

# Local Action, Collective Impact... 2020-2025 Labour Market Strategy for the Cariboo Chilcotin Region



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Canada 



This program is funded by the Government of Canada  
and the Province of British Columbia.


An Important Note to Readers:

We are pleased to share with you *Local Action, Collective Impact...2020-2025 Labour Market Strategy for the Cariboo Chilcotin Region*. Months of consultation, research and development have gone into this document and it contains a wealth of vital information. However, much has changed in the weeks leading up to its release. We are dealing with unprecedented challenges as the Cariboo Regional District responds to the ongoing COVID-19 pandemic and the uncertainties it has brought to communities across British Columbia and around the world.

We want to emphasize that the Labour Market Strategy remains relevant and vitally important despite these current challenges and the shifting sands we are experiencing. Implementation priorities will need to be adjusted, and timelines for shorter-term actions will need to be assessed in the context of current events. Together with our partners, we understand the need to pivot where necessary, and to remain flexible as we move ahead. Nonetheless, the Labour Market Strategy provides a clear path forward and will position us well as we take important steps to align our talent supply with projected demand, develop a resilient and skilled workforce for the future, and strategically support employers across the region.

There has perhaps never been a more compelling need for a strategy like this. We now realize that the five-year time horizon reflected in the Labour Market Strategy will encompass a period of recovery that we anticipate will extend across every part of our region and involve each of our stakeholders. This bodes well for the release of this document now, giving us strategies that can be deployed as and when appropriate as well as providing an all-important anchor for our overall efforts.

We look forward to working with our partners and stakeholders across the region as we roll out the Labour Market Strategy. Together, we can strengthen the region's resilient response following this pandemic period and emerge with a renewed confidence in the future of our workforce and local economy.



Darron Campbell  
Manager of Community Services  
Cariboo Regional District

building communities together



## Acknowledgements

We take this opportunity to thank those that contributed to this important regional initiative, including local businesses, associations, organizations, job seekers, students, educators, and government representatives. Your input has been invaluable.

We would also like to thank the Steering Committee that guided this project, composed of representatives from the Cariboo Regional District, the City of Quesnel, the City of Williams Lake, District of 100 Mile house, District of Wells, Community Futures Cariboo Chilcotin, Cariboo Chilcotin Aboriginal Training and Employment Centre, Lhtako Dené Nation, and the Province of British Columbia.

The labour market study is a partnership between the Cariboo Regional District, the municipalities of Quesnel, Williams Lake, 100 Mile House and Wells, and member communities of Northern Secwepemc, T̓silhqot'in and Southern Carrier/Dakelh First Nations.

The project is funded by the Government of Canada and the Province of British Columbia.



District of 100 Mile House

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**Pg. 21:** District of 100 Mile house

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**Pg. 26:** District of 100 Mile House

