

# Training, Recruitment and Retention Working Group

## Discussion Paper

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## **Introduction**

Northern areas across Canada face unique challenges when recruiting and retaining professionals. Often the expenses associated with the recruitment of professionals are greater than the larger urban centres. In addition to the normal recruitment costs such as advertising, relocation costs to Northern rural areas are significantly higher. Small northern areas may also lack basic services such as accommodations, access to technology and transportation. These issues combined with non-competitive rates of pay and lack of incentives create difficulties in attracting professionals to northern, isolated areas.

Some of the organizations such as Health Labrador Corporation and the School Boards in Labrador and Northern Newfoundland experience excessive professional staff turnover. This has impacted greatly on the services provided to residents. While this is occurring, the professional workforce reports serious concerns about inadequate staffing, workload issues, impact of a diminishing substitute work force, and the inability to provide all aspects of quality service. Coupled with these concerns is the diminishing supply of professionals now available.

Post secondary institutions face the challenge of providing training for professionals, which are difficult to recruit and retain. Other regions across Canada have partnered with Education, Industry and Government and other institutions to look at long term solutions to recruitment and retention issues. Aurora College in British Columbia, for example, delivers the Licenced Practical Nurse Program as a third-party program on a 5-yearly basis. They then provide bridging to a Registered Nurse Program delivered at the College. This in turn can transfer in to a Baccalaureate Program in Nursing which too is offered on site at Aurora College.

Additional ways must be sought to attract qualified professionals, improve retention and seek long term solutions through innovative training programs to ensure continuous access to quality services for the residents in northern rural areas

## **Issues**

### **1) Low Market Supply of Professionals**

*Health Labrador Corporation / Grenfell Regional Health Services*

In 2001 at Health Labrador Corporation, many experienced nurses had either left the area or had indicated they plan to leave. As permanent staff terminate or choose to take extended leaves of absence, the casual workforce has been absorbed within the permanent workforce leaving a short supply of nurses to do casual/call in shifts (e.g. specials, medevacs, etc.). The average age of the nursing workforce is thirty-seven years and is increasing.

Health Labrador Corporation is also experiencing significant difficulty

in attracting and retaining Allied Health Professionals such as physiotherapists and social workers. The retention expectancy for these positions is approximately one year. The turnover rates for professional staff within the region for the period of 2000 to 2001 has been approximately 50%. The high turnover rates have required much short-term relief, increased overtime and increased transportation cost.

Grenfell Regional Health Services is currently experiencing difficulty in recruiting nurses for the Health Centre in Forteau. This is partially due to the fact that Labrador benefits, such as the \$5000 recruitment/ retention benefit does not apply for this Board.

The Canadian Nurses Association released a report in 1997 that identified the following major contributing factors to a predicted nursing shortage, an aging workforce that will retire in large numbers during the next decade, an aging population predicted to require increased nursing and other health care, and an inadequate number of new graduates.

#### *College of the North Atlantic*

The College of the North Atlantic in Labrador experiences a 50% change in programming each year. This is to respond to changing industry need with increasing economic development in the area. The mounting of short-term contractual programs related to workforce development is an ongoing process. The temporary nature of related employment presents challenges in recruitment of staff.

Recruitment of professionals to teaching positions is particularly difficult. For example, the College has been attempting to recruit registered nurses to meet a contractual obligation to teach a Home Support Worker Program in coastal communities. The current situation of nursing shortage has made this effort extremely difficult.

The College has been fortunate to have a low turnover of staff in the coastal Learning Centers which offer Access Programming. Instructors hired for the centers have remained long-term, thus eliminating the need for back filling positions. Other programs on the coast such as Office Administration and Carpentry have been difficult to staff for temporary one-year assignments. Experience has been that when competitions are successful in recruiting a suitable candidate, usually from outside the area, many will leave when other employment on the Island becomes available. This has caused disruption for the program and students and is detrimental to continuity and consistency in delivery of programs.

