

Digital Transformation Project Evaluation

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For: Alberta Association of Immigrant Servicing Agencies
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FSC is a forward-thinking centre for research and collaboration dedicated to preparing Canadians for employment success. We believe Canadians should feel confident about the skills they have to succeed in a changing workforce. As a pan-Canadian community, we are collaborating to rigorously identify, test, measure, and share innovative approaches to assessing and developing the skills Canadians need to thrive in the days and years ahead. The Future Skills Centre was founded by a consortium whose members are Toronto Metropolitan University, Blueprint ADE, and The Conference Board of Canada

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1. ABOUT THE PROJECT

A. About the Funder

Future Skills Centre fund this project. (FSC). FSC is dedicated to helping Canadians gain the skills they need to thrive in a changing labour market. They have 3 missions:

- a) To support, test, and mobilize knowledge about projects that help Canadians make informed decisions about the skills needed for the future as they adapt to the changes in the labour market.
- b) To increase access for in-demand quality training and supports that address the changing nature of work, especially for underrepresented and disadvantaged groups (such as persons with disabilities, racialized groups or individuals in certain sectors and occupations)
- c) To support transformative labour market policy and program innovation to ensure that the Canadian's labour market and training systems remain future fit

FSC also measures outcomes using a few frameworks including:

- a) **Shared Outcome Framework:** allows Future Skills Centre to measure and compare the performance of individual projects, groups of projects based on project type, sector, or target population, and estimate the collective impact of all funding projects. Outcomes include:
 - Intermediate outcomes that reflect participant experience and capture milestones such as program completion e.g., program completion, participant satisfaction, etc.
 - Long term outcomes such as employment and educational outcomes that measure the long-term effectiveness of each innovation project e.g., skills gained, specific credential attainment, etc.
 - Customized outcomes, which are outcomes that are likely to occur in a large number of projects, but for which indicators and measurements will differ by project e.g., employment and retention, earnings, benefits, job satisfaction, credential attainment, etc.
- b) **Socio-Demographic Measurement Framework:** Includes participant characteristics across all innovation projects, including data on participants' employment history and socio-demographic characteristics. Consistent with a Gender-based Analysis Plus (GBA+) approach, this framework helps assess how individuals with different labour market trajectories and multiple identity factors –gender, race, disability—experience each intervention. It also helps to report on mandates to improve outcomes for youth and underrepresented groups. E.g., gender, age, location, marital status, education, employment, earning, work history, income sources, etc.
- c) **Common Employer Outcomes Framework:** this is used to measure experiences, outcomes, and impact from the employer perspective. E.g., program satisfaction, hire quality, retention, sector, business size, location, etc.

B. About the Client

The Alberta Association of Immigrant Serving Agencies (AAISA) received funded from FSC to run the Digital Transformation Project which will be discussed below. AAISA is a non-profit umbrella organization that has represented, supported, and advocated for Alberta's settlement and integration sector since 1980. Collectively, AAISA member agencies offer services to newcomers in over 40 municipalities across the province. AAISA's mandate is to build sector capacity to serve newcomers by providing access to relevant and meaningful professional development opportunities, engaging the sector on issue-based initiatives, and by undertaking research to build understanding of context and emerging needs.

AAISA's mission is to facilitate collaboration and leadership within the settlement sector. AAISA's vision is to be an inclusive, welcoming, and engaged society.

C. About the Subcontractor

7V Consulting is contracted to AAISA to conduct an evaluation on the Digital Transformation Project which will be discussed below. 7V Consulting is owned by Pamela Vang, a consultant who has her MBA and her Masters in Big Data and Business Intelligence. She has 12 years of experience in operations and strategy. 7V Consulting's vision is to be a valued partner for their clients and an asset to the community. 7V Consulting's mission is to help clients create their futures. They value commitment—holding true to what they can deliver. They value excellence – the provide the best services. They are innovative—the make a difference. They value continuous improvement—they are never satisfied with the status quo.

7V Consulting's evaluation must include 5 elements:

1. Process Evaluation - Contractor to collect information from project lead to generate a) a business process model illustrating the current work processes for converting a single course along with steps with identifying stakeholders and dataflow b) A set of recommendations based on observations and process outcomes to enhance the process
2. Outcomes Evaluation - Evaluate how well the program is achieving objectives by measuring results by generating: a) A well defined list of objectives b) Measure how objectives will be achieved using qualitative and quantitative methods c) Analyze the results and generate a list of recommendations
3. Economic Evaluation - Review quarterly reports to report if A) Resources are being used in the program correlate to achieved outcomes.
4. Impact Evaluation – Report long term impacts and the degree to which the program meets the ultimate goals.
5. Summary – Write a summary to reflect the overall evaluation and present in an infographic format.

D. Project Summary

This project, Digital Transformation Project, will transform existing employment programming from in person to online delivery for AAISA's 54 member agencies. Members will submit the current programming content to AAISA that they are no longer able to deliver due to remote and virtual service delivery standards and will receive fully virtual, online versions of their programming in return. AAISA will transform 20 employment training programs for member agencies across the province during the length of this program.

E. Summary of Activities

AAISA will work with FSC and their consortium partners to develop an online platform that will serve as the foundation to take existing employment training programming at newcomer serving agencies across Alberta and transform it for virtual, online delivery. The framework developed by the partnership will allow for AAISA to take the existing and proven programming developed at its member agencies and allow for those agencies to be able to deliver them remotely. AAISA staff will lead the content creation and transformation within the framework created, with each course and platform tested before being returned to its respective agency. FSC and their consortium partners will also be part of the review process, to guide AAISA and ensure the course and platform are operationally efficient and user friendly. AAISA will then use a third-party evaluator to determine the impact of the program.

F. Project Objectives

The project objectives include:

1. Increase in member agencies' capacity to deliver online employment programming
2. Increase number of newcomer employment programming available to newcomers in Alberta
3. Increase number of newcomers to Alberta accessing employment programming
4. Increase reach of employment programming for AAISA's member agencies
5. Increase breadth of available employment programming available to newcomers in rural areas and small centres in Alberta
6. Increased digital literacy and capacity at newcomer servicing agencies across Alberta
7. Increased employment for Newcomers in Alberta

G. Expected Results

The expected results include:

1. Transform and Creation: Transform and create 20 employment training programs
2. Quality and Access: Increase quality, availability, and access to employment programming for newcomers throughout Alberta
3. Capacity: Increase operating capacity of member agencies
4. Collaboration: Increase the number of inter-agency collaboration

2. Evaluation Process

To evaluate the Digital Transformation Project, 4 criteria evaluations were identified: process, outcomes, economics, and impact.

To evaluate the process of the project the following steps were used:

1. Review policies and procedures (if applicable in advance)
2. Book a one on one with lead
3. Interview lead. Questions will include:
 - a) Walk me through the internal processes from start to finish of how someone gets involved in the program. Is there a manual or a policies / procedure?
 - b) What LMS did you end up using? Why? What are the costs associated with it? On the back-end side, how many users can be on at one time before lags start happening or it crashes? Time, ease of using the LMS. Does it collect data you can use for the future? Does it have testing capabilities?
 - c) What were the covid impacts to your programming?
 - d) If I am a student, what are the process for me to access? What support do I have? Is this easy to use? Are there language barriers? Ability to translate. Ability to be read in my language?
 - e) If I am an agency, what is the process for me to access? What support do I have? Are the administrative processes easy or hard to use?
 - f) Did you face any challenges during this year?
 - g) Were there any successes?
 - h) Is there anything you would change?
 - i) How was the feedback so far?
 - j) Were there any tech hiccups?
 - k) How did you recruit organizations? How did they hear about your services?
 - l) Did you handle the budget as well? If so, how were the monies used? Etc.
 - m) What support was given?
 - n) What collaborations were available? How was this fostered? Mentor group, etc.?
4. Conduct a business process map.
5. Create a list of recommendations for improvement.

To evaluate outcomes, the following process was used:

1. Review grant contract to obtain list of objectives
2. Obtain and review internal documentation and surveys done internally
3. Sample questions to ask will include:
 - a) Role and Title
 - b) About organization – brief synopsis of what the organization does.
 - c) About dept. How big it was? How big is it now? Did you lose staff? Gain staff?
 - d) Did your organization have the infrastructure before to do elearning? What did you use before? What worked? What didn't work?
 - e) Did your organization consider using elearning? What were the pros and cons on why this never went through?
 - f) What would the cost be to the organization if you run your own online learning systems? What were covid cost impacts for your organization? What is the cost for you to run this program? If you have to estimate a cost value for the services rendered, what amount would you say that is?
 - g) How were you recruited into the Transform Digitally Project?
 - h) Which programs did you move over?