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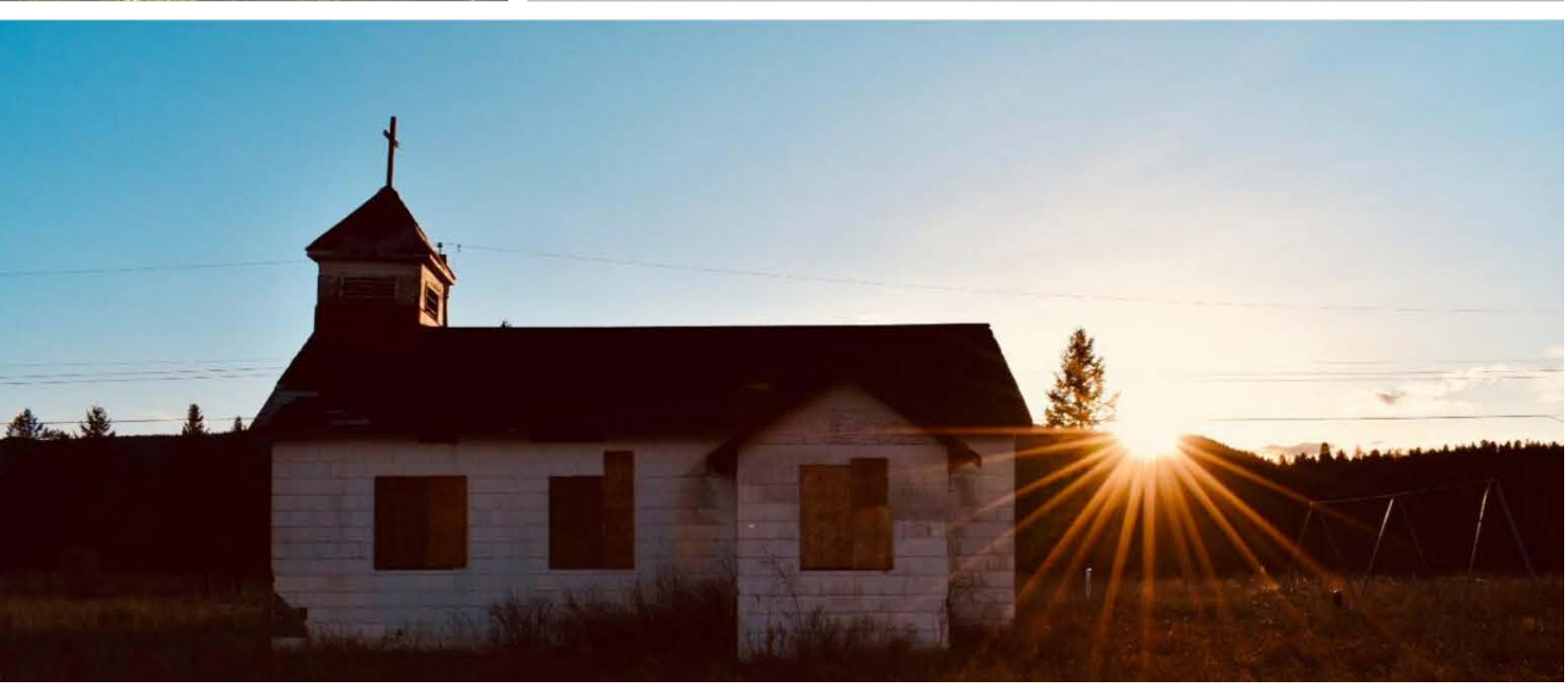
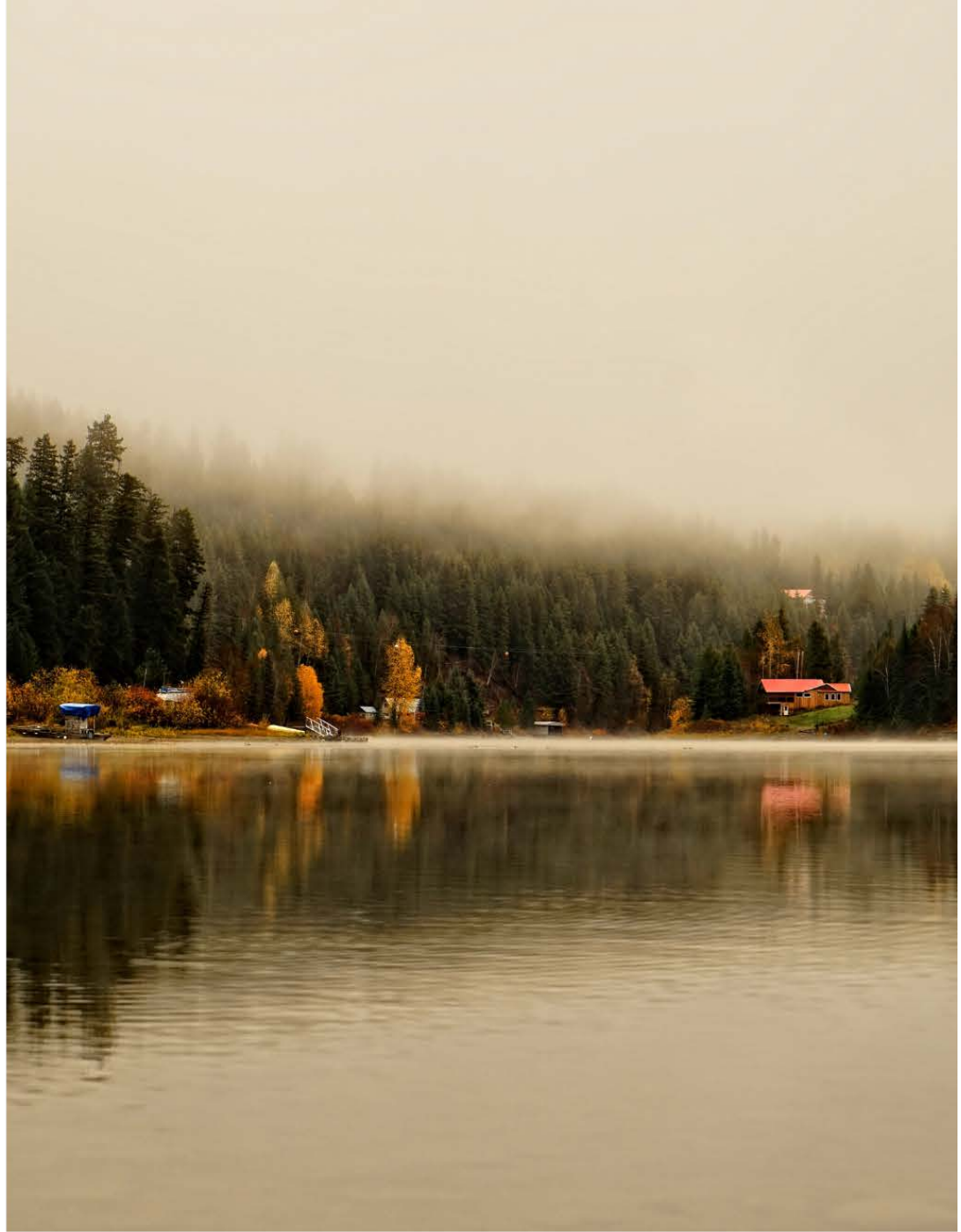
**Pg. 46:** top, Chris Bertenshaw; bottom left, Amaranta Chretien; bottom right, Miriam Schilling





