reach – all sectors			<b>6552</b>			

\* Please see appendix for comments from contacts, community partners, potential students and Contact North | Contact Nord staff.

### Analysis of numbers:

- We had 1 confirmed registration during the period of the campaign (November 2018). This is not unusual, as a month is a short period of time for someone to learn about a program and register in it. We will continue to follow up with those who expressed interest in the program.
- We anticipate at least 34 registrations for upcoming intakes. This is a very strong number for a one month campaign, and highlights the appeal of the programs.
- Of particular note is the fact that the potential future registrations come from a wide variety of fields and target groups. This indicates that the programs are seen as valuable and applicable to multiple sectors.

### Next Steps

- Our Online Learning Recruitment Officers will continue to promote these programs as regular offering in interactions with clients in related fields, as well as look for opportunities to present them directly to larger pools of potential students.



## Appendix – Comments about the 3 Certificates in Health & Safety Targeted Recruitment Campaign

Online Learning Recruitment Officers (OLROs) have the opportunity to share personal comments, or comments received from potential students during the campaign. Comments are not a mandatory component of the OLROs campaign report, but they are encouraged. Comments are copied and pasted as shared. The location of the OLRO sharing the information is in brackets after the comment; the locations provide us with an idea of how the course is being received across the province. If the comment was from an external source, that is also indicated in the bracket.

- Gravenhurst Chamber of Commerce shared the “Occupational Health and Safety Leadership” flyer in their e-blast to over 300 members. Did not include these numbers in the statistics. (Bracebridge)
- Cost was too high. (Cornwall)
- Provided info to Corbiere Constuction and Kenjgewin Teg’s Trades Manager. Possible future registrations. (Manitoulin Island)
- New managing director Northumberland Manufacturers Association agreed to share in upcoming ShopTalk e-newsletter to all membership. Noted details of these programs would reach approximately 70 local business/manufactuers with more than 210 individuals receiving newsletter. (Northumberland)
- Myself and one other member of my H&S team are interested - Correctional Officer. (Grand River)
- Port Hope District Chamber of Commerce posted on e-newsletter to all members. (Northumberland)
- Communications Director at Algoma Steel relayed the flyer to the H&S managers. They will be in touch if they have staff eligible for training in January. (Sault Ste. Marie)
- Shared with Health and Safety team members. (Shelburne)
- Employment coach thought would be a valuable asset for current job seekers. (Shelburne)
- “Great, thanks for the info. Sent it out to our teams also, so all RTWS have this info now!” (Return to work specialists, WSIB) “I will mention these to the LCAE group in Tuesday’s meeting.” (London Council for Adult Education) “I have forwarded this e-mail to my coworkers out of the London office. We have had a lot of interest from injured workers wanting to pursue this as a new suitable occupation.This is rather timely!” (WSIB) (Elgin Middlesex)
- Hermans Roofing Supply thought the course was really interesting and will keep the flyer handy to give to their clients, if needed. (Chatham Kent Lambton)

CERTIFICATE IN ADVANCED  
SAFETY MANAGEMENT



CERTIFICATE IN OCCUPATIONAL  
HEALTH AND SAFETY



CERTIFICATE IN OCCUPATIONAL  
HEALTH AND SAFETY LEADERSHIP



# Certificate in ADVANCED SAFETY MANAGEMENT

Online learning with local support  
in your community



## The Chang School's Certificate in Advanced Safety Management is ideal for:

- Graduates of the certificate in Occupational Health and Safety
- Experienced occupational health and safety practitioners
- People who direct Occupational Health and Safety (OHS) management systems in their workplaces

This program will set you on a course to a full understanding of advanced, safety-specific topics in the context of OHS. You'll gain the tools you need to succeed as an OHS coordinator/manager at the top of your field!

Complete the certificate on campus, through the convenience of distance education, or through a combinatory of both modes.

The Chang School's Winter 2019 term starts the week of January 14.

Ryerson  
University

The Chang School  
of Continuing  
Education

For more information, please call your Contact North | Contact Nord Online Learning Recruitment Officer, **FirstName LastName**, at **1-855-###-####** or e-mail [centrelocation@contactnorth.ca](mailto:centrelocation@contactnorth.ca).

**Get your degree, diploma or certificate or upgrade your skills online without leaving your community.**

**Student Information Hotline  
1-877-999-9149**



[Facebook.com/ContactNorth](https://www.facebook.com/ContactNorth)

[studyonline.ca](http://studyonline.ca)

# Certificate in OCCUPATIONAL HEALTH AND SAFETY LEADERSHIP

**Online learning with local support  
in your community**



Are you a graduate of The Chang School's Certificate in Occupational Health and Safety and/or Certificate in Advanced Safety Management?

Are you looking to meet the requirements of the Board of Canadian Registered Safety Professionals (BCRSP) and get prepared to take the CRSP® Examination?

Register for The Chang School's new Certificate in Occupational Health and Safety Leadership!

Learn from industry experts and gain knowledge to lead health and safety from a business perspective. Courses will focus on project management, leadership, ethics, and ability management.

The Chang School's Winter 2019 term starts the week of January 14.

**Ryerson  
University**

**The Chang School  
of Continuing  
Education**

For more information, please call your Contact North | Contact Nord Online Learning Recruitment Officer, **FirstName LastName**, at **1-855-###-####** or e-mail [centrelocation@contactnorth.ca](mailto:centrelocation@contactnorth.ca).

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1-877-999-9149**



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**[studyonline.ca](http://studyonline.ca)**

# Certificate in OCCUPATIONAL HEALTH AND SAFETY

Online learning with local support  
in your community



The Chang School's Certificate in Occupational Health and Safety is acknowledged as the forerunner of OHS education in Canada. It is ideal for:

- People interested in beginning a new career in this field
- Those assigned to direct occupational health and safety programs at their workplaces, but who lack the fundamental training in this area
- Members of joint health and safety committees who wish to add to their knowledge base

By completing this program, you'll meet the education components required for certification as a Canadian Registered Safety Technician (CRST). You may use it to ladder into the Certificate in Advanced Safety Management and/or the Certificate in Occupational Health and Safety Leadership.

Take courses on campus, through the convenience of distance education, or through a combinatory of both modes. Numerous courses are also offered in intensive format to help you accelerate your studies.

The Chang School's Winter 2019 term starts the week of January 14.

**Ryerson  
University**

**The Chang School  
of Continuing  
Education**

For more information, please call your Contact North | Contact Nord Online Learning Recruitment Officer, **FirstName LastName**, at **1-855-###-####** or e-mail [centrelocation@contactnorth.ca](mailto:centrelocation@contactnorth.ca).

**Get your degree, diploma or certificate  
or upgrade your skills online without leaving  
your community.**

**Student Information Hotline  
1-877-999-9149**



[Facebook.com/ContactNorth](https://www.facebook.com/ContactNorth)

[studyonline.ca](http://studyonline.ca)

# CERTIFICATE IN **Advanced Safety Management**



## About the program

Note: This program may be completed entirely at a distance. Visit The Chang School's [distance education website](#) for more information.

Completing the Certificate in Advanced Safety Management will set you on a course to a full understanding of advanced, safety-specific topics in the context of occupational health and safety (OHS). You'll gain the tools you need to succeed as an OHS coordinator/manager at the top of your field.

This program was developed in cooperation with the Ryerson School of Occupational and Public Health. This is a unique offering of safety management courses that are part of the Bachelor of Applied Science degree in the Occupational Health and Safety option within the School of Occupational Health and Public Health. It is applicable in all types of industries, and is designed for those who have completed Ryerson's Certificate in Occupational Health and Safety, or equivalent, and wish to expand their knowledge base and improve their skills.

## Admission requirements

It is recommended that applicants have the following:

- OSSD with six Grade 12 U or M credits, or equivalent, or mature status.
- Option 1: Successful completion of Ryerson Certificate in Occupational Health and Safety or its equivalent. **OR**
- Option 2: OSSD with six OAC credits or Grade 12 U or M credits, or equivalent, or mature student status, and five years of professional experience in a field relevant to occupational health and safety, plus successful completion of these courses:
  - COHS 208 Occupational Health: Occupational Health and Safety Law
  - COHS 718 Occupational Health: Systems Management I

Note: Students who successfully apply for admission to the degree program will be permitted advanced standing in the degree program for only those courses that they have successfully completed in either of these two certificate programs. Therefore, students who intend to pursue the degree program should choose Option 1 above.

## Fees

Course [fee](#) information is available online.

## Studyonline.ca link

<https://studyonline.ca/program/advanced-safety-management>

### For more information

Contact The Chang School at 416-979-5035, or e-mail [ce@ryerson.ca](mailto:ce@ryerson.ca). For specific information related to the Certificate in Advanced Safety Management, please visit [ryerson.ca/ohs](http://ryerson.ca/ohs) or contact Craig Fairclough, Academic Coordinator, at [cfairclo@ryerson.ca](mailto:cfairclo@ryerson.ca).

The Chang School's Winter 2019 term starts the week of January 14.



# CERTIFICATE IN **Occupational Health and Safety Leadership**



## About the program

In Fall 2018, The Chang School launched the new Certificate in Occupational Health and Safety Leadership.

The goal of this program is to satisfy the BCRSP academic requirements for prospective designation holders to take the board exam. In addition to the other occupational health and safety certificates offered by The Chang School (i.e., Certificate in Occupational Health and Safety and Certificate in Advanced Safety Management), students will be better prepared to successfully complete the BCRSP designation exam.

The program also allows students to learn from industry experts and gain knowledge to lead health and safety from a management perspective. Courses focus on project management, leadership, ethics, and ability management.

## Admission requirements

Eligible applicants must have the following:

- Certificate in Occupational Health and Safety, Certificate in Advanced Safety Management, or equivalent.

## Fees

Course [fee](#) information is available online.

## Studyonline.ca link

<https://studyonline.ca/program/occupational-health-and-safety-leadership>

## For more information

Contact The Chang School at 416-979-5035, or e-mail [ce@ryerson.ca](mailto:ce@ryerson.ca). For specific information related to the Certificate in Occupational Health and Safety Leadership, please visit [ryerson.ca/ohs](http://ryerson.ca/ohs) or contact Craig Fairclough, Academic Coordinator, at [cfairclo@ryerson.ca](mailto:cfairclo@ryerson.ca).

The Chang School's Winter 2019 term starts the week of January 14.

# CERTIFICATE IN **Occupational Health and Safety**



## About the program

Note: This program may be completed entirely at a distance. Visit The Chang School's [distance education website](#) for more information.

The Certificate in Occupational Health and Safety is highly respected throughout the field. By completing it, you'll meet the education components required for certification as a Canadian Registered Safety Technician (CRST). You may also use it to ladder into the Certificate in Advanced Safety Management and/or the Certificate in Occupational Health and Safety Leadership.

Six of the eight courses can be applied toward the bachelor of science degree in occupational health and safety offered through Ryerson's School of Occupational and Public Health.

## Admission requirements

It is recommended that applicants have the following:

- OSSD with six Grade 12 U or M credits, or equivalent, or mature status.

## Fees

Course [fee](#) information is available online. The Winter 2019 term starts the week of January 14, 2019.

## Studyonline.ca link

<https://studyonline.ca/program/occupational-health-and-safety-5>

## For more information

Contact The Chang School at 416-979-5035, or e-mail [ce@ryerson.ca](mailto:ce@ryerson.ca). For specific information related to the Certificate in Occupational Health and Safety, please visit [ryerson.ca/ohs](http://ryerson.ca/ohs) or contact Craig Fairclough, Academic Coordinator, at [cfairclo@ryerson.ca](mailto:cfairclo@ryerson.ca).

The Chang School's Winter 2019 term starts the week of January 14.

## Testimonials

"This certificate program has provided a solid foundation which allowed me to advance my studies in OHS, in addition to providing my employer with a higher degree of professionalism. The university location is convenient, plus the class times fit my schedule. The biggest challenge for me was time management; finding the right balance between, family, work, and school. Taking the courses online helped me achieve that balance."

– Ken Rubello, Learner, Certificate in Occupational Health and Safety

## Targeted Recruitment Initiative for Seneca College: **Fitness Leadership Certificate**

June 2019



# Seneca

## Goals:

- Increase awareness of the Fitness Leadership Certificate program across the province.
- Conduct targeted recruitment for the program, with the goal of increasing registrations for current offerings and increasing likelihood of increases in future offerings.
- Provide a one-month 'snapshot' of the reception and feedback to the program from across the province, as well as likelihood for future requests for information, promotion and enrolment.

## Summary of Contact North | Contact Nord activity:

- Each centre conducted research for the targeted recruitment within their territories based on the target markets.
- Additionally, each centre shared the information broadly with contacts from local organizations in the community to create more awareness of the programs.
- Multiple centres created scheduled posts to their centre Facebook pages.
- Flyers/information for the programs were shared via e-mail, phone, face-to-face meetings and presentations to:
  - Sports & fitness clubs or associations
  - Wellness/holistic/natural therapy centres
  - Coaches & personal trainers
  - Employment contacts
  - Other (includes general client list, for word of mouth sharing, organizations who may refer clients, people met at events such as multi agency meetings, etc.)
- Hard copies of flyers were available at all centres.
- Online Learning Recruitment Officers presented this course to all interested clients, as a study option for the potential student to review.

## General results:

	Sports & fitness clubs or associations	Wellness/ holistic/ natural therapy centres	Coaches & personal trainers	Employment contacts	Other	Totals
e-Mails	369	126	138	5337	1208	7178
Drop-offs	100	47	25	119	34	325
Meetings/ presentations	5	1	4	8	26	44
Confirmed Registrations	0	2	0	0	0	2
Potential/ likely future registrations	5	2	5	6	25	43
Overall social media reach – all sectors				4812		

\* Please see appendix for comments from contacts, community partners, potential students and Contact North | Contact Nord staff

## Analysis of numbers:

- We had 2 confirmed registrations during the period of the campaign (June 2019). This is a bit unusual, as a month is a short period of time for someone to learn about a program and register in it. We will support the two students in the registration process, and will continue to follow up with those who expressed interest in the program, to encourage them to apply.
- We anticipate a potential 43 registrations for upcoming intakes. This is a very strong number and we will work with each potential student to encourage registration in the program.
- Of particular note is that the majority of potential students come from the 'other' category. This indicates broad interest in the program, and that it is viewed as beneficial for people in many different areas of employment.

## Next steps:

- Our Online Learning Recruitment Officers will continue to promote this program as a regular offering in interactions with clients in related fields, as well as look for opportunities to present it directly to larger pools of potential students.

## **Appendix – Comments about the Fitness Leadership Certificate program and the targeted recruitment campaign**

Online Learning Recruitment Officers have the opportunity to share any comments they may have or have received from interested parties during the duration of the campaign. The comments below are presented in an unedited format. The community in which the commentator resides is found in brackets at the end of each comment, to give you a better idea of the provincial reception of the course. If the comment was from an external source, that is also indicated in the bracket.

- [Distributed to] Rick's Muscle World. (Hearst District)
- No fitness/sports clubs in my territory. (Greenstone)
- Her Fitness owner shared [the program information]. (Lake of the Woods North)
- Forwarded internally with GoodLife #4201 - Newmarket. (South Simcoe – York)
- Forwarded to both Chiropractic PLUS - Newmarket, and Natalie Haluska, a holistic practitioner in Simcoe Region. (South Simcoe – York)
- “Very cool course!” – Employment counselor. (Chatham Kent Lambton)
- Shared with libraries. (Elgin Middlesex)
- Forwarded to a student that is currently in their final semester of a Recreational Therapy program. (South Simcoe – York)



# Be "well" ON YOUR WAY



**Seneca College's Fitness Leadership Certificate prepares you for careers requiring leadership to organize, develop and manage fitness and wellness programs.** The program reflects the guidelines for the training of fitness leaders established by existing advisory boards and professional organizations. It's fully online and features a field placement as the last course to encourage the application of skills gained in the program.

- No application process
- Fully online program, start three times a year: September, January or May
- Placement internship of 80+ hours to apply skills in a real fitness or wellness setting
- Take just one course, or complete the entire certificate – it's up to you!
- Continue your studies in the Fitness and Health Promotion Diploma
- Experienced facilitators who are experts in their fields

## Seneca

For more information, please contact your Contact North | Contact Nord Online Learning Recruitment Officer, **FirstName LastName**, at **1-855-555-5555** or e-mail [centrelocation@contactnorth.ca](mailto:centrelocation@contactnorth.ca).

**Get your degree, diploma or certificate or upgrade your skills online without leaving your community.**

**Student Information Hotline: 1-877-999-9149**



[studyonline.ca](http://studyonline.ca)

**Be "well"**  
ON YOUR WAY



**Seneca**

## About the program

Seneca College's Fitness Leadership Certificate prepares students in careers requiring leadership to organize, develop and manage fitness and wellness programs for individuals and in corporate and commercial settings. The program reflects the guidelines for the training of fitness leaders established by existing advisory boards and professional organizations. Available fully online, this program features a field placement as the last course to encourage the application of skills gained in the program.

This Fitness Leadership Certificate program trains students both theoretically and practically, which will help prepare them to pursue certification exams for:

- Canfitpro
- Canadian Personal Training Network (CPTN)
- Canadian Fitness Education Services

Individuals wishing to pursue a full-time or part-time career in the fitness field in one or more of the following areas: fitness appraisal, exercise prescription, fitness class instruction, personal training, lifestyle counselling and fitness management. Students researching this field should note that employers may seek other additional certifications from agencies with accreditation standards.

Students who complete this program may also wish to continue their studies in the Fitness and Health Promotion Diploma.

## Admission requirements and registration

No application process. Start three times a year: September, January or May.

## Program of studies

- FHP101 Anatomy and Physiology
- FHP103 Group Exercise Leadership
- FHP104 Nutrition
- FHP201 Exercise Physiology and Life Diseases
- FHP102 Fitness Assessment
- FHP202 Exercise Prescription
- FHP402 Exercise Counselling
- FHP407 Field Placement \*complete last in the program

## Fees

Proceed through the program at your own pace, registering on a course-by-course basis. Each course is roughly \$400.

## Program link

<https://studyonline.ca/program-detail?pid=48223&nav=1>

## For more information

Barbara Pimenoff, Program Coordinator  
e-Mail: [Barbara.Pimenoff@senecacollege.ca](mailto:Barbara.Pimenoff@senecacollege.ca)  
Phone: 416-491-5050, ext. 24019

## Testimonial

### Alanna Tasios

It started as a desire to keep health and fitness as part of her life. Where her journey led her, Alanna never would have imagined.

#### WHAT INSPIRED ME

“When you’ve played hockey for most of your life, there is a part of you that will always be interested in health and fitness. After my playing days were behind me, I realized that it was still an important part of my life, and knew that this was a career path I wanted to pursue. And so I enrolled in the Health and Fitness Leadership program at Seneca. My teachers at Seneca were instrumental in helping me turn what I loved to do into a career path I never thought possible. They showed me how to trust myself, how to let my passion and my instincts guide me in the right direction for my career and my life.”

#### HOW FAR I’VE GONE

“My experience at Seneca opened many doors. It led me to opportunities in the field of sports medicine, including the chance to work in the Bahamas with a sports medicine doctor. I was working with people who had sports backgrounds just like mine, but who were now dealing with injuries or rehabbing to get back to playing. And I saw in many of these people – especially women – so much fear and doubt in their own abilities. That was when I realized I wanted to make a change: I wanted to help women to be their best self.”

#### WHERE I’M GOING NEXT

“Since then I have gone on to start my own business as a certified Integrative Health and Lifestyle Coach. I work with women who are looking to make big changes in their lives but don’t have the support to do so. Whether it has to do with their relationships, their careers, their spirituality or their physical fitness and nutrition, I help women set the goals to make those changes, and provide them with the guidance they need along the way. I’ve also helped launch On The Run Meals, an organic meal prep and delivery business. My position as Vice President of Operations helps me interact with all clients on a deeper level by integrating my health coaching. Changing lives is so rewarding. Watching people get out there and get what they deserve, it feels so great to know that I was a part of that.”

### Courses

MKT-1153	Marketing a Trades Business
FIN-1153	Finance for the Trades
HRM-1153	<i>Human Resource Management</i>
TRD-1023	Operating a Trades Business
PHL-1153	Ethical and Legal Issues in the Trades
BUS-1253	Business Planning for Tradespersons

### Trades Entrepreneurship

Students in the Trades - Entrepreneurship online certificate focus on developing their entrepreneurial competencies and skills. The program focuses is on key functional areas of business related to entrepreneurship, including business planning, operations, innovation, marketing and finance, as well as legal and ethical considerations. Through experiential learning, students develop essential practical skills needed to improve existing operations and develop new small businesses.

### Courses

MKT-1153	Marketing a Trades Business
FIN-1153	Finance for the Trades
TRD-1023	Operating a Trades Business
MTR-3003	<i>Emerging Trends &amp; Innovation in the Trades</i>
PHL-1153	Ethical and Legal Issues in the Trades
BUS-1253	Business Planning for Tradespersons

**From:** Maxim Jean-Louis <maxim@contactnorth.ca>  
**Sent:** September 11, 2019 2:17 PM  
**To:** hweingarten@heqco.ca; 'Martin Hicks' <mhicks@heqco.ca>; akaufman@heqco.ca  
**Subject:** FW: Help and advice please

Harvey, Martin, and Amy

Thank you for the opportunity to review the draft below.

I copied your draft text below into a Word document and added 10 boxes throughout the text with my comments / suggested additions in bold for ease of review. See attached file "MAXIM JEAN-LOUIS COMMENTS TO HEQCO RE DESCRIPTION OF CONTACT NORTH | CONTACT NORD – SEP 11, 2019". The two attached PDF documents are referenced in my comments.

I remain on standby to answer any questions you may have or meet at any time.

Maxim

**From:** Harvey Weingarten <[hweingarten@heqco.ca](mailto:hweingarten@heqco.ca)>  
**Sent:** Wednesday, September 04, 2019 11:27 AM  
**To:** Maxim Jean-Louis <[maxim@contactnorth.ca](mailto:maxim@contactnorth.ca)>  
**Cc:** Martin Hicks <[mhicks@heqco.ca](mailto:mhicks@heqco.ca)>; Amy Kaufman <[akaufman@heqco.ca](mailto:akaufman@heqco.ca)>  
**Subject:** Help and advice please

Maxim:

I attach below a section of the Digital Review that speaks about Contact North. We would appreciate if you would review what we say and identify any errors of fact or innuendo. Also, please feel free to point out anything we have mis-represented or any significant point that in your view we failed to identify or make clearly or accurately.

If you could get this back to us no later than the middle of next week that would be greatly appreciated.

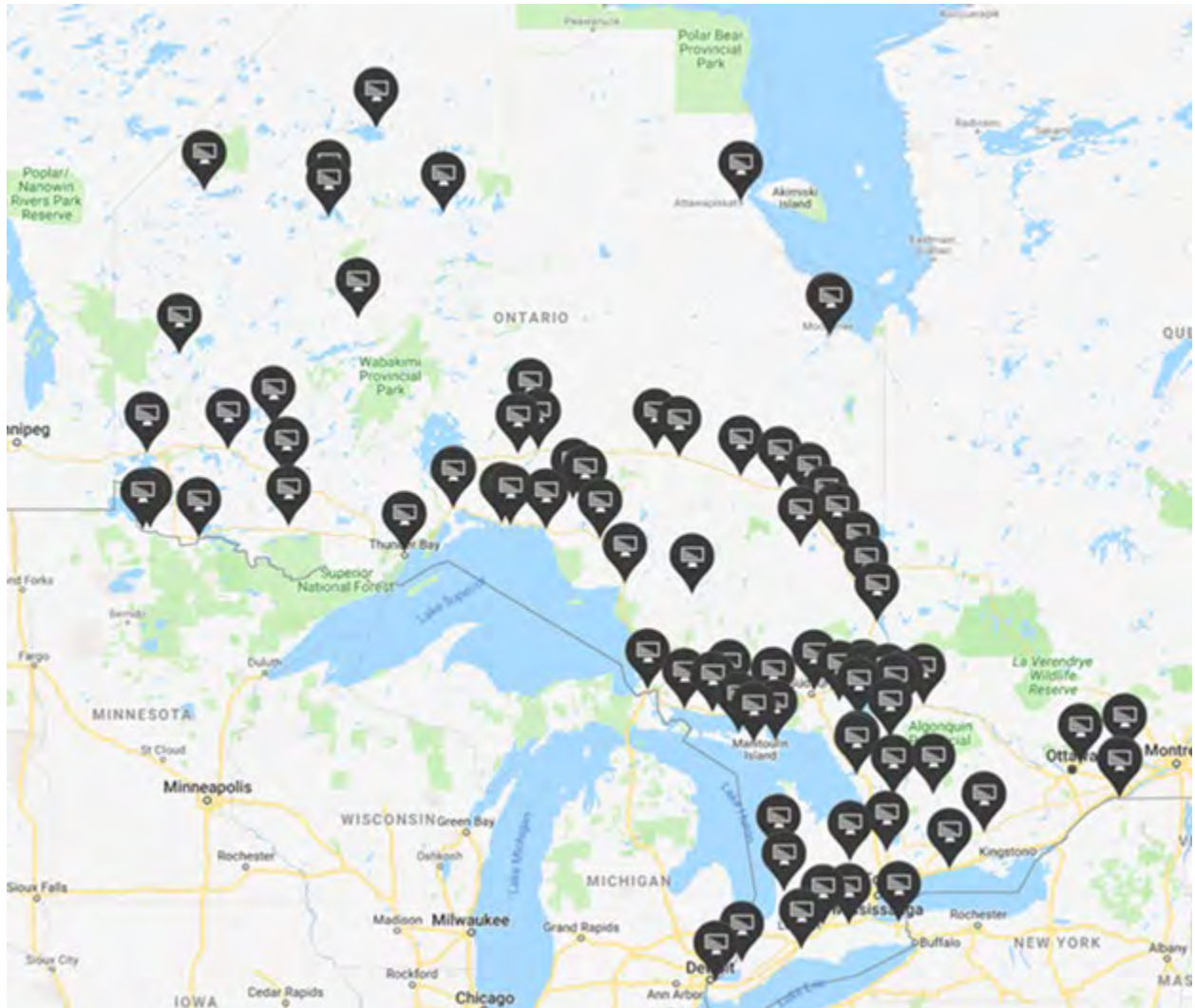
Thanks.

Harvey, Martin, Amy

**ContactNorth.**

ContactNorth is a non-profit corporation created in 1986 to facilitate access to formal education and training at the basic skills, secondary and postsecondary levels. Although the initial intent (reflected in its name) was to focus on northern Ontario, and to provide better access to educational services for underserved and underrepresented populations, the Ontario government subsequently asked Contact North to expand its services into the south. It is clear from Figure 1 that it now serves all of Ontario, mainly, but not exclusively, in rural and remote communities. It operates on an annual budget of \$10.5M, provided by the Ministry of Training, Colleges and Universities, a 300% increase from 2014.

Figure 1. Locations of the Contact North Access Centres



Source: Contact North <https://studyonline.ca/map>

Relevant observations for the purposes of this report are:

1. ContactNorth supports 116 access centres across the province. Each access centre is equipped with distance education technologies such as audioconferencing, videoconferencing, web conferencing, computer workstations and high-speed internet where available (in some locations, Contact North must use older and slower technologies to deliver internet-based services in light of bandwidth limitations). These access centres can provide in-person assistance for students seeking advice on online programming available in Ontario's public colleges and universities and help with registration for courses or programs. This same advice can be derived through Contact North's web site and its chat line. Access centres provide free use of computer stations and can be used as a site for the invigilation of written examinations.

More informally but importantly, access centres (officially "online learning centres") are also positioned to provide wrap-around services and support for students considering or taking



online courses. Contact North personnel at access centres typically live in the community they serve, understand the issues students face, and provide advice both practical (eg: how to apply) and the motivational (eg: turning up for online class discussion) advice and support for students.

Our discussions with northern colleges and universities suggest that while they are also positioned to reach out to remote communities, they would be pressed to replicate the range of services and the geographic footprint that Contact North provides. A single Contact North access centre can efficiently broker services for learners using educational offerings from school boards, colleges, universities and other educational providers.

2. ContactNorth supports *studyonline.ca*, a web-based gateway that provides access in both English and French to information about over 1000 programs and 18,000 courses available online and at a distance from Ontario's public colleges and universities, Indigenous Institutes, school boards, and literacy and skills training providers. This portal ultimately directs the reader to institutional websites. Other portals or gateways that provide similar and overlapping services regarding online education in Ontario include: eCampusOntario's Learn Online portal, the college system's OntarioLearns listing of shared college online courses and programs, ONCAT's "ontransfer.ca" course transfers directory, and of course the individual institutions' websites.
3. Contact North works with some, but not all of Ontario's postsecondary institutions. Contact North is used by some institutions, largely colleges, to market their programs and to help recruit students to programs that may be unsustainable because of small enrolments.
4. ContactNorth mounts a variety of other related activities that promote online learning or that share ideas or best practices such as an annual conference and opportunity to learn more about digital learning and how to do it better. Topics include: emerging pedagogies, course/program design, models and theories of technologically enabled learning, and the use of data analytics to improve student recruitment, engagement and success.
5. ContactNorth provides a large set of numbers documenting its activities. It has a well-developed strategic plan with targets. Existing performance metrics are largely inputs and descriptions of Contact North's activities, such as the number of visits to its web site or the number of course registrations. What is difficult to derive from these numbers is the real impact of Contact North's services. For example, while we know the number of students who use Contact North, we are not sure how many students from rural and remote communities enrol in similar programs without the assistance of Contact North (ie: what difference the interventions make). Similarly, we do not know if students working with ContactNorth enjoy any greater postsecondary success, such as a higher graduation rate, than a similar cohort who navigate these same programs on their own.

