



McGill

Dialogue McGill

Faculty of Medicine and Health Sciences

**RECRUITMENT AND RETENTION OF
HEALTH AND SOCIAL SERVICES PROFESSIONALS PROGRAM
COMMUNITY NETWORKS COMPONENT**

GUIDE FOR PROJECT SUBMISSIONS

COMMUNITY RETENTION INCENTIVE INITIATIVES

2023-2025

Due Date: March 8, 2023

February 2023

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1 INTRODUCTION

This Guide gives an overview of the context and general objectives of Dialogue McGill's Recruitment and Retention of Health and Social Services Program, including its various components, a description of the role accorded to community networks in the 2023-2028 funding phase, and the expected outcomes. The Guide also identifies and explains what is required in each section of the Proposal Form for Community Networks.

2 DIALOGUE MCGILL 2023-2028

2.1 CONTEXT AND GENERAL OBJECTIVES

Through a funding agreement between McGill University and Health Canada, Dialogue McGill will continue to contribute to Government of Quebec initiatives aimed at ensuring that English-speaking Quebecers have access to the full range of health and social services in their language. Specifically, the Project will provide financial support to initiatives that will increase the number of health and social services professionals and intake personnel able to provide services in English. The achievement of these objectives depends on a solid partnership between McGill University, the ministère de la Santé et des Services Sociaux (MSSS), Dialogue McGill's partners, and Quebec's English-speaking community.

2.2 PROJECT OVERVIEW

The Retention Program aims to create and support strategies designed to recruit, employ and retain bilingual (English and French) health and social services professionals in Quebec. This program provides financial support via student bursaries, internships, and projects focused on increasing the capacity of professionals practicing in Québec. Dialogue McGill partners with community networks, educational institutions, and community-based organizations for these initiatives.

2.3 RECRUITMENT AND RETENTION PROGRAM – 2023-2028

In Québec, there is a limited number of professionals who speak English fluently. Whereas 98.0% of Québec health and social services professionals speak French, only 55.7% report being able to speak English (Statistics Canada, 2021b). Six out of ten professionals who do speak English work in Montreal (Statistics Canada, 2021b), highlighting a higher need for English language training of professionals in regions outside Montreal. Professional workforce capacity in Québec has also been negatively impacted by the COVID-19 pandemic, with the Québec government forced to close hospital units/departments due to staff shortages (Canadian Institute for Health Information, 2021; CBC News, 2022).

Initiatives focused on the recruitment, training, and retention of Québec health and social services professionals are more relevant and necessary than ever. Dialogue McGill partners with community networks, educational institutions, and community-based organizations to identify and implement strategic approaches to build greater capacity in Québec.

Support for Educational institutions

Through Dialogue McGill's Recruitment and Retention Program, educational institutions create internships, support interns and clinical supervisory needs, and offer language learning activities to students. Educational institutions play a pivotal role with a view to increasing English-speaking health and social services professionals in the public sector.

Dialogue McGill will support Québec universities and CEGEPs for the following activities:

- Creation of internships
- Clinical supervisory activities
- Support for interns
- Language learning activities for future professionals
- Other projects that increase the capacity of bilingual professionals in Quebec

Student and Supervisory Internship Support

This initiative supports internships for health and social services to increase Quebec's human resources. Funding for students going to a region outside their training location for clinical practice in health care and social services programs will be available. Allocation will be provided through educational institutions. Funding calls for student support will be made available through the Dialogue McGill website.

Funding will also be provided to educational institutions to support clinical supervisory needs in situations where institutions cannot provide adequate supervision. Funding calls for supervisory support will be made available through the Dialogue McGill website.

Targeted Bursaries

Dialogue McGill anticipates allocating 50 professional school-targeted bursaries with 10 offered annually. Targeted bursaries are directed towards students in fields identified as problem areas for access to services in English and are not limited to students from any region in particular. Students who receive these targeted bursaries must commit to working in public health institutions in Quebec for one year for each year that they are funded. Targeted bursaries will be applied through educational institutions.