#### *School Boards*

Recruiting guidance counselors, special education teachers and teachers who possess a background in French has been and continues to be problematic for both districts. This year, District 2 has guidance

positions in the Southeast Labrador and Labrador Straits regions which remain vacant. For the past five years District 2 has filled special education positions with non-qualified special education teachers.

There are other factors that compound this problem such as the low number of graduates in specialist areas. For example, in 2001 only three guidance counselors graduated from MUN. The number of undergraduates entering into specialist areas is down considerably. The number of undergraduates entering into the Faculty of Special Education for the 2001-2002 year is down by 25. As well, the number of undergraduates entering into the Faculty of Education from the faculties of Science and Math is down considerably.

## **2) Compensation and Benefits**

### *Health Labrador Corporation / Grenfell Regional Health Services*

To attract qualified professionals, rates of pay must be comparable to other northern regions across Canada. In Nunavut, nursing professionals enjoy rates of remuneration approximately 33% higher than in the coastal Labrador communities plus other incentives.

In Labrador, other positions such as physiotherapists have been vacant for approximately 12 months. This problem is compounded by the general market availability however, physiotherapists in Nunavut start at \$62,000 per year while Health Labrador Corporation offers approximately \$41,000 per year.

The table in Appendix 1 compares rates of pay and benefits to other Northern regions in Canada

### *College of the North Atlantic*

The College of the North Atlantic (CONA) in Labrador recruits staff for its campuses in Labrador City and Happy Valley-Goose Bay, and for the nine coastal learning centers. There have been difficulties in recruitment to certain areas. In the trades area, the most prominent issue is the compensation from industry as compared to what one can earn in teaching in post-secondary. Job offers have been turned down, as salary is not comparable to that of industry. For example, a Journeyperson Welder with three years industry experience can expect to earn an hourly rate of \$27.00 in industry, according to the United Steelworkers Union. By comparison, the same person will earn \$16.93 per hour in a College instructional position. As a result, industry tends to be a more attractive option in terms of remuneration.

Certain occupational areas are also extremely difficult to recruit i.e. nurses. The College does not have a system in place whereby recruitment incentives can be offered, particularly for instructional positions in Coastal Labrador. Other agencies offer incentives such as sign-on bonuses thus creating a non-competitive situation for the

College.

#### *School Boards*

At the Northern Peninsula Labrador South School Board and the Labrador School Board, the lack of remuneration in the form of bonuses, incentives and relocation reimbursements is a detractor. We would be more successful in recruiting and retaining professional employees if we adopted similar models to those of our counterparts in Northern Canada.

Although a \$5,000 contract completion bonus was established this past year for teachers, the shortage, provincially, nationally and internationally, requires that we offer incentives that go beyond leveling the playing field. The bonus, while on the surface seems attractive, in reality only assists in defraying the additional costs associated with northern, isolated living.

#### *Provincial Government Departments*

As identified in consultations with regional government departments in 2001, the departments of Industry Trade and Rural Development, Human Resources and Employment, Government Services and Lands, Works Services and Transportation, Forest Resources and Agrifoods, Fisheries and Aquaculture, and Municipal and Provincial Affairs have faced recruitment challenges due to low rates of pay and incentives.

Remuneration in this province is not on par with pay and benefits for positions similar in nature to those in other provinces thus creating an uneven playing field when attempting to recruit employees. For example, Career Development Specialists with the Department of Human Resources and Employment are hired on a pay range of \$37,700.00-\$42,100.00 plus Northern Allowance. Whereas, the same employee with the Nunavut government are paid in the range of \$55,000.00 - \$65,000.00, plus a Northern Allowance of approximately \$ 10,000.

#### **3) Relocation Expense**

The cost of relocating to Labrador communities is significantly higher than the cost of relocating to other regions of the province. For example, an estimate from Household Movers was obtained for comparative purposes. For a family of four to move from Fredrickton, New Brunswick to St. John's, Newfoundland it would cost \$ 9,386.68. For the same family to move to Nain, Labrador it would cost \$ 15,421.19.