ContactNorth provides an impressive set of snapshots of students who have benefitted from their engagement and services. But, as the saying goes, a set of anecdotes is not data. It is difficult to assess the benefit of Contact North without the ability to compare to others from similar circumstances taking similar educational trajectories who do not use ContactNorth. The simple step of tagging ContactNorth's involvement with a student to an Ontario Education

Number would, in and of itself, open a world of student tracking and data analytics that is outcomes focussed.

*Harvey P. Weingarten*

President & CEO

[Higher Education Quality Council of Ontario](#)

**I step down as President & CEO of HEQCO in September. New contact information:**

**Email: [hpweingarten@gmail.com](mailto:hpweingarten@gmail.com)**

**Cell: +1 647 969 7581**

**PLEASE UPDATE YOUR ADDRESS BOOKS.**

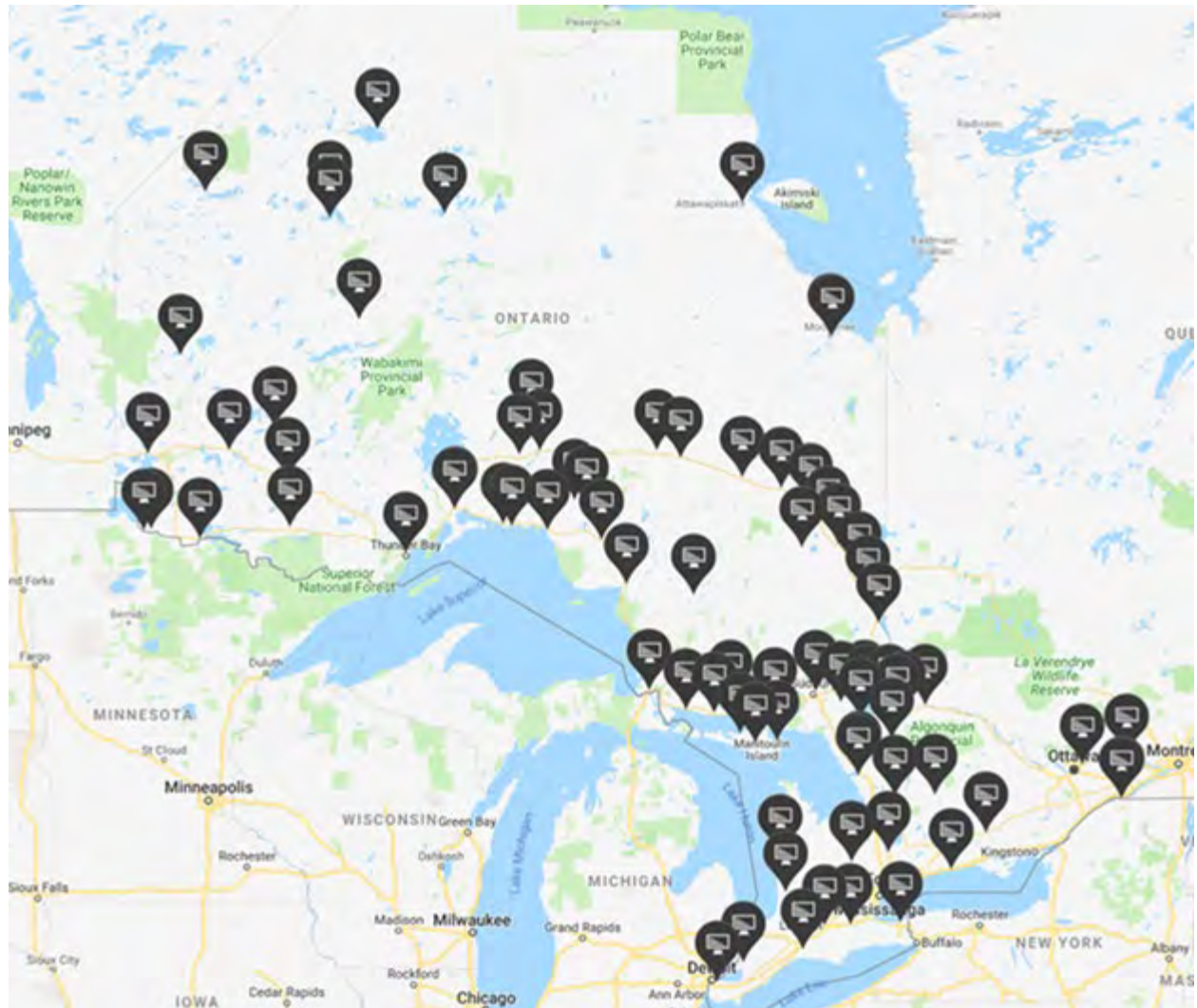
**ContactNorth.**

ContactNorth is a non-profit corporation created in 1986 to facilitate access to formal education and training at the basic skills, secondary and postsecondary levels. Although the initial intent (reflected in its name) was to focus on northern Ontario, and to provide better access to educational services for underserved and underrepresented populations, the Ontario government subsequently asked Contact North to expand its services into the south. It is clear from Figure 1 that it now serves all of Ontario, mainly, but not exclusively, in rural and remote communities. It operates on an annual budget of \$10.5M, provided by the Ministry of Training, Colleges and Universities, a 300% increase from 2014.

**Harvey, please identify in this paragraph that Contact North | Contact Nord provides its services in English and French.**

**Regarding your statement “a 300% funding increase from 2014”, see attached “Contact North | Contact Nord’s Funding Increase from MTCU Since 2013-2014”.**

Figure 1. Locations of the Contact North Access Centres



Source: Contact North <https://studyonline.ca/map>

Relevant observations for the purposes of this report are:

1. ContactNorth supports 116 access centres across the province.

Each access centre is equipped with distance education technologies such as audioconferencing, videoconferencing, web conferencing, computer workstations and high-speed internet where available (in some locations, Contact North must use older and slower technologies to deliver internet-based services in light of bandwidth limitations).

These access centres can provide in-person assistance for students seeking advice on online programming available in Ontario's public colleges and universities and help with registration for courses or programs.

Harvey, please reflect in the highlighted sentence above that these access centres have two key roles in line with our focus as a “community-based organization”:

- 1) They are the local base for proactive outreach by our Online Learning Recruitment Officers (local staff) to Ontarians in 600 small, remote, rural, Indigenous and Francophone communities.

Online Learning Recruitment Officers spend between three and four days a week recruiting students in the communities within their territories.

They proactively engage with community and business organizations, Ontario Works offices, Employment Ontario offices and other local stakeholders to recruit students for the online programs and courses offered by Ontario’s 24 public colleges, 22 public universities, 9 Indigenous institutes, 76 district school boards, 200 literacy and basic skills providers, and 50 skills development training providers.

Contact North | Contact Nord generates 58,000 registrations for these education and training providers each year.

- 2) They provide the services noted in the paragraph and below to Ontarians.

We list the services available in five bullets for consistency:

- Information about available online programs and courses
- Assistance with the registration process for their program or course of choice
- Free use of computer workstations and high-speed Internet access to complete their online courses
- Free use of web conferencing and videoconferencing distance learning platforms (Contact North | Contact Nord also provides training to instructors and trainers on how to use the web conferencing and videoconferencing platforms to teach or train effectively) to connect to, and participate in, their live online programs and courses
- Supervision of written exams and tests

Contact North | Contact Nord responds to 700,000+ requests for services each year.

These services are available free of charge to Ontarians.

This same advice can be derived through Contact North's web site and its chat line.

**Harvey, for clarity, our website does not provide the same advice a prospective student can get from a live staff person either in one of our access centres or the Student Information Hotline.**

**We use studyonline.ca / etudiezenligne.ca website (first launched in 2011) to drive prospective students to contact one of our access centres or the Student Information Hotline to get the high-touch, personal services. During one-on-one, F2F or phone sessions with prospective students, we help them explore options. We centre our customized support on the development of "study options" the prospective student can use to decide if, when and in which program(s) they wish to register. We record every interaction with students and prospective students in our CRM. We set up reminders to prompt students and prospective students on specific dates.**

**Similarly, our Student Information Hotline staff respond to inquiries from prospective students and promptly direct them to the closest access centre to ensure we can provide the local, high-touch services.**

**The key objective for studyonline.ca / etudiezenligne.ca and the Student Information Hotline is to drive prospective students to an access centre for face-to-face, local, high-touch service.**

**Our staff engages with each individual on the basis of their specific needs, aspirations and concerns.**

Access centres provide free use of computer stations and can be used as a site for the invigilation of written examinations.

More informally but importantly, access centres (officially "online learning centres") are also positioned to provide wrap-around services and support for students considering or taking online courses. Contact North personnel at access centres typically live in the community they serve, understand the issues students face, and provide advice both practical (eg: how to apply) and the motivational (eg: turning up for online class discussion) advice and support for students.

**Harvey, for clarity regarding the word “typically” in the paragraph above, all Contact North | Contact Nord staff at the access centres do live in the community and reach out to a cluster of communities within their assigned territory.**

Our discussions with northern colleges and universities suggest that while they are also positioned to reach out to remote communities, they would be pressed to replicate the range of services and the geographic footprint that Contact North provides. A single Contact North access centre can efficiently broker services for learners using educational offerings from school boards, colleges, universities and other educational providers.

2. ContactNorth supports *studyonline.ca*, a web-based gateway that provides access in both English and French to information about over 1000 programs and 18,000 courses available online and at a distance from Ontario’s public colleges and universities, Indigenous Institutes, school boards, and literacy and skills training providers.

**Harvey, please note in this paragraph that *studyonline.ca* (created in 2011) is also available in French at *etudiezenligne.ca*.**

**This portal ultimately directs the reader to institutional websites.**

**Harvey, the primary objective of *studyonline.ca/etudiezenligne.ca* is to direct prospective students to contact one of our local online learning centres or the Student Information Hotline so we can provide the face-to-face, local, high-touch, wraparound services to these prospective students.**

**Right on the landing page of *studyonline.ca / etudiezenligne.ca*, we hit visitors with strong and direct messages to contact us:**

- **HOW CAN WE HELP YOU?**
- **CALL 1-877-999-9149**
- **FIND ONE OF THE 116 ONLINE LEARNING CENTRES**
- **CHAT WITH US**

Other portals or gateways that provide similar and overlapping services regarding online education in Ontario include: eCampusOntario's Learn Online portal, the college system's OntarioLearns listing of shared college online courses and programs, ONCAT's "ontransfer.ca" course transfers directory, and of course the individual institutions' websites.

**3. Contact North works with some, but not all of Ontario's postsecondary institutions.**

**Harvey, Contact North | Contact Nord works with all of Ontario's post-secondary institutions to recruit students for their online programs and courses.**

See [CONTACT NORTH | CONTACT NORD SNAPSHOT REPORTS ON SUPPORT TO ONTARIO'S PUBLIC COLLEGES AND UNIVERSITIES](#) for snapshots of how we support each Ontario college and university (these are shared with the colleges and universities).

See [SAMPLE OF 136 TARGETED RECRUITMENT CAMPAIGNS EXECUTED BY CONTACT NORTH | CONTACT NORD FOR 37 ONTARIO PUBLIC COLLEGES AND UNIVERSITIES](#) for list of province-wide and region-wide Targeted Recruitment Campaigns executed for Ontario's colleges and universities to recruit students from communities across Ontario for identified online programs and courses.

Contact North is used by some institutions, largely colleges, to market their programs and to help recruit students to programs that may be unsustainable because of small enrolments.



**Harvey, Contact North | Contact Nord's core focus is recruiting students and providing face-to-face, local high-touch support services to Ontarians in 600 small, rural, remote, Indigenous and Francophone communities (meeting the overall need for local access).**

**Recruiting for unsustainable programs is a small component of our recruitment focus.**

**Our work is driven by student and potential student inquiries and demand.**

**Our primary recruitment target is students in small, rural, remote, Indigenous and Francophone communities across Ontario.**

**For example, attached is a snapshot from Northern College illustrating how we recruited students for a sampling of their online programs in communities *across* Ontario.**

4. ContactNorth mounts a variety of other related activities that promote online learning or that share ideas or best practices such as an annual conference and opportunity to learn more about digital learning and how to do it better. Topics include: emerging pedagogies, course/program design, models and theories of technologically enabled learning, and the use of data analytics to improve student recruitment, engagement and success.

**Harvey, regarding the reference to the annual conference, it is important to note this is a public-private partnership between Contact North | Contact Nord and [MediaEdge Communications Inc.](#), a private sector conference organizer. The conference is owned, organized and underwritten by MediaEdge, which pays a fee to Contact North | Contact Nord to provide the programming component, be the public face of the conference and act as Chair of the event.**

5. ContactNorth provides a large set of numbers documenting its activities. It has a well-developed strategic plan with targets. Existing performance metrics are largely inputs and descriptions of Contact North's activities, such as the number of visits to its web site or the number of course registrations. What is difficult to derive from these numbers is the real impact of Contact North's services. For example, while we know the number of students who use Contact North, we are not sure how many students from rural and remote communities enrol in similar programs without the assistance of Contact North (ie: what difference the interventions make). Similarly, we do not know if students working with ContactNorth enjoy any greater postsecondary success, such as a higher

graduation rate, than a similar cohort who navigate these same programs on their own.

**Harvey, four comments on the above paragraph:**

**We are implementing a four-prong research agenda and process to assess the impact of our services and very much appreciate any guidance HEQCO can give us:**

- 1. We are growing the 100 Student Snapshots posted at <https://studyonline.ca/snapshots>. These snapshots provide the direct voice of students and graduates from around the province regarding the impact on their job prospects, career advancement, skills development and personal satisfaction.**
- 2. We negotiated a set of metrics in May 2019 with the Ministry of Training, Colleges and Universities, including outcomes such as employment rates, reflect in our 2019-2020 Transfer Payment Agreement. We jointly committed to closely review the results and also explore other outcomes metrics we may want to add to the 2020-2021 Transfer Payment Agreement.**

**We are working with Forum Research to identify the terms of reference of an omnibus survey in April 2020 to report on these metrics. We are making sure the review and analysis is done by an independent third-party.**

- 3. In April 2019, we completed a third party survey by Forum Research of the use of our services with a group of students, focusing on whether or not the students achieved their goals, whether or not Contact North | Contact Nord's services supported them, which of our services they used and their satisfaction with the services. We previously provided the reports to you (see <https://contactnorth.ca/about-us>). This sets a baseline for next year's survey where we will survey students specifically on the outcomes identified in the Transfer Payment Agreement in terms of the impact on their job prospects, career advancement, skills improvement.**
- 4. We completed a survey of Indigenous online learners including a series of focus group session in August 2019. The results will be available later this month.**

ContactNorth provides an impressive set of snapshots of students who have benefited from their engagement and services. But, as the saying goes, a set of anecdotes is not data. It is

difficult to assess the benefit of Contact North without the ability to compare to others from similar circumstances taking similar educational trajectories who do not use ContactNorth. The simple step of tagging ContactNorth's involvement with a student to an Ontario Education Number would, in and of itself, open a world of student tracking and data analytics that is outcomes focussed.

**CONTACT NORTH / CONTACT NORD'S BASE FUNDING FROM MTCU INCREASED 6% AND OVERALL FUNDING FROM MTCU INCREASED 4% SINCE 2013-2014**

Breakdown of Contact North | Contact Nord's funding from 2013-2014 to 2019-2020\*

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	% since 2013-2014
MTCU Base Funding	9,224,362.00	9,224,362.00	9,224,362.00	9,224,362.00	9,751,469.00	9,751,469.00	9,751,469.00	6%
e-Channel	585,000.00	461,500.00	461,500.00	461,500.00	586,158.00	586,158.00	586,158.00	0%
MTCU Special Projects	100,000.00	369,762.92	214,000.00	200,000.00	231,000.00	-	-	-100%
<b>Total Funding</b>	<b>9,909,362.00</b>	<b>10,055,624.92</b>	<b>9,899,862.00</b>	<b>9,885,862.00</b>	<b>10,568,627.00</b>	<b>10,337,627.00</b>	<b>10,337,627.00</b>	<b>4%</b>

Year over Year % change

1%                      1%                      -2%                      0%                      7%                      -2%                      0%

\*fiscal year is from April 1 to March 31

Contact North | Contact Nord's revenue is comprised of government funding from MTCU and revenues from other sources, such as fee-for-service revenue.

MTCU Funding is primarily Base Funding, through our primary TPA agreement with MTCU, and e-Channel which is part of the Literacy and Basic Skills envelop.

Over the years, we have conducted special projects funded by MTCU (e.g. French-language Online Learning,).

Summary:

1. Base funding has increased 6% since 2013-14
2. e-Channel funding fluctuated but is back to the 2013-14 level with 0% change
3. Contact North | Contact Nord has not had special projects funding since 2017-18
4. Overall funding has increased 4% since 2013-14

## COLLEGE/UNIVERSITY REGISTRATIONS GENERATED FOR NORTHERN COLLEGE – BREAKDOWN BY COMMUNITY

College/University Registrations per Online Learning Centre	Count of Registration
Northern College	4,904
Astorville	10
Atikokan	10
Attawapiskat First Nation	104
Bracebridge	165
Brantford	32
Chapleau	4
Clinton	34
Cobourg	24
Cochrane	153
Cornwall	10
Dryden	9
Elliot Lake	33
Englehart	44
Espanola	26
Georgina	88
Geraldton	8
Gore Bay	8
Haileybury	490
Haliburton	25
Hawkesbury	11
Hearst	8
Iroquois Falls	10
Kapuskasing	29
Kenora	31
Kincardine	15
Kirkland Lake	450
Madoc	34

Massey	1
Mattawa	13
MChigeeng	4
Mississauga First Nation	12
Moose Cree First Nation	6
Moosonee	120
North Bay	118
Orleans	103
Parry Sound	91
Sault Ste. Marie	25
Shelburne	83
Sioux Lookout	5
Smooth Rock Falls	3
South Porcupine	2,000
South River	11
St. Catharines	144
St. Thomas	60
Sturgeon Falls	5
Sudbury	22
Thunder Bay	31
Wallaceburg	106
Wawa	1
White River	7
Wkwemikong First Nation	12
Windsor	23
Woodstock	33

**From:** Maxim Jean-Louis <maxim@contactnorth.ca>  
**Sent:** September 12, 2019 10:44 AM  
**To:** hweingarten@heqco.ca  
**Cc:** 'Martin Hicks' <mhicks@heqco.ca>; akaufman@heqco.ca  
**Subject:** FW: Help and advice please

Harvey

I am glad you found the responses helpful and appreciate the confirmation on the increase in Contact North | Contact Nord funding.

Please see my comments in bold below your four questions.

Let me know if you have any further questions.

Maxim

**From:** Harvey Weingarten <[hweingarten@heqco.ca](mailto:hweingarten@heqco.ca)>  
**Date:** September 12, 2019 at 8:26:04 AM EDT  
**To:** Maxim Jean-Louis <[maxim@contactnorth.ca](mailto:maxim@contactnorth.ca)>, Martin Hicks <[mhicks@heqco.ca](mailto:mhicks@heqco.ca)>, Amy Kaufman <[akaufman@heqco.ca](mailto:akaufman@heqco.ca)>  
**Cc:** Harvey Weingarten <[hweingarten@heqco.ca](mailto:hweingarten@heqco.ca)>  
**Subject:** RE: Help and advice please

Maxim. Thanks for the thoughtful response. We will review and incorporate. We had already caught our error re the increase in CN funding. Several questions come to mind regarding the table you sent re your recruiting for Northern College.

1. What year?

**The Northern College statistics are for the period April 1, 2018 to March 31, 2019.**

2. What is going on in South Porcupine that it provides 2000 students?

**There are three factors affecting the number of registrations from the South Porcupine online learning centre:**

- 1) **Northern College on-campus students in South Porcupine use our web conferencing platform, Adobe Connect, to participate in online courses offered by Northern College.**

- 2) Due to the large number of international students registering in Northern College's business programs, Northern College added more offerings of these courses using our web conferencing platform to accommodate these on-campus students.
- 3) The South Porcupine territory is the largest recruitment area in our Northeast Region and as is always one of our top performers in terms of registrations due to the catchment area.

3. Do we know what programs these students are in?

Here's the breakdown:

**September 1, 2018 to July 24, 2019**

- Business
- Business – Accounting
- Business Administration
- Business Fundamentals
- Business General
- Early Childhood Educator
- Environmental Technician – Water & Wastewater Systems Operations
- Law Clerk
- Mining Engineering Technician (1 course: Health & Safety)
- Office Administration – Executive
- Office Administration – General
- Police Foundations
- Personal Support Worker (1 course: Communications I Model B)
- Social Services Worker

**September 1, 2017 to August 31, 2018 (same as above, plus the below)**

- Addictions Counsellor
- Business – Marketing
- Business Administration – Accounting
- Business Administration – Human Resources

This information can be found in the Northern College section in our [Snapshot Reports on Support to Ontario's Public Colleges and Universities](#) (this was shared with you in our September 11, 2019 response).

4. How much recruiting do you do for other colleges or is Northern the poster child?

**We do extensive recruitment for all Ontario public colleges and universities – see our [Snapshot Reports on Support to Ontario's Public Colleges and Universities](#).**

**You can also view [SAMPLE OF 136 TARGETED RECRUITMENT CAMPAIGNS EXECUTED BY CONTACT NORTH | CONTACT NORD FOR 37 ONTARIO PUBLIC COLLEGES AND UNIVERSITIES](#) for further details on our recruitment efforts.**

**Both links were included in our September 11, 2019 response.**

Thanks.

Harvey



**From:** Maxim Jean-Louis <maxim@contactnorth.ca>  
**Sent:** September 16, 2019 3:56 PM  
**To:** Harvey Weingarten (hpweingarten@gmail.com) <hpweingarten@gmail.com>  
**Cc:** 'Martin Hicks' <mhicks@heqco.ca>; akaufman@heqco.ca  
**Subject:** FW: Help and advice please

Harvey

Please see my responses below your 2 items in bold.

I remain on standby to answer any questions you may have or meet at any time.

Maxim

**From:** Harvey Weingarten [<mailto:hweingarten@heqco.ca>]  
**Sent:** Monday, September 16, 2019 10:52 AM  
**To:** Maxim Jean-Louis <[maxim@contactnorth.ca](mailto:maxim@contactnorth.ca)>; Martin Hicks <[mhicks@heqco.ca](mailto:mhicks@heqco.ca)>; Amy Kaufman <[akaufman@heqco.ca](mailto:akaufman@heqco.ca)>  
**Subject:** RE: Help and advice please

Maxim. Question.

You have 116 Access Centres in the province but you say in your feedback to our text that these are the local bases for outreach to 600 rural, remote, Northern etc. communities. How does 116 become 600? Not trying to bug you. We are just being careful to make sure that what we say is accurate and we understand what we are saying.

**Harvey, you are not “bugging” me at all. On the contrary. I indeed need to help you understand the multiplier effect from 116 to 600.**

**Each access centre supports Ontarians in a “territory”, which includes a group of the 600 small, remote, rural, Indigenous and Francophone communities in the immediate area.**

Here are three examples to illustrate:

Online Learning Centre Location	Territory Name	Contact North   Contact Nord Staff Does Outreach to this Number of Communities
<b>Bracebridge</b>	<b>Muskoka Haliburton</b>	<b>96</b>
<b>Dryden</b>	<b>Northwest Tri District</b>	<b>52</b>
<b>Haileybury</b>	<b>Temiskaming</b>	<b>13</b>

**See attached the list for each of those three centres.**

Your feedback to the stuff we sent to you already has been most helpful.

Also, with the table you sent re Contact North and student registrations at Northern. You report that CN was engaged in about 4900 student registrations. I want to be sure I understand what a student registration is. So, if one student that you helped takes 5 course at Northern, I presume that is five course registrations, not one. Right? **Correct**

Thanks.

HPW

Online Learning Centre Location	Territory Name	Contact North   Contact Nord Staff Does Outreach to Ontarians in the Following Communities
Bracebridge	Muskoka Haliburton	<ol style="list-style-type: none"> <li>1. Algonquin Highlands</li> <li>2. Allensville</li> <li>3. Apsley</li> <li>4. Ardtrea</li> <li>5. Aspdin</li> <li>6. Atherley</li> <li>7. Bala</li> <li>8. Baptiste</li> <li>9. Barry's Bay</li> <li>10. Bayshore Village</li> <li>11. Baysville</li> <li>12. Beaumaris</li> <li>13. Bobcaygeon</li> <li>14. Bracebridge</li> <li>15. Burnt River</li> <li>16. Cardiff</li> <li>17. Carnarvon</li> <li>18. Coboconk</li> <li>19. Coldwater</li> <li>20. Combermere</li> <li>21. Coulson</li> <li>22. Cumberland Beach</li> <li>23. Dalrymple</li> <li>24. Deacon</li> <li>25. Dorset</li> <li>26. Dwight</li> <li>27. Dysart et al</li> <li>28. Eagle Lake, Haliburton</li> <li>29. Fenelon Falls</li> <li>30. Fort Irwin</li> <li>31. Foymount</li> <li>32. Gavenhurst</li> <li>33. Gelert</li> <li>34. Glen Orchard</li> <li>35. Gooderham</li> <li>36. Gravenhurst</li> <li>37. Guthrie</li> <li>38. Haliburton</li> <li>39. Halls Lake</li> <li>40. Harcourt</li> <li>41. Hawkestone</li> <li>42. Hawkins Corners</li> </ol>

Online Learning Centre Location	Territory Name	Contact North   Contact Nord Staff Does Outreach to Ontarians in the Following Communities
		43. Hidden Valley 44. Highland Grove 45. Hillsdale 46. Houseys Rapids 47. Huntsville 48. Jarratt 49. Kahshe Lake 50. Killaloe 51. Kilworthy 52. Kinmount 53. Madawaska 54. Maynooth 55. Melissa 56. Milford Bay 57. Minden 58. Minett 59. Moonstone 60. Mortimers Point 61. Muskoka Falls 62. Newholm 63. Norland 64. North Portage 65. Orillia 66. Oro Station 67. Oro-Medonte 68. Palmer Rapids 69. Paudash 70. Port Carling 71. Port Cunningham 72. Port Sanfield 73. Port Stanton 74. Port Sydney 75. Prices Corner 76. Purdy 77. Rama 78. Ravenscliffe 79. Raymond 80. Sebright 81. Torrance 82. Tory Hill 83. Uffington 84. Ufford 85. Uphill 86. Uptergrove

Online Learning Centre Location	Territory Name	Contact North   Contact Nord Staff Does Outreach to Ontarians in the Following Communities
		<ul style="list-style-type: none"> <li>87. Utterson</li> <li>88. Vankoughnet</li> <li>89. Wahta Mohawk First Nation (Wahta)</li> <li>90. Warminster</li> <li>91. Washago</li> <li>92. West Guilford</li> <li>93. Whitney</li> <li>94. Wilberforce</li> <li>95. Wilno</li> <li>96. Windermere</li> </ul>
Dryden	Northwest Tri District	<ul style="list-style-type: none"> <li>1. Borups Corner</li> <li>2. Cat Lake First Nation</li> <li>3. Central Patricia</li> <li>4. Couchiching First Nations</li> <li>5. Devlin</li> <li>6. Dinorwic</li> <li>7. Dymont</li> <li>8. Eabamet Lake (also see Fort Hope, Eabametoong First Nation)</li> <li>9. Eabametoong First Nation</li> <li>10. Eagametoong First Nation</li> <li>11. Eagle Lake First Nation</li> <li>12. Eagle River</li> <li>13. Emo</li> <li>14. English River</li> <li>15. Eton Rugby</li> <li>16. Frenchmans Head (Part of Lac Seul First Nation)</li> <li>17. Hudson</li> <li>18. Kashabowie</li> <li>19. Kejick Bay (Part of Lac Seul First Nation)</li> <li>20. Kejick Bay (Part of Lac Seul First Nation)</li> <li>21. Kingfisher First Nation</li> <li>22. La Vallee</li> <li>23. Lac Des Mille Lacs First Nation</li> <li>24. Lac La Croix First Nation</li> <li>25. Maicatchewenin First Nation</li> <li>26. Manitou Rapids 11</li> <li>27. Marten Falls Indian Reserve #65</li> <li>28. Mine Centre</li> </ul>

Online Learning Centre Location	Territory Name	Contact North   Contact Nord Staff Does Outreach to Ontarians in the Following Communities
		<ul style="list-style-type: none"> <li>29. Minnitaki</li> <li>30. Mishkeegogamang (Osnaburgh) First Nation</li> <li>31. Mitaanjigamiing First Nation</li> <li>32. Naicatchewenin First Nation</li> <li>33. Neskantaga First Nation</li> <li>34. Nigigoonsiminikaaning First Nation</li> <li>35. Ogoki Post First Nation</li> <li>36. Oxdrift</li> <li>37. Pikangikum First Nation</li> <li>38. Rainy River First Nations</li> <li>39. Richan</li> <li>40. Sapawe</li> <li>41. Ojibways of Saugeen First Nation</li> <li>42. Savant Lake</li> <li>43. Seine River First Nation</li> <li>44. Seine River Village</li> <li>45. Silver Dollar</li> <li>46. Slate Falls First Nation</li> <li>47. Upsala</li> <li>48. Vermilion Bay</li> <li>49. Wabigoon Lake Ojibway Nation</li> <li>50. Webeque First Nation</li> <li>51. White Fish Bay (Part of Lac Seul First Nation)</li> </ul>
Haileybury	Temiskaming	<ul style="list-style-type: none"> <li>1. Belle Vallee</li> <li>2. Cobalt</li> <li>3. Earlton (Francophone)</li> <li>4. Elk Lake</li> <li>5. Englehart</li> <li>6. Gowganda</li> <li>7. Haileybury</li> <li>8. Kirkland Lake</li> <li>9. Larder Lake</li> <li>10. Latchford</li> <li>11. Matachewan</li> <li>12. New Liskeard</li> <li>13. Temagami</li> </ul>

Appendix D – Action Plan to Modernize Contact North |  
Contact Nord Information Technology (IT) & Web Services

## **ACTION PLAN TO MODERNIZE CONTACT NORTH | CONTACT NORD INFORMATION TECHNOLOGY & WEB SERVICES**

### **Enabling Contact North | Contact Nord to:**

- **Deliver improved and expanded services**
- **Increase efficiency and capacity**
- **Ensure full reliability and redundancy**
- **Provide customized support to students and education and training providers**
- **Leverage new and emerging technologies**



## A. SNAPSHOT

As a community-based organization, Contact North | Contact Nord helps underserved Ontarians in 600 small, rural, remote, Indigenous and Francophone communities get jobs by making it possible for them to access education and training without leaving their communities.