- i) What are the program outcomes / objectives?
 - j) How many students to you service? Age? Educational background? Etc.
 - k) Do you have any stats on the programming side?
 - l) How was the process?
 - m) Did you run into any issues with implementation?
 - n) What worked with the program?
 - o) What didn't work?
 - p) What would you like to see changed?
 - q) How has this helped your organization?
 - r) How do you think this impacted the whole sector?
 - s) Did you collaborate with other organizations?
 - t) How do you like the quality of the program? The features? The ease of use? The system itself? Level of support you received.
 - u) What do your students think of the programming? Did you see an increase in number of students enrolling in your program? Did they find it helpful? Did it increase skill? Did it increase awareness? Did it increase knowledge? Do they find this more engaging? Are they getting the skillset they need? Etc. Do you only service rural or urban areas? With the implementation of transforming digital project, did you see a change in more rural people accessing the programs?
 - v) How would you compare your student's digital literacy skills? Are they able to create online digital content and access it? Do they know how to use computer hardware and software? Are they able to the following media: text, sound, image, video and social? Are they able to create content and use it appropriately? Please provide % and describe use before you started and after you started.
 - w) Do your students find your organization to be warm and inclusive? Are the staff supportive? Do you develop positive relationships? Do they find the space conducive to learning? Do you offer varied and flexible programming? Do you have a lot of activities at your organization? Are the students engaged and participating in your learning? How is the quality of their work?
 - x) What % of your students found work? In what fields? Full time? Part time? Etc.
 - y) Will you continue to use this program? Do you plan on having more employment programs? Do you think newcomers will be more or less engaged?
4. Obtained objectives from grant application
- Increase in member agencies' capacities to deliver online employment programming
 - Increased number of newcomer employment programming available to newcomers in Alberta
 - Increased number of newcomers to Alberta accessing employment programming
 - Increased reach of employment programming for AAISA's member agencies
 - Increased breadth of available employment training programming available to newcomers in rural and small centres in Alberta
 - Increased digital literacy and capacity at newcomer serving agencies across Alberta
 - Increased employment for newcomers to Alberta
5. Identify metrics of success for each objective
- Increased capacity: we will use Pact's Organizational Performance Index (OPI). As such we will compare capacity in 4 domains: efficiency, relevance, sustainability, and effectiveness. Efficiency will look at how they deliver services and if they are able to enhance their reach. Some things that can be gleaned here will compare what they had with what they are currently using to determine capacity; were there online courses already being offered, your number of students increase. The second element relevance. It looks at are your stakeholders engaged and are they learning. For sustainability, we will look at cost, are you saving, ability to get staff and mobilize

resources, etc. Finally, we will look at effectiveness. For this we will look at are organizations achieving results and meeting standards.

- Increased programming: Will have to lean on internal dataset here as there aren't many standards or methodology to determine increase in programming. We can also ask participants if they plan to apply for more grants or plan to offer more services and use that as the evaluation.
 - Increased number of participants accessing programming: measured by surveys by number of participants accessing their data.
 - Increased reach: reach is measured by the extent a program attracts it's intended audience. As we have 54 members, we will compare to see how many are currently using the system.
 - Increase breadth: Surveyed the participants to glean results here.
 - Increase digital literacy: We used UNESCO's definition of digital literacy which has 5 elements: information literacy, computer literacy, media literacy, communication, and technology literacy. However, this has to be done from the get-go to get participants to fill out forms etc. Again, we can ask our agencies if they used this as a measurement, if not, we might have to ask pointedly: are your participants able to synthesize, access, and use digital content? Are they able to use hardware and software? Do they know how to use texts, sounds, images, videos and social? Do your participants know how to communicate critique online and create and develop stuff? And lastly, are your students able to use tools for life solutions e.g., Word, etc.
 - Increased employment: We will look at the success rate of organizations of participants finding work.
6. Measure how well objectives are being achieved
 7. Analyze results and generate a list of recommendations

To evaluate the economic factor, the following process was used:

1. Obtain all quarterly financial reports
2. Comb through grant application to find out financial budget details etc.
3. Interview key stakeholders if needed.
4. Use economic impact analysis, programmatic cost analysis, benefit-cost analysis, and cost-effectiveness analysis. Economic impact analysis measures the effect of a program on the economy. It is measured through changes in revenue, profits, wages, etc. Programming cost analysis will look the direct costs of resources used to design and implement a program including personnel time, rent, supplies, etc. Cost-benefit analysis will look at for the cost does it provide the best value for number of students we serviced and organizations we helped. Cost-effectiveness will look at are we using the cheapest, and if not the cheapest, is it justifiable and why.
5. A list of recommendations and finding will be used.

To evaluate impact, the following process was used:

1. Will obtain all documents needed: grant contract, reports, surveys, etc.
2. Ultimate goal obtained from grant is increase the quality, availability, and access of employment programming for newcomers throughout Alberta and increase operating capacity for member organization and inter-agency collaborations.
3. Measure quality: what was offered before and compare it to what is currently being offered now; we will use three domains from APT Quality which are supportive social environment, program organization and structure, and opportunities for engagement. Things we will measure include are your staff welcoming, do you provide positive

relationships. For organization is the space conducive for learning, do you offer a wide variety of programs, etc. For engagement in learning and skill building we will look at engagement and participation, quality of work, etc.

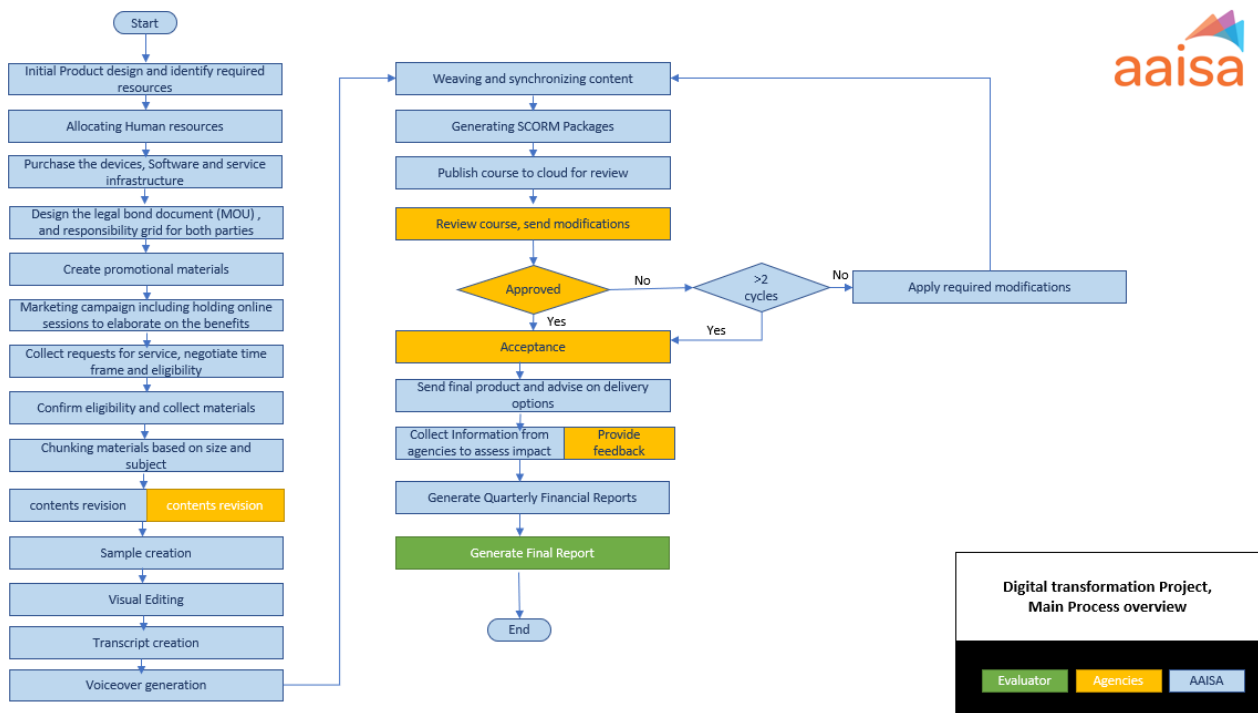
3. Data Collection

Data was collected from March 5 to March 21st. All interviews were done over Zoom with the exception of one which the Agency emailed responses to the evaluator. We did two interviews with a project lead and project stakeholder. We conducted 3 interviews with different agencies and one agency decided to send a written response.

4. Evaluation Analysis

A. PROCESS EVALUATION

When evaluating the process of how one goes through getting a course digitally transformed, the AAISA team created a flowchart for us to use.



The process starts with ensuring that marketing of the courses and eligibility requirements were sent out to the participants. An email outreach was done through the business development team who had contacts already within the 54 Membership Agencies. This email outreach and town hall mentions were highly successful as out of the 54 members who could have partook in the program, 34 showed interest which represents 60% of the membership base. Future ideas for greater success could include contacting not only the CEOs but the actual training depts. To determine interest from that level as well. Also, the old school method of picking up a phone call and calling members could also prove to be fruitful. But overall, this part of the process seemed fine.

One of the key steps in the process evaluation was the interview with the project lead. In spite of the main project lead being on leave, we were able to get a lot of valuable information from the individuals left in charge in his absence. The agencies selected for this project were already clients of AAISA, and the established relationship was valuable in the process of developing the courses. The LMS that AAISA selected for this project was ISpring. This is a very budget-friendly option, as well as effective for the needs of the project. The ISpring program is very easy to implement and consists of a link sent by the instructor or agency representative that takes the student to the course content. As it is not a student-based system, it does not have a built-in system for administering tests or evaluating or tracking student progress.

The next part of the process was to send interested individuals a package to illustrate what is needed from them and what they will get if they decide to move forward with the digital transformation process. Sometimes, the lead would book one on one sessions to walk the various stakeholders through the process as well. This was also used as a filter because while AAISA would love to help those who are designing a course, it actually serves them best and the Agencies best if they already had a course prepared with facilitator guides and notes. This part of the process could have been improved only in so much as the follow up from the lead should have been there early on to ensure project success and to manage workload and success.