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# Glossary of Terms

**ADST:** A BC Provincial school curriculum: Applied Design, Skills, and Technologies.

**AI:** Artificial Intelligence

**Apprenticeship:** This form of training results in a skilled certification qualification, generally acquired through a combination of in-class and on-the-job learning.

**CCATEC:** Cariboo Chilcotin Aboriginal Training Employment Centre Society

**CNC:** College of New Caledonia

**Co-op:** A Cooperative program (Co-op) combines classroom education with practical, structured work experience. It differs from the apprenticeship as it is usually facilitated through an educational institution.

**CRD:** Cariboo Regional District

**Economic Development Officer:** An employee that is responsible for planning, developing, coordinating and/or implementing economic development policies, strategies, and initiatives that improve a community or region's economy.

**Employability Skills:** Skills needed to enter, stay, and progress in the world of work. Examples of Employability Skills include essential skills such as communication, personal management skills, and teamwork skills.

**ESDC:** Employment and Skills Development Canada

**Internship:** Internships are usually completed as part of the coursework, and students receive credit towards final program completion. They can be completed full time or part-time and can be paid or unpaid.

**ITA:** Industry Training Authority

**LMI:** Labour Market Information is intelligence that helps inform about the current job market in a geographic region, province, or nationally. It informs decisions by sharing information about jobs, companies, industries/sectors, wages, etc.

**NAICS:** The North American Industry Classification System (NAICS) is the standard used by Federal statistical agencies in classifying business establishments to collect, analyze, and publish statistical data related to the economy.

**NOC:** The National Occupational Classification (NOC) system is a federal statistical standard used by federal agencies to classify workers into occupational categories to collect, calculate, or disseminate data.

**SME:** Small and Medium-Sized Enterprises

**STEM:** A curriculum based on education in science, technology, engineering or mathematics.

**Transferrable Skills:** Transferable skills are any skills you possess that are useful to employers across various jobs and industries. These might include skills like adaptability, organization, teamwork, or other qualities employers seek in strong candidates.

**TRU:** Thompson Rivers University

**Soft skills:** The Collins English Dictionary defines soft skills as "desirable qualities for certain forms of employment that do not depend on acquired knowledge: they include common sense, the ability to deal with people, and a positive, flexible attitude.