#### *College of the North Atlantic*

The expense of relocation for temporary employees is an issue for the College. There is a small subsidy in place but this does not cover the cost of relocation from the island portion of the province (or

elsewhere) for temporary employees. Relocation for permanent employers is subsidized at 75% of actual costs.

#### *School Boards*

Both School Districts 1 and 2, have identified losing potential recruits due to a lack of relocation packages for new hires.

#### *Provincial Government Departments*

Provincial government departments have an increasing number of positions that are classed as temporary and as such there are no monies allocated to offset moving costs. Potential candidates are deterred from accepting positions after they discover the costs to relocate.

### **4) Accommodations**

#### *College of the North Atlantic*

When the College experiences turnover or hires new instructors in coastal Labrador communities, accommodation is an issue. The College does facilitate the search for accommodations but in some cases, options have been scarce thus creating situations whereby instructors accept less-than-adequate housing arrangements.

#### *School Boards*

The shortage of quality housing is a significant detractor when trying to recruit professional staff to School Districts 1 and 2, as there is no available housing in some communities. Providing subsidized accommodations is one of the greatest challenges faced by the School Boards. Currently the Department of Education does not recognize this as a responsibility of School Boards and therefore does not provide funding to offset any costs associated with housing operations. Housing is not as pressing of an issue for other school boards in the province.

Appendix 2 includes a list of housing needs that have been submitted to the Teacher Supply and Demand Committee of the Department of Education. Staff have been hired and have had great difficulty finding a place to live. In some cases teachers have left the area after one year due to the poor quality of housing.

In addition, School Boards are not permitted to borrow for the purchase of accommodations nor are they permitted to rent housing. If permitted to do so the costs would have to be passed on to the tenants or some other funding source (ex. Native Peoples Agreement), which would be a dis-incentive.

### **5) Isolation**

Geographic isolation due to the remote location of many northern communities and lack of transportation options, contributes to the inability to recruit and retain individuals and families. Staff do not have access to basic services that are available at the larger centres. Services that are lacking include dental, entertainment, and communication. Also, a good quality and wide variety of foods is not regularly available and can be expensive when available.

Professional isolation is also a factor in some communities where there is only "one of" a specific profession. For example, a social worker does not have the opportunity to consult with, debrief, or share case notes with other social workers when they are the only staff in a community.

## **6) Training**

The reality of training local people for jobs in Labrador presents an ongoing challenge in light of accommodating the recruitment and retention issues faced by institutions and agencies.

Another reality is the literacy statistics of the 33 communities in Labrador, 26 are coastal communities. The population is split approximately by one-third in each of Labrador West, Upper Lake Melville, and the coastal communities. Of the total population, approximately 42% has aboriginal affiliation.

To strategically plan for post-secondary education and training opportunities, it is worthwhile to recognize the finding of Statistics Canada from 1996 which indicate that in the Labrador electoral districts, 30.4% - 54.1% of the working population has less than a high school education. This has improved somewhat in recent years, with both aboriginal and non-aboriginal students taking the initiative to upgrade in readiness for post-secondary training. However, the challenge remains of readying non-high school graduates for further education and training and ultimately the workforce. These figures have major implications for the recruitment pool for skills developments and professional preparedness. Through its access programming in all centers, the College of the North Atlantic is committed to addressing this need.

Currently, College programs are 1 - 3 years in duration at the Certificate, Diploma, and Advanced Diploma levels. Through the Access Strategy and in partnership with other post-secondary agencies, the potential of providing an expanded access program to prepare students for entry into professional areas needs to be explored. This would lend itself to the benefit of transition from a coastal Learning Center/high school to the Happy Valley-Goose Bay Campus to other campuses at the College and University levels.