One of the challenges that this project faced was the departure / leave of the main lead for the project. The project may have been overwhelming for a single person to handle, but we have not been given much information on what happened to this individual. As such, we are left to speculate. 34 organizations each with their own list of courses that they'd like digitized could easily be too much workload for one person to take on. Especially considering that even of the 4 Agencies who did move on, asked for more courses to be digitized; in theory the lead could have been looking to digitize over 68 courses plus. Some of the agencies who did move forward, mentioned wanting 7 or 4 courses digitized. In order to assist this individual, more touch-in-points with the management team could have been beneficial. Potentially, having better lines of communication could have helped this person get the required support before it reached a critical point. Maybe hiring another staff member, keeping minutes of meetings, and a strong work plan could have also assisted. Potentially having better project documentation would have helped. Potential future learning opportunities could include having more than one person having access to the emails that were being sent concerning the project, so that everyone isn't left in the dark if that one person is not available to continue work on the project. Additional staff members could have been utilized for the follow-up and day-to-day operations of the project.

From there, the agencies would then submit their PowerPoint to the AAISA project team to have it assigned to a teammate to have the courses digitized. From there, the AAISA team would complete the process of digitizing the course while providing up to 2 revisions for the agencies to review before a final product which included an ISpring link was sent to the agency as a deliverable.

At the time we conducted an evaluation of the project, the project itself was still in the process of digitizing a number of courses, and they have met with generous endorsement from the agencies they are developing them for. However, this did lead to a few issues with the evaluation process itself, as it is difficult to get honest feedback on a product that does not yet exist. We recognize this as a limitation of our evaluation considering many of the Agencies were not aware of all elearning can offer and as such were not equipped to handle hypotheticals as it was not something agencies even considered moving towards until Covid forced them to go digital to continue to service clients during lockdowns.

Several of the agencies that were interviewed indicated that the project took significantly longer than expected, as expressed by an Agency: “(the project was) late starting. I was contacted in July. It fell through the cracks however it went back up in February.” This is the kind of thing that happens sometimes, but if it becomes a trend, it can damage your reputation moving forward, and hurt the trust that these organizations have in you to execute the plans that you present to them. However, we do recognize that AAISA has strong connections with their membership and as such, overall, all participants who did have their courses digitized did lament at how much value this service brought to their organization as they do not have the capacity to execute this. We only mention this as a cautionary tale for the future. However, we aren’t as worried as the relationships between AAISA and the Agencies remain positively strong.

Some of the agencies also felt that AAISA was adding to their workload when they were at one of the busiest times of the year. What this might have indicated was should the project have gone on as requested back in April / June when agencies were originally contacted, time management and project management principles could be applied to assist in the overall management of clients and workflow issues for the agencies themselves. However, even the agencies acknowledge that it was year end for many and that they won another grant and as such, were also scrambling. As this is the nature of not-for-profits, it also might just be external pressures from the agencies onto to AAISA. Overall, the relationship with the agencies seems to be in good standing, because the representatives that were interviewed for the purpose of this evaluation were warm and welcoming, and expressed a desire to continue working with AAISA.

A couple of the agencies did mention that they had hoped to get more courses digitized, and that they were limited by the capabilities of AAISA’s project. This indicates that there may have been a much bigger opportunity to convert way more courses for this sector, if the project had a larger budget, or more staff on board. Also, some of the courses were massive, large-scale projects with huge volumes of data involved, and courses of that magnitude can be very unwieldy for one person to convert.

Some other potential areas of improvement that were highlighted by the analysis of the project structure and processes were that it’s entirely possible that AAISA was building the same course for multiple smaller organizations at the same time, and there may be an opportunity for

AAISA to hire their own instructors and build one version of each course, for AAISA themselves to teach to clients of an entire list of agencies. Another suggestion is that a teaching system could be implemented that does a better job of tracking the data of the students, and their performance on the individual assessments and their completion level on the courses themselves. It could also be beneficial to track student engagement, and participation, and make that a percentage of their final marks on the course entirely for trending purposes. We understand that at this time, this was not in scope of the project, but for a second phase of the project or third phase whereby you can grow in providing different features that could help out the membership agencies. Also, you could incorporate marks being given based on English communication skills, whether reading, writing, speaking, etc. one of the persons interviewed suggested variable speed playback, for people that have difficulty with English, and need it a bit slower.

Overall, we would say the process itself wasn't an issue at all. In fact, many agencies professed to the ease and support they received from the process. It was the lack of follow up which was mentioned often.

B. OUTCOMES EVALUATION

Objective 1: Increase in member agencies; capacities to deliver online employment programming

When evaluating for the above objective, we decided to use Pact's Organizational Performance Index (OPI). His framework looks at 4 domains: efficiency, relevance, sustainability, and effectiveness. When evaluating for efficiency we looked to see how Agencies deliver their services and if they were able to enhance their reach. As no agency used e-learning before or had the capacity for this, the Digital Transformation Project far exceeded Agencies in helping them be in a position to offer elearning from lack of funding, lack of knowledge, and lack of skillset.

Agencies are optimistic that once they have implemented the e-learning program, that more learners will be able to access it. In fact, one agency stated that the Digital Transformation Project, will "provide more learning opportunities for those who can't come in person. Those who have transportation barriers. It'll allow them easy access, or for those working, especially in the rural areas – where it takes them 1 hour to come to town. By have technology, they can access it and it's free! Learners are often unable to afford for classes. Therefore, elearning is beneficial. It's beneficial for other organizations that are very spread out in rural areas, and it is extremely beneficial for students." – Agency Response.

While no agency has yet implemented any e-learning, many are very optimistic that this will benefit their organization and increase tremendous amounts of efficiencies especially for one agency who had over 12 modules for one course which will allow them to parse the course down and allow users to digest the information in a different way.

The second domain is relevance. We measured this at looking to see if stakeholders were engaged while learning. Unfortunately, because no Agency has yet implemented this, we will evaluate this using the Agency interviewee's responses. One agency found this very easy to use as they were using this as a mini-informational session. They found no faults with the features and are thoroughly pleased with the results. Another agency is happy to just have another tool for their clients to use.

Another agency mentioned that they would like to have the speech slow down as some learners aren't able to grasp the English language that quickly and may need extra time to process. Our only suggestion for this is that AAISA potentially look at hiring on a curriculum instructor who specializes in adult education so that when designing activities, you make sure to incorporate all aspects of adult learning including appealing to the three different types of learners –visual, auditory, and kinetic learners.

Also, another way AAISA can help grow membership is incorporate the wonderful elements of e-learning into each course to help their membership produce content that is meaningful and allows learners to truly apply what is being taught to them. For example, gamification, more visually appealing pictures, to even adding in an element of fun. For example, at the Alberta Council of Disability Services, one of the activities we made the learners do was develop a game. We gave them no rule. Some of them really took to the project, others did not. What we hoped was to inspire creativity and to make you a support worker really look internally to see if the games and activities you did served the person you supported. Often times we continue to do the same thing over and over with the person we support, like take them to the library everyday, but when I put you in their shoes and make you feel what they feel, do you want to go to library every day? Is it engaging? Is it boring for you? Are you learning? I can't begin to tell you how many times while conducting accreditation at organizations, this was the constant feedback that we got from the persons with disabilities—the activities we do are repetitive and boring. I want to do more.

We also looked at sustainability which looked at the costs an Agency saves by implementing the Digital Transformation Project. As all agencies had no idea and guessed at the cost of implementing an elearning platform—it was never clearer that it wasn't even on their radar or something they considered at all. As is, many wouldn't know where to start or how to begin which means they would have to hire an expert to come in and assist them—which in itself is a lot of money. Because this also isn't on an LMS, and instead it is a video link, the costs for the Agencies to have this is minimal while the cost to AAISA creating the courses is average \$10,000 per 1 hour of content for 20 courses is \$200k which is above what the cost was to have this project completed.

Overall, the project showed great promise at saving Agencies tremendous number of monies as none of them have the capacity to create the courses in the first place.

Lastly, we looked at effectiveness. We measured this by looking to see if organizations were able to achieve results and meet standards or increase their programming. While there were no true learnings here as the program was not yet implemented, many Agencies speculated that they were hopefully that they would continue to grow their programs and provide additional support to help newcomers find work. One Agency in particular stated, "Yes, will we continue using this program. Yes, we are planning to have more employment programs. I think more newcomers will be more engaged." -Agency Response.

Because of the optimistic response and feedback from Agencies in their increased capacity and perceived value of the programming, we can successfully say that this objective for the project was met. All agencies felt they had increased capacity and were hopefully they can help more clients – especially in rural areas.

Objective 2: Increased number of newcomer employment programming available to newcomers in Alberta

We evaluated this objective purely based on the fact that by having elearning, Agencies are now able to increase new number of programming available to newcomers to Alberta as all agencies did not have this feature before. This also is a springboard or a pilot for many organizations who, if it gets very successful, can use it to leverage to apply for more funding and more opportunities.

However, we would be remiss if we did not mention that for AAISA to become better is to start a research arm whereby you can ask your Agencies to give you voluntary information so you can get a better understanding of what is happening out in different parts of Alberta. Imagine being able to have this information on site instead of fishing for it from your agencies? Imagine being able to state x number of clients were serviced with x amount of dollars funding this project etc. We know AAISA hosts a conference, but they might also want to consider providing awards for the most innovative project etc. which may require you obtaining volunteer data or even aggregate data.