**UNBC:** University of Northern British Columbia

**Workforce/Labour Force:** The people engaged in or available for work in the Cariboo Chilcotin Region.









# 1. Executive Summary

The Cariboo Chilcotin Region of in the Central Interior of British Columbia includes four municipalities, Williams Lake, Quesnel, 100 Mile House, and Wells, which are complemented by a vast rural landscape of beautiful habitat, natural wonder, and bountiful resources. Key to the Region’s character and heritage are diverse First Nations communities, represented by 15 bands of the Nations Tsilhqot’in, Southern Dakelh, and Northern Secwepemc. It is a Region that is recognized for its scenic beauty, natural environment and quality of living. Each of the urban municipalities contributes through active economies, a diverse business base and a unique sense of community influenced by its residents and its local attributes. For the outdoor enthusiast, the Region’s affordability and lifestyle are truly a great find.

Beyond traditional mining and forestry that have been regional fixtures, strong agriculture and tourism sectors also add value and nuance to the economic base. While some sectors such as mining have seen a mix of growth and decline, depending on the community, others such as forestry have been impacted more broadly by invasive mountain pine beetle populations, leading to a corresponding impact on local wood manufacturing.

As with many regions, the Cariboo Chilcotin Region faces challenges in meeting local talent demand and aligning its labour supply to local opportunities. As a large and semi-remote Region, attracting and retaining people has been difficult. In some cases, the Region has been an early career stopgap for those gaining experience in their profession before moving on to more populated centres. Wages are identified as a factor impacting talent retention, and employers struggle to fill vacant positions with the right candidates.

*Local Action, Collective Impact* is a Labour Market Strategy for the Cariboo Chilcotin Region for the next five years and has been designed to meet local and regional needs and leverage opportunities for each. It has been designed to be easily read and applied at a tactical level, with all detailed results of the information and analyses used to inform the strategy presented in an accompanying Technical Report.

## Summary of Methodology



Workforce planning ecosystem assessment



Regional asset inventory and value proposition



Labour market supply/demand labour market intelligence



Supply and demand labour projections



Background document review and common themes matrix



Regional demographic profile



Education pipeline and graduation rates



Stakeholder Engagement and Consultations



Regional employer survey

220 employers



Job seeker survey

191 people



National perceptions survey

800 people



Key informant interviews

15 people



Education roundtables

29 people





## 1.1 Key Findings

- Over the next five years, the Cariboo Chilcotin Region has a projected need for 1835 new workers, based on economic job growth and retirements. These will be in local industry subsectors agriculture and forestry (+46 jobs by 2024), mining (+40 jobs by 2024), and manufacturing (+157 jobs by 2024). These results are based on Statistics Canada's historical trends in industries and occupations as calculated by *metroeconomics*. Note that the results do not reflect most recent trends in layoffs and closures from earlier in 2019.
- Gains in many of the population serving industries can also be expected, most notably in health and social services (+185 jobs by 2024), accommodation and food (+104 jobs by 2024), professional, scientific and technical services (+72 jobs by 2024) and education (+64 jobs by 2024).
- The population in the Cariboo Chilcotin Region decreased by 0.6% between 2011 and 2016 while it increased by 5.6% across BC. This was driven in part by an aging population (median age increased between 2011 and 2016), and small numbers of in-migration (66% of the population were 'non-movers' in 2016 compared to 61% for BC). The Cariboo Chilcotin Region had a substantially higher percentage of their population self-identified as Indigenous (17%) than British Columbia (6%).
- Agriculture, forestry, fishing and hunting, construction, and wholesale trade make up the largest share of businesses with employees in the Region. Compared to the relative size of employment in each industry, this suggests that businesses in mining and oil and gas extraction, manufacturing, and health care and social assistance tended to be larger businesses. Businesses in agriculture, forestry, fishing, and hunting, and retail trade tended to have smaller numbers of employees.
- The Region's net natural change in population has turned negative in recent years; this means the birth rate is lower than the death rate. However, the positive population changes have been influenced by the accelerated in-migration from other parts of British Columbia and to a lesser extent, from international and interprovincial migration.
- Based on 2016 data, projections for this report reflected industry growth in agriculture and forestry, mining, oil and gas extraction, and manufacturing. The top occupations for growth included managers in agriculture, labourers in wood, pulp and paper processing, and transport truck drivers.
- This study included three surveys: a survey of employers, a survey of job seekers, and survey that gathered national perceptions of the Cariboo Chilcotin Region. These surveys found that:
  - Employers in the Region reported a demand for, and difficulty recruiting and retaining, skilled tradespeople, drivers, hospitality workers, and health care workers.
  - Job seekers reported that one of the biggest barriers to finding quality employment in the Region was a lack of suitable opportunities. They also reported that they predominantly found opportunities via word-of-mouth channels, and desired better LMI resources to understand job demand in the Region.
  - The National Perceptions Survey found that the Cariboo Chilcotin Region had generally favourable ratings from Ontario, Saskatchewan, Quebec, and New Brunswick, which suggested that these provinces could be good targets for future recruitment efforts. Although, the survey also found that most of these provinces find the Cariboo Chilcotin Region to be more isolated