## **Solutions**

### **1) Coordination of Recruiting Efforts**

Members of the Training, Recruitment & Retention Committee have been involved with various recruitment activities, such as: advertising in local, provincial or national newspapers, local community channels, web based recruiting agencies, recruiting firms, web pages and job fairs. Depending on the method chosen, costs vary from several hundred dollars to several thousand. In many instances these methods may prove to be unsuccessful or agencies may have to utilize methods that are much more expensive, such as recruiting firms. Effective methods must be determined when spending advertising dollars, to avoid duplication.

As a region, there are areas of common interest and a collective effort from the various committee members would be mutually beneficial. Information on a community is the same for all involved. A package could be developed which includes regional or community information on all the basic amenities, recreation, sports, and demographics. This basic information package could be inserted in a colourful folder developed by a professional marketing firm. Begin marketing or promoting the quality of life as a selling feature Eg. Glossy, catching ads that display winter activities, kayaking, hiking, outdoor big game hunting and fishing, craft / artistic environments etc. This approach avoids the duplication of costs by the various agencies. Other players that may have a vested interest would be the Town Councils and the business community. The development of a common information package could receive financial support from the business community, as this would be an opportunity to advertise their services. A sample folder from Thompson, Manitoba is provided for consideration.

Some of the Boards, Departments and agencies represented by this committee have developed Web pages or are in the process of doing so. A Web page can provide cheap, effective advertising or general information to any potential candidates. However, it is important that any information on these sites is current and each of the agencies has committed resources to their regular maintenance.

## **2) Training**

### *Health Labrador Corporation*

Health Labrador Corporation in conjunction with the Memorial University of Newfoundland has already developed a program to prepare family physicians for practices in rural and northern areas called the Northern Family Medicine Education Program - NorFaM. The NorFaM program provides training that combines practical "hands on" experience in a multi-cultural aboriginal setting with academic teaching. Over the three years of the NorFaM program approximately one-half of the fourteen residents have returned to do locums and three have established long term practices in Labrador.

Based on the experience with the NorFam program it makes sense to enhance the possibilities of offering practicum placements of other programs in northern rural areas such as Nursing, Social Workers etc.

### *College of the North Atlantic*

Statistics on the success rate of students attending post secondary training outside Labrador, indicate that generally the attrition is higher than for those who attend post secondary in the Upper Lake Melville area. For example, students going from coastal communities to institutions outside Labrador experienced a 70 % drop-out rate in 2000, while students from the coast attending College in Goose Bay, experienced a 78% success rate. This would indicate that a smoother transition to a larger institution/center can be made by attending an initial 1-2 years post-secondary in Happy Valley-Goose Bay. In effect, the concept of "program laddering" would see students moving from high school/adult upgrading in their own communities to College level programs in the Upper Lake Melville area and on to College/University level in larger centers.

Many occupations in the health and education field provide opportunities for the College to work with universities to devise models of program delivery related to an evolving trend of university/college linkages. The importance of improving post-secondary connectedness to the secondary system should also not be overlooked.

#### *Other Innovative Program Models*

TEPL - Teacher Education Program in Labrador

Northern Native Education Degree

Social Work Diploma Program

Nursing Access Program

Med Quest

### **3) Community Mentorship Program**

The Training, Recruitment and Retention Committee has obtained a sample Community Mentorship Program for Teachers from the North West Territories. This program assists new employees to establish themselves both professionally and personally in northern communities and ensures appropriate support mechanisms are in place.

Cultural diversity awareness is an essential component of an orientation for new employees working in Labrador. Two training programs currently exist within Labrador however, additional models may need to be compared.

### **4) Processing of Immigration Papers**

Professionals, such as Nurses, from other countries must have their qualifications verified by the Association of Registered Nurses of Newfoundland and Labrador (ARNNL) and the processing of this

documentation can take several months. Given the shortage of these professionals we need to remove such obstacles and attempt to reduce processing time. Reciprocal agreements with the source agencies could improve upon this process.