For example, you might find that all agencies are running a similar program and that one agency might be better at it and thus you can look to see why. Is it the instructor? Is it the course? You might also start to notice trends that are happening in different areas etc. Also, talk about an ability to form future relationships with researchers who conduct immigrant studies. Many researchers nowadays have moved to creating open access and open-source databases for others to tap into for their research projects. Another opportunity for this is to allow future collaborations for Agencies to work together to develop something beautiful together or even look at opportunities for funding to fix a current problem.

We would also be remiss if we did not mention, there will be a greater influx of newcomers due to the various political items that are happening in the world. For example, Kenney has allocated \$370M to go to training programs in Alberta. (Calgary Herald News). We would also be remiss if we didn't mention how Biden pulled out of Afghanistan which means we might see an influx of refugees coming from Afghanistan or how the City of Calgary is aware of this and are putting programs in place to assist the influx of newcomers. We would also be remiss if we didn't mention Ukraine and Russia work which will also see another potential influx of refugees that might seek out employment and language skills in Alberta. We should also mention that Trudeau promised to increase number of newcomers coming to Canada by 500k every year for the next three years however due to Covid, we weren't taking anyone in and if he wants to hit his KPI, we might also look at an influx of newcomers coming in.

Our follow up question would be, are agencies in a place that they can support this influx and is AAISA equipped to help them do this? If not, what do you need to have in place to make this happen because it might happen sooner than we think? Another food for thought is newcomers coming into Canada come in various ways. As someone who has worked in the Immigrant Servicing Agencies on the ground floor, we saw way more highly educated individuals who are looking for connections in engineering to find a way to break in. We saw doctors and lawyers looking to qualify their education. In fact, many could argue to get into Canada as a PR now is done by education and income—meaning you have to show three months worth of solid income before you can enter Canada. Which means, we are actually looking at different ranges of immigrants coming into Canada. How do you build programs that cater to the educated ones who are just looking for connections to those who are looking for basic English skills and do we have enough services to actually help both?

Objective 3: Increased reach of employment programming for AAISA's member agencies

We evaluated this objective by measuring the extent the program attracted its intended audience. As AAISA has 54 members, we compared how many were interested, how many were had courses transformed, and how many were satisfied.

Overall, there was a strong engagement at the beginning from the marketing. 34 agencies (60%) were interested from the email blasts that were sent out and the introduction of this program at the town hall. However, unfortunately due to internal issues, alas only 4 out of 54 agencies (7%) eventually had courses converted over. There might have been some who had issues with not having completed course materials in PowerPoint or didn't have a facilitator's guide however this is also an opportunity for AAISA should they want to look at hiring a curriculum developer to help their membership in this project or future projects as this is such a missed opportunity.

Another feedback many of the Agencies stated was how they wanted more than just one course transferred over. There seems to still be a need for this service, and should AAISA look at wanting to secure additional funding to continue to provide this service, they can. Another potential source of revenue for AAISA is to host an LMS themselves and offer discounts to their Agencies to use their platforms to assist in costs. Another potential feature is if you look to moving completely online, you can also look to partner up to offer a course in one subject matter and reduce duplicative efforts across the province. E.g., If Agency 1 teaches customer service skills and so does Agency 3 and 6, perhaps combining efforts can save the whole sector monies and provide the best education for the student to help them find employment.

Another issue is to grow in the different types of programming offered. Many agencies offer the same courses and often courses that might not fit the needs of the client. Perhaps the industry as a whole, may need to develop better innovative ways to help their clients grow to secure jobs. A food for thought to is many immigrants still identify themselves as just that immigrants. Many have moved on to more successful jobs and roles. If you do well as an agency the first time, many might consider donating to your cause in the future.

Also, we might also want to consider that many come from other countries who might feel the work is inferior and we might have to teach instructors that individuals might not be proud of the work they do here and be embarrassed to call back home to tell them what they are doing due to cultural influences. As such, we wonder if we should actually encourage and help clients develop skills different ways or help Agencies do this that have real life application and teach real skills that can also help them grow. For example, a way to help someone work on their English skills is to have them pretend to write a Tweet. Not only are you educating them on social media, but you are also helping them practice what they've learned.

However, of the 4 agencies who did have courses digitized, 100% of them were satisfied with the services they received which means AAISA increased the reach of the employment programming membership agencies for those they actually serviced.

Objective 4: Increased breadth of available employment training programming available to newcomers in rural and small centres in Alberta

We evaluated this objective by evaluating and asking Agencies if they serve rural areas and if so, how technology will help. As most of the Agencies were in big urban areas, while many acknowledged they could help, there didn't seem to be a large focus for it. One Agency in particular, who is a bit remote, completely acknowledged that this will absolutely help and that they are ever so hopeful that rural areas can save the 1-hour drive into the city centre to learn and the 1 drive back to their homes.

It does good to mention that many rural areas traditionally lack reliable internet however, through initiatives from Kenney who acknowledged this, there seems to be a vested interest to

get internet everywhere. Elon Musk's satellite internet is also making tremendous number of waves in the rural areas and Northern parts of the country where reliable internet is almost non-existent.

Again, this would be such interesting dataset to have if AAISA developed a research hub that allowed Agencies to share data so we can find out where people are getting serviced and where many may not.

As such, many felt they can successfully increase the breadth of employment programs available to rural and small centres.

Objective 5: Increased digital literacy and capacity at newcomer serving agencies across Alberta

We evaluated the above objective using UNESCO's definition of literacy which identified 5 elements as part of digital literacy which includes: information literacy, computer literacy, media literacy, communication, and technology literacy. We asked participants how their client's synthesized, accessed, and used digital content. We asked if their participants knew how to use texts, sounds, images, videos, and social? We also asked if their participants knew how to critique critically online or if they used tools for life solutions.

What we found out was there were many agencies who said that there were low digital skills from their participants which often made it hard to teach the material hence why there was such a focus on in person. It is also easier for teachers to customize training based on knowing how their students prefer learning and easier for teachers to develop a personal relationship with the client in person. However, we also had other agencies who professed that their clients have strong literacy skills and knew the difference between hardware vs. software.

If we just look at the Agencies capabilities of being able to use elearning and their ability to increase capacity of being able to use elearning, this would be a tremendous success! Many agencies prior to this did not have any elearning. Many are just tickled pink that they are able to have a tool their clients can access that is professional and is a video.

Conclusion

The agencies in question went from having zero online learning or blended learning options, to having a number of courses converted for online, long distance learning. This allows these agencies to host courses in spite of COVID restrictions, since it is online, and can be done from

home. These courses are not limited to people who can travel to a physical training facility, and therefore have unsurpassed utilizations in rural areas, and for persons who may not have access to reliable transportation. The Digital Transformation Project was, at the time of writing this report, still incomplete, and the courses that have been completed are very recently being implemented. For this reason, the true efficacy of the program is as yet unknown, but the agencies that are partnered with AAISA are very optimistic that the courses will be highly effective.

C. ECONOMIC EVALUATION

When conducting the economic evaluation, we looked at the cost of digitizing a course. Research shows that the minimum cost of digitizing a course cost \$10,000 per one hour of educational content. (Movchan, 2020). The cost to run this program was \$173,132. As AAISA digitized 20 courses, that means the real costs of the digital transformation project is about \$8,200 per completed course. Now factor in that some of the courses are well over 1 hour long of content and this number is actually higher. This means that in theory, by AAISA running this course, it saved each member organization over \$36,000 should they have wanted to digitize their course externally.

As online learning is a \$250 Billion dollar industry, (Movchan, 2020), this also stands to say, should AAISA's agencies move towards offering online courses, the perceived value and cost of their courses should and could generate more dollars for their organizations. What we mean by this, is by subscribing a cost value to their course per learner, the Agency can support more users at a cheaper cost therefore in theory provide more value to their funders as well as their clients by helping more than they could originally support. The Digital Transformation Program transformed over 20 courses which also means that it has the capabilities to provide in excess capabilities of organizations to exceed their projected number of clients who come through their programs could surpass their expectations of 20-40 clients per agency. Depending on how you decide to set up online learning, you can also save a ton of money in instructor and administrative costs as online learning platforms have automatic built in plugs that can generate certificates of completion and provide asynchronous learning.

The massive economic impacts of moving online for Immigrant Servicing Agencies is absolutely critical to the survivability of Immigrant Servicing Agencies moving forward. What we mean by this is that while there is perceived conception that many of the users prefer in person learning and face to face learning, the world, and many educational institution heck even employment companies are moving towards digital learning. We would actually be doing our students a disservice by not equipping them with the technological skills to help them advance in the future to have better trained digital literacy skills to survive the technological wave of jobs—especially since the Kenney administration is pouring monies into Agri-Tech, Fin-Tech. It is our recommendation to incorporate digital literacy into all online courses; even an orientation course to help Immigrants learn the systems before taking the course.

The cost of developing the course pales in comparison to the perceived benefits the agencies receive from having the course. In theory, if we look at a course costing \$8,200 to transform. If we subscribe this cost to a learner, say 30 students in one cohort, the cost per learner for this transformation is \$273.33. We are not even factoring in the cost of future learners at this point. The benefit of a student taking online learning can mean, as it depends on how the courses are structured, can take this while on EI and it will allow them to be flexible to attend interviews that may happen during regular class time. It also means that parents are able to be flexible to pick up and drop off their kids to and from school so that they can work around learning. If an immigrant is looking to improve their skillset and build connections, this is also a way for them to do it on their time especially if they are already working.