In order to meet increasing and evolving needs of students (students using our 116 local online learning centres, students connecting from their home computer or device), education and training providers, and staff, Contact North | Contact Nord is transforming its Information Technology (IT) & Web Services department (ITWS) to deliver five outcomes:

1. Improve and expand its services to more users in every corner of Ontario, expanding on the 800,000+ requests for services responded to annually;
2. Ensure reliability and redundancy of Contact North | Contact Nord's information technology infrastructure;
3. Establish an integrated structure focused on supporting users (rather than equipment), including appropriate backup for all ITWS team members;
4. Enable the ITWS team to anticipate and be nimble at adapting to new technological developments, evolving needs of students and education and training partners and evolving context; and
5. Fully leverage the skills and experience of the current ITWS team.

To achieve these five outcomes, Contact North | Contact Nord is undertaking two key transformational activities:

1. Moving all IT infrastructure (servers, platforms, software applications hosting, telephone system) currently based in Thunder Bay and Sudbury to offsite hosting ("in the cloud") by an experienced third-party technology (cloud) provider, with a staff of 80+ IT professionals delivering guaranteed 99.9999% up-time and 24/7/365 monitoring and support; and
2. Refocusing the ITWS team to provide direct support and customized services to students and education and training providers, shifting from investing money, time and energy on serving technology to investing money, time and energy on serving students and partners.

Through these two transformational activities, to be completed over a 2-year period, Contact North | Contact Nord delivers on the five outcomes above by complementing the service of the cloud provider with the expertise of our in-house ITWS team.

## B. THE PROCESS TO DEVELOP THIS ACTION PLAN

In June, 2018, the President – Chief Executive Officer appointed me to lead ITWS and to conduct a comprehensive review of Contact North | Contact Nord's ITWS department, with the following five outcomes:

1. Increased efficiency through more streamlined processes;
2. Increased quality of service to students, staff, partner institutions and other stakeholders;
3. Increased capacity of ITWS to support the growing number of requests for services within the same budget;
4. Modernized Contact North | Contact Nord technology infrastructure to minimize downtime and ensure full redundancy; and
5. Fully leveraged skills and experience of our current existing staff complement in ITWS.

Over the course of a year, I undertook the following three activities:

1. Reviewed and analyzed every aspect of the department, our IT infrastructure, platforms and processes;
2. Engaged in extensive discussions with department staff and internal stakeholders; and
3. Gained a deeper understanding of the needs and expectations of external clients through direct contact with them during the transition process to the Adobe Connect web conferencing platform.

In April 2019, I enlisted the Ontario College Application Service (OCAS) to conduct a full review of our IT infrastructure and operations and make recommendations going forward from an outside, expert perspective. A summary of the review and 11 recommendations is attached as Appendix A.

## C. FOUR KEY COMPONENTS OF THE ACTION PLAN

The Action Plan includes four key components, executed over the course of the next 2 years, between August 2019 and July 2021.

### Modernize the IT Infrastructure

1. Concentrate ITWS staff resources on directly supporting users: configuring our hardware and software to meet our specific needs, Technical Support Hotline for students and staff, delivering customized solutions (such as the Adobe Connect portal), and outsource all non-core IT applications and services to cloud providers.

*Additional Investment: \$0, achieved with existing IT budget allocation and refocusing current ITWS team.*

2. Invest in IT human capital through training and development.

*Additional Investment: \$0, achieved within existing IT budget allocations*

3. Undertake a complete rewrite of the customer relations management (CRM) tool (scrap the current CRM upon completion) or customize an off-the-shelf CRM solution, developed based on input from all users, that is:

- a. Intuitive and easy to use for all users;
- b. Flexible and allows us to easily add new features to meet evolving needs; and
- c. Supports our recruitment and reporting requirements.

*See Section H for Capital Funding Requirements for this action.*

### Upgrade Online Learning Centre Technology

4. Make a capital investment in online learning centre technology, equipment and tools to provide a better learning experience for students using the online learning centres and students accessing our web conferencing and videoconferencing platforms from their home computer or mobile devices.

*See Section H below for Capital Funding Requirements for this action.*

## D. CONTEXT AND ANALYSIS

1. Since its inception 33 years ago, Contact North | Contact Nord delivers in English and French a suite of shared services (local student support services via online learning centres and Student Information Hotline, local and province-wide recruitment activities and web conferencing and videoconferencing platforms) to help underserved Ontarians in small, rural remote communities access education and training without having to leave their communities and support enable education and training providers in the distance delivery of their courses throughout Ontario.

This service is integrated, centrally managed, and available to all Ontarians in all corners of the province free of charge due to funding by the Government of Ontario, but with an expectation for service delivery levels and quality equivalent to that of customized solutions for large corporations.

2. Hosting and infrastructure in many organizations and industry sectors have become a utility service. Spending staff time and funds internally supporting these commodity services takes effort, requires certain skills, and most importantly, distracts from supporting core business objectives. Modern organizations rapidly adapted to this utility model and aggressively started moving non-essential systems and services to third party service and cloud providers. Businesses no longer need to carry the high costs of maintaining data centres, building redundancies, and ever growing IT needs to support an IT centric business model.
3. Server upgrades at the Thunder Bay Operations Centre and Sudbury Operations Centres to build redundancy is estimated at \$500,000 in capital infrastructure investment. The same investment, or more, is required every 3 to 5 years to remain current and for our IT infrastructure to remain stable and reliable. Contact North | Contact Nord's inability to accumulate reserves makes it difficult to make the large investments needed on a 5-7 year cycle to maintain its own IT infrastructure.
4. The 116 local online learning centres are the core element in the delivery of Contact North | Contact Nord's community-based services. Treating the online learning centres as a strategic resource and dedicating time, energy, and resources towards integrating the computer workstations into the overall IT infrastructure (versus being stand-alone computers) allows them to be monitored, configured, managed, and supported centrally.

This integration is essential to providing quality service to students at the online learning centres. Creating tools and

processes to minimize staff involvement, while updating the IT infrastructure and tools to support them, significantly reduces overall support volumes. A central management solution for the online learning centres immediately results in an improvement in quality of service, both in terms of preventing issues and resolution of issues, with minimal involvement by online learning centre staff. This allows Contact North | Contact Nord to scale up and support more students in the online learning centres, from their own homes and from their mobile devices.

5. Contact North | Contact Nord's current customer relationship management (CRM) application, online booking tool (OBT) and room scheduling software (TCR) are outdated, not integrated with each other and no longer meet business needs.
  - The CRM is a critical business tool used by front line staff in developing study options, recruiting and supporting students and is basis for statistical reporting on registrations and services Contact North | Contact Nord provides.
  - The OBT is the online tool used by our education and training partners to book the use of our distance delivery platforms (web conferencing and videoconferencing), schedule exam invigilation for students and book the use of our online learning centres.
  - The TCR is used internally to manage scheduling of rooms and resources at our 116 online learning centres.

The CRM and OBT were developed internally and evolved over the past 15 years. As Contact North | Contact Nord supports more students, delivers more services, works with a wider variety of partners, learning platforms change and tracking and reporting requirements evolve, adapting the existing applications is not feasible nor cost-effective. "Off-the-shelf" CRM applications from major software providers have evolved considerably since Contact North | Contact Nord first developed its CRM, including the ability to customize extensively to meet our unique needs and to integrate with other business applications. Contact North | Contact Nord must review its requirements and processes and look for an off-the-shelf solution that can be customized to deliver the functionality of the CRM, OBT and TCR in a single solution.

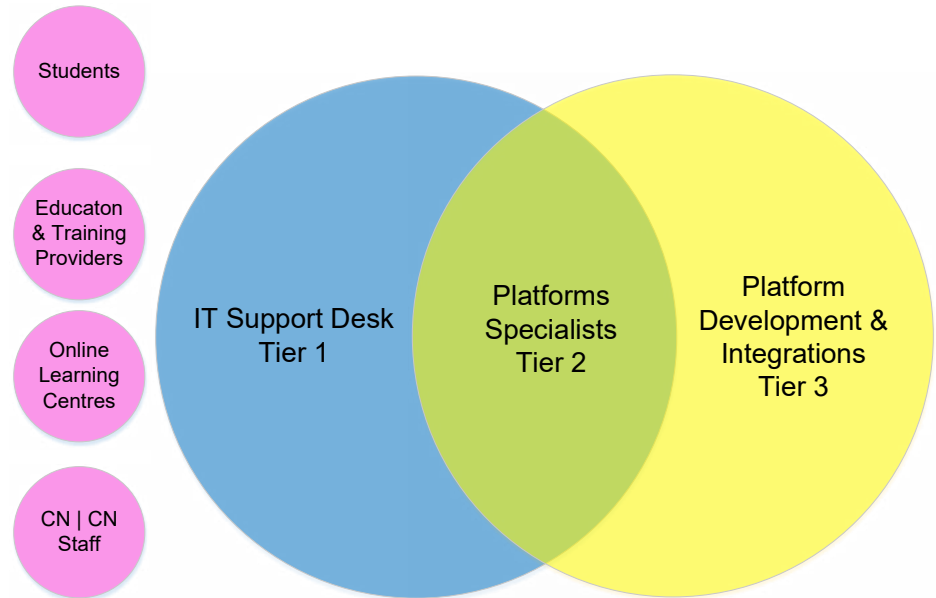
This single solution must:

- Meet our current and future business requirements.
- Be easy-to-use by our staff and our training provider partners.
- Have robust reporting tools accessible to all users.
- Be supported by a major software provider with a strong

track record of not only supporting their solutions but also continually updating and adding new functionality.

## E. STRUCTURE

### Information Technology (IT) & Web Services (ITWS)



Graphically shown above, ITWS becomes the bridge between students and education and training providers using Contact North | Contact Nord's services and our staff and the service. Mandated with high-touch, local customer service, the ITWS team is responsible for ensuring the services are well functioning and meeting the needs of the users, including configuring the IT infrastructure, technical support and troubleshooting end user issues.

Moving from where we are today to where we want to be is a 2-year process, with Year 1 a transition year as we identify outside technology providers and execute the migration of services and applications to these outside providers. Year 2, with the migration largely complete, focuses on building capacity, knowledge and expertise for the new roles and functions of the ITWS team. That's not to say there won't be some overlap; during the first 6 months, the ITWS team will be consumed with the transition as an "all-hands-on-deck" project. As the migration moves forward, more time is devoted to training and planning for the new phase in Contact North | Contact Nord's IT history.

In order to support the transition and the shift in focus, the Action Plan includes the following staffing structure for the next 2 years, with a full review in June 2021.

### **IT Support Desk (Tier 1/2)**

Consists of IT Support Technician (Tier 1) and Platform Specialist (Tier 2). The IT Support Desk provides first call response, is responsible for the majority of end user related issues, and works directly with students (at online learning centres, from their own homes and from their mobile devices), education and training providers, and the infrastructure at online learning centres.

### **Platform Specialists (Tier 2)**

Platform Specialists are part of the IT Support Desk but more in an overflow capacity, rather than taking front line calls. Platform Specialists are focused on responding to requests for IT support submitting through the ticket system, working on problems and issues that Tier 1 escalate to them. Platform Support Specialists work closely with both the Platform Development & Integrations team, providing the link between front line support and development.

Platform Specialists configure and administer the platforms provided by the platform team or an outside vendor (e.g. Polycom for videoconferencing). The practice of having a technology primary lead and a standby continues. As Platform Specialists are more experienced, they identify trends in issues and problems and to report those to the platform team to be incorporated into work plans and bug reduction.

### **Platform Development & Integrations (Tier 3)**

The Platform Development & Integrations team, comprised of systems administrators, developers/programmers, a Senior Technical Lead/Business Analyst, has the primary responsibility, with the input of the Platform Specialists, to build the platforms, integrations, customizations, and information systems needed to effectively and efficiently deliver Contact North | Contact Nord's service.

Developers/programmers and Platform Specialists work together to resolve complex issues, identify, design and implement enhancements and develop customized solutions/integrations to improve user experience (e.g. Adobe Connect portal, CRM/OBT).

The senior technical lead works with the team to build, fix, design, and run projects that involve application development. This team is also responsible for customizing the new CRM, with the Director as the lead, and assists with integrations and reporting, as requested.

To support this structure, the following roles are required. All positions have a direct service component, whether it be providing front line support to students, faculty and staff or developing applications and tools that improve the user experience. All positions continue to be based out of the Sudbury or Thunder Bay Operations Centre, with temporary approvals to be home based for operational reasons.

## 1. Director

**Leads ITWS and accountable for the overall performance of ITWS and achieving IT and IT service performance metrics, in a cost-effective manner and within allocated resources, provides direct supervision, motivation, leadership and direction to staff, provides strategic IT planning and direction for the organization and leads the new CRM development project.**

### **Duties**

- Provides strategic IT planning, including constant monitoring of immediate and upcoming developments in IT and online education that have an impact on Contact North | Contact Nord
- Provides direct supervision, motivation, leadership and direction to the ITWS team
- Develops and establishes IT service standards – established and posted by September 30, 2019
- Once established, monitors performance against IT service standards
- Provides proactive monitoring and review of the ITWS support processes, procedures, and allocation of resources to ensure optimal reliability, security, and continuous developments and improvement in the quality of ITWS support services
- Plans, assigns, monitors, and evaluates major ITWS projects to deliver optimal reliability and continuous improvement in IT services
- Provides a reliable and secure IT infrastructure (connectivity, telecommunications, hardware, and software), including appropriate redundancy, privacy protection, and emergency plan/procedures
- Plans for the introduction of new services, including responding to requests from education and training providers and development of roll out plans for requested new services, subject to approval and availability of resources
- Communicates with the internal and external stakeholders regarding developments, issues and updates



## 2. **IT Support Technician** (Two bilingual positions based in the Sudbury Operations Centre)

**Provides direct support to students, faculty and staff using Contact North | Contact Nord's shared services.**

### **Duties**

- Delivers front line support, first line – Technical Support Hotline, screens service requests
- Performs basic/routine administrative functions (creating new accounts for staff, assigning rights, setting up VoIP telephone numbers)
- Performs routine maintenance, monitoring and updates to staff and student computer workstations

## 3. **Platform Support Specialist** (Three positions, one bilingual, based in the Sudbury Operations Centre)

**Provides Tier 2 support to students, faculty and staff and backup on Help Desk and acts as technical lead on one or more of Contact North | Contact Nord's shared services.**

### **Duties**

- Provides Tier 2 support on issues escalated by Tier 1
- Provides backup on the Help Desk
- Serves as technical lead on one or more shared services and backup lead for others
  - Update and implement new features
  - Research options and new developments/technologies in lead area (e.g. video, web conferencing) and recommend improvements, upgrades and enhancements to better serve users
  - Work with Platform Development & Integrations team in identifying and implementing enhancements, customizations and integrations (e.g. Adobe Connect portal)
  - Provides training to staff on use of Contact North | Contact Nord's shared services

## 4. **IT Support Coordinator** (One bilingual position, based in the Sudbury Operations Centre)

**Leads the overall operations and maintain service levels of the IT Help Desk and management of online learning centres equipment and technologies.**

### **Duties**

- Monitors support calls ensuring they are handled appropriately and in a timely manner, a “ticket” is created for all calls

and requests, troubleshooting is properly documented and appropriate troubleshooting procedures followed

- Monitors escalation from Tier 1 to Tier 2 and from Tier 2 to Tier 3 and ensures appropriate follow-up and resolution
- Manages shift schedule for IT Help Desk, ensuring adequate staffing during Hotline hours (7:30 a.m. to 11 p.m. Monday to Friday)
- Fills in as Tier 2 on IT Support Desk when required
- Analyses support requests to identify trends, broader systemic issues, gaps in training or equipment leading to reported issues; provides guidance/instructions to the support team, escalates to Development team or makes recommendation to Director on solutions
- Monitors and manages online learning centre equipment and connectivity, deploys Tier 1 or Tier 2 technical staff onsite when required, reviews requests and recommends replacement of equipment, return/disposal/donation of equipment (Director approval required for purchase of equipment)
- Manages the online learning centre management system and works with Development & Integrations team in identifying and implementing tools for improved management
- Provides statistical reporting on ITWS services
- Manages and monitors external service provider contracts and service delivery, liaises with suppliers

#### **5. Senior Data Programmer** (One position, based in the Sudbury or Thunder Bay Operations Centre)

**Provides programming and user support for internal software systems, ensuring accurate and timely reports and appropriate documentation. Reviews and provides technical input for improvements to internal software systems (e.g. CRM/OBT).**

##### **Duties**

- Provides telephone, e-mail and ticketing system support to internal users
- Programs changes to improve efficiency and performance
- Performs program modifications
- Analyses, troubleshoots and identifies solutions to internal software system problems and failure, then implement solutions
- Designs SQL database queries and reports
- Creates and updates instruction documents to provide assistance to internal and external clients

- Accurately manages and implements data reporting requirements
- Provides technical input for possible improvements to internal software systems
- Programs approved improvements in a test environment for review
- Consults user groups during the testing phase to provide feedback on functionality
- Implements approved and tested improvements in live environment

**6. Programmer/Analyst** (One position, based in the Sudbury or Thunder Bay Operations Centre)

**Develops applications, extensions and customization for IT resources and software systems, manage databases, assist with software upgrades and deployment of new technology and provide third tier support on systems and IT resources.**

**Duties**

- Develops applications, extensions and customizations for IT resources and software systems, for connectivity and integration with existing resources and software and for the automation of functions and reports
- Applies software development methodologies for the planning, designing and building of application components
- Interacts with suppliers and stakeholders to implement changes, troubleshoots and resolves technology software and integration issues
- Manages databases and integrations to provide security, integrity and efficiency
- Analyzes and troubleshoots problems and failures of IT resources and software solutions, identifies and implements solutions
- Researches, recommends, plans and implements new technologies and provide technical expertise and recommendations in assessing new software projects and initiatives
- Provides third tier technical support for software applications
- Provides training and technical updates to staff and other IT team members

## 7. **Senior Technical Lead/Business Analyst** (One position, based in the Sudbury or Thunder Bay Operations Centre)

**In addition to programmer/analyst functions, serves as the interface between programmers/developers and the rest of the organization, proactively identifying business needs and improvements, and ensures technical solutions are designed with a consistent design pattern, meet standard technical specifications and are properly documented.**

### **Duties**

- Observes, studies and analyzes current use of technology within Contact North | Contact Nord, researches options and recommends improvements to deliver better outcomes for internal and external users, to streamline processes, and to reduce or avoid additional costs
- Proactively identifies business needs and improvements, focusing on integrations and application development specific to core service platforms
- Works to understand the role core services play for Contact North | Contact Nord as a whole and helps design technical solutions around a consistent design pattern
- Interfaces between programmers/developers and the rest of the organization in planning for and designing solutions that can be supported within existing and/or anticipated resources and recognize pitfalls before committing resources to a non-sustainable solution
- Develops specifications for requested improvements
- Assists with prioritization and allocation of work within the Platform Development & Integrations team, focusing on business priorities, such as CRM rebuild and Adobe Connect integrations
- Advises the Director on development direction and priorities

## 8. **IT Development Administrator/Project Manager** (One bilingual position, based in the Sudbury or Thunder Bay Operations Centre)

**Supports the implementation of corporate-wide current and future projects by coordinating, monitoring and tracking project tasks, resources and schedules. Conducts research and analyses options for new technologies and recommends improvements to deliver better service or outcomes. Manages the organization's portals, acts as Business Analyst for legacy CRM/OBT projects. Acts as backup to the Director.**

## Duties

- Supports the implementation of corporate-wide current and future projects including:
  - Conducts internal and external research
  - Completes cost/benefit and other analysis to support decision-making
  - Delivers or coordinates training
  - Supports the integration of new applications and technologies
  - Works with all parts of the team to organize and schedule projects
  - Identifies resource requirements for projects
  - Breaks down projects into tasks and assigns staff resources
  - Tracks project progress, issues and risk
  - Communicates with project sponsors and works with sponsors to get direction
  - Forecasts resource requirements for projects (i.e. who is busy where, where we have capacity)
  - Develops the process, communication and status reporting for projects
- Observes, studies and analyzes current use of technology within the corporation, researches options and recommends improvements to deliver better outcomes for internal and external users, to streamline processes, and to reduce or avoid additional costs
- Recommends standards and policies to support efficiency, integration and compatibility throughout the corporation's IT systems
- Trains end users and drafts instruction material
- Manages organization's portals and contract with service provider
- Acts as backup to the Director as required
- Acts as Business Analyst for legacy CRM/OBT projects

### 9. **Data Integrity Officer** (One position, based in the Sudbury Operations Centre)

**Coordinates the process for accurate entry of up-to-date education and training provider program and course data into the CRM.**

## Duties

- Communicates with education and training providers for the file request at the beginning of every semester
- Receives and reviews files from education and training providers, edits as required and uploads to the CRM
- Searches education and training provider websites for missing or incomplete information
- Coordinates website changes and monitors the list of programs and courses and registration links
- Monitors the support requests received and actions all items relating to data entry issues
- Provides reports as requested by internal and external clients

Appendix B outlines the assignment the above duties among the existing positions.

## F. BUDGET

	Annual	2019-2020	2020-2021
<u>Savings</u>			
Software & Maintenance	\$ 102,300	\$ 8,333	\$ 64,429
Website hosting	4,370	-	4,370
Building Maintenance	7,300	7,300	7,300
Capital (servers)	100,000	210,000	100,000
Not filling 1 vacancy		65,700	65,700
<b>Total Savings</b>	<b>\$ 213,970</b>	<b>\$ 291,333</b>	<b>\$ 241,799</b>
<u>New</u>			
Servers and Cloud Hosting	\$ 105,600	\$ 52,800	\$ 105,600
Servers and Cloud Hosting Mgmt	132,000	66,000	132,000
Networking and Security	6,000	3,000	6,000
Cloud Backups	49,152	24,576	49,152
One-time Migration Fees		150,000	30,000
<b>Total New</b>	<b>\$ 292,752</b>	<b>\$ 296,376</b>	<b>\$ 322,752</b>
<b>Additional Cost (Savings) of Option 4</b>	<b>78,782</b>	<b>5,043</b>	<b>80,953</b>
Existing savings from contracts expiring not renewed	78,782	5,043	80,953
<b>Total Budget Impact</b>	<b>0</b>	<b>0</b>	<b>0</b>

\*2019-20 New costs assume 6 months

\*\*One-Time in 2020-21 is for migration of e-mail and SharePoint to Office 365 solution

**Notes:**

1. Once fully implemented, the Action Plan results in no additional cost.
2. Due to migration costs and existing contractual obligations for licensing, migration is phased over two years ensuring it is fully funded within existing budgeted resources.
3. Budget allocated for replacement of servers in Sudbury in 2019-2020 is used to offset migration costs.
4. Other savings (warranty and licensing for discontinued infrastructure) help offset costs in year 2.

**G. RISK ANALYSIS**

1. Outsourcing this most critical infrastructure (the foundation of our services), while it may well be a “utility service,” puts this outside of our control and reliant on an outside provider. Contact North | Contact Nord is reliant on its IT infrastructure to deliver its services.

**Mitigation Strategy**

- Partner with OCAS, already established within the public and education sector, providing services to Ontario colleges, with existing partnerships with world-class service providers that:
  - Have a solid foundation, experience and track record for reliability and performance and an enterprise grade environment
  - Meet data security and privacy requirements
  - Meet requirements for data hosting in Canada
- 2. Employee resistance to the perceived reduction in technical responsibilities could hamper implementation and result in the loss of key team members. The success of the migration and transition requires organization-wide support and buy-in and refocusing the ITWS team.

**Mitigation Strategy**

- Ensure staff understand and believe the solution is the most viable for the organization, give them plenty of opportunity to question
  - Provide each team member with a clear path for their role in the organization and opportunity to grow
  - Invest in professional development so team members have the skills required to contribute in a meaningful way to the new focus
3. Without tight control on when to create new servers, server sprawl can lead to increasing costs with the cloud providers.

**Mitigation Strategy**

- Tight vendor and inventory governance
  - Single point of accountability for server inventory management (Technical Lead)
4. Users may have difficulty accepting the standards-based demands of a different way of delivering services in the short term (e.g. e-mail folder size).

**Mitigation Strategy**

- Education and training of Contact North | Contact Nord staff on managing within these limitations
  - Buy-in and support from the highest levels of the organization
5. A long migration period could limit the ITWS team's ability to take on new projects in the short term due to the need to focus on the migration.

**Mitigation Strategy**

- Manage expectations – this is a two-year transition
- While the migration involves the entire team, assign clear leadership roles and accountability to the migration project itself

**H. CAPITAL INVESTMENT REQUIRED**

A complete Capital Investment Plan will be developed by October 2019 to address the following two actions from this plan:

1. Customer Relationship Management (CRM) Tool

Purchase and customize a fully integrated solution to our customer relationship management, scheduling and resource management needs, developed based on input from all users, that is:

- Meet our current and future business requirements.
- Be easy-to-use by our staff and our education and training provider partners.
- Have robust reporting tools accessible to all users.
- Be supported by a major software provider with a strong track record of not only supporting their solutions but also continually updating and adding new functionality.

2. Online Learning Centre Technology

Equipment and tools to provide a better learning experience for students using the online learning centres and students



accessing our web conferencing and videoconferencing platforms from their home computer or mobile devices.

## **I. DELIVERING HIGH QUALITY SERVICE TO STUDENTS, EDUCATION AND TRAINING PROVIDERS AND STAFF**

Through the implementation of this Action Plan, Contact North | Contact Nord is well-positioned to deliver on these five commitments:

1. Improve and expand its services to more users in every corner of Ontario, expanding on the 800,000+ requests for services responded to annually;
2. Ensure reliability and redundancy of Contact North | Contact Nord's information technology infrastructure;
3. Establish an integrated structure focused on supporting users (rather than equipment), including appropriate backup for all ITWS team members;
4. Enable the ITWS team to anticipate and be nimble at adapting to new technological developments, evolving needs of students and education and training partners and evolving context; and
5. Fully leverage the skills and experience of the current ITWS team.

## APPENDIX A:

### IT REVIEW & RECOMMENDATIONS CONTACT NORTH | CONTACT NORD

BY: ONTARIO COLLEGE APPLICATION SERVICE (OCAS) JULY 2019

#### Summary and Key Recommendations

Further to a full review of Contact North | Contact North's infrastructure and staffing, including interviews with IT staff and key administrators, onsite examination of hardware and network infrastructure and review of key documents, OCAS made the following recommendations:

1. Minimize the time, money and energy spent on supporting and maintaining non-essential IT infrastructure by outsourcing or transferring this function to a third party cloud service provider (CSP). Outsource all non-essential IT applications and services to cloud providers, with bias towards Software as a Service (SaaS). For core platform services (e.g. video bridge, Adobe Connect), bias towards Infrastructure as a Service (IaaS) when necessary.
2. Refocus the work of the IT team into a Platform as a Service (PaaS) and support the delivery of the platform, including the online learning centre infrastructure, which is incorporated into a centralized management and service solution.
3. Prioritize IT into delivering core IT services: the delivery of platform services, including the IT deployed at online learning centres. Reorganize the team, with clear differentiation of roles and responsibilities between developing and supporting platforms:
  - A services support team by way of the service desk, supported by IT Support Technicians (Tier 1), a Telecommunications Officer and Technical Support Specialists (Tier 2), coordinated by a Support Service Lead
  - A Technical Support Specialists lead and a backup for each platform
  - A platform support team, supported by Technical Support Specialists, developers, a Technical Lead, a Project Manager and a business analyst role, that is project-based and tasked with the responsibility of building integrations and future proofing IT
4. IT department takes on a technical leadership role within Contact North | Contact Nord enabling the ability to drive innovation. Innovation is created by experimenting and initiating deliberate changes to provide faster, easier and better service to clients/customers and increase operational efficiency. This is done through a combination of new operational processes and the introduction, adaptation and integration of new technologies to

support those operational processes and/or provide added benefit to clients/customers.

5. Undertake a rewrite of the customer relationship management (CRM) application, or customization of an off-the-shelf solution, that leverages current enterprise software development best practices, adopts a formal planning and design process, and utilizes stable, well-supported application development tools and platforms.
6. Implement a methodical recording/ticketing for every service call, troubleshooting steps and solution in order to ensure thorough documentation for escalating tickets and to build a knowledge base to assist in troubleshooting similar problems and/or identify trends and possible system-wide issues.
7. Assess the distribution of responsibilities and the technologies assigned to individuals to ensure optimal and equitably distribution, taking into account skill levels and capabilities, capacity to manage and availability.
8. Continue to implement measures to improve team cohesion, between locations and between the support and development teams by implementing the following measures:
  - Establish daily scrum style departmental video calls with audio feeds that allow teams to talk through problems as a group, and to further utilize video, audio, and conferencing capabilities for remote work
9. Consolidate database and web servers from the current 64 production servers to 44 or fewer. Consolidate to 1 or 2 database platforms, standardize on those platforms, and build application redundancy into those platforms for high availability and uptime.
10. Make a capital investment in online learning centre technology, investing in ways to better integrate, manage, and support these vital touchpoints where students, instructors and technology intersect. Building a centrally managed learning centre management solution will have an immediate return on investment.
11. Make an investment in IT human capital through training and development. With the changing pace of technology, it is critical IT staff not only remain current, but stay abreast of upcoming developments. Additionally, the successful transition and refocusing of the department from supporting infrastructure to a PaaS and a technical leadership role as outlined above is dependent on equipping staff with the tools needed to be both successful and act as subject matter experts when advising the business.