Support for Community Networks

Dialogue McGill will support community networks' projects for the following activities:

- Promotion of careers in health and social services to secondary and post-secondary school students
- Development and maintenance of student data banks used to facilitate internship placements and employment in the public sector
- Community network administration and monitoring of Dialogue McGill's Bursary Program funding recipients
- Support for internship development, interns, and employment of graduates
- Language learning activities for professionals

Health and Social Services Community Network Bursary Program

This program involves the allocation of bursaries for students from all regions of Quebec, who already have intermediate to advanced English and French language skills. These students must be pursuing full-time studies in health and social services programs and must commit to return to (Outside home region) or to stay (Within home region) in a Quebec region and work for a minimum of one year post-graduation in a public health and social services institution for each bursary received.

2.4 2023-2028 TARGETS

Dialogue McGill has set the following multi-year and annual targets for the Retention Program:

- 250 students placed in clinical internships that support English-speaking communities
- 300 bursaries allocated to students in health care and social services programs who commit to 1-year of professional practice in a Quebec public health and social services institution post-graduation for each bursary received
- 25 students will receive internship support for travel and accommodation to a remote Quebec region to serve English-speaking communities
- 23 community networks will conduct recruitment and retention projects annually
- 8 educational institutions will conduct recruitment and retention projects annually

3. ROLE OF COMMUNITY NETWORKS - 2023-2028

Community networks are uniquely situated to play a special role with regard to building the capacity of bilingual health and social services professionals in Québec to provide services to English-speaking communities.

Five broad areas of activity have been identified for community network intervention. Community networks can be involved in all or some of the following dimensions:

3.1 Promotion of Careers in Health and Social Services to Secondary and Post-secondary School Students

The strategy behind this initiative is to influence the educational trajectory and career choice of young English-speaking students. Community networks have been engaged in a variety of activities in this area for close to fifteen years. Past activities have included the production of interesting tools such as career wheels, career catalogues, promotional flyers etc. Eligible activities include participation in career fairs, health career panels and kiosks, chats with health professionals, and job shadowing activities.

3.2 Development and Maintenance of Student Data Banks

Through this dimension, community networks will be able to develop and maintain data banks to track English-speaking or bilingual students interested in or pursuing studies leading to careers in health and social services fields. Community networks can track health and social services oriented students from the career fair stage right through their educational trajectory, including the internship stage, up to graduation, and into the job market. During their studies, community networks will connect the students with internship opportunities in their region and, upon graduation, with job opportunities at the CISSS or CIUSSS of the region. They will keep the CISSS or CIUSSS informed of upcoming and current graduates in search of jobs.

3.3 Bursary Program Administration

Community networks participating in the Health and Social Services Community Network Bursary Program are eligible to apply for funds under the Retention Program for the administration of the Program in their region. The expectations placed on participating community networks with regard to administrative responsibilities are found in the Bursary Program Guide.

Eligible expenses include the production and dissemination of promotional materials, advertising costs, travel, office expenses, and direct human resources costs.

3.4 Support for Internship Development, Interns and Employment of Graduates in the Region

Community networks can play an important role as broker between the health and social services institution and the English educational institutions with health and social services programs to facilitate students' return to their regions for their clinical practice. They can do this by keeping in touch with students who are studying outside their regions, by encouraging students to request clinical placements back in the regions and by providing the contact information of the various stakeholders involved in the actual development of clinical placements. Equipped with knowledge of the needs of the English-speaking communities regarding specific services, community networks can work collaboratively with health and social services institutions to leverage the creation of clinical placements.

Through the creation of health and social services job banks, community networks can keep students abreast of upcoming jobs in the region and employers informed of the students who will soon be ready for recruitment or graduates already in the job market.

3.5 Language Learning Activities for Health and Social Services Professionals

Community networks can receive funding for outreach activities for health and social services professionals that afford opportunities for them to practice their English language skills. Dialogue McGill will support community networks who put into place English language learning activities for professionals in their regions, including conversation cafes, mentorship meetings, and English language learning workshops.

Please note that if you are applying for funding under this dimension, you are required to fill out a separate Budget Summary Form Appendix 1B of the Project Submission Form.