### **5) Student Loans**

Some provinces / employers assist new employees with student loans by offering a financial contribution towards the repayment of student loans. For example, the new graduate receives a specified amount of money for each year of service.

Recruitment of new graduates tends to be compounded by high student loan repayments.

### **6) Establish Partnerships with other Post Secondary Institutions**

Some partnership models in the North deliver first and second year university courses at the college level which are directly transferable to an affiliated university. The College of the North Atlantic has demonstrated this partnership approach with the two year Community Studies Program having a block transfer to the degree program at University College of Cape Breton.

The benefits of being able to access the first 2 years of university level courses locally before attending in a larger center, would address high attrition rates. This in turn would result in local people being educated and trained for employment in chosen professionals in the local area, and thereby address problems now encountered with recruitment and retention.

### **7) Career Counselling at the Secondary Level**

Various sources have identified gaps with regards to linking secondary students with regional workforce needs. Specific agencies have mandates to deliver career related information to target populations but are unable to target school age students. Human Resources Development Canada can provide career readiness for employment insurance recipients, the Department of Human Resources and Employment has a mandate for social assistance recipients. Guidance Counsellors often cannot provide comprehensive career planning due to increasing demands on dealing with social problems of students. Many schools in the region are also unable to attract and retain guidance counsellors which compounds problems for career planning with secondary students.

It was acknowledged that in the past, various apprenticeship programs were successful in providing secondary students with exposure to various types of employment. This presents an opportunity to explore the re-vitalization of similar programs to meet local employment requirements.

## **8) Accommodations**

The reality in many areas of Labrador is that there are no rental properties and homeowners rarely have space in their homes to accommodate boarders. Some organizations are very fortunate if they are able to find qualified professionals in coastal Labrador communities who are long-term residents, therefore eliminating the problem of accommodation.

A possible approach to resolving this issue is to create an awareness at the community level of the shortage of housing for professionals coming to those communities and promote the opportunity for interested parties to become landlords. Many individuals or small construction companies may be interested in such an opportunity if they were aware it existed. For example, companies such as Goose Real Estate may wish to avail of such opportunities. This would be of very little cost to implement and could happen in the short-term. Organizations such as, school boards and health boards could offer some security by committing to lease for a certain period of time.

Newfoundland & Labrador Housing Corporation (NLHC) may be an asset in helping to address this problem. With the involvement of NLHC, a plan to construct apartment complexes suitable to the needs in that specific area, be it Nain or Cartwright or wherever could be designed. This solution would have initial costs that would be fairly significant however these costs would be recovered over the long term. We would see many advantages when marketing Labrador to prospective employees with such provisions for accommodations in place.

## **9) Enhance Communication**

At present time, there does not appear to be significant coordinated effort with regards to human resource planning. One solution may be to hold regular meetings on an annual basis to discuss issues related to human resources, review objectives as determined by this proposal, share ideas and look for new, innovative solutions to challenges unique to the North. This forum would also enhance communications between the various departments.

This lack of cohesion among departments and boards has also meant inconsistencies with specific policies. Many government departments follow the same collective agreement. However, application of the policies governed by the collective agreements, is often inconsistent. Often it is at the discretion or interpretation of managers who may have a different set of values, experiences and ideals, which may lead to varying interpretations.

Educating all levels of HR managers throughout government departments on interpretation of policy, and ensuring that communication of information is channeled directly to where it needs to be, is an integral part of any effective solution.

## **10) Incentives**

It was identified that there is a need to consult with various regional and municipal partners to explore creative, low cost incentives, to offer new employees who sign a specified employment contract. In order to offer incentives that would entice people to relocate, there needs to be a clear understanding of what may be appealing. For example, surveying existing staff to determine the reasons for working and remaining in Labrador and conducting exit interviews with departing staff to explore why they chose not to stay, to assist with informed decision making on incentive packages.