and to have fewer healthcare amenities which presents some possible factors preventing these individuals from moving to the Region.

## 1.2 Knowledge and Action

This strategy is based on data collection and analysis, including extensive stakeholder consultations. A critical framework has been created to consider what has been learned, why it is relevant, and what needs to be done. A condensed summary is provided.

### Knowledge and Action framework summary

What has been learned?	Source of validation	What needs to be done?
The labour market, employer needs, and education pipeline data are not easily accessible and are unconsolidated.	Completed employer surveys, interviews, and talent pipeline analysis illustrated large gaps.	A maintained platform or dashboard, to capture findings from employer surveys, and current local post-secondary enrollment and graduation data.
There is a need to improve communication methods for information and data sharing.	Interviews, job-seeker survey, and asset mapping point to a lack of uniform communication and awareness	Develop/promote a communications channel, centralize job opportunities, improve resource awareness.
Access to training and reskilling/upskilling is not well understood or underdeveloped.	Employer surveys, roundtables, interviews, and observed industry changes illustrate shifting skills needs.	Develop reskilling programming and promote the value of investing in employee training.
Awareness of and capacity to promote regionally viable career opportunities and career planning should be enhanced.	Education roundtables and job seeker survey illustrate career awareness, planning, and guidance gaps.	Facilitate exposure and engagement in diverse industries and ensure educators/career advisors are informed.
Workforce readiness is needed to align youth and second-career stakeholders with industry expectations.	Employer surveys and roundtables identified gaps in employability and soft skills.	Promote soft skills and employability skills development and advocacy.
There is an opportunity to leverage and enhance the quality of life and quality of place for talent attraction and retention.	Interviews and perceptions survey indicated different asset configurations and opportunities for improvement based on the quality of life and place.	Build stronger communities where appropriate, understand barriers to attracting and retaining talent, and identify the quality of life/place gaps.
The workforce is tied closely to economic performance and planning.	Labour market supply and demand analysis and projections illustrate the interconnectedness of economic health and workforce needs.	Address rural-urban disparities in broadband, improve housing diversity, diversify the regional economy.
Marketing and promotion of the Cariboo Chilcotin Region needs improvement.	Interviews, roundtables, and the perceptions survey show a need for regional branding and outreach.	Define a regional brand and ensure it is promoted universally via appropriate methods to appropriate audiences.