The Agencies also have never experienced or thought about using online courses before. Many don't even know where to begin. If you were to hire a staff member to come in to help implement or if you were to hire a consultant, there are costs in excess of \$50,000 (1 FTE) to handle this workload. This is also the perceived value this brings to the Agencies. We haven't even factored the cost of software, orientation, and training as well which can be in excess of another \$20,000 for the year depending on how many employees need training, cross training, and purchase of different software.

While there are other Learning Management Systems out there, it was determined at the time, that Ispring was the cheaper model and the best software that fit the scope of the project. The intention of the project was to turn PowerPoint courses into videos that can be easily consumed with a voice over that allows students to learn visually. However, should the project consider moving towards offering more features in the future, once it has moved to digitize all courses from all agencies within the Association, it might be discovered that Ispring might be too limiting to meet the needs of the clients. As is, it is serving its purpose as no Agencies had any e-learning of any kind before Covid.

One suggestion for improvement on the operational side, is to have another staff member or two assigned to the project. The increased output should offset the costs associated with the extra staff members, reducing the cost per course. This means that four hands could service the other 30 Agencies who were originally interested and would not overwhelm the other staff member. Another food for thought is if there are two individuals, that means they are both cross trained which should one leave, you would have a backup to continue the program moving forward.

Overall, this project from an economic evaluation, showed tremendous perceived success as Agencies feel they did not originally have the capacity for elearning, did not know where to start, did not have the funding, and are extremely hopefully that more students can access each course moving forward.

D. IMPACT EVALUATION

In evaluating the impact of the project, we will look at the overall goal of the project which is to increase the quality, availability, and access of employment programming for newcomers throughout Alberta and increase operating capacity for member organizations and inter-agency collaborations.

How we measured this was to determine capacity before and to capacity now. Considering most organizations did not have elearning capabilities or even considered having one, AAISA by far provided extreme value in being subject matter experts as well as provided the care to deliver and exceed expectations. Because the evaluation was done before the courses were completed, we can only speculate on the increase of quality, available, and access of employment programs to newcomers which we can happily report, all agencies who partook in this program illustrated how they expect it to bring in the volume of newcomers into their new programs. The fact that AAISA had a filtering process also denotes that only quality programs were allowed to be created; what we mean by this is that unless you had a program created in advance with a facilitator's guide, course notes, and a presentation, which depict quality work, you might not have moved along in the process otherwise.

We also looked at the APT Quality Framework which measures impact from 3 angles: supportive social environment, program organization and structure, and opportunities for engagement. When looking at the supportive social environment we asked agencies to look at how their students view them, but we also asked them if they felt supported by AAISA, across the board all agencies said that their students felt supported that the organizations themselves created a warm and welcoming environment. Many agencies also mentioned how they felt so supported by AAISA during this process as well of getting their courses digitized. The next angle is program organization and structure. When asking agencies if they saw a decrease in their programming from covid, many illustrated that they were still in operation, with the same number. Some even mentioned hiring more which may indicated a greater need in various different parts of Alberta. Lastly, we looked for engagement opportunities. Were students able to access engagement opportunities from building internal relationships, finding connections online, etc. For agencies, we looked at did they feel engaged in the process of digitizing their courses. From the feedback we received, many were very supportive and open to having open dialogue. One agency in particular loved how she was even given an opportunity to provide feedback for fixes and felt very involved in the process.

Conclusion

All of the agencies involved in The Digital Transformation Project had a complete absence of any form of E-learning or LMS. From this perspective, the project was quite successful at expanding the scope and accessibility of these organizations and their respective course

materials. The course materials are far more in line with COVID restrictions as well as giving the opportunity for long-distance education, which is invaluable in rural areas, and for persons without reliable transportation of their own. Most of these agencies had not considered an online/blended learning component for their training. The agencies that were surveyed are optimistic that they will have large increases in the number of students they can service through their training programs, as well as improved quality of the courses. There is also a significant potential for the agencies to decrease their overhead, or even to expand how many courses they offer based on this new online platform allowing them to service more people without relying on classroom space or having enough instructors.

One of the main reasons for this project is the COVID virus and the need for social distancing and mandating of lockdowns necessitating long distance learning from home, instead of the historical classroom environment. The courses being converted to digital, online courses are significant because it allows training organizations to carry on some version of normalcy in spite of the COVID restrictions.

It is also noteworthy that because many of these organizations had not previously considered "going digital," they had not put much thought into what the options are, or what features could be incorporated into the courses. This is an opportunity for AAISA to outperform their expectations and establish a reputation for excellence.

Considering the potential influx of new immigrants that may come in Alberta and Canada, we suspect AAISA might have to start helping agencies consider capacity and growing it to fit the needs of different types of learners. We are ever so hopeful that AAISA will become innovators and change for the immigrant servicing industry because it does need a shake up in making sure we provide quality programs that not only help immigrants find work now but for the future and that we are ever forward thinking to consider future jobs. We are hopeful that AAISA will change funders through gathering and storing of research trends, datasets, etc. so that when a funder comes out with a program, it actually makes sense. For example, entrepreneurship. A success marker for this cannot be to find a job as the definition of an entrepreneur is indeed to actually start up a business. We are hopeful that AAISA will become change leaders and truly set high expectations for organizations delivering the program and have a strong focus on customer service. We are hopeful that AAISA will develop innovative programs that continue to help the immigrant sector grow and continue to provide future support to help their memberships grow and become change agents for all immigrants of Alberta.

In terms of dollar per value, most agencies do not even have the capacity to support online learning. As such, we are hopeful that AAISA has plans in place to help agencies either get a reduced rate or funding to secure future costs of technology. As a membership organization, you can leverage the power of the masses as you are not only supporting 54 membership organizations but all of their staff as well which can be well into the 1000s. As such, should

AAISA look to develop future partnerships with Moodle or other LMS to offer a massive discount rate and provide value to their membership this way, this is an option.

This program far exceeded all outcomes and objectives of the project in increasing capacity for organizations to even provide online learning programs and a part of that is also many Albertans who have issues with timing of programs are able to access learning in spite of childcare, travel, or other issues. The programs are now also available to rural areas which previously required a long commitment from participants, cost of driving, and potential loss of income or time from traveling long distances. This program not only will increase the digital literacy of participants but also of the clients. Knowledge is power and being in a position to utilize technology especially in this post-covid phase, is a must!

Overall, this project has proven to be a great success and value in pushing the capacity of immigrant servicing agencies and we propose AAISA continue to support online learning capabilities for those immigrants as it will not only help them in their future but build on future skillsets needed to survive and find jobs in Alberta. We are hopefully that AAISA continues to provide quality education and continuing education to the support workers so that their vision can be stretched, and that the community also starts to think about what future work in Canada looks like –especially in the wake of Covid as everything is moving digital and how to we ensure we still deliver great programs while utilizing and growing technological support.

5. Work Cited

Movchan, S. (2020, June 20). How much does it cost to develop an online course in 2020? Raccoon Gang. Retrieved March 28, 2022, from <https://raccoongang.com/blog/how-much-does-it-cost-create-online-course/>

6. Appendices

A. Survey Responses from Lead

Responses

- Awesome application; super organized; well experienced; smooth process.
- Took over project 5 days ago; make notes to all questions; provide majority of information; technical and finance – don't have that's Sami and Sarosh; 11 months – left on a leave recently; learning about the project; was able to acquire foundational documents and communication w agencies; I'll be able give you that information.
- Previous evaluations – none done; participants were interviewed.
- Courses developed as well.
- How did you reach out – my involvement April and May; lot of direct connection – Co-worker lead it; split reach out to a few; email; direct contact ED and CEOs of agencies; other people usually cc'd leadership; I think all of them replied; no follow up other projects; emails; not everyone received a follow up email
- Spreadsheet – where communication kept a track of 20 agencies; more; document; share with you; who was contacted; contact info.
- Currently we have 5 agencies that will have courses delivered; aiming at 20; will exceed; took over 1 course that was developed; target is 30 by end of March; pushed through and have material; converting materials and creating online.
- 21 courses – 5 agencies; finalized; waiting on 6 to get final approval; minor tweaks; change design, colour scheme, speed tone, male or female, typos etc. formatting; not content wise

Process Next Steps

1. Email
2. Outreach – email
3. Follow up – when they reply
4. Follow up let's schedule a meeting – initially meeting
5. Detailed explain & package; share document with them; outcomes and roles; etc. period; within this fiscal year; agency accepts; in classroom converted; elearning and share with us content; ppt, word, w document w contents
6. Instructors guide so we can use
7. Handouts and worksheets and logos
8. Skim through it; take notes to ask questions; break down the course; make sense to make more questions; etc. voice over; 2 course revisions available go back and forth; integrate and send it back and do it like that; MoU 2 revisions; it's not set in stone; I want them to have the best product; course is delivered; shared link
9. Integrated into their own LMS; website; YouTube; Moodle
10. Square; link; click on it; it's a presentation in PPT; presentation w slides ispring; agency don't need license to access it; it's their intellectual property
11. Not follow up process after. Not in the MOU; not a requirement
12. Past phone, video, and email.

Ispring – don't know why we used – Sami would know? F/u

-metrics – don't know if we can; don't know if it's possible will ask Sami F/U

Covid impacts – virtual – no impacts; AAISA; sector survey 1 a week; employment programming agencies had long wait lists; promoted to agencies; happy to convert and

reduce waitlists; can't see effects yet; not used courses yet; will see in a month or two; no impact in that

Started April 2021- 1st course delivered in 2 weeks ago; data is very fresh; a lot of hypotheticals.