## **11) Technology**

Most areas of Labrador currently have access to the World Wide Web. However, in some communities access can only be gained through a dial up service, thus incurring long distance charges. It may be necessary to form an advocacy group to collectively ensure that the service provider is taking steps to offer the best possible telecommunication service to remote locations.

With the implementation of the Smart Labrador initiative many locations will soon have their current bandwidth upgraded and will, for the first time, have access to video conferencing. Connectivity is something that will be an attraction in recruiting new employees because as a result, professionals in those remote areas will be able to access professional development via the World Wide Web and through video conferencing. With the introduction of video conferencing, communication between the distributed sites and the central offices will become less of an issue. For example, a nurse in Nain will be able to participate in training that is being offered in Goose Bay and share the information in real time.

## **12) Retired Professionals on Provincial Pension**

There is a pending crisis with the delivery of education for students in Labrador. At the beginning of the school year 2001, there were significant vacancies in the 34 schools in Labrador. Particularly in areas of special education, french and guidance counselling. There are many qualified, able and interested retired teachers anxious to serve in Labrador. However, current restrictions with pensions and remuneration prevent these teachers from working within the province. Teachers move to northern Canada where they can collect full pension and full salary. Initial discussions and correspondence have already occurred on this issue.

## **13) Certification**

There may be several individuals that have similar requirements for teacher certification, who are able and willing to teach in Labrador, however, they cannot teach due to provincial certification requirements. For example, an individual may have experience, be bilingual, have a french degree and only require one additional

education course for a teaching certificate but cannot teach under current guidelines. A resolution has been created and forwarded to provincial government. A decision was reached by the provincial government that temporary certification can be granted.

However, this still remains an issue for aboriginal communities and their need to have aboriginal instructors / teachers within their school environments.

### **Recommendations**

<b>Recommendations</b>	<b>Cost</b> <b>&lt; 10 000</b> <b>Low</b> <b>&gt; 10 000</b> <b>High</b>	<b>Short Term</b> <b>&lt; 6 months</b> <b>Long Term</b> <b>&gt; 6 months</b>
1. Develop a community based promotional video on Labrador, to send with recruitment packages and to use as exhibitions at job fairs.	High	Short
2. Gather information / survey those professionals that have stayed, explore their interests and reasons for staying, as a way to identify target audiences. Eg. 1) Educated, physically active, over age 30, 2) Educated, married with children. Such baseline data will help focus marketing campaign.	Low	Short
3. Obtain the services of a marketing firm to market the "uniqueness" of Labrador. The marketing firm could assist in the development of a folder, in addition to reviewing current Web pages or assisting in the setting up of new ones.	High	Short
4. Develop a collaborative approach to local training and education with agencies working together to meet human resource development needs.		Long
5. Explore partnership models with other post secondary institutions across Canada, to meet the training needs of Labrador. Other northern models of delivery should also be explored and recommended. Eg. Nursing access etc.		Long
6. Establish a community mentorship program	Low	Short
7. Provide mandatory cultural sensitivity courses for all students in nursing, teaching, social work, medicine, pharmaceutical	Low	Short
8. Sign a multi-departmental or board memorandum of understanding, to ensure that		Long