4. COMMUNITY NETWORKS FUNDING ENVELOPE – 2023-2025

The total funding of 2023-2025 for the community network component of the Recruitment and Retention Program is \$598,000 annually for Dimensions 1-4. A total annual budget of \$60,000 is allocated from Language Program to support Dimension 5 activities.

5. PROJECT PROPOSALS FOR COMMUNITY NETWORKS

Community networks must use the designated form to submit their project proposals for recruitment and retention initiative funding for the 2023-2025 period. It is in Word format and must be filled out by computer.

Any questions about the role of community networks in the 2023-2025 Retention Program or the submission process, should be directed to Manxi Guo at retention.dialoguemcgill@mcgill.ca

Community networks must email their completed application duly signed on or before March 8th, 2023 to:

Ms. Manxi Guo Program Officer, Recruitment and Retention Dialogue McGill, McGill University	E-mail address: retention.dialoguemcgill@mcgill.ca Telephone: 514 398-2631
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A hard copy is no longer required.

APPROVAL PROCESS

Your proposal will be reviewed by the Dialogue McGill Recruitment and Retention Evaluation Committee using the following criteria:

Evaluation Criteria

1. Proposal is complete and clearly explained
2. Project activities are clearly described and align with Dialogue McGill's mandate
3. Project activities are in line with the role accorded to community networks
4. Output and outcomes are clear and measurable
5. Budget justifications are clear, detailed, and align with the planned activities

If your funding request is approved by Dialogue McGill, a contract with the funding amount, as well as the commitments and responsibilities of both parties would be signed by your organization and McGill University.

5.1 FILLING OUT THE PROJECT PROPOSAL FORM

Below are the specific instructions for filling out the various sections of the application form.

1 IDENTIFICATION OF APPLICANT ORGANIZATION

This section provides information about the community network. In Section 1.2 we ask that you provide the name of the Executive Director of the organization. The name given in section 1.3, the contact person, identifies the individual who will be in charge of the project and liaise with its regional partners and Dialogue McGill. The name given in section 1.4, the contact person for the Bursary Program, identifies the individual who will be listed as contact person for community network bursary funding call.

2 INFORMATION ABOUT THE 2021-2023 COMMUNITY RETENTION INCENTIVE INITIATIVES

2.1 PROJECT TITLE

Please indicate the name of your project in 2021-2023.

2.2 PROJECT DESCRIPTION AND RESULTS 2021-2023

Please describe the activities of your project in the past two years. Indicate if the outputs were met for each dimension and if not, provide a justification with details on how potential challenges would be addressed in the next phase. Please provide quantitative results when applicable.

3 INFORMATION ABOUT THE 2023-2025 COMMUNITY RETENTION INCENTIVE INITIATIVES

3.1 PROJECT TITLE

The project title should reflect the content of your project and include the name of your region.

3.2 PROJECT OBJECTIVES AND TARGETS

State the objectives of your project and what you expect to achieve. The objectives must be in line with role accorded to community networks as described in Section 3 of the Guide for Project Submissions. Targets should be quantitatively described.

3.3 PROJECT DESCRIPTION

Provide a summary of your project, explaining the strategies you intend to implement to achieve the project objectives. Your description, which should not exceed 225 words, will be posted on the Dialogue McGill website.

3.4 PLANNED ACTIVITIES AND OBJECTIVES BY DIMENSION

In this section, describe the activities you intend to carry out under each of the relevant activity categories, indicating your measurable annual objectives. Your planned activities and annual objectives must be in keeping with the objective of the Recruitment Retention Program as a

whole. They must also be in line with one or all of the dimensions described in Section 3 of this guide. The combination of activities should support the achievement of your project objective but your project does not necessarily have to include all dimensions.

e.g. 3 career fairs will be held at local schools each year to inform students about potential health and social services positions
Host 24 sessions of English conversation café for 12 Health and Social Services professionals each year

3.5 SCHEDULE OF ACTIVITIES, TIME FRAME, TARGET AUDIENCE, EXPECTED OUTPUTS, AND OUTCOMES

Use the table in Section 3.5 to list the activities you have described in detail in section 3.4 for each of the two years. Enter each of the activities next to the appropriate dimension, indicate the period during the year when the activities are planned, identify the target audience, the anticipated outputs, and the outcomes.