1 tight deadline; finish this week; next week; launch it on April 2 – set mid to late march have everything finalized; one final review; first one to test in Edmonton

Agencies – all are urban Edmonton and Calgary; GP, 1 Calgary; 1 Edmonton: NorQuest college; decide how to proceed; already available on their website; look to add value or minimize it to look very basic.

Our platform not as sophisticated.

Continued to stop; see this continued; perfect for agencies; additional benefit for members; what's the benefit; bring additional value; might be Sarosh and Sami question

Student – course accessed via the hyperlink; not sure how agencies communicate with students; post on their website; YouTube; I know they should have; 100% support of instructors and career counsellors; language all courses are in English; not sure if they can be translated; not checked that feature; on YouTube; put subtitles; on agencies end

Agenda ever ask you for the ppt version; provide in ppt; presentation they already use; final product not in ppt; not download; it's a link; YouTube and watch a video

Time: email current situation I am in taking on so many courses; not realistic; targeting 20 in 12 months and do it in 30 days; 1 course: 3 days max to do everything; email content and under assumption agency has content; extract and give to you

If they don't have it: not have that situation take longer.

Majority already have the content and

Centre for Newcomers – machine courses and it's smooth, transparent, and easy to share documents; takes me 1 day for 1 course; other agencies; action and GP more complex and heftier content takes 2 days max 3 days; back and forth when we have revision; my process

Previous it was a slower process and pressure.

Agency – mentioned it earlier; create web link; Scorm package and share through email; follow up after that; Sami and Sarosh – if we followed up; not sure whose responsibility it is

Challenge – Sami and Sarosh – last week find documents; contact everyone and the right people, go through email; trying to figure out where it was left off and get to the info I need to proceed; no challenges people approachable; meetings all up for it; volume of content and super tight deadlines.

Successes

- Relationship with agencies is in good standing; if that's a good project; or it's what we do; no body is holding a grudge, left behind, or ignored; when I reconnected w everyone;

waiting for you; previous convo is good; people are full of understanding; partnerships are strong

- 1 and surpass the target by end of fiscal year.
- Due March 31st – 3 weeks.
- Technical hiccups – I only can refer to use platform; lic; login info.
- Other features – did not have time to fully explore it; Sami knows all features; I wish we have done this and done this; using it and working it.

B. Interview with Other Project Lead

Collaborations – just done internally – don't think so, count orientation sessions applicable 1 time as part of AAISA townhall – call for invite to participate; some more targeted outreach; not as successful in recruiting participant; weeks after orientation; people not as keen at that time; more targeted to individual; not everyone not as interested.

Recommendations – my own have more than one person running project; not realistic to just have one project; not sure what support – maybe have more support; this position – recommendation have open conversation from the get-go; under capacity and restructure the whole dept. is that is tied to a deadline; higher up decisions; I wasn't aware of things; nothing official.

Agencies: I think pretty satisfied with processes and suggestive have more interactive; what is they currently have; voice over is bringing the interactive; adding more vivid images etc. more technical suggestions, more suggestions; make it more transparent and step in on time

Availability: ad-hoc only working on this project; related making fully available 9 to 5; need urgent; respond on email respond right away; specific documents; in the list

C. Response Survey 1

1. About dept. How big it was? How big is it now? Did you lose staff? Gain staff? Impacts of covid.

Program director, associate, 2 manager, 14 counsellors, 2 record staff

No loss of staff during covid; hired 1 additional staff speaks Pershi to serve Afghan

2. Did your organization have the infrastructure before to do e-learning? What did you use before? What worked? What didn't work?

Do not do e-learning. we run 30 workshops; before covid run in person; run 35/month using MS Teams, we do run 18-19 workshops related to job search skills; 30-35 per month; never less than 25 per month; 12 in English and other run-in different languages; counsellors speak more than one language; ppt, workshops; facilitator guide, and handouts

3. Did your organization consider using e-learning? What were the pros and cons on why this never went through?

Never thought about it. Contact with provincial govt have to follow govt rules; not obligated and not asked to do this; considered alternative way of learning after covid hit; even before covid we tried as a pilot run workshop us ms team and zoom; our contract didn't require that and funder were not keen; cannot invoice this workshop; clients; around 70-80% clients struggle with English and have poor literacy skills; when covid hit and had to move online; had to teach client to use technology and MS team; 30-40% professional don't have any issue; the 60% it is a struggle

6. What would the cost be to the organization if you run your own online learning systems? What were covid cost impacts for your organization? What is the cost for you to run this program? If you have to estimate a cost value for the services rendered, what amount would you say that is?

MS teams and Zooms - Outlook; for Zoom we don't use it dept. not to use; when switch to provide online services; due to security reason; all meetings are done through MS team; zoom we join meetings, but we don't send zoom invites; it dept. request this.

7. How were you recruited into the Transform Digitally Project?

Partnership w AAISA; contacted us may or June last summer; ask if you would like to join in this partnership and help us to digitize; we like the idea; good way additional learning tool for some of our clients; beside this; we run 5 different programs: all with community social services; main contact job search series: 2 weeks of job search for professional every month; in different languages ; succeeding in online job searching: 2 weeks 1 on one coaching; struggle w English and digital literacy; 0 computer skills; digitizing can be additional material and tool for some of our clients

8. Which programs did you move over?

This material sent to AAISA job search: biggest problem and it can release clients from 0 computer skills and no English to very proficient in English and professional experience; thinking this could help Canadian job search 2 week professional our original thought; everything else is other language; majority struggle w English; good learning tools

How big is this program: workshop: don't know it exactly; how many workshops are full day and half day workshops; don't know how many slides; customized it 2 days have more slides

9. What are your program outcomes / objectives?

All our programs: like to see 70% employed or in training after 90 day follow up call; after initial appt. many of our clients attend workshop initial appt. and 90 days follow up call; our program is for 3 years; and welcome to join anytime during these three years

Success rate during covid close to 80%; very proud; initial assessment 1.5 hours; we are actually required to call up; 80% clients call out 5x for these 3 months and maybe even more; counsellor provide more one on one support

Job placement: compliment of our program: connect clients with employers; and all of them to go through workshop and don't want to present not ready for work; good resume and interview skills; Canadian workplace experience

Our currents CSS: July 1 2020 to March 15 did database July 1 to March 15 2503 clients

10. How many students to you service? Age? Educational background? Etc.

Come from all; don't serve clients under 18; over 50 don't have a limit; 18+ and whenever they need help; grade 7 to PhD all completed; come from all over the world; each country; services are in workshops and different languages; Nigerian, Bangladesh, Philippino, etc. we provide in Arabic Spanish Farsi Urdu and others.

11. Do you have any stats on the programming side?

NA

12. How was the process?

Started in May / June last year; couple initial meeting; AAISA asked to send workshop and sent to him power point and facilitator guide and handouts; for each workshop sent all three documents

July – started working 'til December; few meetings material he is working on and send feedback and recently new contact person AAISA join and in talk w her; we are in process of reviewing workshop material; 2nd person sent to us; and send us our feedback for all workshops; very busy time for us; have it early; not 'til Tuesday we will send her feedback; right now working of 7 workshops; they have all the PowerPoints, cv, resume, social media, etc. soft skills, job market,

13. Did you run into any issues with implementation?

No, it was both of them kind very good you know radiant and open to hear the program

14. What worked with the program?

NA

15. What didn't work?

NA

16. What finished product are you hoping to see in terms of quality?

We have more team that 3 people who are in charge of workshop material, we are in process of reviewing it, no problem who supposed to start next month; new program next month; not able to focus; sending to feedback.

Everything is good; looked at several materials; everything we asked for they incorporated; not all 7; maybe looked at 3 instead of 7; they incorporated

17. What would you like to see changed?

NA

18. How has this helped your organization?

As we said, this could be didn't start sharing; don't know how client will respond; professional we believe it will be a great additional learning tool for people; and if they attend workshops, they can have additional tool they can have it and study on their own

19. How do you think this impacted the whole sector?

NA

20. Did you collaborate with other organizations?

Just with AAISA.

21. How do you like the quality of the program? The features? The ease of use? The system itself? Level of support you got?

NA

22. What do your students think of the programming? Did you see an increase in number of students enrolling in your program? Did they find it helpful? Did it increase skill? Did it increase awareness? Did it increase knowledge? Do they find this more engaging? Are they getting the skillset they need? Etc. Do you only service rural or urban areas? With the implementation of transforming digital project, did you see a change in maybe more rural people accessing the programs?

NA

23. How would you compare your student's digital literacy skills? Are they able to create online digital content and access it? Do they know how to use computer hardware and software? Are they able to the following media: text, sound, image, video and social? Are they able to create content and use it appropriately? Please provide % and describe use before you started and after you started.

NA

24. Do your students find your organization to be warm and inclusive? Are the staff supportive? Do you develop positive relationships? Do they find the space conducive to learning? Do you offer varied and flexible programming? Do you have a lot of activities at your organization? Are the students engaged and participating in your learning? How is the quality of their work?

Do you create 90 day follow up; in training need additional support; call them to follow up survey; asking about our survey I believe more than 90% respond very satisfied and more than 95%

25. What % of your students found work? In what fields? Full time? Part time? Etc.

NA

26. Will you continue to use this program? Do you plan to have more employment programs? Do you think newcomers will be more or less engaged?