**APPENDIX B:**  
**ASSIGNMENT OF DUTIES**

	Old Title	New Title	2-year Assignment	Key Responsibilities
1	Former Technical Support Specialist	IT Support Technician		Provides direct support to students, faculty and staff on Contact North   Contact Nord platforms and basic systems operations.
2	Former Data Clerk	IT Support Technician (vacant, recruiting)		Provides direct support to students, faculty and staff on Contact North   Contact Nord platforms and basic systems operations.
3	Technical Support Specialist	Platform Support Specialist Lead*: Video Backup: Adobe Connect		Provides tier 2 support to students, faculty and staff and backup on Help Desk and acts as technical lead on one or more of Contact North   Contact Nord's platforms.
4	Technical Support Specialist	Platform Support Specialist Lead*: SharePoint Backup: Video		Provides tier 2 support to students, faculty and staff and backup on Help Desk and acts as technical lead on one or more of Contact North   Contact Nord's platforms.
5	Technical Support Specialist	Platform Support Specialist Lead*: Adobe Connect Backup: SharePoint		Provides tier 2 support to students, faculty and staff and backup on Help Desk and acts as technical lead on one or more of Contact North   Contact Nord's platforms.
6	Systems Network Specialist	Platform Support Specialist	IT Support Coordinator Transition Lead	As the front line leadership role, is responsible for the overall operations and service levels of the IT Help Desk and management of online learning centres equipment and technologies.  One of the two leads for the migration. Continues as Systems Network Specialist during the transition.
7	Programmer/Analyst	Programmer/Analyst	Senior Technical Lead/Business Analyst Transition Lead	In addition to programmer/analyst duties, acts as the interface between programmers/developers and the rest of the organization, proactively identifying business needs and improvements, and ensuring technical solutions are designed around a consistent design pattern, meet standard technical specifications and are properly documented.  One of the two leads for the migration.
8	Senior Data Programmer	Senior Data Programmer		Provide programming and user support for internal software systems, ensuring accurate and timely reports and appropriate documentation. Review and provide technical input for improvements to internal software systems (e.g. CRM/OBT).

	<b>Old Title</b>	<b>New Title</b>	<b>2-year Assignment</b>	<b>Key Responsibilities</b>
9	<b>IT Development Administrator</b>	<b>IT Development Administrator</b>	Project Manager Business Analyst (legacy CRM)	Supports the implementation of corporate-wide current and future projects by coordinating, monitoring and tracking project tasks, resources and schedules. Conducts research and analyses option for new technologies and recommends improvements to deliver better service or outcomes. Manages the organization's websites and portals and acts as Business Analyst for legacy CRM/OBT projects. Acts as backup to the Director.
10	<b>Data Integrity Officer</b>	<b>Data Integrity Officer</b>		Coordinate the process for data entry of education and training partner course and program information into the CRM to ensure information is accurate and up-to-date
11	<b>Technical Support Specialist</b>	<b>Platform Support Specialist</b>	Programmer/Analyst	Develop applications, extensions and customization for IT resources and software systems, manage databases, assist with software upgrades and deployment of new technology and provide third tier support on systems and IT resources.
12	<b>Vacant (former Webmaster)</b>		Leave vacant until review in 2021	

\* Other leads may be assigned for more minor platforms and applications.

## Appendix E – Forum Research Report – Supporting Success, A Study of the Indigenous Online Learners Experience

# SUPPORTING SUCCESS

## A STUDY OF THE INDIGENOUS ONLINE LEARNERS EXPERIENCE

CONTACT **NORTH  
NORD** Online Learning  
Apprentissage en ligne



August 2, 2019

# Contents

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# BACKGROUND AND METHODOLOGY

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# Background

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- ✓ On behalf of Contact North | Contact Nord, Forum Research conducted a province-wide learner experience survey and qualitative online chats in order to understand the experiences of Indigenous learners who used Contact North | Contact Nord's services to pursue their education and training over the past year.
- ✓ Contact North | Contact Nord's clients are students enrolled in online programs and courses from Ontario's public colleges, universities, Indigenous institutes, and school boards who use Contact North | Contact Nord's services to complete their programs and courses.
- ✓ Clients who used Contact North | Contact Nord's services during the period of September 1, 2017 to August 31, 2018 were invited to complete the survey. At the end of the survey, they could opt-in to be considered for participation in the online chat sessions (focus groups).
- ✓ This final report focuses on respondents who completed the survey between May 30, 2019 and July 3, 2019 as well as those who participated in the online chat sessions on July 18, 2019.
- ✓ The objective of the qualitative online chats (focus groups) was to better understand:
  - Their goals in using Contact North | Contact Nord's services and how successful they were in achieving those goals
  - The impact using Contact North | Contact Nord's services had on their lives
  - The challenges they faced while using Contact North | Contact Nord's services
  - How the services could be improved to increase satisfaction
    - What other services they would like to see Contact North | Contact Nord provide
    - How current services could be enhanced.

# Quantitative Methodology

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496 invitations were sent via e-mail to complete the survey online.

102 responses were received by the end of the fieldwork dates.

Multiple reminder e-mails were sent to non-respondents. 280 phone numbers were dialed to complete the survey through Forum Research's call centre.

Results may not equal to 100% due to rounding or the question allowed for multiple responses.

Unless noted otherwise, all percentage callouts/commentary in this report are with respect to the top two categories (i.e. well above expectations + above expectations).

Findings regarding those who are attending and/or enrolled in Secondary, Indigenous institute and University should be taken with caution as some results have a sample size of <30.

'2019 General Survey' results refers to the overall client satisfaction survey conducted between February 25 to March 13, 2019.

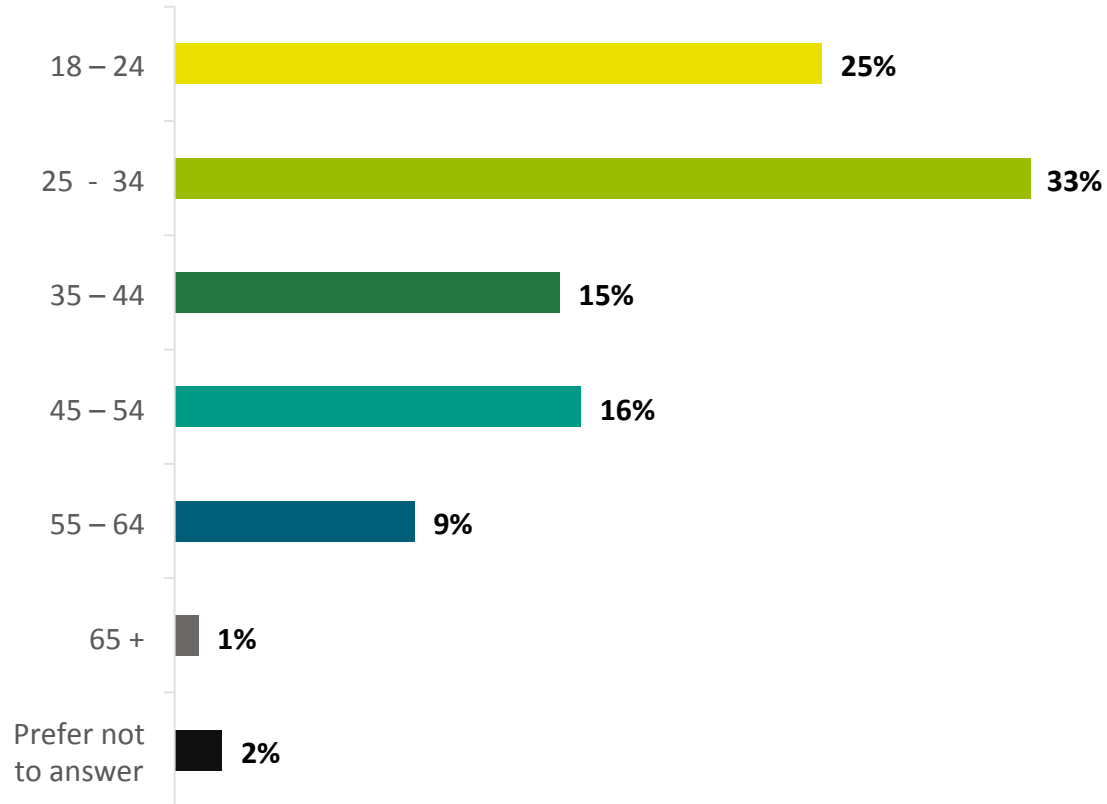


# DEMOGRAPHICS

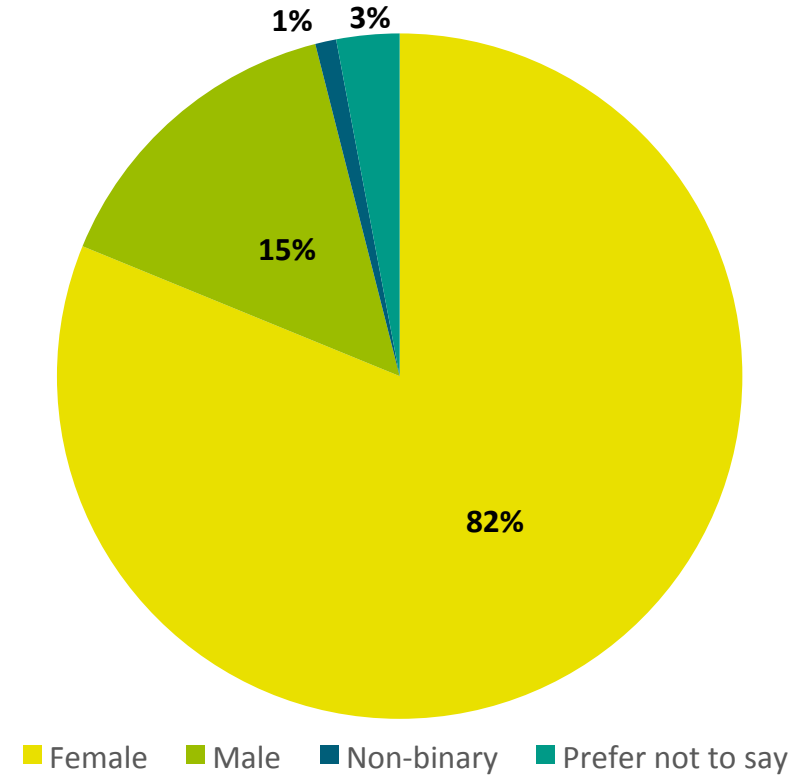
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# Age & Gender

Age Range



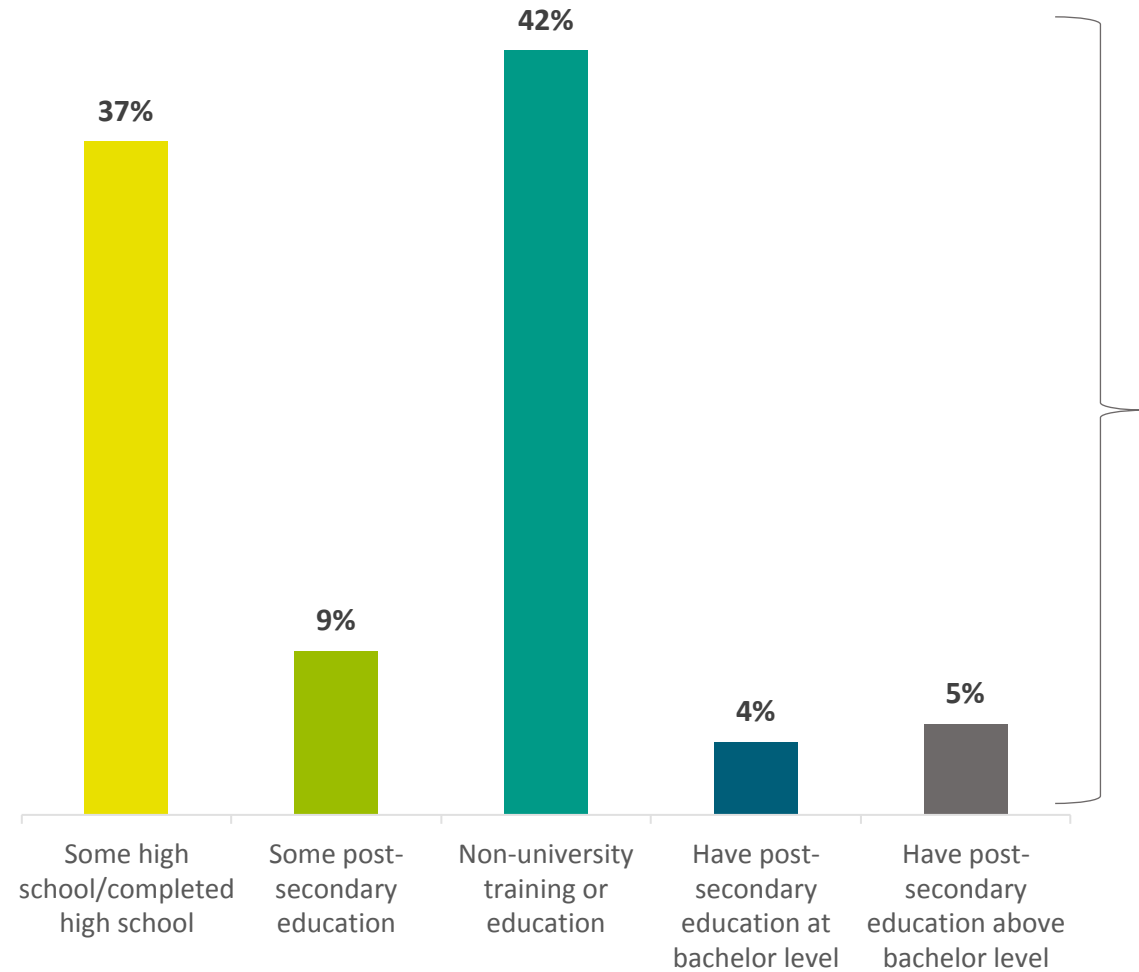
Gender



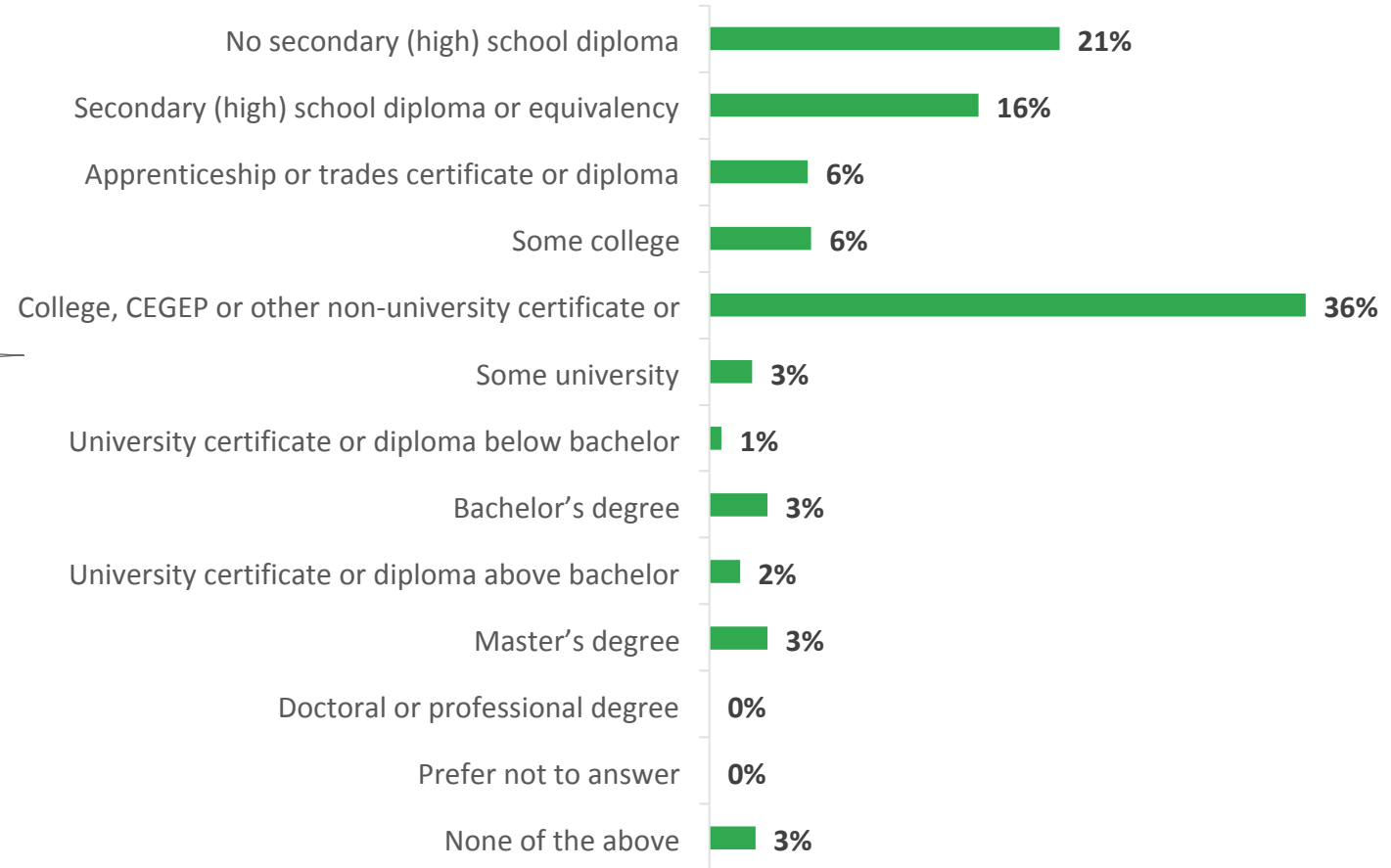
D1. How would you describe your gender? (N=102)  
D2. What is your age? (N=102)

# Education

Overview: Level of Education



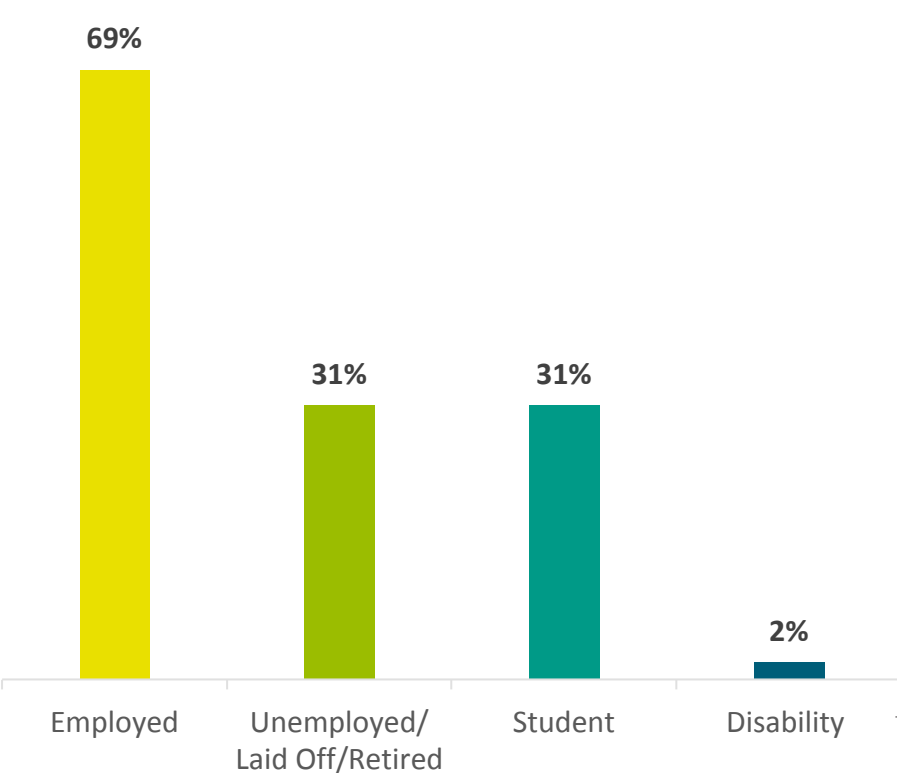
Breakdown: Level of Education



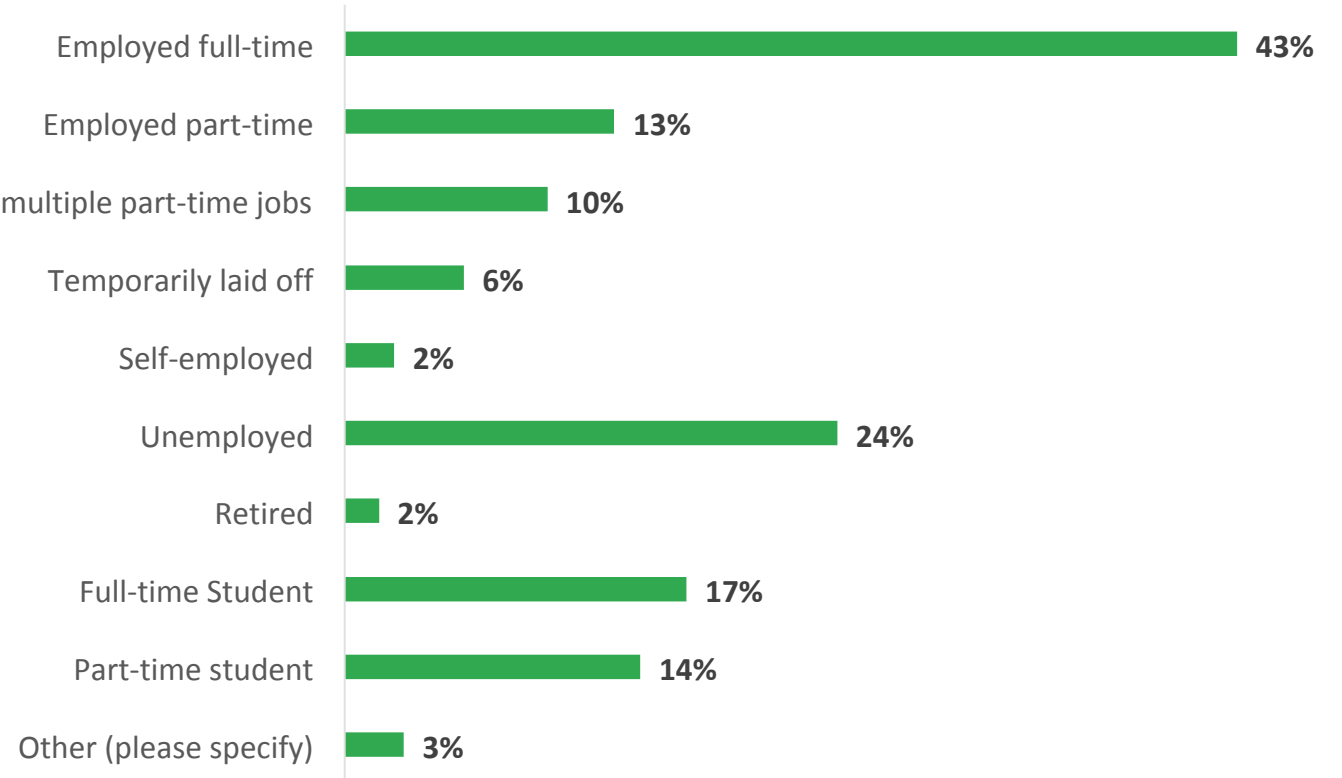
D3. What is the highest level of education or training you have completed? (N=102)

# Employment

## Overview: Level of Employment



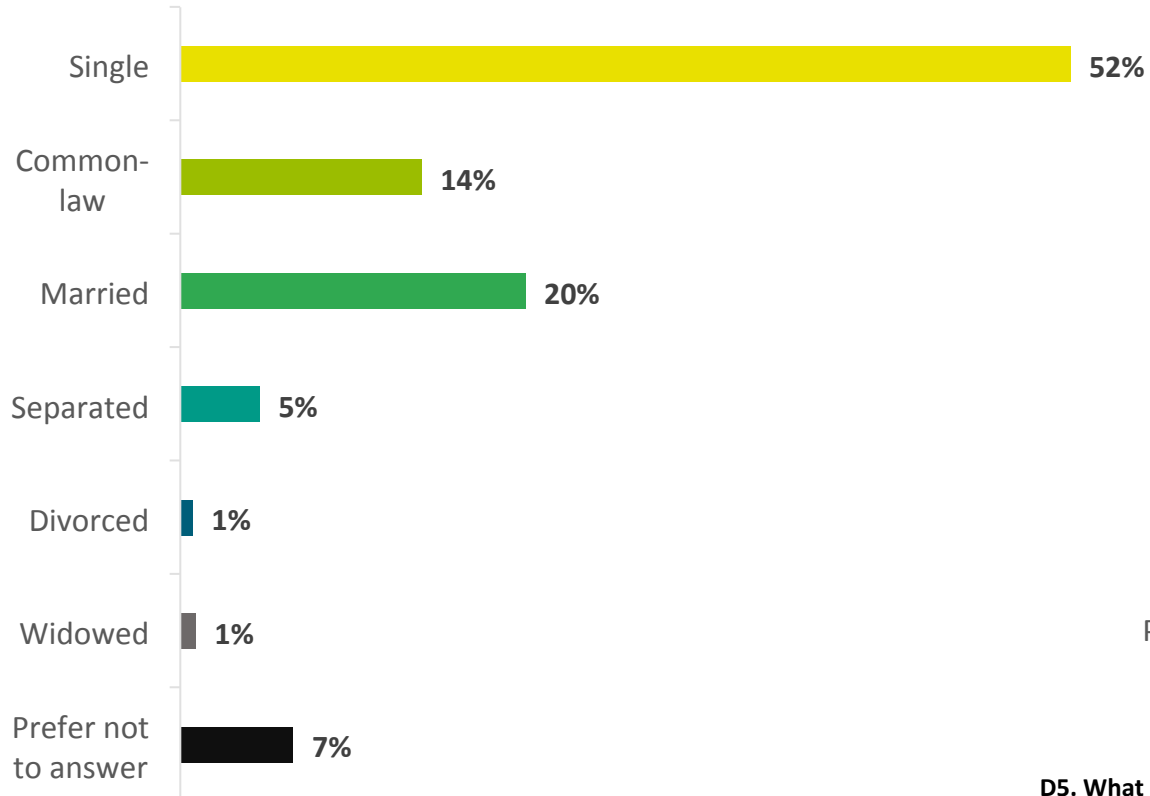
## Breakdown: Level of Employment



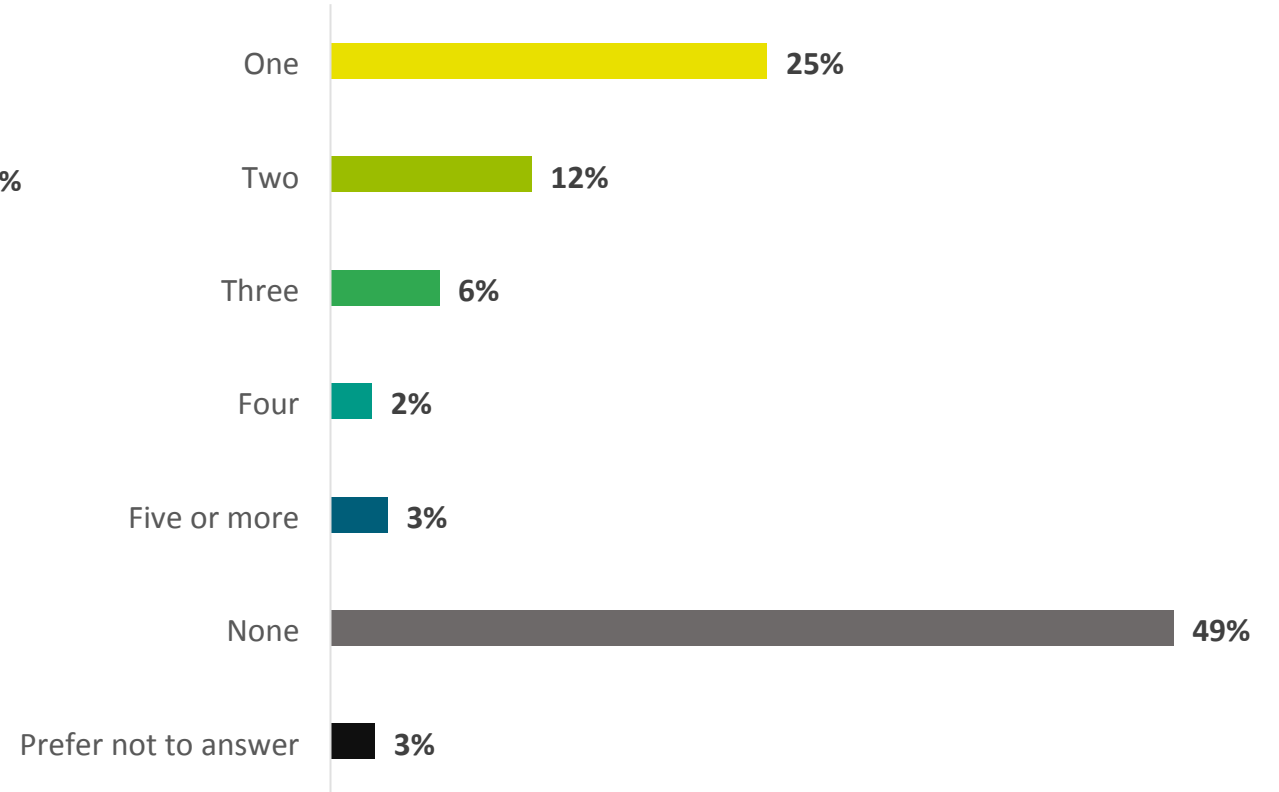
D4. Which of the following best describes your current employment status? Please select all that apply. (N=102)