<b>Recommendations</b>	<b>Cost</b> <b>&lt; 10 000</b> <b>Low</b> <b>&gt; 10 000</b> <b>High</b>	<b>Short Term</b> <b>&lt; 6 months</b> <b>Long Term</b> <b>&gt; 6 months</b>
each employer conducts a skills assessment of new employees. The purpose would be to highlight opportunities or particular interests that new staff may have as resource persons, that could help with increased job satisfaction. Eg. Former First Aid Instructors - be given reduced workload to train staff and community members instead of bringing in / paying for outside instructors.		
9. Conduct exit surveys. Every Labrador employer agrees to complete exit interviews to understand why employees do not stay.	Low	Short
10. Create reciprocal agreements with other provinces for certification of professionals ie. A nursing policy developed to support interim certification.	Low	Long
12. Develop close working relationship with departments and Human Resources Development Canada to understand the processes involved in immigration and work towards improved processing of work validations of foreign workers.	Low	Short
13. Develop a collaborative approach to career awareness for secondary students, to make them aware of opportunities that may exist. Example, Med Quest.	High	Long
14. Develop a "Northern Communities Professional Alliance" to provide opportunities for professionals from Nunavut, northern Manitoba, northern Ontario, and Labrador to network and provide peer support. For example, establish monthly social worker discussion groups among northern communities. Such initiatives may help reduce feelings of professional isolation and improve communication.	Low	Short
15. Establish regular meetings of HR personnel from all departments (cross-departmental) to enhance communication and provide a forum for discussion on policy interpretation and frequent updates as they relate to HR management. It is felt that there should be regional consistencies on such matters to improve human resource needs.	Low	Short

<p>16. Explore incentives :</p> <p>Agreements with municipal councils to clear snow from driveways for the first winter, or on a weekly basis, first month etc.</p> <p>Community perks such as a month free membership at golf or fitness facilities, with a 2 year contract signing.</p> <p>Offer reduced costs on canoeing and kayaking certification courses at the local college.</p> <p>Offer flex time / staggered working hours to allow for outside interests / activities, or child care etc.</p> <p>Promote reduced long distance calling packages. Get an agreement to reduce cable and telephone initial set up charges for those that sign a 3 year contract.</p> <p>Provide a clothing allowance every 2 years.</p> <p>Reimburse relocation expenses for temporary employees that are working more than 18 months.</p> <p>Consider offering recruitment/retention bonuses to professionals that currently reside and work within the region.</p> <p>Offer assistance for re-paying student loans as a part of a recruitment package.</p> <p>Offer paid trips to larger centres such as St. John's or Halifax</p>		
<p>17. Research other Internet Service providers if it is perceived that needs are not being met by the current provider.</p>	Low	Short
<p>18. Make recommendation to Dept of Education that School Districts 1 and 2 have particular concerns with housing needs for teachers and may require budget flexibility to address this issue.</p>	High	Short
<p>19. Increase awareness of housing shortage to potential entrepreneurs within communities, who may consider developing</p>	Low	Long

housing units for long term lease.		
20. Evaluate policy on pensioned employees. Provincial government must relax or waive regulations for retired teachers. Correspondence needs to be forwarded to Department of Education, requesting support for this action in Labrador.	Low	Short

## Appendix 1

### National Comparative Rates of Pay and Benefits

PAY AND BENEFITS PACKAGES - NORTHERN AREAS						
<b>Nurses</b>						
	<b>Alberta</b>	<b>Nunavut</b>	<b>Churchill</b>	<b>Inuvik</b>	<b>James Bay</b>	
			<b>Manitoba</b>	<b>Northwest</b>	<b>Ontario</b>	
				<b>Territories</b>		
Pay Scale	23.75 to 30.11	55,107 to 62,517	20.45 to 24.12	28.26 to 29.72	20.50 to 30.24	1
Northern Allowance	400/mth	10,692 - 19,155/yr	3050/yr sin	8112/yr	3300 to 4500/yr	
			5028/yr dep			
Special Allowance						
Relocation			360/single	15000 lb	Airfare +	
				maximum	1000 expenses	
Accommodations			Furnished 1 br		Furnished 2 br	
			\$185 bi-wkly		\$397/mo incl ut	
Retention Bonus		24,000/3 yrs		5000	2500	
Paid Trips Out			1-first year		1-Toronto after	
					1 yr, deps paid if	c
			2-subsequent yrs		returning	
Education				On Site	Fully paid	
				Professional	mandatory crses	
				Development	up to 1000/yr	p
					tuition per eployee	