NA

27. Are your learning objectives measurable? Do they have activities tied to them? Are there rubrics? Do you have learner resources? If so, what do you have? What current technology do you use for your learners and this specific learning program you are using? Are your students able to access technology? Do you have an academic support service e.g., writing, library, tutoring? Are your courses accessible in different learning methods to meet the needs of diverse learners? What policies do you have in place for intellectual property?

We are engaged w our clients and stay w them many months after nature need of work and needs of clients and you do provide additional services

Yes. All included.

28. Comments/ Suggestions

NA

D. Survey Response 2

1. About dept. How big it was? How big is it now? Did you lose staff? Gain staff? Impacts of covid.

Started in 2018 and I wasn't here; a grant developed from a SILL grant.
Small organization: not-for profit, on staff 15 people, 4 admin, 11 instructors,
Lost student enrollment numbers low; didn't start 'til last year; said student numbers decreased;
unable to reach from grant

Just did the one: workplace communication English course; sent to you to have digitalized
developed in 2018 teaching it in 2019; fall in 2018 they taught their cohort

2. Did your organization have the infrastructure before to do e-learning? What did you use before? What worked? What didn't work?

In-person; no infrastructure to do e-learning; done in person delivery based on clientele

3. Did your organization consider using e-learning? What were the pros and cons on why this never went through?

I don't think it was ever discussed; maybe in the future; students ESL; don't like online; beginner learners; literacy learners; lack of digital skills; digital poverty; or the tech to take an e-learning course; seeing here.

4. What would the cost be to the organization if you run your own online learning systems? What were covid cost impacts for your organization? What is the cost for you to run this program? If you had to estimate a cost value for the services rendered, what amount would you say that is?

Don't know. Digital course – free; cost 10k plus to digitalize a course.

5. How were you recruited into the Transform Digitally Project?

It was through grant, ed, applied for SILP grant, and looking at improving language 4 and up; help them find employment; program

Face obstacles, language barriers, workplace culture, skills for presenting oneself professionally, this course sought to mitigate 12 week training; instructed in English and engaged learners in employment skills ; in or advance a career in the service : food and beverage ; learn about work place norms, WHMIS, fill out forms, job search, how to find a job; had to do intake placements; level 4; PM doing an informal assessment and then input in mobius Silvia, SILP; settlement officer and say yay or nay; PR as well;

Meeting with AAISA; one on one; told me about it

6. Which programs did you move over?

All done

7. What are your program outcomes / objectives?

Narrative report: staff increased knowledge and skill to serve newcomers, newcomers intercultural and language skills and workplace cultural skills and essential skills

Increase in motivation and confidence when looking for jobs or performing at existing jobs

Large portion of women; outcome increased awareness of newcomers needs (4)

8. How many students to you service? Age? Educational background? Etc.

29 students were served; 2 instructors; usually just one; PR; mostly women; 90% women; ages

9. Do you have any stats on the programming side?

Outcomes: staff increased knowledge 100%

Newcomers increased intercultural competencies, and workplace skills 96%

*Anticipated 76%

-91% cohorts were taught; of the rates; increased motivation

100% felt employers create awareness of newcomers needs; had a field trip as well

10. How was the process?

Process: a long process; looking at slides; time consuming; going through and making suggestions and edits; whatever they can do; taking me a bit of time; very grateful for you guys for doing this; big undertaking

How long is your course: big! It's a full curriculum; taught 12 modules; quite a few slides; developing 4 courses; one big course; too many slides; tommy – break it down 4 courses; sent me all 4 courses; going through course 2

11. Did you run into any issues with implementation?

Late starting; contacted in July; fell through the cracks went back up in February.

12. What worked with the program?

Seen more digitalized course; 4 and up; too bad; can't slow down the speed of the speech and boring English language and narrator read everything that is read on the slide and not add extra; confuse ESL learners; some slides really good. Narrators pause between pullet; pictures were fantastic, clear, a couple imaging issues; unable to see resume pictures and format; tommy enhanced that; narrator say grand prairie; resume not resume and Grande not grand prairie; go through the slide; feedback

13. What didn't work?

NA

14. What finished product are you hoping to see in terms of quality?

Adjust the speed, only thing

15. What would you like to see changed?

NA

16. How has this helped your organization?

Provide more learning opportunities for those who can't come in person, transportation barriers, easy access, or for those working, rural areas – where it takes them 1 hour to come to down; have technology then they can access it; and it's free; learners unable to afford for classes; e-learning is beneficial; other organizations; very spread out in rural; beneficial for students

17. How do you think this impacted the whole sector?

Not sure. Pros and cons. Pros mentioned before easy access; no transportation; children at home; biggest con is language barrier; hard for beginner learners; and intermediate learners; some lack digital literacy skills; digital poverty; don't have tech to access e-learning; unable to afford; we have them don't lend them out; lack of digital literacy skills; struggling with the language; computer language; that would be the con; ESL prefer in person; like the social connection and not isolated at home; but you're alone when you learn

18. Did you collaborate with other organizations?

Guest speakers and workplace from service, restaurant, hotel industries and explain expectations definitely collaborated with community at large what's expected on the job.

Comments: 100%; challenges: bridging needs and aware of unique needs of newcomers and expressed interest in sending employees to this class; no one have come from here; not interest to actively participate in meeting needs of newcomers and gain employment low; there is a need; not sending staff here; cost and time; don't know certain things; GP of transit workers and residents; employers of applicant to work efficiently before applying to job.

19. How do you like the quality of the program? The features? The ease of use? The system itself? Level of support you got.

NA

20. What do your students think of the programming? Did you see an increase in number of students enrolling in your program? Did they find it helpful? Did it increase skill? Did it increase awareness? Did it increase knowledge? Do they find this more engaging? Are they getting the skillset they need? Etc. Do you only service rural or urban areas? With the implementation of transforming digital project, did you see a change in maybe more rural people accessing the programs?

I think they would appreciate it; covid and all; trying to find work; work on language skills; be quite pleased; access to help them improve employability; digitized; I hope so; we've noticed some changes this winter; in person; didn't do exemption program; used covid rules; you know some of them fearful and not comfortable; blended learning; increase this winter; went from 2 ESL students to having 11 ESL students; slowly coming back; hoping in the fall it will be better; still feel most people aren't comfortable

21. How would you compare your student's digital literacy skills? Are they able to create online digital content and access it? Do they know how to use computer hardware and software? Are they able to the following media: text, sound, image, video and social? Are they able to create content and use it appropriately? Please provide % and describe use before you started and after you started.

Lack of-especially with beginners; not for a beginner learner; don't know how to navigate the internet; we do offer basic computer skills test; encourage that too; done in person

22. Do your students find your organization to be warm and inclusive? Are the staff supportive? Do you develop positive relationships? Do they find the space conducive to learning? Do you offer varied and flexible programming? Do you have a lot of activities at your organization? Are the students engaged and participating in your learning? How is the quality of their work?

They do; why they prefer in person; lot of activity going on in the organization; we have 11 programs running; 2 more start in the fall; 13 programs which is fantastic

23. What % of your students found work? In what fields? Full time? Part time? Etc.

End of cohort; 29 students; 13/29 employed and end of training 20/29 were employed. 13 already employed; not differentiate between the two; IRCC they do; mobius full time and part time; don't have access

24. Will you continue to use this program? Do you plan to have more employment programs? Do you think newcomers will be more or less engaged?

Yes,

25. Are your learning objectives measurable? Do they have activities tied to them? Are there rubrics? Do you have learner resources? If so, what do you have? What current technology do you use for your learners and this specific learning program you are using? Are your students able to access technology? Do you have an academic support service e.g., writing, library, tutoring? Are your courses accessible in different learning methods to meet the needs of diverse learners? What policies do you have in place for intellectual property?

Yes, yes, didn't develop it, lot of content; why tommy had to break it down into 4 courses; 1 course 12 modules; 4 courses; rubrics yes, yes learner resources.

26. Comments/ Suggestions

Basically, appreciate tommy asking for my feedback, and give suggestions and edits, and be part of the process; do as much as she can

E. Response Survey 3

1. About dept. How big it was? How big is it now? Did you lose staff? Gain staff? Impacts of covid.

Transferring front line settlement workers trained safe place how to serve newcomers with disabilities; as you can imagine complex subject; course is an intro into it short course; get it out as soon as possible

Feedback – we get if it works for them or not; longer more in-depth trainer to help newcomers w disabilities.

Very small – myself and a community outreach program; no impacts; impacts from covid; done began in person while moving to have it online; strict lockdowns move to fully online; was that well received; keep my numbers up

2. Did your organization have the infrastructure before to do e-learning? What did you use before? What worked? What didn't work?

Wasn't done before. All training were done in person. Digital literacy and skills training workshops in the North; structured in a workshop not an online platform go in and do your education; not how our workshops are functioned because needs of clients are diverse.

3. Did your organization consider using e-learning? What were the pros and cons on why this never went through?

No talks to go to e-learning. Have to leave people behind if we went online. Didn't want to leave anyone behind.

6. What would the cost be to the organization if you run your own online learning systems? What were covid cost impacts for your organization? What is the cost for you to run this program? If you have to estimate a cost value for the services rendered, what amount would you say that is?

Not right person to ask. No idea. Not there for website, so it could function that way; create accounts and need an IT person; consultant to work on the issues and database and servers, getting by with a consultant; huge cost I would imagine.

7. How were you recruited into the Transform Digitally Project?

I was talking to AAISA putting workshop on their platform; even if you develop it and create a digital friendly format; that sounds perfect; good fit; it's exactly what we need.