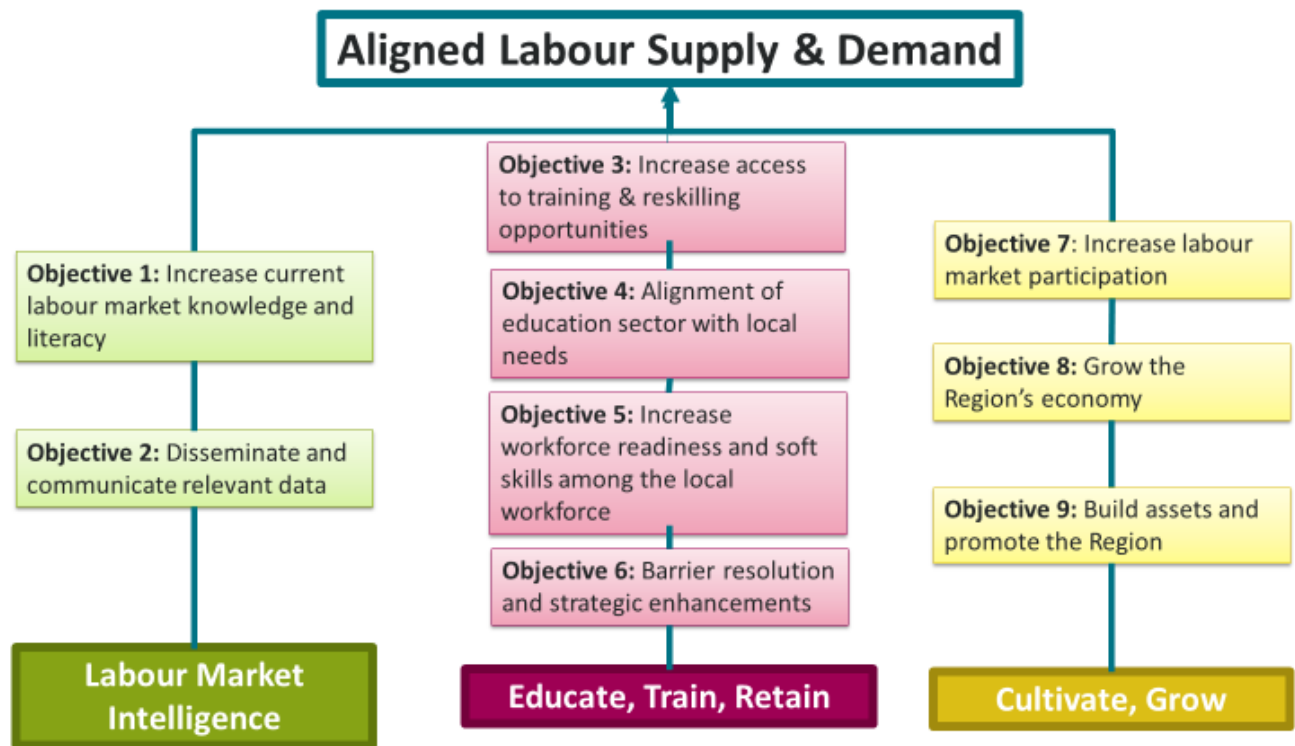




## 1.3 Strategy at a Glance

The Labour Market Strategy is summarized succinctly through this visual, which specifies three specific goals that are designed to support the alignment of labour supply and demand in the Cariboo Chilcotin Region, achieved through strategic objectives and tactical actions.

### Strategic Goals and Objectives



Following each objective is a series of tactical actions that will support local implementation. Also reflected are the proposed timing for delivery defined as short (S – less than one year), medium (M – 2 to 3 years), and long term (L – 4 to 5 years). Scale refers to the geography for which this action may be relevant, specifically local (L), regional (R), or both local and regional (L&R) implementation.



## Summary of Action Plan

Objectives	Action Summary	S	M	L	Scale
<b>Objective 1:</b> Increase current labour market knowledge and literacy throughout the Region	Initiate/maintain labour market information platform				L&R
	Conduct annual employer survey				R
	Gather/analyze enrollment and graduation data				R
<b>Objective 2:</b> Disseminate & communicate relevant data	Promote a single job board as the primary resource for job seekers and employers				R
	Empower businesses to "sell" Region and employers				L
<b>Objective 3:</b> Increase access to training & reskilling opportunities	Develop accessible reskilling & training programs				R
	Explore increasing training course offerings in satellite locations				R
	Create a publication that promotes benefits gained through employee training for businesses				L&R
	Develop a training resource for career planning and pathways				L&R
	Support displaced workers to transition into occupations within growth sectors.				R
	Promote experiential learning/work opportunities				L&R
<b>Objective 4:</b> Alignment of education sector offerings with local needs	Support expansion of dual-credit programming to secondary schools				R
	Implement a "speakers bureau" showcase of pathways and continuous learning values				L
	Increased exposure to STEM (science, technology, engineering or mathematics)				L
	Increase economic intelligence among educators and career services				L&R
	Engage business to expose education stakeholders to the workplace of today				L&R
	Promote a resource that identifies training providers and contact information.				R
<b>Objective 5:</b> Increase workforce readiness and soft skills among the local workforce	Advocate for greater awareness of employability skills in the workforce				R
	Address barriers to employment for vulnerable populations				L&R
<b>Objective 6:</b> Barrier resolution and strategic enhancements	Advocate for wage subsidy increase for early childhood educators (ECE)				R
	Partner with post-secondary providers for talent pipeline priorities in ECE				L&R
	Promote and support flexible workplaces				L&R
<b>Objective 7:</b> Increase labour market participation	Develop training for employers on workplace diversity and inclusion				R
	Share inclusiveness resources with employers				L&R
	Promote corporate culture as company benefit				L&R
	Advocate for childcare spaces throughout the Region				L&R
	Engage with First Nations toward supporting training and education				L&R
	Assess rural broadband gaps				L&R
<b>Objective 8:</b> Grow the Region's economy	Support residential rental accommodations and housing				L
	Develop tech worker and entrepreneur attraction strategy				R
	Initiate a regional economic development strategy				R
	Survey mobile young professionals about retention barriers				R
	Identify & determine how best to support local immigration pilot programs.				L&R
	Initiate a regional economic development website				R
<b>Objective 9:</b> Build assets and promote the Region	Strengthen quality of life/place throughout the Region				L&R
	Develop a unified Cariboo Chilcotin brand				R
	Profile Cariboo Chilcotin's stories through social media				L&R
	Educate employers on workplace & community onboarding				L&R
	Expand the Red Carpet program				L&R
	Targeted marketing strategies for talent attraction in key growth sectors				L&R