# Relationship Status & Number of Children

Relationship Status



Number of Children



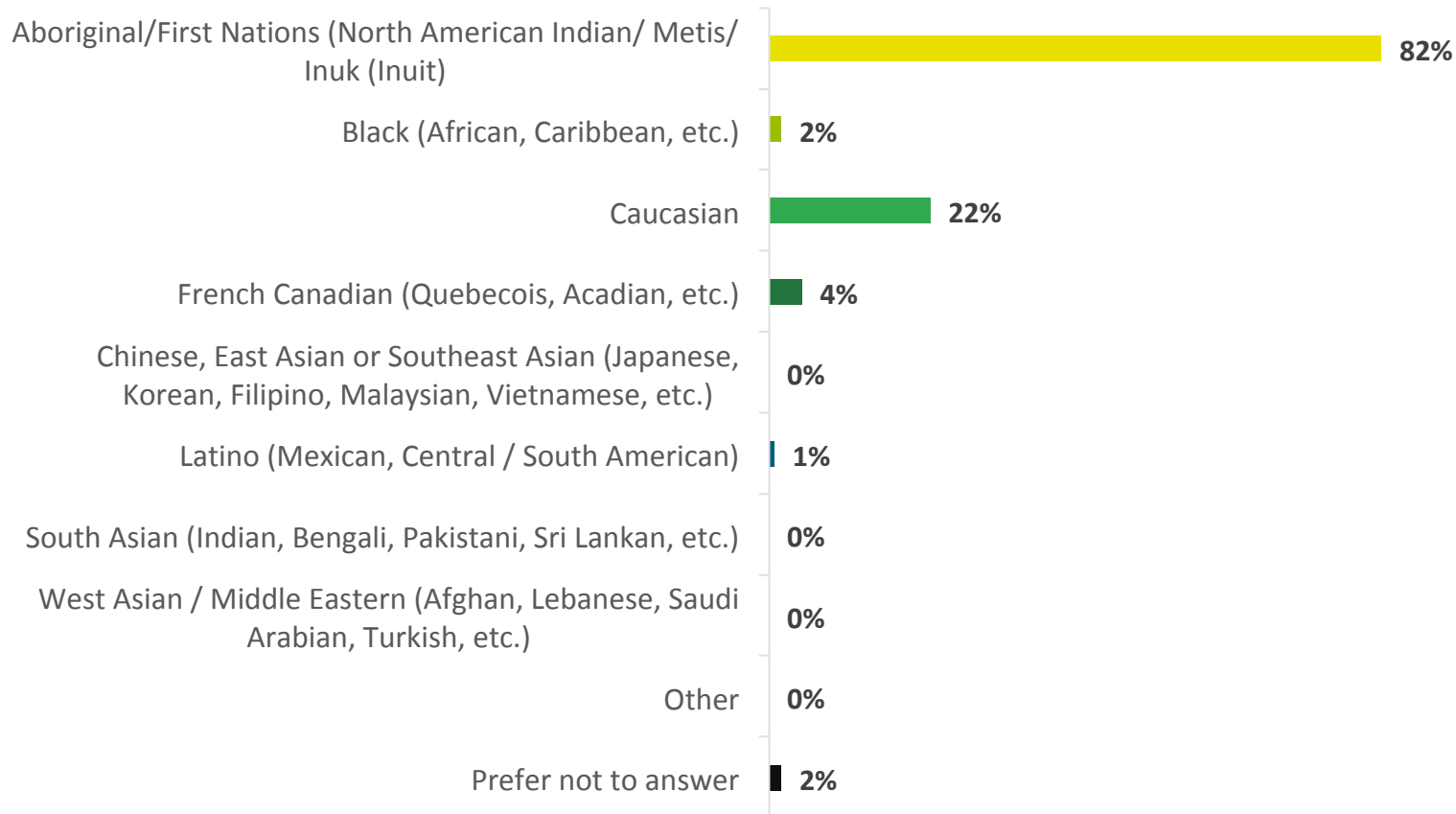
D5. What is your current relationship status? (N=102)

D6. How many children do you have, under the age of 18, living within your household? (N=102)

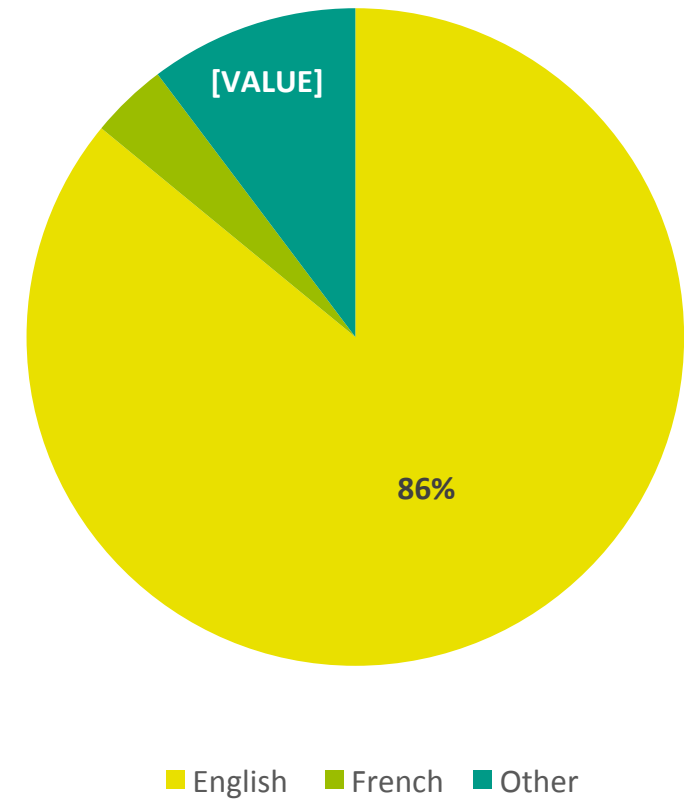


# Identity and Language

## Ethnic Identity

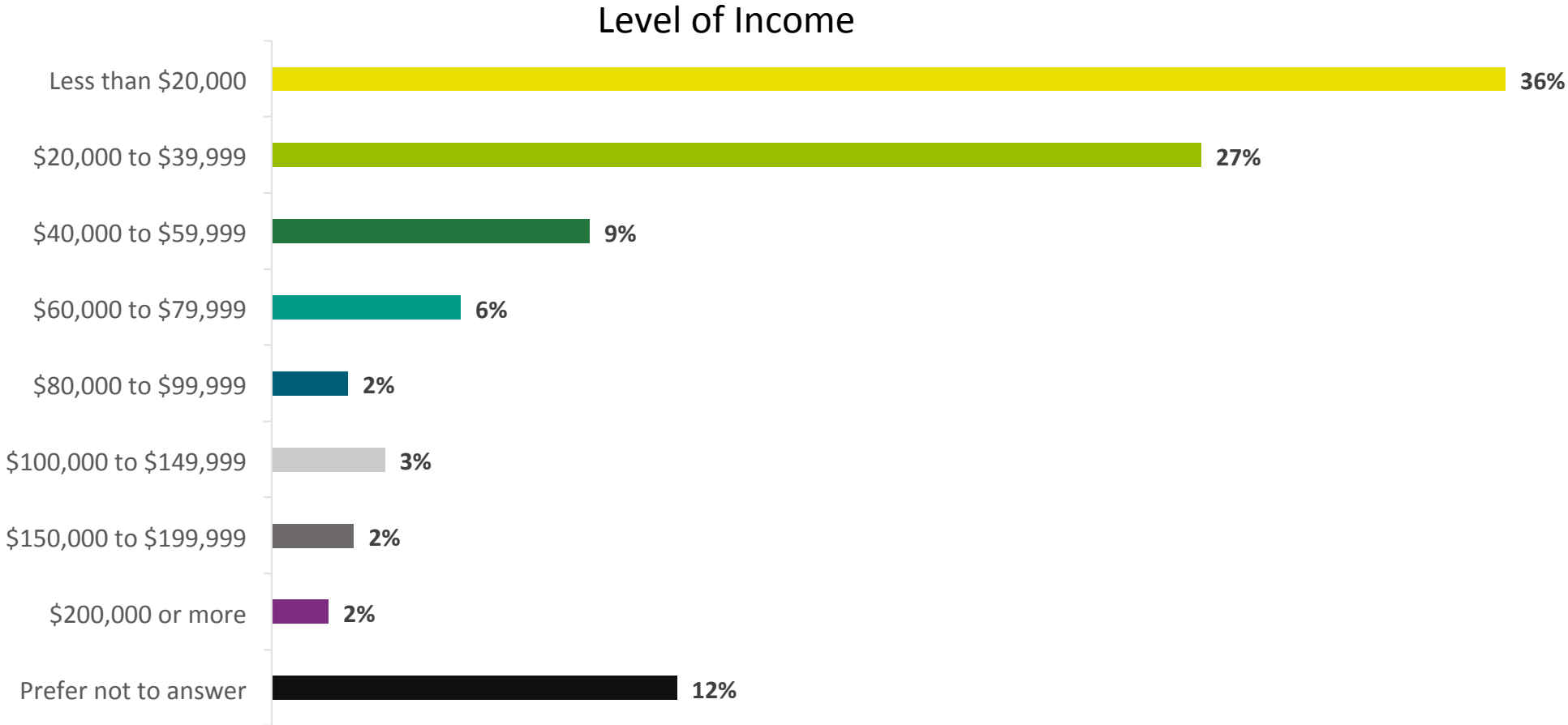


## Language



D7. What was the first language you learned as a child and still understand? (N=102)  
 D8. Do you identify with any of the following group(s)? Please select any that apply? (N=102)

# Household Income



D9. Which of the following categories best describes your household's annual income in 2018, before taxes? (N=102)

# Qualitative Methodology

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## DESIGN

Two chat sessions were held online with Contact North | Contact Nord clients across Ontario. Seven students were recruited for each group for 5-6 to show.

## DATE & LENGTH

Both groups were held on July 18, 2019. Each group lasted 90 minutes.

## PARTICIPANT QUALIFICATION

Respondents were screened to ensure they are between the ages of 18-64.

# Qualitative Participants

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## Group 1

Gender	Age	Ethnicity	Region	Overall Experience	How Likely to recommend
F	35-44	First Nation	South East	Very Satisfied	Very likely
M	35-44	First Nation	South Central	Very Satisfied	Very likely
M	25-34	First Nation	North East	Somewhat Satisfied	Very likely
F	55-64	First Nation	South West	Very Satisfied	Very likely
F	25-34	First Nation	North East	Somewhat Satisfied	Very likely
F	35-44	First Nation	North West	Very Satisfied	Very likely

## Group 2

Gender	Age	Ethnicity	Region	Overall Experience	How Likely to recommend
F	25-34	First Nation	South West	Very Satisfied	Very likely
F	45-54	First Nation	North Central	Very Satisfied	Very likely
F	18-24	First Nation	North East	Somewhat Satisfied	Very likely
F	45-54	First Nation	North Central	Very Satisfied	Very likely
F	25-34	First Nation	North East	Somewhat Dissatisfied	Very likely
M	25-34	First Nation	South East	Very Satisfied	Very likely

# Qualitative Limitations

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The normal limitations of qualitative research discussions must be kept in mind. Respondents were selected on a non-random basis and their views cannot be regarded as quantifiably projectable to any specific population, cohort or universe.

The information obtained may be viewed as an indication of what attitudes exist, but not of the extent to which these attitudes are represented in any defined population.

Group discussions are not “unreliable surveys”. They are essentially idea-generating vehicles, where any avenue of information, which appears to evoke useful ideas or problem-solving suggestions, is pursued and reported.

For the purposes of this report, verbatims were edited for clarity.



# KEY FINDINGS

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# Key Findings

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- The primary goal across all education institutions for registering in the course(s) was to obtain a diploma/certificate/degree.
- In the qualitative discussions, the respondents note Contact North | Contact Nord had a very positive impact on their lives. As a result of their education, several were able to get jobs. They note they are more qualified for the limited jobs available in their community and/or the job they got as a result of their education are more desirable than they would have had otherwise. For example, one notes they now have “a career” not just a job, and another expressed excitement at now having benefits for her family for the first time ever. Many feel they are better able to support their family and have a positive impact in their community due to this education.
  - The respondents are also now more confident in their knowledge/abilities. They express a sense of gratefulness that Contact North | Contact Nord provided them the flexibility to be able to successfully pursue education while also working and/or caring for their family.
- 1 in 5 (21%) registered in 7 to 10 courses, likely indicating they are completing a full degree or diploma.
- 94% of respondents were satisfied with their experiences with Contact North | Contact Nord.
- 93% would likely recommend Contact North | Contact Nord to friends or family members.
- A third of respondents (32%) indicated ‘time issues’ such as working is a challenge they face in pursuing their educations and training.
  - In the qualitative discussions, the respondents note family responsibilities, college/university campuses are too far away, and financial issues were their biggest challenges. Many made sacrifices financially and in terms of time spent with family in order to pursue this education. However, they praise Contact North | Contact Nord for providing the services that helped them overcome many of their challenges. For example, they were able to study locally while maintaining their jobs and caring for their family.

# Key Findings

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- 7 in 10 (72%) of respondents completed their education because it was available online.
- Over half (52%) did not register in other course(s) since August 2018.
  - Of those who did not register in other courses, a third (36%) stated they did not need any further course(s)
- During the focus groups (qualitative survey), the respondents were very complimentary of the support they received from Contact North | Contact Nord staff.
- Top services used by the respondents:
  - 88% received support from staff in an online learning centre
  - 84% received help registering in courses
  - 77% used Internet access at an online learning centre
  - 76% used exam invigilation services
  - 76% used the web conferencing platform at on online learning centre or from home
  - 75% used computers at an online learning centre
- Respondents from the focus groups were asked to provide suggestions on other services they would like to see Contact North | Contact Nord provide. Some key suggestions include:
  - Provide a standard computer course to help students better understand how to use all the programs (e.g. Google Docs, Blackboard, Saba, etc.) required by the educational institutions
  - Improve the technology in the online learning centres
  - Enhance the course descriptions



# Key Findings

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- Provide tutors
- Support staff available outside business hours.
- They also suggest Contact North | Contact Nord focus on marketing and advertising to help create more awareness of its services.

*Detailed recommendations from the focus groups (qualitative research) can be found on slide 64 of this report.*

# A Sample of Quotes from Respondents

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*I am a mother of 3 grandmother of 2. I lost my job at Canada Post because I wasn't fluent in French. I took Social Service Worker program at Northern College through Contact North. It is a two year program and I had a full course load. I am not currently enrolled in any classes. I loved Contact North because I live in a small community of 1000 people and could just go to an office in my town to do my courses. I don't believe I would have attended classes if I had to travel the hour to the nearest college.*

*Hi, I live in Sheguiandah First Nation, Sheguiandah, Ontario. I am a mother of 2, married and working full time. I am currently not enrolled through Contact North. I currently use the service for exam invigilator. I am attending online self study through McMaster University, working towards Accounting diploma.*

*No other adult education options were available in the rest of Muskoka so by the time that I found Contact North and they were able to help me I was pretty relieved.*

*Being able to upgrade my courses through Contact North allowed me to qualify for a degree level course rather than only a diploma level course. When I complete my degree I will have the education to back the years of work experience I have which will ideally open doors for me in the future. Studying full time and working full time has been a strain on my family but will ultimately be worth it once I'm done.*

*I Live in Thunder Bay Ontario, I have taken a few classes to achieve my grade 12 years back, Now I am presently working on achieving my Business Diploma, I am registered to complete my final 4 more classes in September, I am not enrolled for the summer I felt like I deserve a break.*

*I took the cannabis course for my field of work as an economic development officer. I wanted to learn more about the process of cannabis retail and manufacturing since Ontario approved Cannabis. I wanted to ensure I was implementing safe practices for my community and businesses.*

*My first goal was to complete gr 12, get a office admin job, then though later on life I'll go for my Business Diploma, I find myself at a career fair, then boom started my classes for Business Fundamentals, graduated from that, now my main goal is to graduate with my Business Diploma. Them possibly consider taking further steps in my career.*

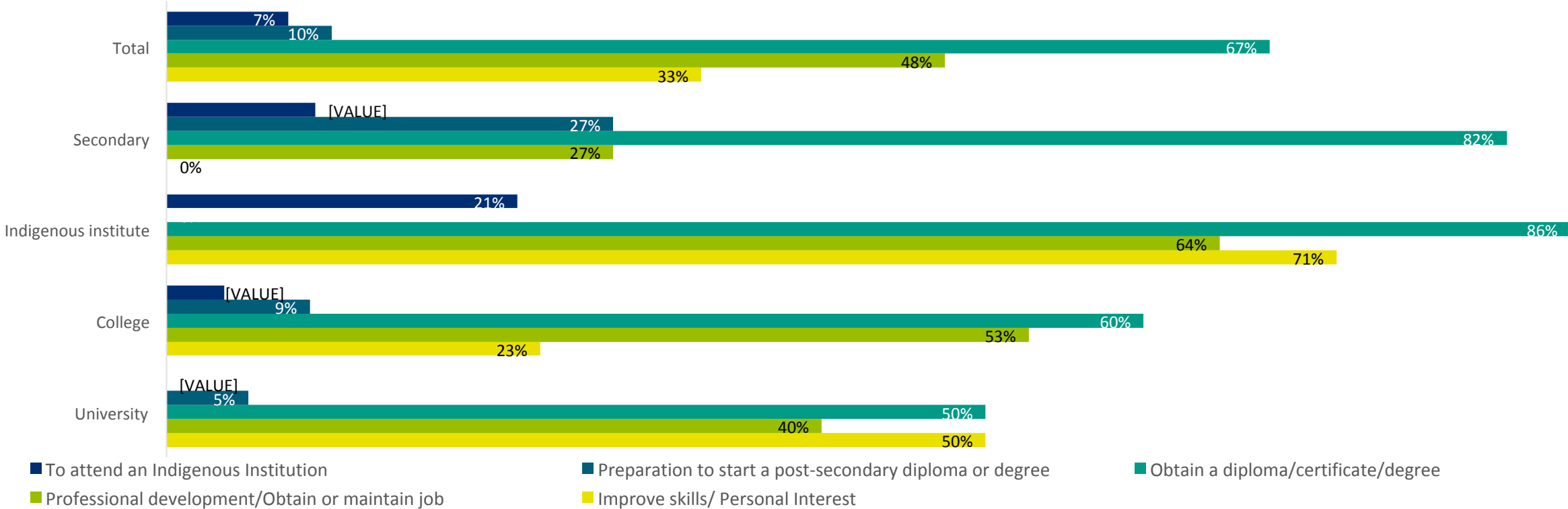


# GOALS

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# Goals When Registering

- Across all educational institutions, the primary goal for registering in the course(s) was to obtain a diploma/certificate/degree. Nearly 7 in 10 (67%) had the goal of obtaining a diploma/certificate/degree.
- 86% of those attending an Indigenous institute had the goal of obtaining a diploma/certificate/degree when registering in the course(s), compared to 50% of those attending University.



Q1. Thinking back to the course(s) you took between September 2017 to August 2018 and used Contact North | Contact Nord's services, what were your goals for registering in the course(s)? (N=102)

# Goals When Registering

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There are also a number of goals expressed by respondents in the qualitative discussions that go beyond simply getting a diploma/certificate/degree.

- ✓ To help create a better life for their family
- ✓ To be a good role model for their children
- ✓ To feel a sense of pride in having completed their diploma/certificate/degree.
- ✓ To gain learning/education that will allow them to help their community
- ✓ To gain enough credits to allow them to pursue post-secondary education
- ✓ To help them make a career change and/or better compete for the limited jobs available in their community. For some, this means having a career they are more passionate about, allows them to work closer to home, and/or provides benefits. Some also want to start their own business.

When discussing these goals, they express a lot of excitement.

Several note pursuing education would not have been possible without Contact North | Contact Nord. Many would not have been able to attend classes during the workday due to their jobs and/or they could not afford to commute to school due to either the cost and/or the commute time.

# Goals When Registering

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*I took the cannabis course for my field of work as an economic development officer. I wanted to learn more about the process of cannabis retail and manufacturing since Ontario approves Cannabis. I wanted to ensure I was implementing safe practices for my community and businesses.*

*I said when I left the post office that I didn't want to work at Wendy's or Tim Horton's for the rest of my life. So, I needed the education to start a career that would have benefits. There are very few jobs in my area, so you must go to school to have a job.*

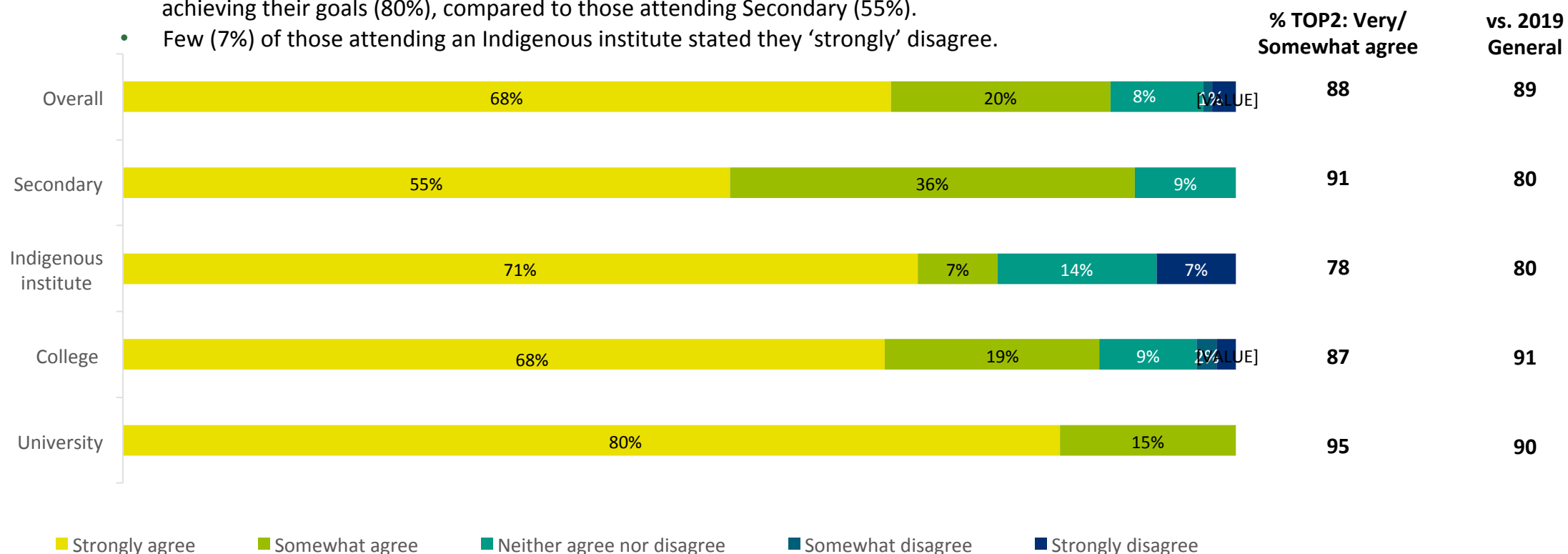
*I am looking to finish my high school because I have two babies and a third one that I gave for adoption. I need to be a good role model for my kids.*

*I was excited to get my life back on track and I am trying to seek my dream job, which was a success.*

*I was ready to make a change in my career and improve my prospects, so I was excited about starting that process.*

# Achieving Goals

- 88% of respondents report the course(s) they took contributed to achieving their goals, which is similar to the 2019 General Survey (89%).
- Respondents in University were more likely to 'strongly' agree that registering in the course(s) contributed to achieving their goals (80%), compared to those attending Secondary (55%).
- Few (7%) of those attending an Indigenous institute stated they 'strongly' disagree.



Q7A. Thinking about the course(s) you were registered in, please indicate how much you agree or disagree with the following statements? The course(s) I took contributed to achieving my goals. (N=102)

# Achieving Goals

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The findings from the qualitative discussions align with the quantitative findings, in that the vast majority feel they were successful in achieving their goals. The respondents speak very candidly and positively about the impact Contact North | Contact Nord had on their lives.

- They note many ways in which they were successful in achieving their goals:
  - **They were able to get a job**
    - For some, this was their first job in their field of study, while for others they moved from one job to another that was more desirable.
  - **They are now more confident in their knowledge/abilities**
    - For several, this includes being more computer literate.
  - **They were able to successfully pursue education while also caring for their family**
    - Contact North | Contact Nord's services allowed them the flexibility to balance their responsibilities.

Only a couple indicate they were not successful in achieving their goals. However, they take responsibility for their lack of success. Their reasons for their lack of success include difficulty with transportation, time issues, and challenges with working online (e.g. needing to write essays electronically).



# Achieving Goals



*I was scared because I was 49, and at that age most people are thinking of retiring. I was scared I wouldn't get a job. But I finished school in April and had a job by July. I have since changed jobs, because of where I did my placement offered me a job and it was 10 minutes to work rather than the seventy minutes to my other job.*

*The exams that I needed to take to complete my courses are located at the main campus. This is a fair drive, which would mean I would have to schedule at least 3 days as a bare minimum to write the exam, which would be very costly in terms of funds and time. With Contact North, I can drive half an hour to an exam and pay a nominal fee. The half hour drive also allows me to be rested with more time to study beforehand instead of driving all day before the exam, spending money on hotels, etc.*

*I am now working for a company that I've always dreamed of working for.*

*I learned new software, apps, and platforms that are relevant to Social Media Marketing. This has given me the confidence to start up my own business.*

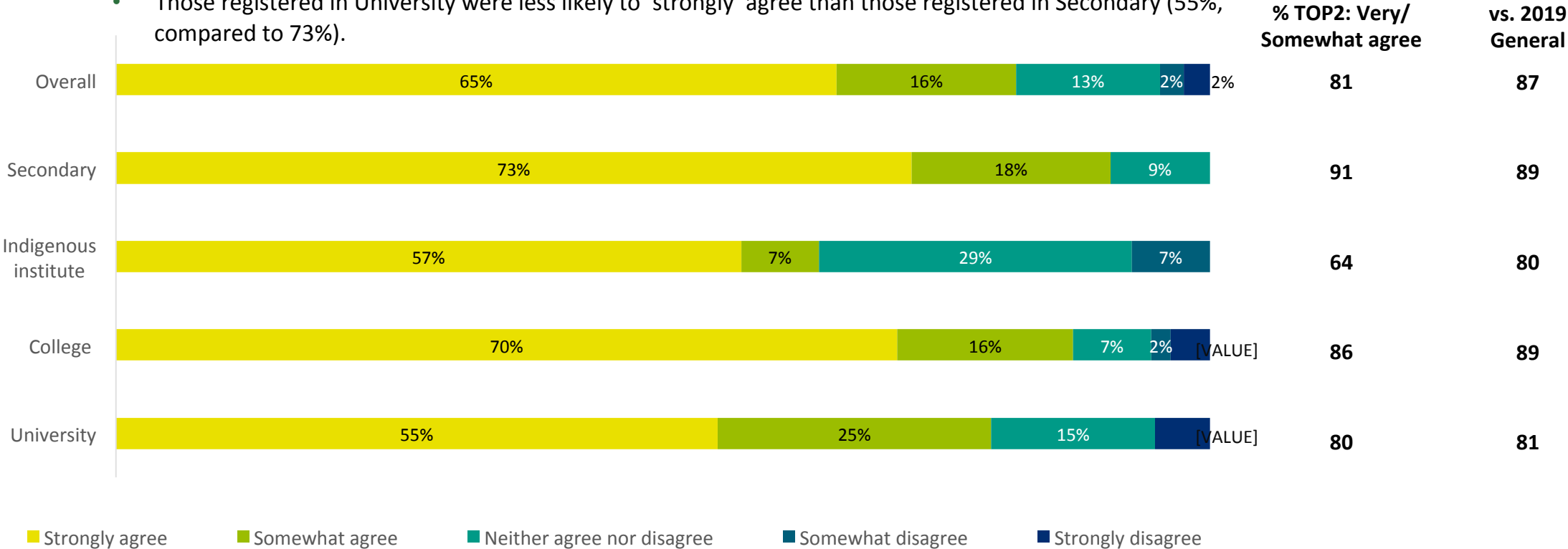
*It helped me get a job by giving me the proper skills and knowledge....It also helped me to be more confident.*

*It had a positive impact on my life. I actually have a career now...something I've worked very hard to achieve. I struggle with anxiety and depression and went through a breakdown. But now I feel I am a successful person. I am also a great role model for my young adult daughter.*

*I am very proud of myself to have gone to school late in life and to have a career. My job offers benefits which my family has never had. It's amazing not having to pay for prescriptions, or glasses, or dental. I also don't have to work as hard physically as before (I worked at Wendy's one summer while going to school).*

# Support in Order to Achieve Goals

- Overall, 81% of respondents ‘strongly’ or ‘somewhat agree’ Contact North | Contact Nord provided support in order for them to achieve their goals.
- 9 in 10 (91%) of those attending Secondary ‘strongly’ or ‘somewhat agree’ they were provided support.
- Those registered in University were less likely to ‘strongly’ agree than those registered in Secondary (55%, compared to 73%).



Q7C. Thinking about the course(s) you were registered in, please indicate how much you agree or disagree with the following statements? Contact North | Contact Nord provided support in order for me to achieve my goals. (N=102)

# Support in Order to Achieve Goals

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During the qualitative discussion, the respondents were especially complimentary of the support they received from Contact North | Contact Nord staff. For the vast majority, Contact North | Contact Nord staff are described as being very helpful. In many instances, the respondents remark the staff went “above and beyond” to help and support them.