8. Which programs did you move over?

NA

9. What are your program outcomes / objectives?

Not really. Just frontline worker gaining small understanding how to support disabilities. No cert. No accreditation. Short and sweet.

10. How many students to you service? Age? Educational background? Etc.

AAISA would do this. For after it's complete, funding and look at per semester type of sessions and how many students can enroll and cost per student and administering it and hosting it.

No target – all frontline settlement worker; try and get everyone take it whenever and how to better service it

11. Do you have any stats on the programming side?

New training program. Modify to be presented in person as well.

12. How was the process?

NA

13. Did you run into any issues with implementation?

AAISA – implementation issues – none; pretty clear objective sent over; getting things signed; funding for once is course developed and having it on AAISA's platform; in this case, we won't provide the funding; IRCC funded; aaisa asking for funding so they can provide it; need to follow up with Sarosh

14. What worked with the program?

Quite a few steps in the process to make changes; Sami has been very good in making those adjustments, it's meeting our expectations.

15. What didn't work?

NA

16. What finished product are you hoping to see in terms of quality?

Wrong person to ask. Want it to be basic here is the information, do what it with what you will.

17. What would you like to see changed?

NA

18. How has this helped your organization?

Hopefully inform settlement workers on resources available and there are programs and can refer persons to.

19. How do you think this impacted the whole sector?

NA

20. Did you collaborate with other organizations?

AAISA. Collaborate Alberta Ability Network and national advisory committee and take materials and incorporating into ours.

21. How do you like the quality of the program? The features? The ease of use? The system itself? Level of support you got?

NA

22. What do your students think of the programming? Did you see an increase in number of students enrolling in your program? Did they find it helpful? Did it increase skill? Did it increase awareness? Did it increase knowledge? Do they find this more engaging? Are they getting the skillset they need? Etc. Do you only service rural or urban areas? With the implementation of transforming digital project, did you see a change in maybe more rural people accessing the programs?

Yes, to all those questions. For urban and rural to get this information. Not to be Edmonton base.

23. How would you compare your student's digital literacy skills? Are they able to create online digital content and access it? Do they know how to use computer hardware and software? Are they able to the following media: text, sound, image, video and social? Are they able to create content and use it appropriately? Please provide % and describe use before you started and after you started.

Literacy in understanding what disability means in Canada. Many settlement workers have misunderstanding of what disabilities means. Then use and recognize the provide appropriate referrals. Tech savvy forced to be because of; learning will be online; do an in-person training; to help those that aren't as tech savvy.

24. Do your students find your organization to be warm and inclusive? Are the staff supportive? Do you develop positive relationships? Do they find the space conducive to learning? Do you offer varied and flexible programming? Do you have a lot of activities at your organization? Are the students engaged and participating in your learning? How is the quality of their work?

Trying to develop relationships. Lots of misunderstanding. A lot of resistance to connecting and collaborating. Have you come over and present to our staff? During this time during the pandemic, focus on their immediate concerns.

25. What % of your students found work? In what fields? Full time? Part time? Etc.

Our audience are the workers themselves.

26. Will you continue to use this program? Do you plan to have more employment programs? Do you think newcomers will be more, or less engaged?

Primary focus is servicing clients. Found so much resistance; training needed to newcomers to get referrals in. Since connecting with settlement community; we started in summer of 2020; live; struggle connecting w settlement agency; found that they are more willing to have meetings then before; they know me; complain all the time in meetings.

22% Canadians have disabilities; 13% have disabilities; what's been going on with loosening of disability requirements; around 15-20%; do have a disability not everyone knows that they do have a disability; getting a ton of referrals.

27. Are your learning objectives measurable? Do they have activities tied to them? Are there rubrics? Do you have learner resources? If so, what do you have? What current technology do you use for your learners and this specific learning program you are using? Are your students able to access technology? Do you have an academic support service e.g., writing, library, tutoring? Are your courses accessible in different learning methods to meet the needs of diverse learners? What policies do you have in place for intellectual property?

None of these were included in this program. If it was a longer course, very short course. In the works longer platform; be introduction overview

Comments/ Suggestions

Nope.

F. Survey Response 4

1. About organization – brief synopsis of what the organization does

We serve and build community connections with:

- Newcomers to Alberta and Canada, including immigrants, refugees, permanent residents, and others
- Ethno-cultural groups and organizations
- Individuals and families from a wide range of socioeconomic, cultural, or linguistic backgrounds

2. About dept. How big it was? How big is it now? Did you lose staff? Gain staff? Impacts of covid.

Organization did not lose staff. We were able to work with clients and serve them as much as we could during the beginning of the Pandemic.

3. Did your organization have the infrastructure before to do e-learning? What did you use before? What worked? What didn't work?

No, the organization did not have the infrastructure before to do e-learning. We used Zoom for the online classes, google drive, and google meet and share spaces.

4. Did your organization consider using e-learning? What were the pros and cons on why this never went through?

Yes, they considered using e-Learning. Before the Pandemic all the classes and courses were in person.

5. What would the cost be to the organization if you run your own online learning systems? What were covid cost impacts for your organization? What is the cost for you to run this program? If you must estimate a cost value for the services rendered, what amount would you say that is?

Monthly fees for the Moodle hosting.

6. How were you recruited into the Transform Digitally Project?

One of my colleagues from the Employment Team heard about this project and we started the whole conversation to start development courses into Moodle with the collaboration of AAISA.

7. Which programs did you move over?

Documents in google drive, files sent by email.

8. What are your program outcomes / objectives?

Provide participants with skills and tools to feed their passion for business, maximize their talents and realize their business-related goals, applying emerging technologies in teaching and

learning environments. Also, compare and contrast social, ethical, and legal issues surrounding technology

9. How many students to you service? Age? Educational background? Etc.

40 students between 21 years and 60 years of age. Educational background from high school to PHD

10. Do you have any stats on the programming side?

No, at the moment.

11. How was the process?

The process was very detailed and easy to follow

12. Did you run into any issues with implementation?

No issues with the implementation process.

13. What worked with the program?

Everything went smoothly.

14. What didn't work?

Everything worked

15. What finished product are you hoping to see in terms of quality?

We will evaluate short term and medium-term outcomes; it may examine improvements in participants' knowledge, skills, and the impacts e-learning

16. What would you like to see changed?

No changes so far.

17. How has this helped your organization?

This has helped to think about new learning processes

18. How do you think this impacted the whole sector?

To be more aware of the changes through virtual education

19. Did you collaborate with other organizations?

No

20. How do you like the quality of the program? The features? The ease of use? The system itself? Level of support you got?

Quality of the program is great. The features are very easy to understand. The support received is exceptional

21. What do your students think of the programming? Did you see an increase in number of students enrolling in your program? Did they find it helpful? Did it increase skill? Did it increase awareness? Did it increase knowledge? Do they find this more engaging? Are they getting the skillset they need? Etc. Do you only service rural or urban areas? With the implementation of transforming digital project, did you see a change in more rural people accessing the programs?

Programming is easy to follow. We should have more answers regarding enrollment once the courses start next month. We serve the communities across Alberta; I think it will help our participants in rural areas in the future.

22. How would you compare your student's digital literacy skills? Are they able to create online digital content and access it? Do they know how to use computer hardware and software? Are they able to the following media: text, sound, image, video and social? Are they able to create content and use it appropriately? Please provide % and describe use before you started and after you started.

Some of the participants have good digital literacy skills. They are able to understand and access digital content. Yes, they know the basics of computer hardware and have knowledge of some software applications. Yes, they are able to follow text, sound, image, video, and social media. Some of the participants are very good in technology.

23. Do your students find your organization to be warm and inclusive? Are the staff supportive? Do you develop positive relationships? Do they find the space conducive to learning? Do you offer varied and flexible programming? Do you have a lot of activities at your organization? Are the students engaged and participating in your learning? How is the quality of their work?

Yes, our students find our organization to be warm and inclusive. Staff is very supportive
Yes, we develop positive relationships
Yes, they find the space conducive to learning.
No, we don't offer varied and flexible programming
Yes, we have a lot of activities at our organization
Yes, students are engaged and participating in our learning
The quality of their work is good.

24. What % of your students found work? In what fields? Full time? Part time? Etc.

95% of our students mentioned the benefit of having the e-learning platform.

25. Will you continue to use this program? Do you plan to have more employment programs? Do you think newcomers will be engaged?

Yes, will we continue using this program
Yes, we are planning to have more employment programs
I think more newcomers will be more engaged

26. Are your learning objectives measurable? Do they have activities tied to them? Are there rubrics? Do you have learner resources? If so, what do you have? What current technology do you use for your learners and this specific learning program you are using? Are your students able to access technology? Do you have an academic support service e.g., writing, library, tutoring? Are your courses accessible in different learning methods to meet the needs of diverse learners? What policies do you have in place for intellectual property?

Are your learning objectives measurable? Yes

Do they have activities tied to them? Yes

Are there rubrics? Yes

Do you have learner resources? Yes,

If so, what do you have? Digital learning resources including video, textbooks, pathfinding activities, network activities, business clubs, books, etc.

What current technology do you use for your learners and this specific learning program you are using? Moodle

Are your students able to access technology? Yes

Do you have academic support services e.g., writing, library, tutoring? Yes

Are your courses accessible in different learning methods to meet the needs of diverse learners? Yes

What policies do you have in place for intellectual property? Looking into