## Appendix 2

### Housing Needs for School District 1 and 2

SCHOOL	CURRENT HOUSING (LIST & DESCRIBE EACH UNIT - APT., SINGLE DWELLING - )	SPECIFY IF (F) FURNISHED / (U) UNFURNISHED / (P) PARTIALLY FURN.	COST TO BOARD (MORTGAGE, LEASE, RENT)	MONTHLY COST TO EMPLOYEE CHARGED BY BOARD	IMMEDIATE NEEDS (UNITS) 1 YEAR	FUTURE (U 3
J.H.M.S . .	5-UNIT APARTMENT COMPLEX BOARD OWNED <u>LEASED</u> 3-BEDROOM HOUSE 1 MINIHOME (TORNGAT HOUSING)	2 UNITS FURNISHED 3 UNITS (P) WASHER, DRYER, FRIDGE, STOVE (F) (F)	\$55,200 PRINCIPAL + INTEREST YEARLY  \$625/MONTH \$425/MONTH	\$600  \$222 \$170	DUPLEX	D
A.C.M.S . .	<u>LEASED</u> 7 MINIHOMES	(F)	\$425/MONTH	\$510	UNITS CURRENTLY BEING BUILT	

SCHOOL	CURRENT HOUSING (LIST & DESCRIBE EACH UNIT - APT., SINGLE DWELLING - )	SPECIFY IF (F) FURNISHED / (U) UNFURNISHED / (P) PARTIALLY FURN.	COST TO BOARD (MORTGAGE, LEASE, RENT)	MONTHLY COST TO EMPLOYEE CHARGED BY BOARD	IMMEDIATE NEEDS (UNITS) 1 YEAR	FUTURE (U 3
			PER UNIT		5-UNIT APARTMENT COMPLEX	
N.L.A.	LEASED 3 MINIHOMES	(F)	\$425/MONTH PER UNIT	\$510	DUPLEX	
J.C.E.M .	BOARD OWNED DUPLEX	(F)	\$13,800 PRINCIPAL + INTEREST YEARLY	\$480	DUPLEX	D
N.M.S.S .	R.C. EPISCOPAL CORP. OWNED 5 BEDROOM MINIHOME 2 DUPLEXES  BOARD OWNED 2 MINIHOMES	(F) (F)  (F)		\$69.10  \$69.10		MOVIN COM
H.G.A.	BOARD OWNED 3-BEDROOM HOUSE	(F)	\$7,500 PRINCIPAL + INTEREST YEARLY	\$369		
M.L.S.	1 BEDROOM APARTMENT	(F)		\$144	2 BEDROOM APARTMENT BEING BUILT 3 BEDROOM HOUSE (MINIHOME)	
S.P.S.	R. C. EPISCOPAL CORP. OWNED 4 BEDROOM HOUSE	(F)		\$102		3 BEDRO
B.L.M.	LEASED 2 MINIHOMES	(F)	\$425/MONTH PER UNIT	\$510	2 MINIHOMES	
	*MONTHLY RENTS ARE UNDER REVIEW					

November 13, 2001

### TEACHER HOUSING - REMOTE COMMUNITIES

### CURRENT SITUATION - NEEDS SHEET / LONG TERM (1 - 3 YRS)

DISTRICT: #2 -Northern Peninsula/Labrador South

CURRENT HOUSING (LIST & DESCRIBE EACH	SPECIFY IF (F) FURNISHED / (U) UNFURNISHED /	COST TO BOARD (MORTGAGE, LEASE, RENT)	MONTHLY COST TO EMPLOYEE CHARGED BY BOARD	IMMEDIATE NEEDS (UNITS) 1 YEAR
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UNIT - APT., SINGLE WELLING - )	(P) PARTIALLY FURN.			
APARTMENT UNIT, PART OF SCHOOL COMPLEX	(F)	N/A	\$390.00 / MO INCL. HEAT & LIGHT	1 1 1 1 2 2