- They truly value the flexibility of being able to communicate with the staff via e-mail when they have inquiries and/or need assistance.
- Technical support is also praised for being helpful. Despite a few mentions that sometimes there were technology issues, those issues do not appear to negatively impact overall perceptions of the service provided.
  - The playback option for watching classes (e.g. if a class is missed) is appreciated.

A few note they were so satisfied they recommended Contact North | Contact Nord to others in their community.

Overall, many believe it would not have been possible for them to pursue this education without Contact North | Contact Nord. Thus, they are grateful the online learning centres and services are available in their community.

# Support in Order to Achieve Goals



*I was successful in my program because Contact North gave me the opportunity to stay within my community and pursue post secondary studies while I maintained a job and family. I didn't have to move away to attend post secondary studies in another city.*

*I probably would not have an education if it was not for Contact North. I like the flexibility.*

*Contact North was very supportive and went above and beyond in ensuring that I was able to get into the courses I needed. They made a few contacts and sent information to find a school that would take me.*

*The assistance I received from the main person I dealt with at Contact North was excellent! I can not say enough wonderful things about her ...she's been great for getting back to me via email and phone when needed. She always did so in a reasonable amount of time and she looked into various educational pathways for me and how to best apply, etc. She put in a lot of leg work so to speak.*

*I wouldn't be able to pursue my studies without Contact North. I have a family and a job that I use to support my family. I didn't have the means to pack up and move away.*

*I am very satisfied with Contact North. The support they provided was excellent - from the arrangements, to ensuring my registration, to maintaining communication, as well as follow up. I felt like an actual person, not just a number.*

*I'm very satisfied with the support I've received from Contact North to achieve my educational goals. I was able to attend my studies at convenient hours and even the play back options were very helpful when I couldn't make a scheduled course.*

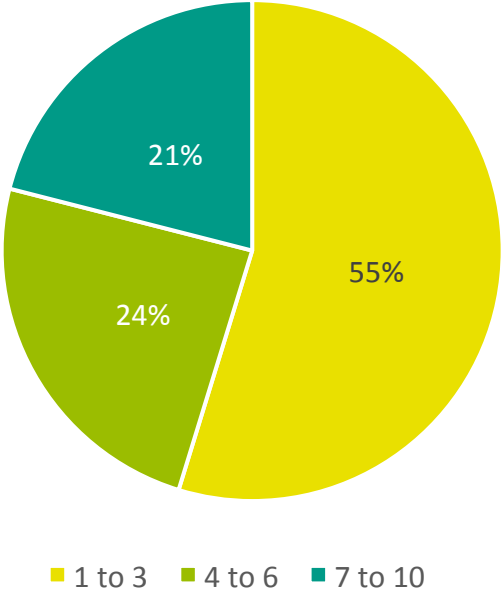
*The support provided was awesome. All I had to do is send a quick email and they went out of their way to lead me in the right direction.*

*The ladies at the Contact North office I attended were great. One even let me tape her in a mock interview I had to do for class. The technology sometimes failed, but the staff were exemplary.*

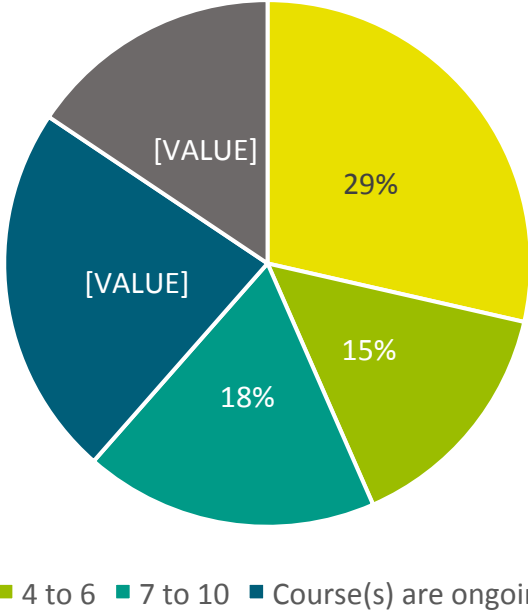
# Number of Courses Registered In vs Completed

- Over half of respondents registered in 1 to 3 courses (55%), with a quarter (24%) registered in 4 to 6 courses.
- One-fifth of respondents registered in 7 to 10 courses (21%), likely indicating they are completing a full degree or diploma.
- A quarter (23%) stated their course(s) are ongoing. 1 in 6 (16%) did not complete the course(s) they are registered in.

Number of courses registered in



Number of courses completed



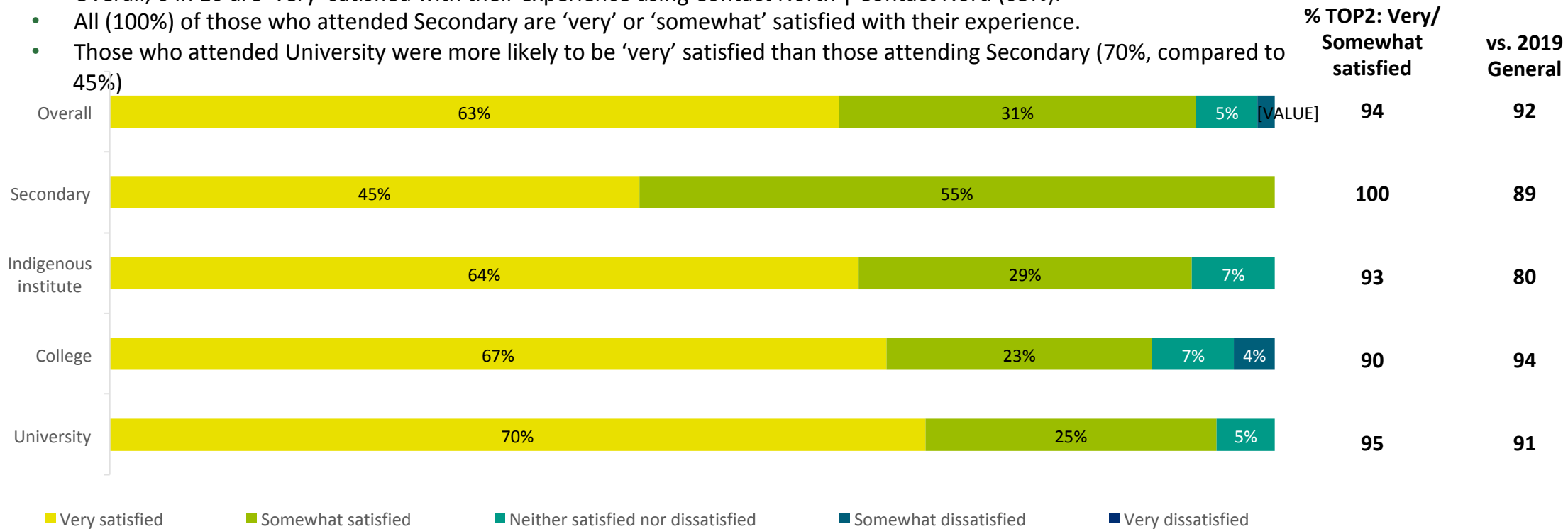


# SATISFACTION

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# Overall Satisfaction

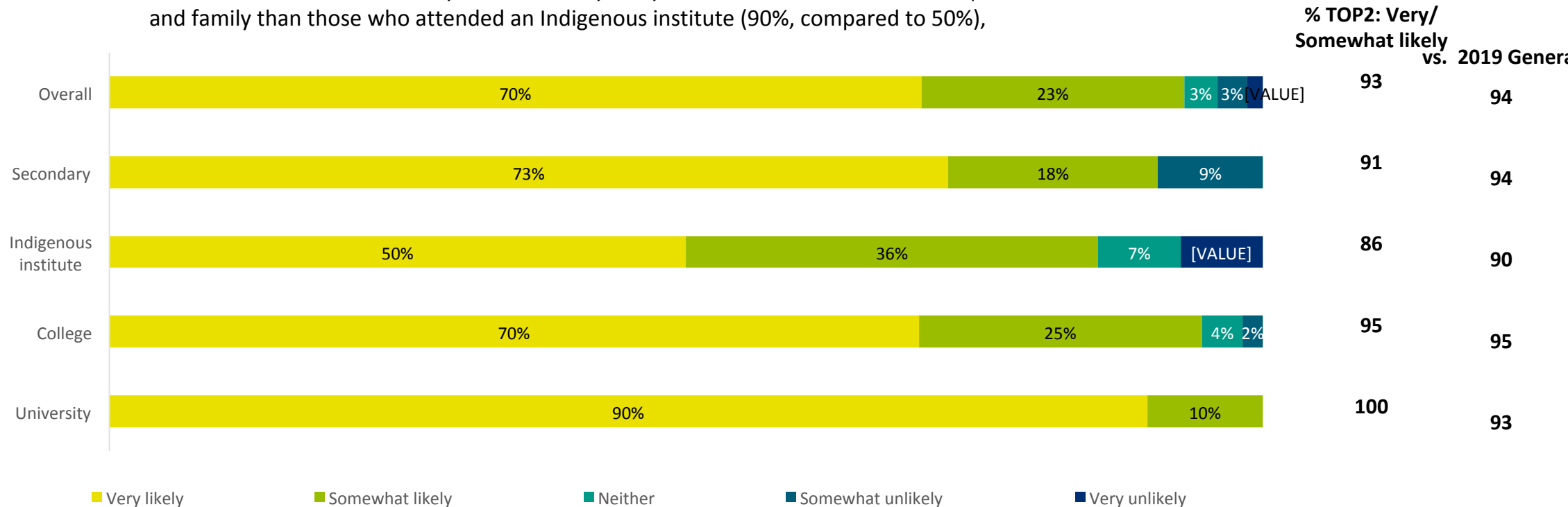
- When looking at the TOP2 score, 9 in 10 of all respondents are satisfied with their experiences with Contact North | Contact Nord (94%), an increase of 2% compared to 2019 General Survey. This satisfaction was also strongly conveyed in the qualitative discussions where the respondents praise Contact North | Contact Nord for helping them achieve their goals and for having a very positive impact on their lives.
- Overall, 6 in 10 are 'very' satisfied with their experience using Contact North | Contact Nord (63%).
- All (100%) of those who attended Secondary are 'very' or 'somewhat' satisfied with their experience.
- Those who attended University were more likely to be 'very' satisfied than those attending Secondary (70%, compared to 45%)



Q8. Overall, how satisfied are you with your experience using Contact North | Contact Nord's services? (N=102)

# Likelihood to Recommend

- 93% are likely recommend Contact North | Contact Nord to friends or family members, which is a similar proportion as the 2019 General Survey.
- All (100%) attending University would recommend Contact North | Contact Nord to friends or family members.
- Those who attended University would be 'very likely' to recommend Contact North | Contact Nord to friends and family than those who attended an Indigenous institute (90%, compared to 50%),



Q9. How likely are you to recommend Contact North | Contact Nord's services to a friend or family member? (N=102)



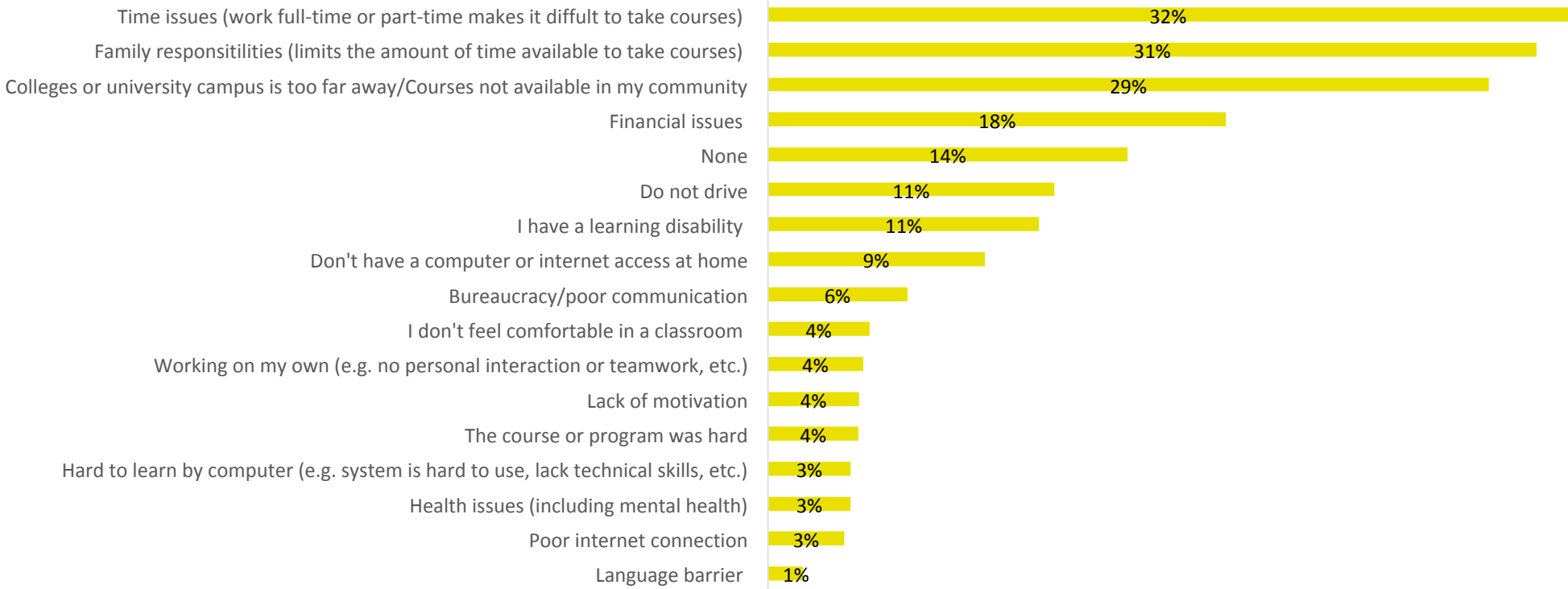


# CHALLENGES

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# Challenges

- Nearly a third of respondents indicated ‘time issues’ such as working (32%), ‘family responsibilities’ (31%) and course availability in community (29%) as challenges they face when pursuing their education and training.
- 1 in 7 (14%) indicated they do not face any challenges in pursuing their education and training.



Q10. Which challenges have you faced, if any, in pursuing your education and training? (N=102)

# Challenges

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In the qualitative discussion, the respondents note the following are the biggest challenges they faced when pursuing their education and training (rank ordered):

- **Family responsibilities**
  - They have children and/or other family members that require care.
- **College or university campus is too far away/courses are not available in their community**
  - There was nowhere in the community they could take the courses of interest other than Contact North | Contact Nord.
  - For some, travelling to a college or university would mean moving to another city/community and/or being away from family for long periods. This would also mean significant expense.
- **Financial issues**
  - For most, the cost of tuition and books are a significant financial strain.
  - For all, the cost of travel was a major consideration when deciding to pursue education.
  - A few didn't initially realize their course required travel for certain assignments (e.g. mandatory labs). This requirement caused financial stress.
- **They do not drive**
- **Health issues (including mental health)**
- **Hard to learn by computer (e.g. lack computer skills)**
  - Some were not very computer literate, while others simply found it difficult to retain information when reading/studying on a computer vs. on paper.

# Challenges

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*I have two children under the age of two who need a lot of my attention.*

*The concern was that the courses I needed were literally not offered anywhere else in the district. None of the adult education centres in my community had the staff or resources to offer university level math courses. The nearest option for me was an hour away and would have required me to take 2 math credits even though I've been working in accounting for years.*

*I have 3 children ages 9, 6, and 4. I also care for my autistic brother, as well my father (which sometimes involves admitting him into the ICU). Between getting kids to and from school, daycare activities, watching my brother, and at times, caring for my father, there was a huge strain on the times I was available for school.*

*My issue was the course was not available in my region. It was a university 4 hours away and it was on the weekends. I am a single mom of 2 sons, so I couldn't be gone 40+ hours for work then be gone another 24-ish hours for the weekend.*

*I live in Moosonee, and it isn't a drive-in community; we have 2 means of transportation that is air and train services. The nearest college close to me would be 6 hours away in Timmins, Ontario. The train ride from Moosonee to Cochrane is approximately 5 hours, with an additional 1-hour drive from Cochrane to Timmins. This would run about \$90 dollars one way without having your own means of transportation to get from Cochrane to Timmins. And, flying to Moosonee to Timmins would run you about \$450 dollars one-way.*

*I had to do labs out of town which was difficult financially and on my family.*

# Challenges

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Many had to make sacrifices financially and in terms of time spent with family in order to pursue their education. However, they praise Contact North | Contact Nord for providing the services that helped them overcome many of their challenges by providing the opportunity to study remotely. For example, being able to use Contact North | Contact Nord's services allowed them to:

- Stay local and care for their children (e.g. not needing to pay for childcare) and family.
- Save money because they did not need to travel.
- Access courses from a wide variety of institutions - allowing them to take courses of interest and in some instances needed fewer prerequisites.
- Continue working while also taking courses.

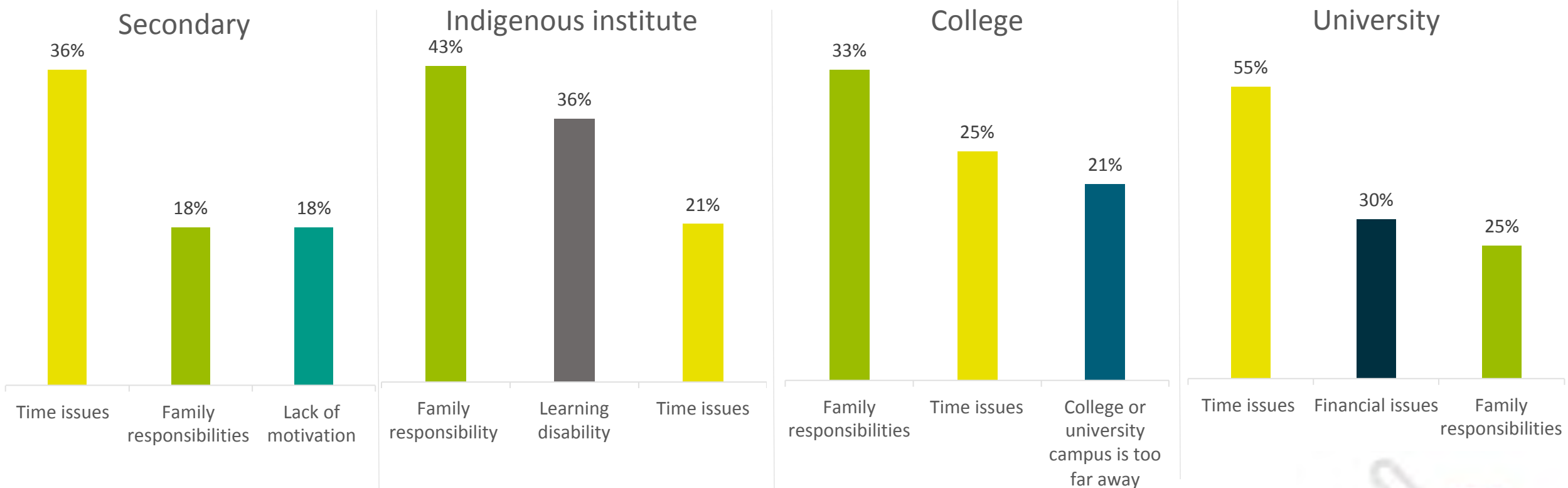
As was mentioned earlier, with the use of Contact North | Contact Nord's services, the vast majority of the respondents were successful in overcoming the challenges they faced and in meeting their goals; which in turn had a very positive impact on their lives.



*Contact North was ultimately how my challenges were overcome, they connected me with a school out of Thunder Bay that allowed me to only take the courses I needed to qualify for school.*

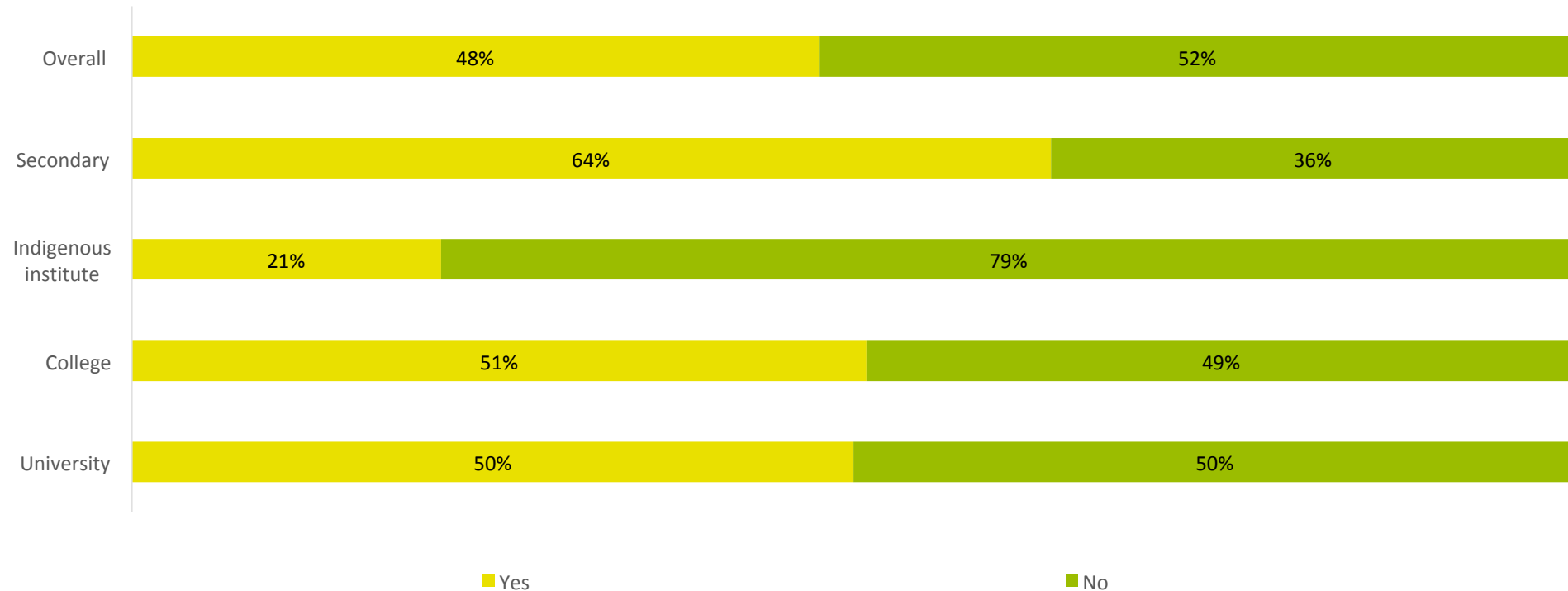
# Top 3 Challenges by Institution Type

- 'Time issues' is the biggest challenge faced by respondents across all four educational institution categories (36% Secondary, 21% Indigenous institute, 25% College and 55% University).
- 'Family responsibilities' is the next common challenge faced by respondents across all four educational institution categories (18% Secondary, 43% Indigenous institute, 33% College and 25% University).
- Over a third of those attending an Indigenous institute (36%) identify a 'learning disability' as a challenge while 30% of those attending University state financial issues is a challenge.



# Registering In More Courses

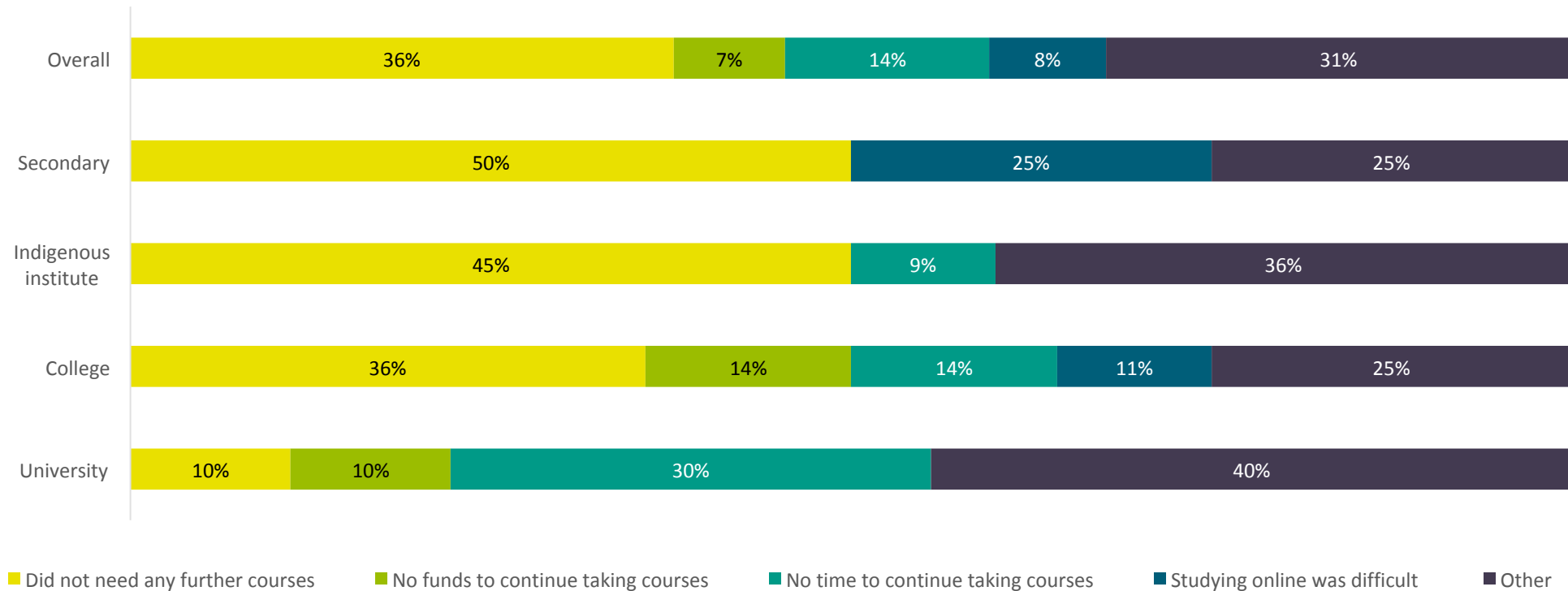
- Overall, over half of respondents did not register in other course(s) since August 2018 (52%). Several of those who participated in the qualitative study are enrolled in more courses through Contact North | Contact Nord.
- Those attending an Indigenous Institute are less likely to register for other course(s) than those who pursued a Secondary education (21%, compared to 64%).
- Half of respondents from College (51%) and University (50%) did register for additional courses since August 2018.



Q5. Have you registered for other course(s) since August 2018? (N=102)

# Reasons Why Respondents Did Not Register in More Courses

- As to the reasons why respondents did not continue registering in more course(s), a third indicated they did not need any further courses (36%).
- Overall, 1 in 7 (14%) indicated they did not have time to continue taking courses.
- 1 in 10 do not have the funds to continue (7%), while a similar proportion found online learning difficult (8%).



**Q6. Why did you not register in any more course(s)? Please select all that apply. (N=53)**

Base: Q5. Have you registered for other course(s) since August 2018.



# Reasons Why Respondents Did Not Register in More Courses

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During the qualitative discussions, those who did not register for more courses through Contact North | Contact Nord noted the following reasons:

- They are finished their degree/diploma/certificate.
- They do not have enough money to pay for tuition and books.
- They are unsure about their next steps in terms of education or career.
- The Contact North | Contact Nord office closed in their community.

Note – The reason for the closure was loss of the rent-free space in the community to house on the online learning centre which is part of Contact North | Contact Nord’s operating model. The community partner providing the space required the space for its own purposes.

- They are enrolled in courses directly through a post secondary institution and do not require Contact North | Contact Nord’s services anymore.



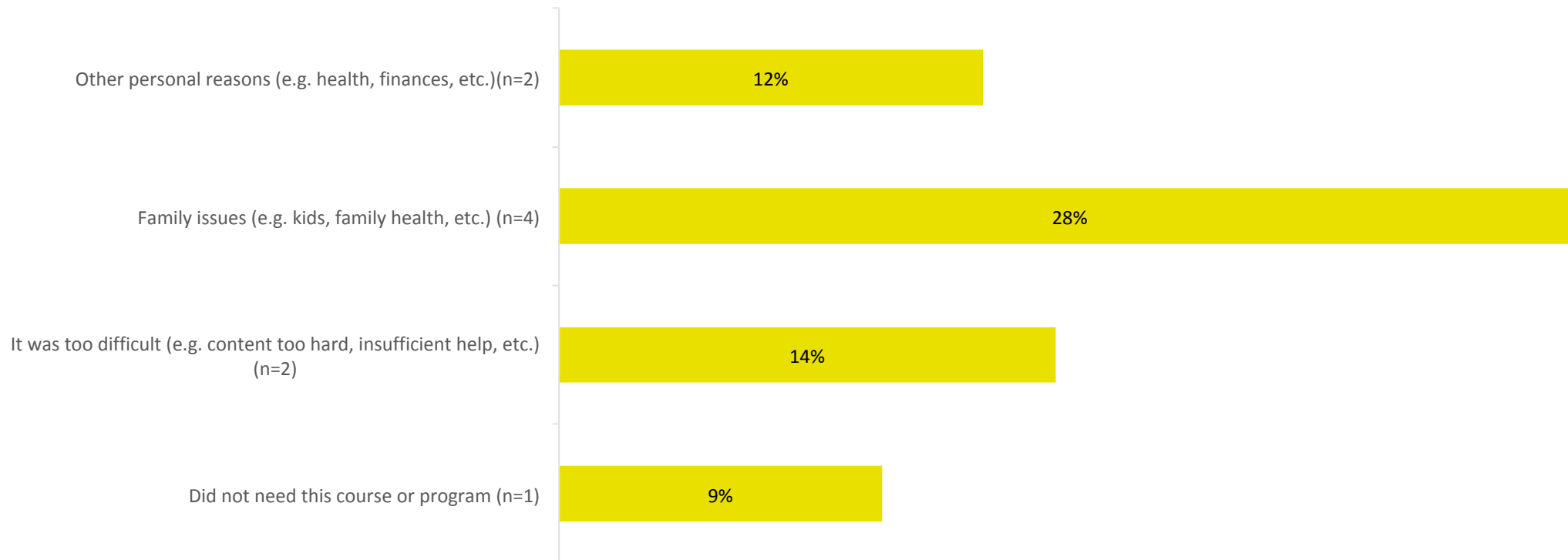
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*I will be done school in August and will no longer need any services. However, I may explore to what else they offer.*

*I have no money for school and the office closed in my community.*

# Reasons Why Respondents Did Not Complete the Course or Programs

- Over a quarter (28%) of respondents indicate family issues prevented them from completing the course or program they registered in.
- A few respondents indicate other personal reasons (12%), such as health and finances, prevented them from completing the course or program while others said it was too difficult (14%).