Dimension Code: Each activity must fall under one of the Dimensions listed in the Guide. If you are not planning activities in certain dimensions, simply mark N/A for the year and dimension in question.

- D1: Promotion of Careers in Health and Social Services to Secondary and Post-secondary School Students
- D2: Development and Maintenance of Student Data Banks
- D3: Bursary Program Administration
- D4: Support for Internship Development, Interns and Employment of Graduates in the Region
- D5: Language Learning Activities for Health and Social Services Professionals

Period: Indicate the period that the activities will take place.

- Period 1: April 1 - July 31
- Period 2: August 1 – November 30
- Period 3: December 1 – March 31

Target Audience: Refers to the population targeted by the activity, their institutional affiliation (if applicable), and geographic location.

Output: An output (deliverable) is a direct product or service related to the specific activity.

e.g. Promotional flyer for Bursary program posted via social media and website.
Participated in 3 school events and promoted the bursary program to 150 students.
12 HSS professionals enrolled in English conversation café and participated in 8 sessions.

Immediate Outcome: An immediate outcome (anticipated result or target) is a desired state or change attributable to the output that has a direct influence in the short term and should be described both qualitatively and quantitatively.

e.g. Increased awareness of Bursary program for 150 HSS students in regional schools.
Increased language proficiency of 12 HSS professionals.

Intermediate and ultimate outcomes

Community networks are only being asked to identify immediate outcomes in the proposal form. However, intermediate and ultimate outcomes are also important and will essentially be the same for most activities. The intermediate outcome for community retention incentive initiatives is “that more English-speaking youth choose and are successful in studies leading to careers in health and social services”. The ultimate outcome is “that more English-speaking youth are employed in health and social services institutions in the region.” In order to report on these intermediate and ultimate outcomes, it is important to first determine baselines or starting points from which to measure progress in these areas. Dialogue McGill intends to work with each community network to help develop strategies for determining baselines and for measuring progress.

3.6 PROJECT PARTNERS

Please list the names of the partners your community network intends to work with in relation to any of the activities outlined in Section 3.4. For example, you might collaborate with one or more institutions to provide social support for interns or work together with school boards and educational institutions to inform students about specialized training programs and internships. That collaboration could also help identify students who qualify for bursaries. A community network might also consider working together with an organization active in workforce integration (e.g., the *Place aux jeunes en région* Program).

Indicate here the expected role that each partner will play in your project. If the partner sends you a letter of support, kindly provide a copy of that letter along with your proposal form.

4 DECLARATION BY THE ORGANIZATION

Section 4 is the community network’s official declaration that the information provided in the proposal is accurate and that should the project be accepted, the organization is committed to providing information on the outputs of the initiatives and all relevant reporting data. Signing this section represents engagement.

In Section 4, you must provide the name and contact information of the person authorized to sign this proposal and ensure that it is signed by that person. If your organization requires two signatures, provide the information for the second person and obtain the second signature.

APPENDICES 1A AND 1B

BUDGET SUMMARY

NOTE:

If you are applying for funding for Dimension 5, you are required to fill out a Budget Summary for Dimensions 1 – 4 (Appendix 1A) and a Budget Summary for Dimension 5 (Appendix 1B)

1. BUDGET SUMMARY FOR 2023-2025

Complete Appendix 1 – Budget Summary for 2023-2025. Use the Budget Summary table to calculate the anticipated expenses related to the project (e.g., portion of employee salaries paid for time spent on the project, including employee benefits).

2. BUDGET ITEMS

Dialogue McGill funds may only be used for expenses incurred for the purpose of carrying out the approved project and follow the pre-approved budget. The following is a description of the broad categories of eligible expenses. Dialogue McGill reserves the right to request supporting documentation for any project cost(s). All eligible expenses must include the applicable taxes.