Q4. Why did you not complete the course or program that you were registered in? (N=9)\*

Base: Q3. How many course(s) did you complete? (N=102)

\*Caution: Small Sample Size

Non answer = 54%

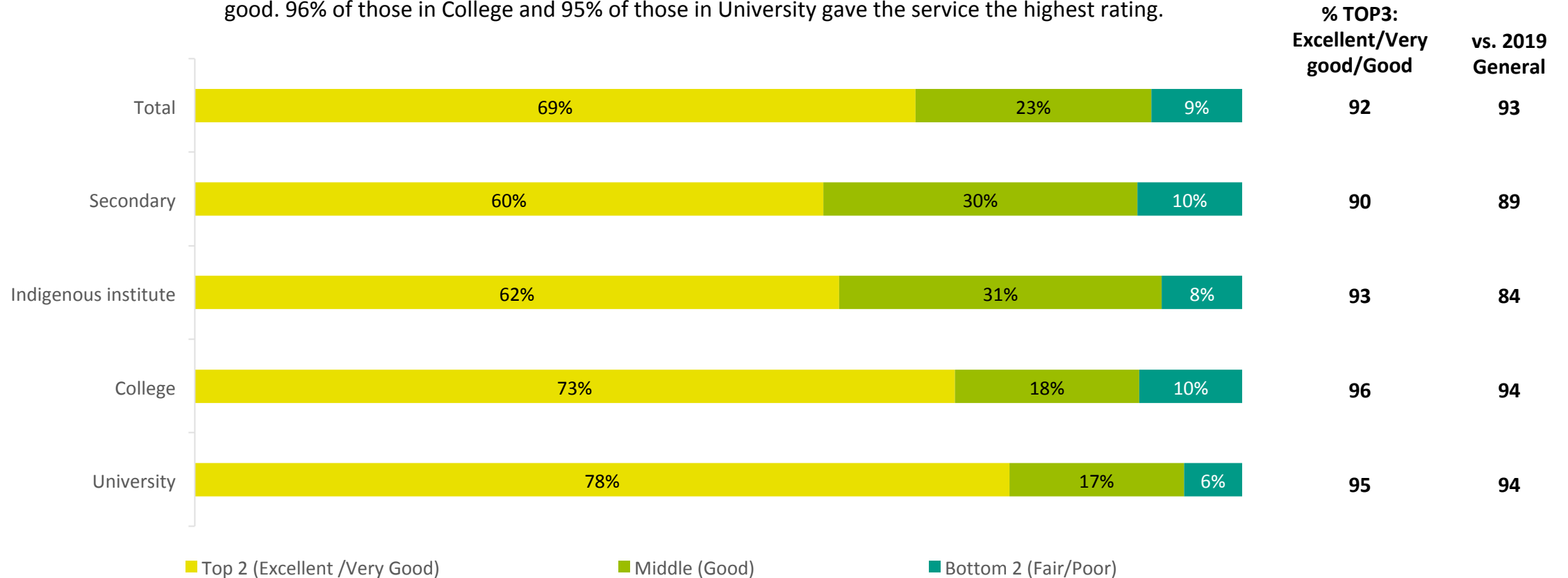


# SERVICES USED

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# Information on Available Online Courses and Study Options

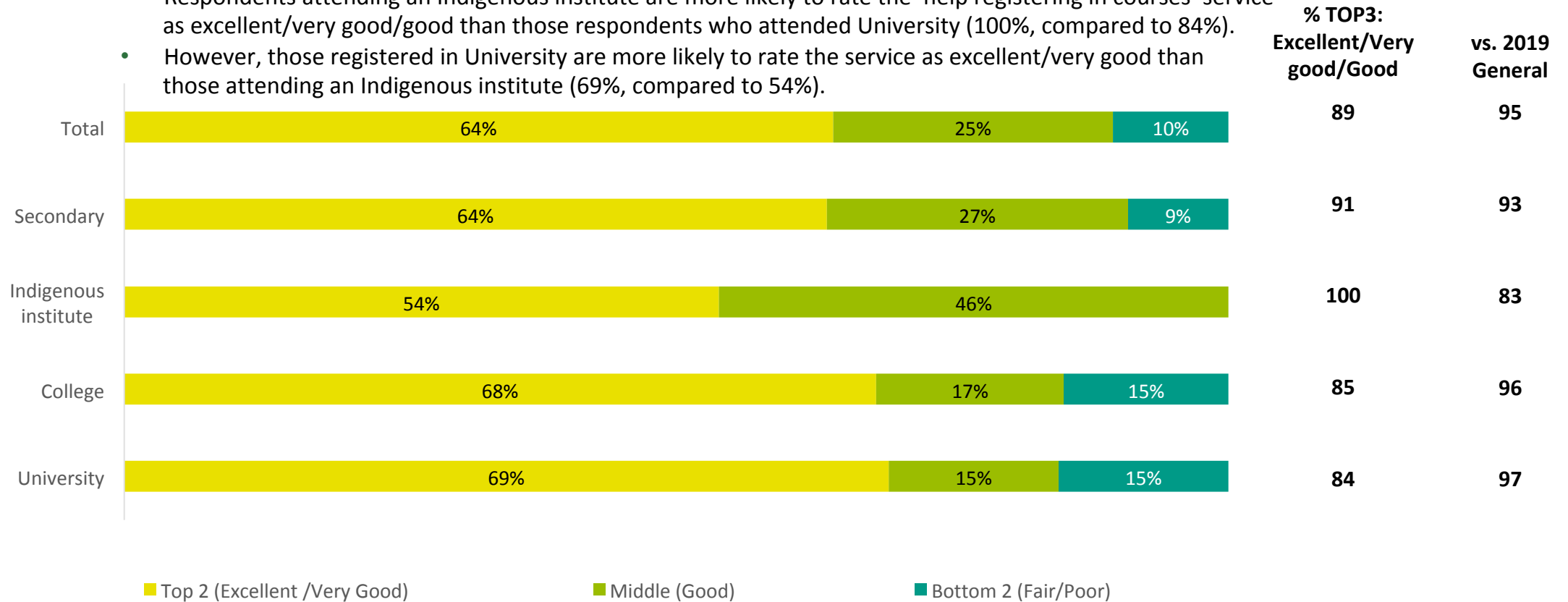
- 9-in-10 respondents rate the information available on online course/study options as excellent/very good/good (92%), which is a similar to the 2019 General Survey (93%).
- Respondents who enrolled in University or College were more likely to rate the service as excellent/very good/good. 96% of those in College and 95% of those in University gave the service the highest rating.



Q11A. How would you rate the following Contact North | Contact Nord services?  
 Information on available online courses and study options (N=92)\*  
 \*Of those who used the service

# Help Registering in Courses

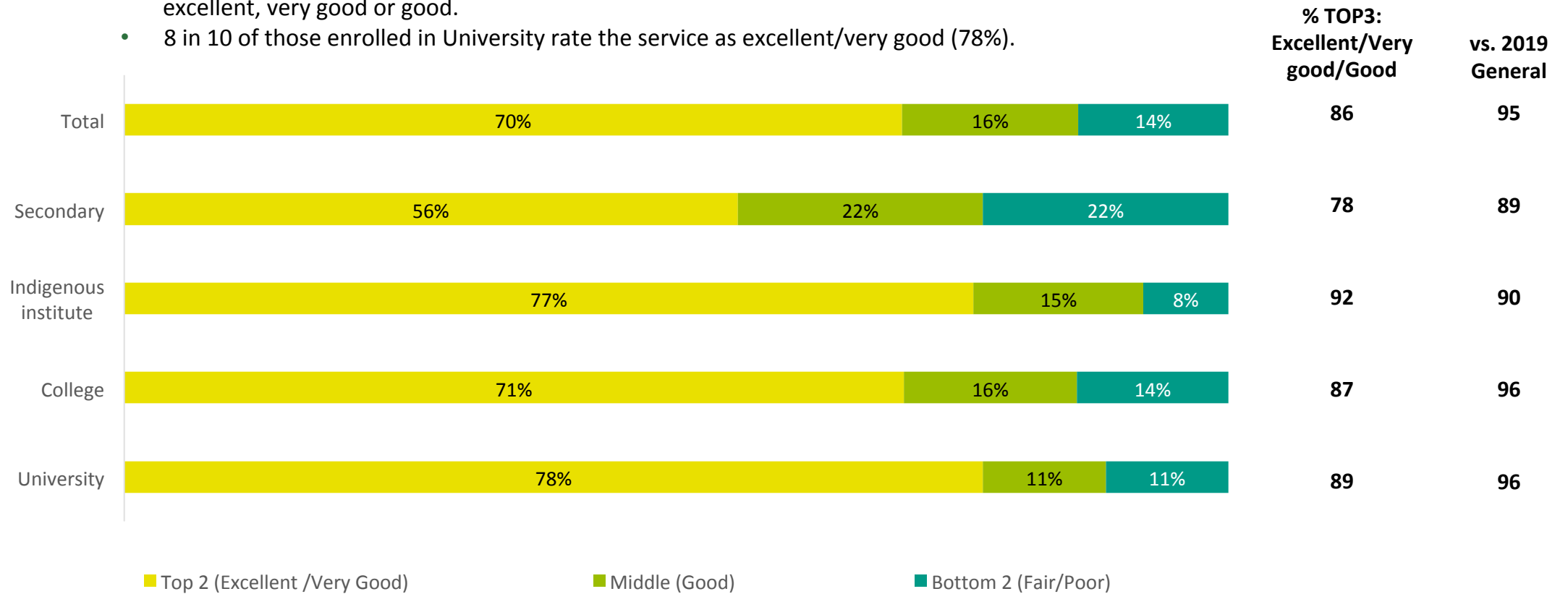
- Overall, over 9 in 10 respondents rate the ‘help registering in courses’ service as excellent/very good/good (89%).
- Respondents attending an Indigenous institute are more likely to rate the ‘help registering in courses’ service as excellent/very good/good than those respondents who attended University (100%, compared to 84%).
- However, those registered in University are more likely to rate the service as excellent/very good than those attending an Indigenous institute (69%, compared to 54%).



Q11B. How would you rate the following Contact North | Contact Nord services?  
 Help registering in courses? (N=86)\*  
 \*Of those who used the service

# Support from Staff in the Online Learning Centre

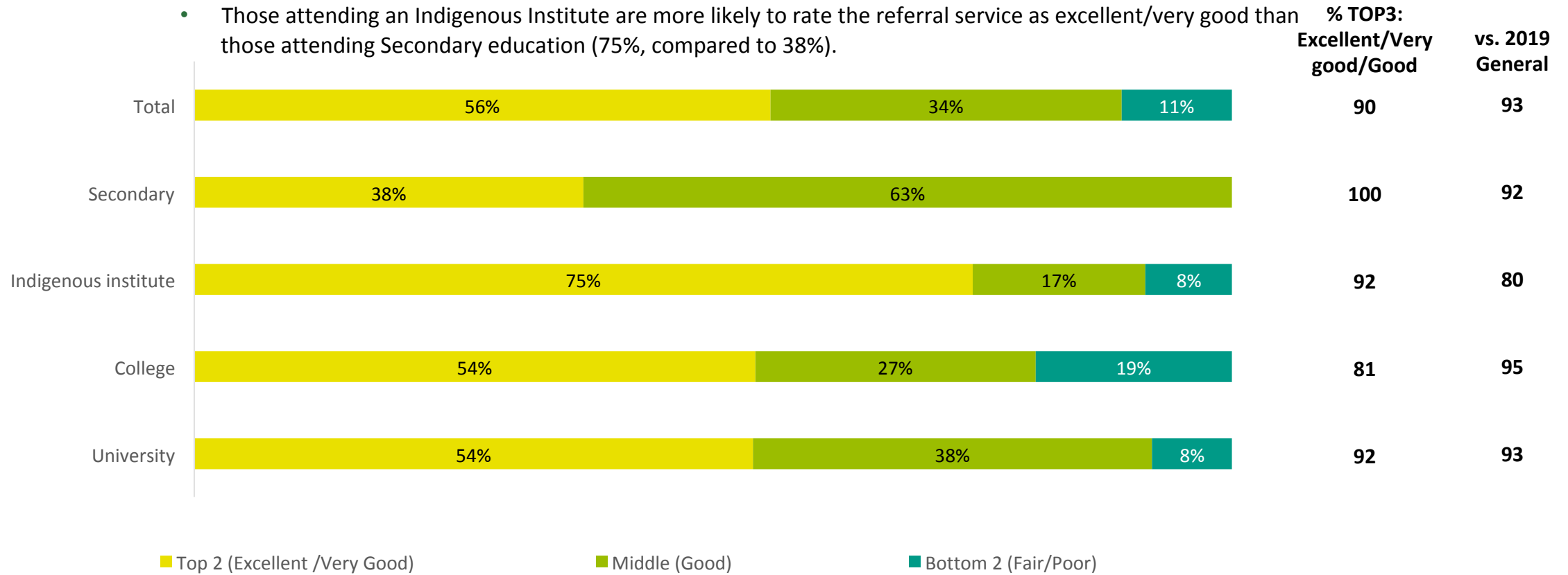
- Overall, 86% of respondents rate 'support from staff in the online learning centre' as excellent, very good or good.
- 9 in 10 (92%) those enrolled in an Indigenous institute rate 'support from staff in the online learning centre' as excellent, very good or good.
- 8 in 10 of those enrolled in University rate the service as excellent/very good (78%).



Q11C. How would you rate the following Contact North | Contact Nord services?  
 Support from staff in the online learning centre(N=90)\*  
 \*Of those who used the service

# Referrals for Local Support Services

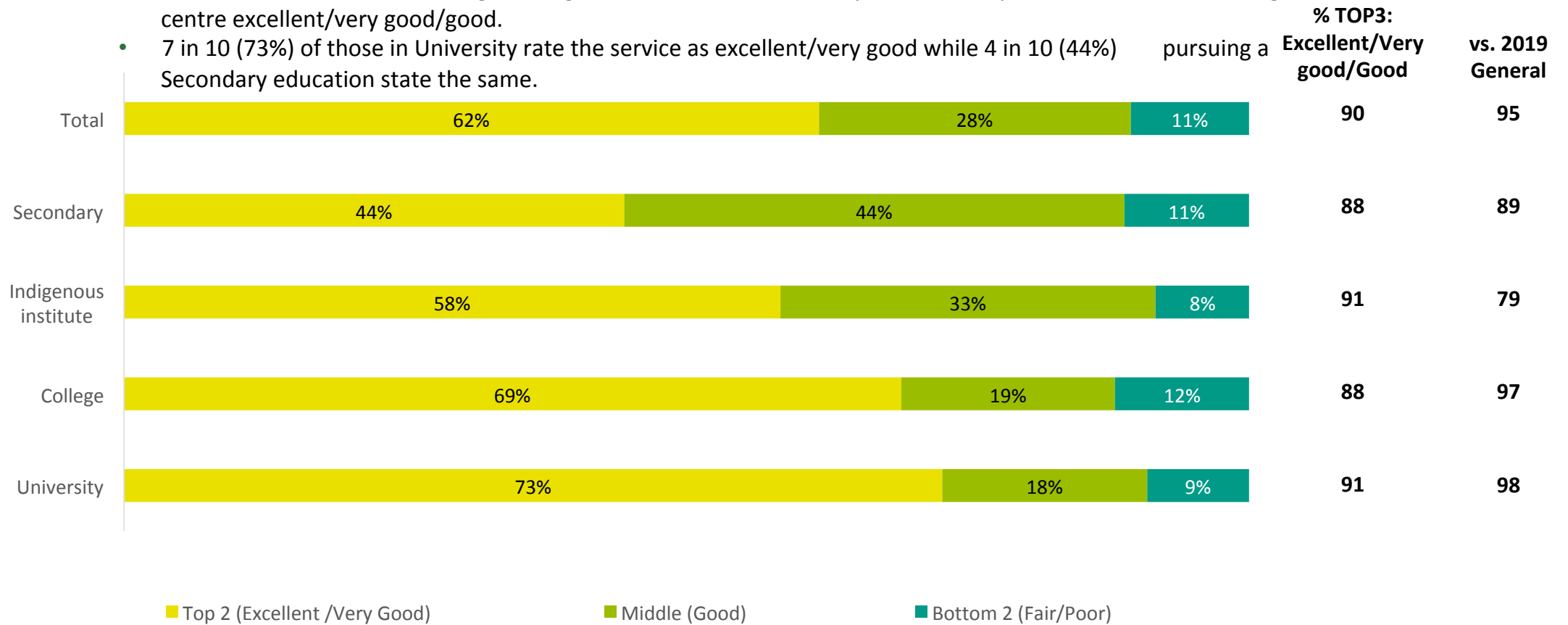
- Overall, 90% of respondents rate referrals for local support services as excellent/very good/good.
- All (100%) attending an Indigenous institute rate the service as excellent/very good/good while 8 in 10 (81%) attending College state the same.
- Those attending an Indigenous Institute are more likely to rate the referral service as excellent/very good than those attending Secondary education (75%, compared to 38%).



Q11D. How would you rate the following Contact North | Contact Nord services?  
 Referrals for local support services (N=72)\*  
 \*Of those who used the service

# Computers at an Online Learning Centre

- Overall, 9 in 10 (90%) rate the computers at an online learning centre as excellent/very good/good.
- 9 in 10 (91%) of those attending an Indigenous institute or University find the computers at an online learning centre excellent/very good/good.
- 7 in 10 (73%) of those in University rate the service as excellent/very good while 4 in 10 (44%) pursuing a Secondary education state the same.

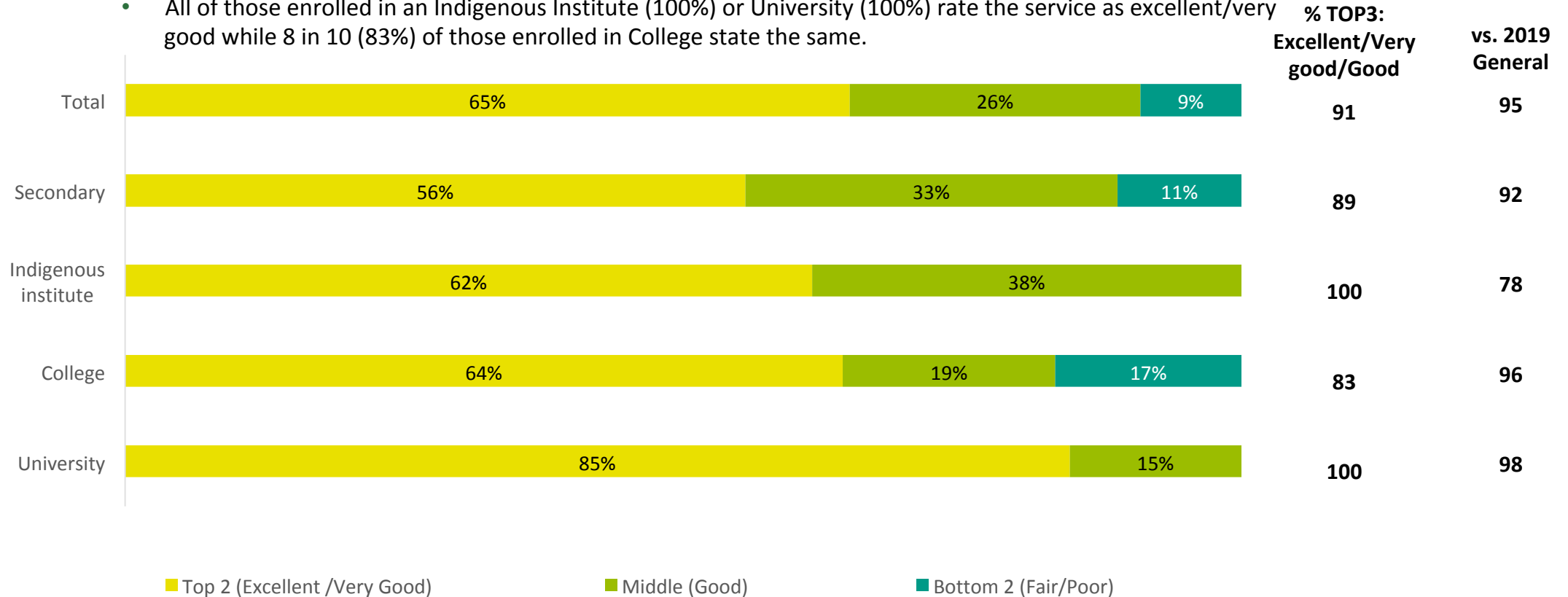


Q11E. How would you rate the following Contact North | Contact Nord services?  
 Computers at an online learning centre (N=76)\*  
 \*Of those who used the service



# Internet Access at an Online Learning Centre

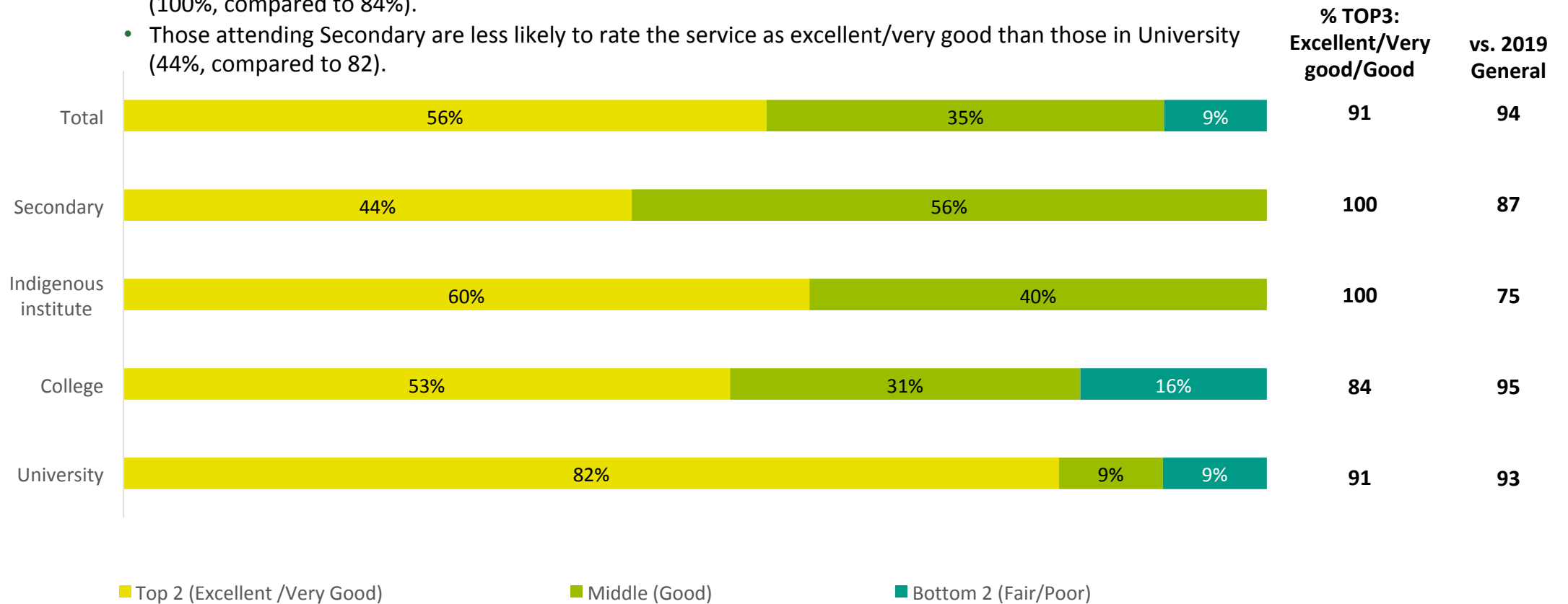
- Overall, 9 in 10 (91%) respondents who use internet access at an online learning centre rate the service as excellent/very good/good.
- All of those enrolled in an Indigenous Institute (100%) or University (100%) rate the service as excellent/very good while 8 in 10 (83%) of those enrolled in College state the same.



Q11F. How would you rate the following Contact North | Contact Nord services?  
 Internet access at an online learning centre (N=79)\*  
 \*Of those who used the service

# Web Conferencing Platform

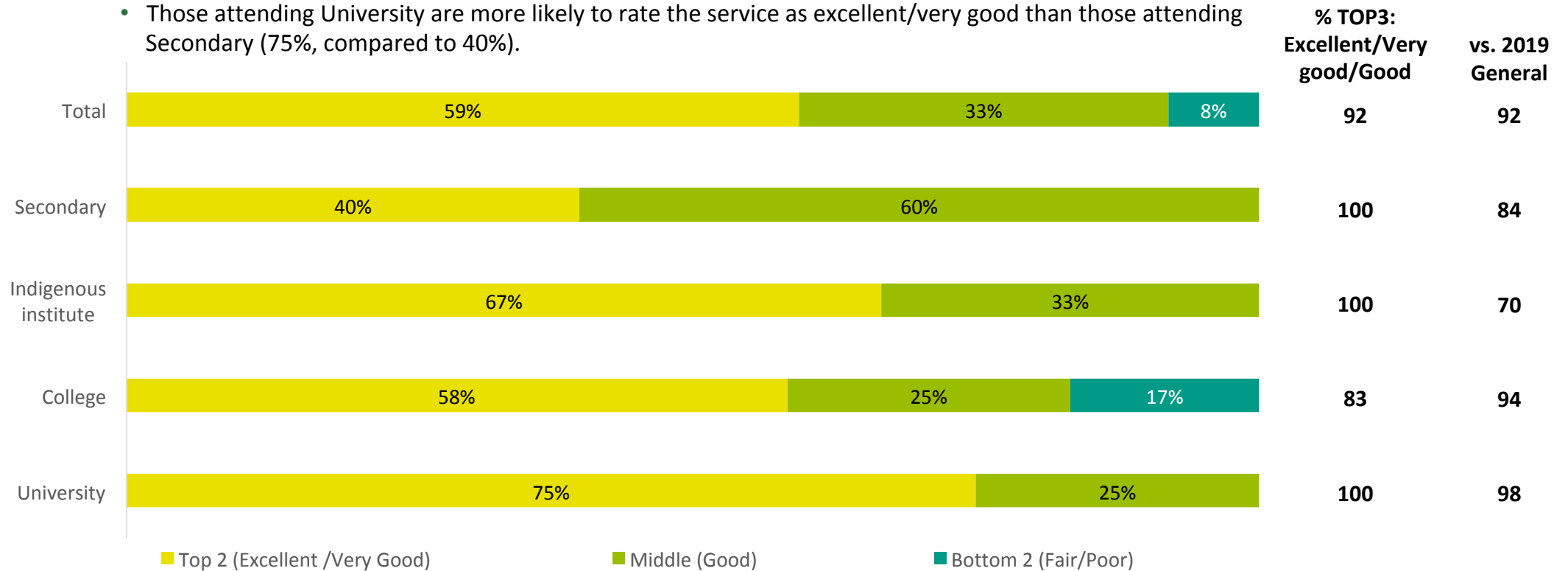
- 9 in 10 (91%) of respondents rate the web conferencing platform as excellent/very good/good.
- Those enrolled in Secondary education or an Indigenous institute are more likely to rate the web conferencing platform at an online learning centre or from home as excellent/very good/good than those attending College (100%, compared to 84%).
- Those attending Secondary are less likely to rate the service as excellent/very good than those in University (44%, compared to 82%).



Q11G. How would you rate the following Contact North | Contact Nord services?  
 Web conferencing platform (Saba or Adobe Connect) at an online learning centre or from home (N=78)\*  
 \*Of those who used the service

# Videoconferencing

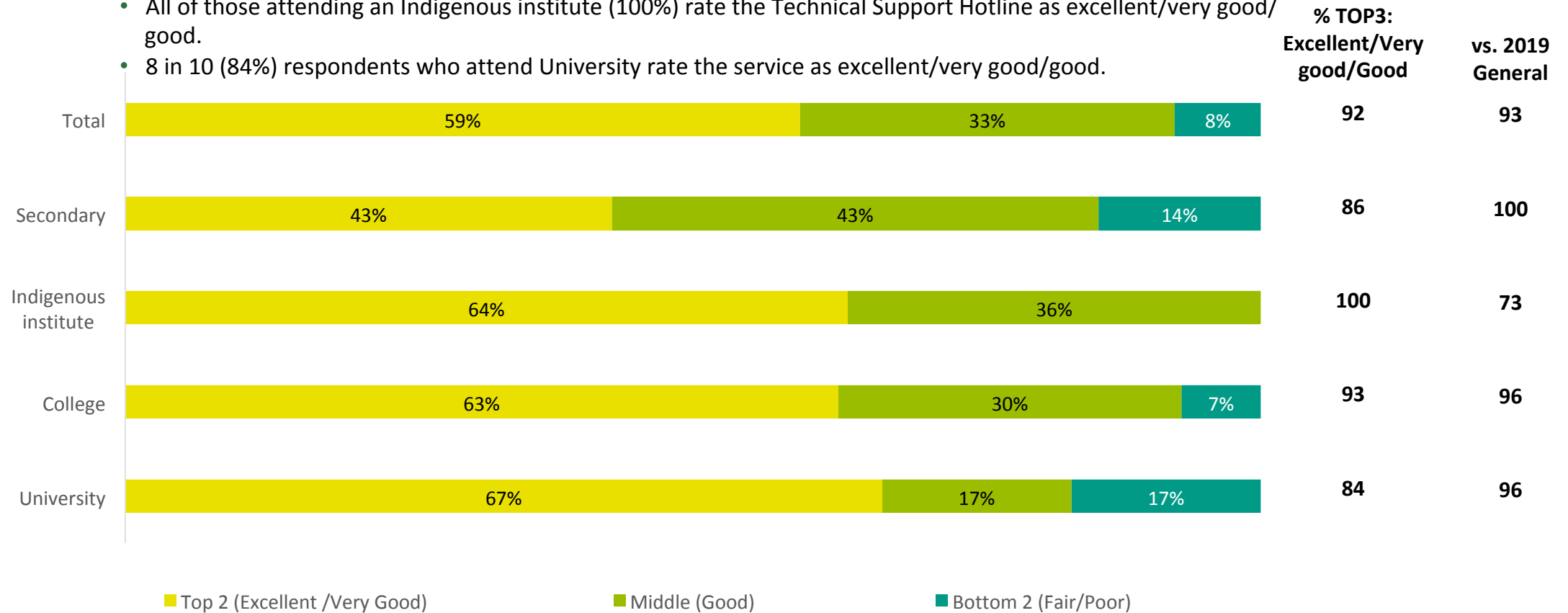
- Of those who used the service, 9 in 10 (92%) rate the videoconferencing service as excellent/very good/good, which is the same proportion as the 2019 General Survey.
- All (100%) attending Secondary, Indigenous institute or University rate the videoconferencing platform as excellent/very good/good.
- Those attending University are more likely to rate the service as excellent/very good than those attending Secondary (75%, compared to 40%).



11H. How would you rate the following Contact North | Contact Nord services?  
 Videoconferencing platform at an online learning (N=57)\*  
 \*Of those who used the service

# Technical Support Hotline

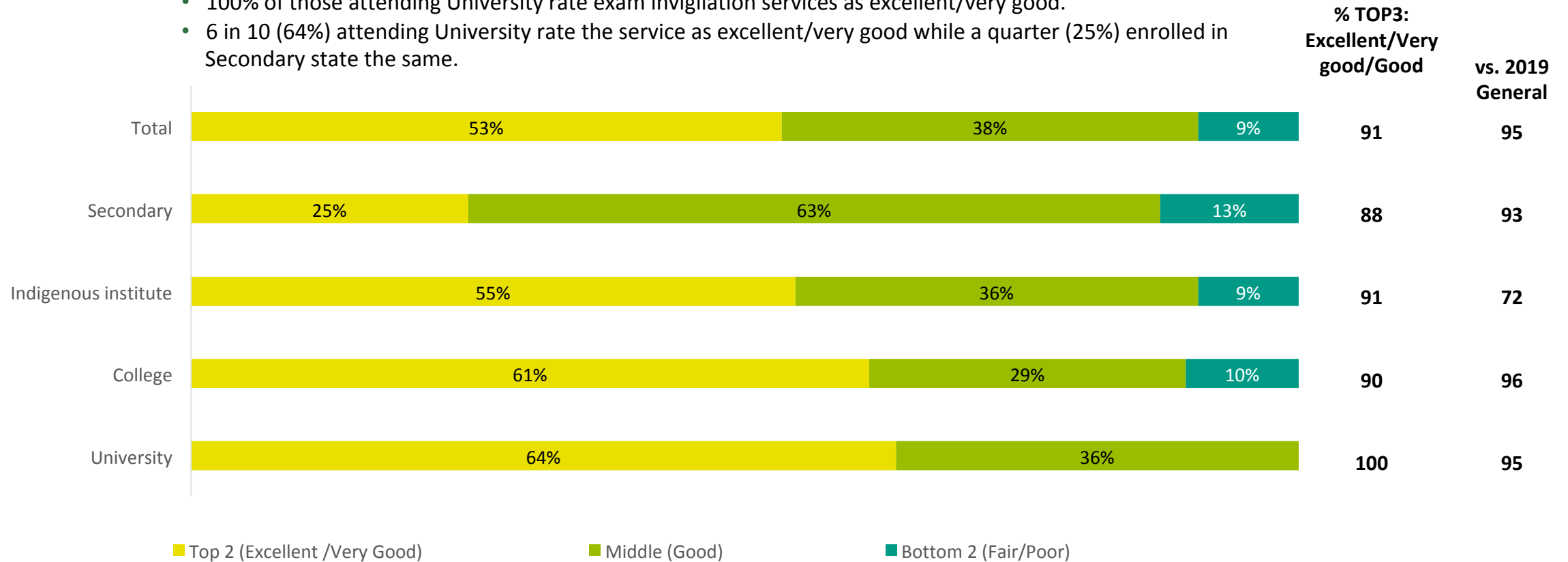
- Overall, 9 in 10 (92%) rate the service as excellent/very good/good, a similar proportion as the 2019 General Survey.
- All of those attending an Indigenous institute (100%) rate the Technical Support Hotline as excellent/very good/good.
- 8 in 10 (84%) respondents who attend University rate the service as excellent/very good/good.



Q11I. How would you rate the following Contact North | Contact Nord services?  
 Technical Support Hotline (N=67)\*  
 \*Of those who used the service

# Exam Invigilation Services

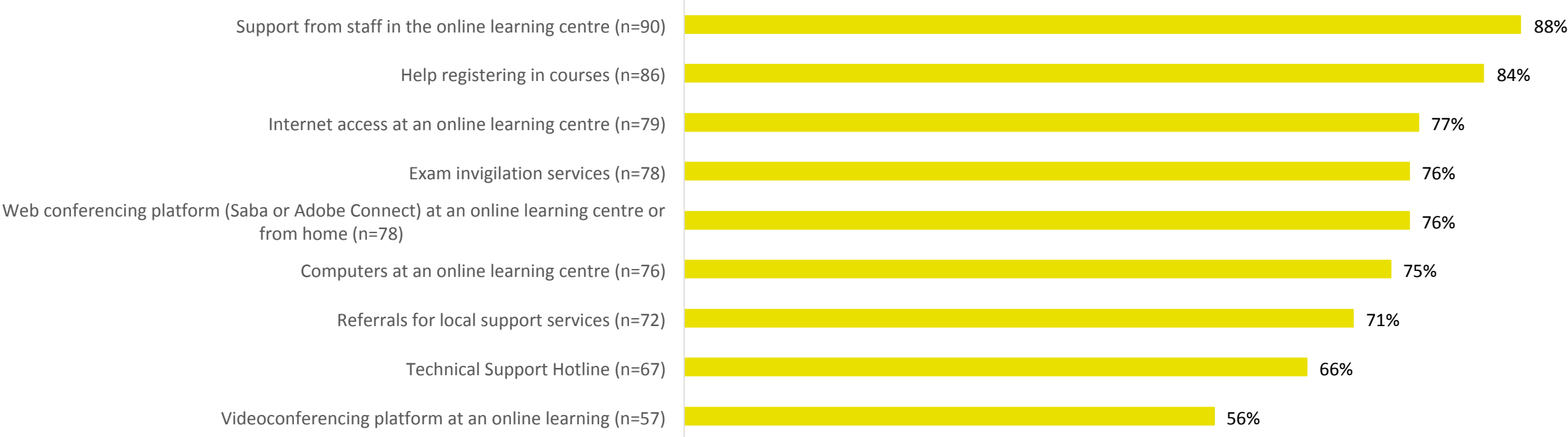
- Overall, 9 in 10 (91%) of respondents rate the service as excellent/very good/good.
- 100% of those attending University rate exam invigilation services as excellent/very good.
- 6 in 10 (64%) attending University rate the service as excellent/very good while a quarter (25%) enrolled in Secondary state the same.



Q11J. How would you rate the following Contact North | Contact Nord services?  
 Exam invigilation services (N=78)\*  
 \*Of those who used the service

# Services Used

- 9 in 10 (88%) of respondents received support from staff in the online learning centre while 8 in 10 (84%) received help registering in courses.
- 7 in 10 (77%) used the Internet access at an online learning centre with a similar proportion who use the exam invigilation services (76%) and the web conferencing platform (76%).
- Over half (56%) used the videoconferencing platform at an online learning centre.

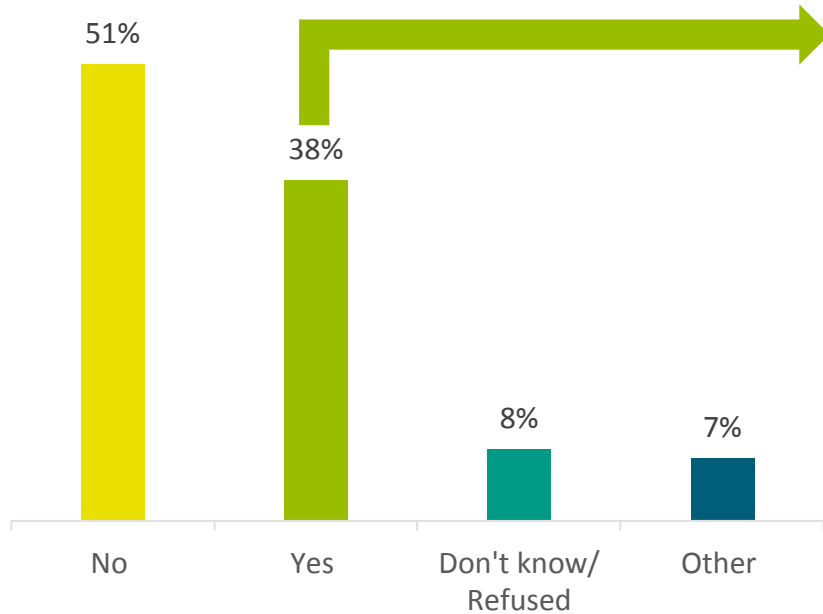


Q11A-Q11J. How would you rate the following Contact North | Contact Nord services?  
 Respondents who used services (N=57-92)

# Services Contact North | Contact Nord Can Provide

- 1 in 2 respondents indicated they do not have any recommendations for Contact North | Contact Nord about other services that could be provided in order to help the respondent to complete their courses (51%).
- Over a third (38%) provide a recommendation, a few indicate Contact North | Contact Nord could provide 'more/better information' regarding locations and schedules (4%).

Are there services that could be provided?



Services that could be provided\*



Q13. Are there other services Contact North | Contact Nord can provide to help you when completing courses? (N=102)

\*Of the services that could be provided, use caution as the sample size for each service is <30

# Services Contact North | Contact Nord Can Provide

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Respondents from the qualitative discussions were asked to provide suggestions on other services they would like to see Contact North | Contact Nord provide. Following are their suggestions:

- Provide a **standard computer course** to help students better understand how to use all the programs (e.g. Google Docs, Blackboard, Saba, etc.).
- **Improve the technology available at the online learning centres.** This includes improving the Internet speed to avoid lagging/connection issues.
- **Make the course descriptions more detailed** (e.g. include course syllabus).
  - This will help minimize the requests to Contact North | Contact Nord staff for more information.
  - Include an “estimated cost of the program”. This will help avoid surprise costs like travel for mandatory labs.
- Have **better communication with the educational institutions that inform Contact North | Contact Nord of the student’s class status** (e.g. course complete)
- **Provide tutors** to help students if they are struggling.
  - This could include a helpline (phone line to call when help is needed).
- **Provide a subsidy or other financial assistance** to those who would like to take classes but cannot cover all the associated costs.
- **Have support staff available by phone outside of normal business hours.**



*I think having the pre-program for learning the technology would allow students to learn about the possible platforms that they may be using. I consider myself to be fairly tech savvy, but Blackboard, for example, threw me for a bit of a loop. I was still learning more about it even on the last day of class. I think that having a pre-program like this would benefit many people and would offer them a lot of exposure to the relevant platforms.*

*As far as improving services I would say that having a real person to talk to outside of typical business hours would likely have a major impact on student learning, especially when taking care of family takes up the majority of your typical 'business day'... feeling like there isn't support can be a huge detriment to success.*



# Increasing Awareness of Contact North | Contact Nord

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In the qualitative discussions, several respondents insist Contact North | Contact Nord needs to focus on creating more awareness of their services. A few mention it took them some time to learn of Contact North | Contact Nord and they still do not feel fully aware of all the services available.

They recommend the following:

- Advertise more and highlight all the services available.
- Work with high schools to create more awareness.
- Several respondents found out about Contact North | Contact Nord through the high schools in their community.
- Continue to use billboards to advertise.
  - Several note the current billboard advertising made them aware of Contact North | Contact Nord initially.
- Utilize social media.
- Hold an open house within the communities.



*Based on my experience I would say that in my community there is a need for Contact North to be more present. It took me a long time to find them and realize that they were an option. So I'd recommend putting in place some kind of advertisement or building partnerships with other education institutions, so that referrals could be done between them.*

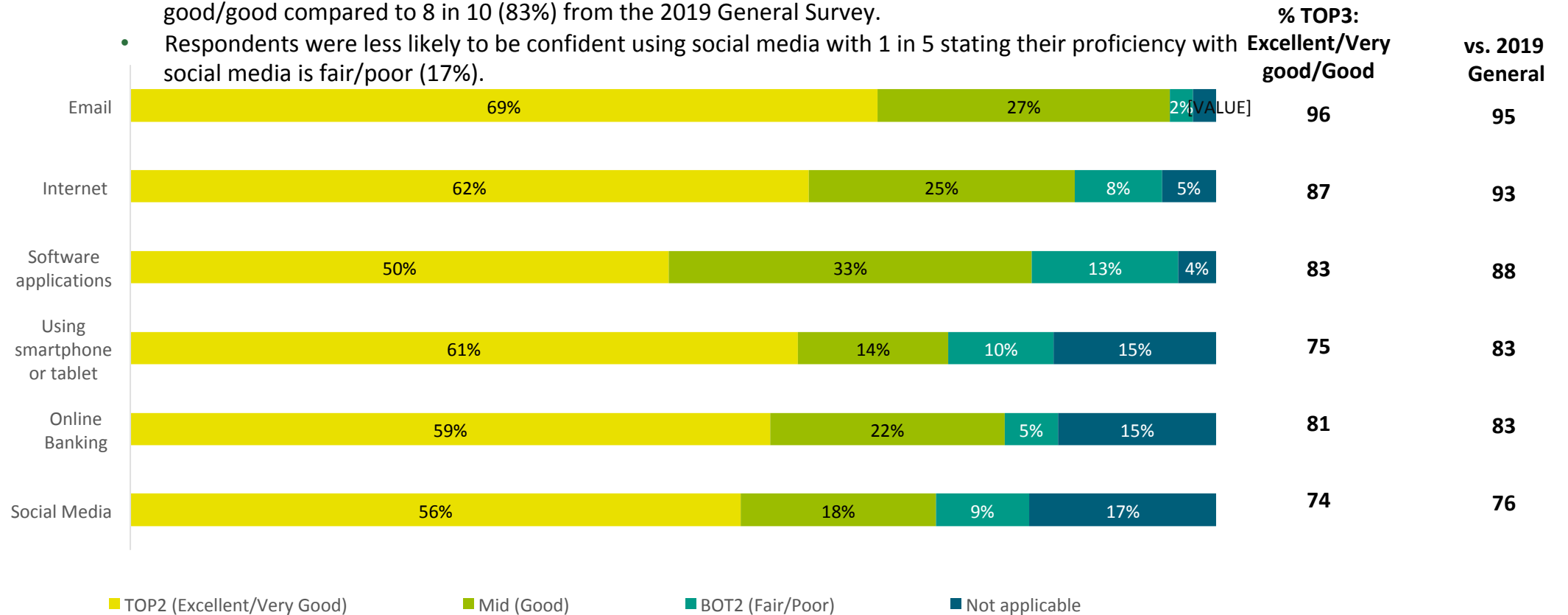


# TECHNOLOGY PROFICIENCY

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# Proficiency with Technology

- Most respondents rate their proficiency using e-mail (96%) as excellent/very good/ good, similar to the 2019 General Survey (95%).
- Three quarters (75%) of respondents state their proficiency with software applications is excellent/very good/good compared to 8 in 10 (83%) from the 2019 General Survey.
- Respondents were less likely to be confident using social media with 1 in 5 stating their proficiency with social media is fair/poor (17%).



Q12A – F. Overall, how would you rate your proficiency with the following technology and applications? (N=102)

# Proficiency with Technology

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A few respondents in the qualitative discussions struggled with their lack of technology proficiency. Some note they were computer illiterate prior to taking their course; thus, they struggled with some basic tasks initially (e.g. how to cut and paste). Others, despite being more computer literate, recount how they struggled with taking notes online and studying from those electronic notes (e.g. they prefer to highlight on paper).

Several note, though they are computer literate, their courses required using several programs/applications they were unfamiliar with and took a great deal of time to become proficient using. They wish they had a prep course to help them learn those programs/applications in advance of their course.



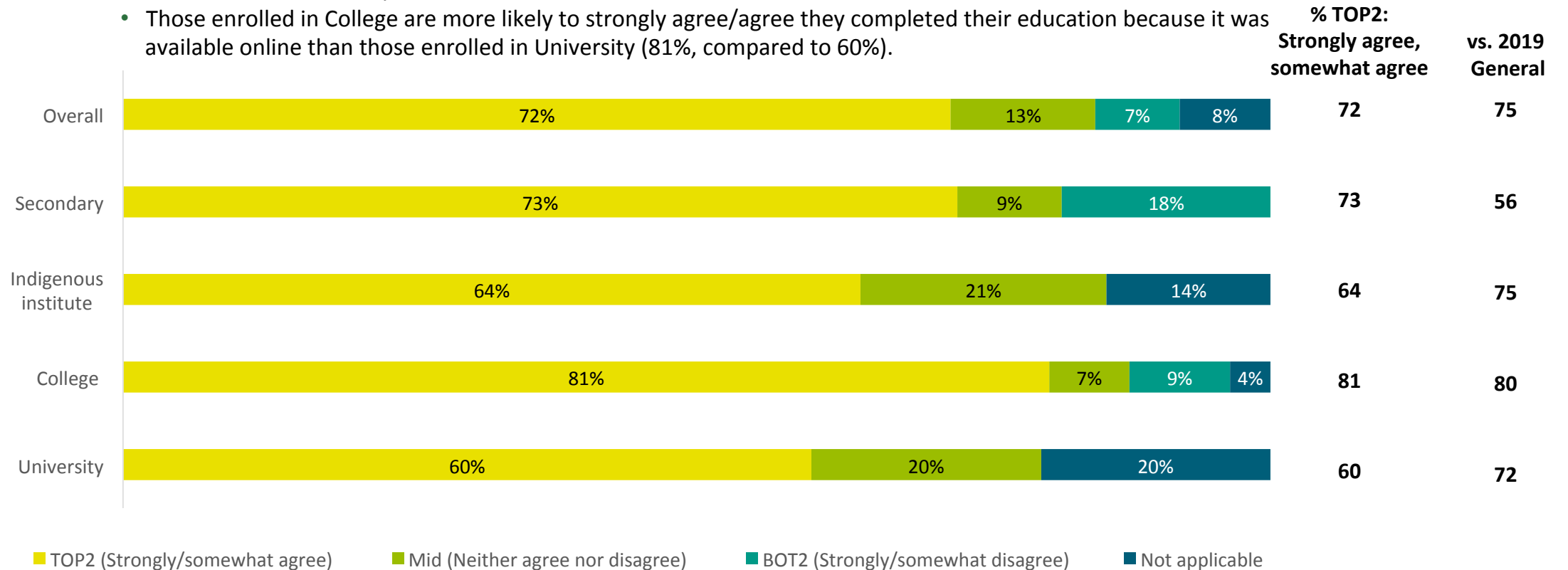
*I struggle all the time with my computer. I often have my daughter assist me.*

*With regards to “it’s hard to learn by computer”, I found it challenging to just review the material online and read the text. I tried without taking too many notes, however I found it very hard to recall the material for quizzes and assignments. Therefore, I had to take traditional notes in my own words, which helped me be more prepared for all of that.*

*I’m not a big computer person, I like to hand write and be able to go back and forth and use highlighters and sticky notes. The computer is challenging for me.*

# Completing Education Due to Online Availability

- 7 in 10 of respondents completed their education because it was available online (72%), a similar proportion as the 2019 General Survey (75%).
- Those enrolled in College are more likely to strongly agree/agree they completed their education because it was available online than those enrolled in University (81%, compared to 60%).



Q7B. Thinking about the course(s) you were registered in, please indicate how much you agree or disagree with the following statements. I completed my education because it was available online. (N=102)



# RECOMMENDATIONS

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# Recommendations

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**Note the recommendations from the participants address some, but not all barriers identified.**

## Enhancing Services

There are several opportunities for Contact North | Contact Nord to enhance the services offered to clients:

- Several of the clients would likely benefit from learning opportunities to help them feel better prepared to work on the computer in advance of their courses. It is recommended Contact North | Contact Nord consider developing, or partnering with another institution, to provide these learning opportunities. There are two topics for computer technology related prep courses Contact North | Contact Nord should consider:
  - A computer basics course – for those who have limited, or no, experience using computers.
  - A course that focuses on some of the standard programs/applications the educational institutions tend to require students to use (e. g. Word, PowerPoint, Google Docs, Blackboard, Saba).
    - If Contact North | Contact Nord is going to pursue this opportunity, it is recommended they consult several educational institutions to determine the best computer programs to focus on.
- Continue to improve to technology available in the online learning centres. This should include improving the speed of the Internet connection to help avoid lag when viewing a lecture and/or using videoconferencing.
- Provide tutoring services or point clients to reputable sources who provide those services.
  - These services could be provided remotely or over the phone to help minimize the resources required.
- Extend the hours of the Contact North | Contact Nord Student Information Hotline to ensure it is available to clients outside of business hours.

# Recommendations

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## Enhance the Course Selection Process

There is an opportunity to help clients make more informed course selections by enhancing the course descriptions. The following enhancements should be considered:

- Where possible, include a course syllabus.
- Provide an estimated cost for the course/program that includes the cost of books and is very clear whether any travel or additional expenses are required (e.g. for labs).

## Provide Information about Financial Assistance

Given there are clients who would like to take more courses, but are unable to do so because of financial limitations, Contact North | Contact Nord should provide information to students on:

- Grants, subsidies, or scholarships they may qualify for, and how to apply for them.
- The financial aid options available, and how to apply for them.
- Tips for saving for education.



# Recommendations

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## Enhancing Contact North | Contact Nord Marketing

It is strongly recommended Contact North | Contact Nord focus on creating more awareness of their services. Some opportunities to increase awareness include:

- Continuing to encourage high schools, post secondary institutions, and career/employment services to refer students.
- Continuing to use billboards to advertise, as they appear to be effective.
- Consider offering an incentive for past students who refer new clients to Contact North | Contact Nord. This could be as simple as each referral qualifies for an entry in a prize draw and/or a discount on future Contact North | Contact Nord services.

In terms of content for the marketing...

- Ensure advertising highlights the variety of services available.
- Consider highlighting some client success stories in advertising, and on social media.

# Appendix F – Social Media Reports

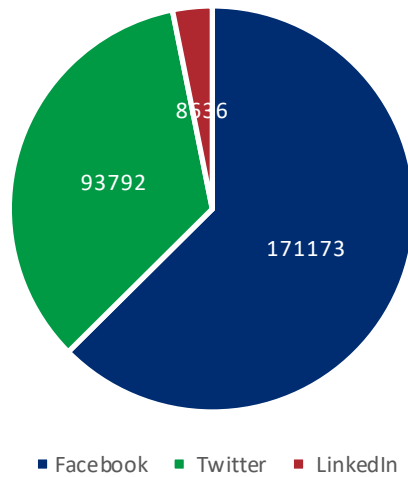
# Social Media Quarterly Report – Jul - Sep 2019

## Traffic Breakdown

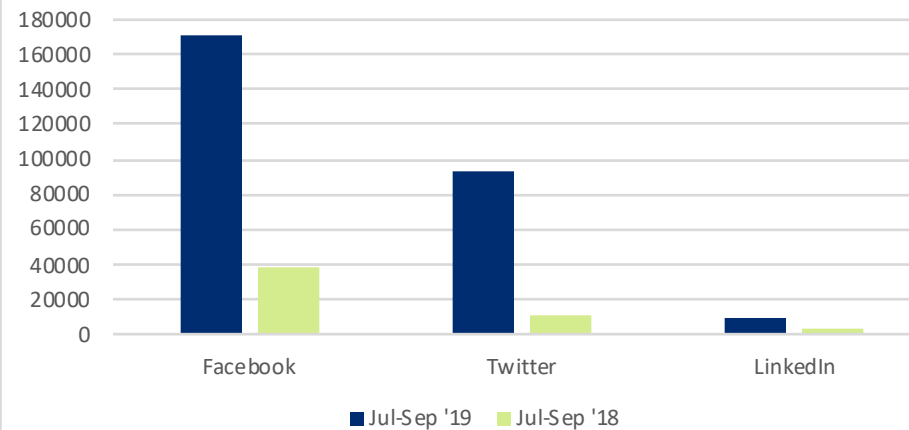
Channel	# of impressions
Facebook	171173
Twitter	93792
LinkedIn	8636

QUARTERLY COMPARISON		
Media	Jul-Sep '19	Jul-Sep '18
Facebook	171173	37989
Twitter	93792	11009
LinkedIn	8636	2763

Impressions by social media platform

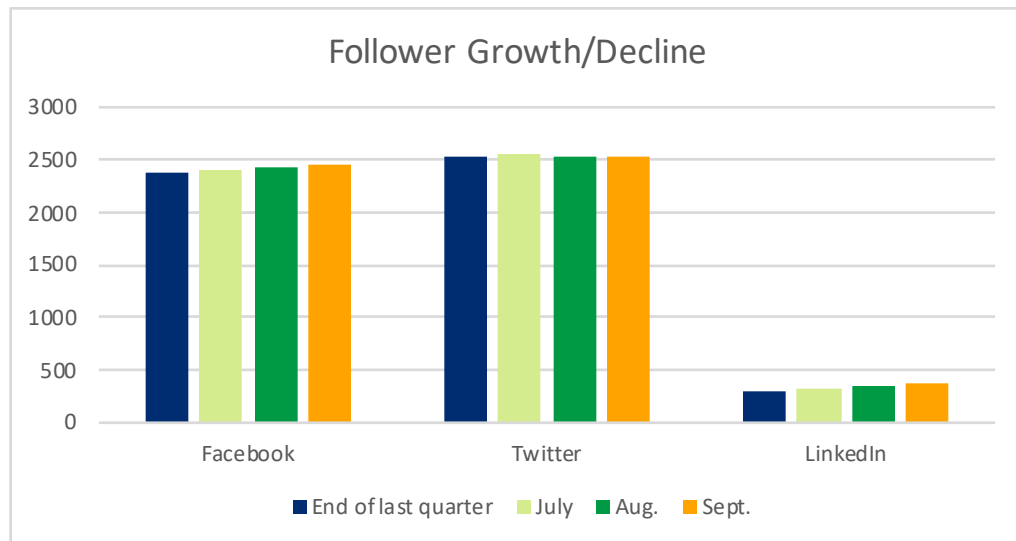


Quarterly traffic comparison



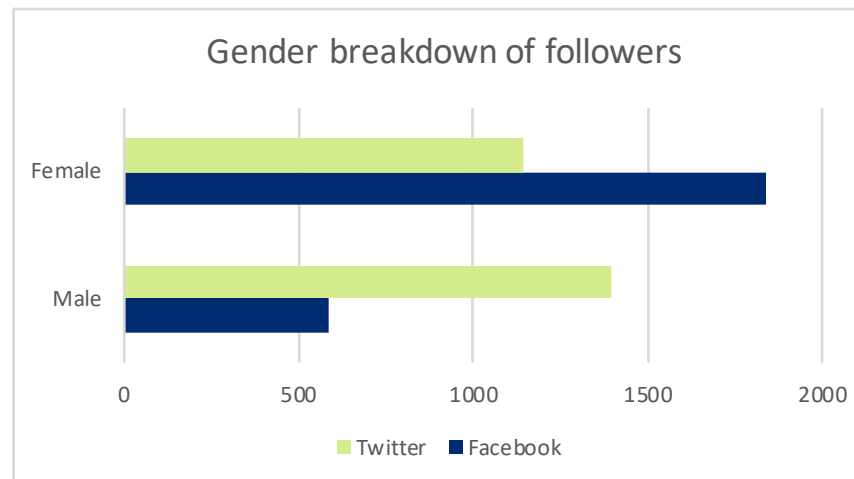
# Follower Growth

Channel	End of last quarter	July	Aug.	Sept.
Facebook	2390	2407	2428	2448
Twitter	2538	2543	2528	2539
LinkedIn	297	328	351	371



# Gender Breakdown

Channel	Male	Female
Facebook	588	1836
Twitter	1396	1143
LinkedIn	no info available	



# Number of posts

# Engagement statistics

Channel	Jul-Sep '19	Jul-Sep '18
Facebook	126	21
Twitter	154	37
LinkedIn	114	9

## Likes/reactions

Channel	Jul-Sep '19	Jul-Sep '18
Facebook	4760	1429
Twitter	491	96
LinkedIn	285	121