Personnel Salaries and Benefits

This cost item includes salaries and benefits for employees directly working on the project. Clearly indicate total salary and benefits amount for all project employees. Employee salaries, benefits, and/or stipends should follow your organization's employment guidelines. For projects based at McGill University, student stipends are an eligible expense. For projects based at other institutions, internal guidelines regarding student stipends should be followed.

Important note: Project Leads, Principal Investigators, and Co-investigators are not eligible for salaries, benefits, stipends, or any other compensation.

Contractual Personnel

Goods and services received from contractual personnel are entered here (e.g., costs for a professional translator).

Travel and Accommodation

This cost item includes travel for the activities related to your project. Institution standards in effect for travel expenses apply here. Under this heading, include travel expenses for project activities, such as mileage for personal vehicles, air, train or bus travel, meals, and accommodation for meetings/conferences/workshops/seminars as well as travel, accommodation, and honoraria for speakers.

Note: For research partners, conference registration fees should be categorized under Performance Measurement and Knowledge Translation.

All expenses for international travels (outside of Canada) must be pre-authorized by Dialogue McGill.

The request must explain the following:

- 1) the nature of the activity
- 2) how you calculated your estimated costs (mode of travel, number of persons, destination)
- 3) the relevance of the travel plans to the objectives of Dialogue McGill project

Any request for travel costs deemed necessary for the purpose of the project, must be submitted at least one month prior to the planned travel to the attention of the Dialogue McGill Team.

Materials and Supplies

Please write the amounts planned for the purchase of project-related materials. This includes costs for printing, office supplies, as well as delivery expenses (e.g., postage and courier service). These items must be reported separately in the Detailed Budget Form of the project's CFRE spreadsheet (Tab 1a).

Equipment

Please write only the costs related to equipment required for the activities of the project. This includes laptops, headsets, software, and license fees. Items must be specified in the Detailed Budget Form of the project's CFRE (Tab 1a). The cost of leasing computers or other equipment owned by the Third Party is ineligible. The Third Party's in-kind contribution is expected to include, when it is possible, the use of its equipment by the project personnel.

Acquisition of assets must be reported at the end of the fiscal period. For this purpose, "Asset" means any item that costs at least \$1,000 or is an electronic device (e.g. laptops, computer equipment, audio visual equipment) under \$1,000, these must be reported using the following online form by April 30 of each year:

https://mcgillnursing.ca1.qualtrics.com/jfe/form/SV_e9w130SKuZPaiNw.

Rent and Utilities

Rent includes the cost of any necessary premises for project activities. Rent charges for space and computer use when already owned by the recipient organization are ineligible. For utilities, include the cost of all utilities that are not already covered in the monthly rental fee. In most cases, it is only telephone, teleconferencing, and Internet charges. Rent and utilities must be reported separately in the Detailed Budget Form of the project's CFRE spreadsheet (Tab 1a). Dialogue McGill may request a detailed justification for these expenses.

Performance Measurement and Knowledge Translation

This category includes activities related to performance measurement, evaluation, dissemination, or knowledge transfer activities. Examples include annual reports, publications, presentations, and workshops. This includes costs for attending conferences (registration fees) only for the purpose of disseminating the project's results to a relevant audience. These items must be reported separately in the Detailed Budget Form of the project's CFRE spreadsheet (Tab 1a).

Other

This cost item is to be used to show all expenditures that are directly related to the project but do not fit within any of the specific sections above. All information provided in this section must be clearly identified and justified.

REFERENCES

- Canadian Institute for Health Information (2021). Overview: Impacts of COVID-19 on health care workers [Story]. <https://www.cihi.ca/en/health-workforce-in-canada-highlights-of-the-impact-of-covid-19/overview-impacts-of-covid-19-on>
- Statistics Canada. (2021b). Knowledge and use of the official minority language at work by healthcare workers, 2001 to 2016. *Ethnicity, Language and Immigration Thematic Series*. <https://www150.statcan.gc.ca/n1/pub/89-657-x/89-657-x2021005-eng.htm>
- Stevenson, V. (2022). Québec partially closing 6 hospital ERs due to staff shortages this summer. *CBC News*. <https://www.cbc.ca/news/canada/montreal/six-ers-partially-closing-summer-1.6497406>