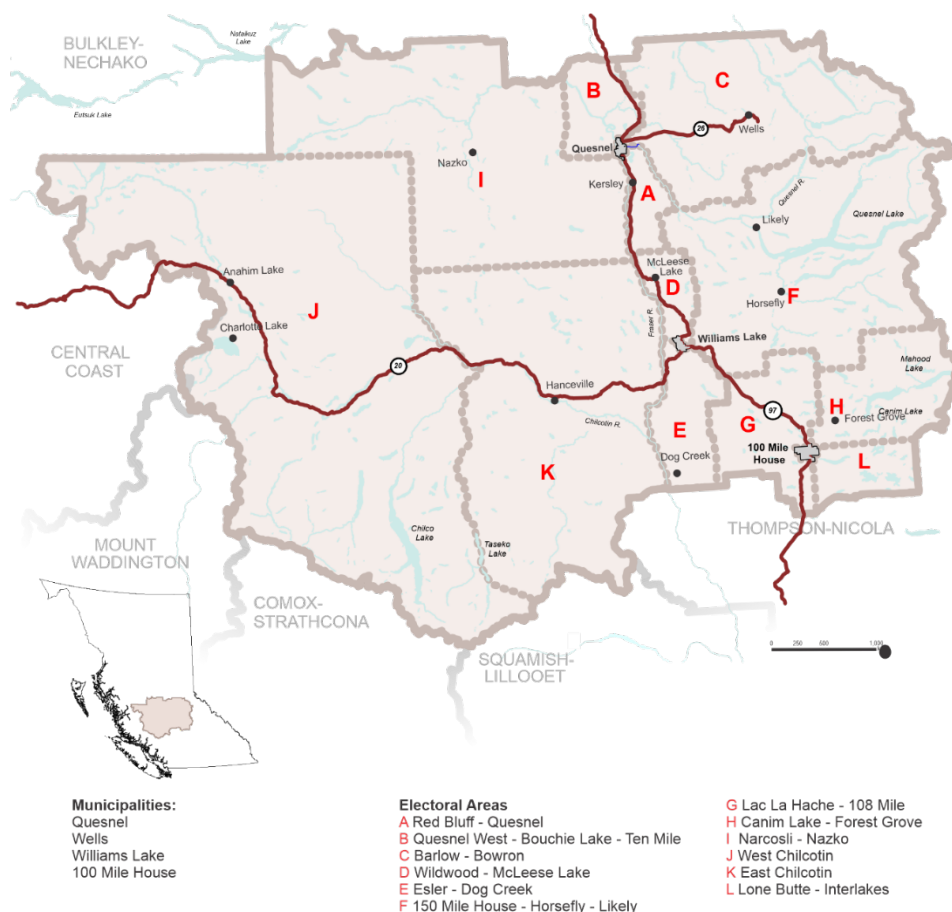


## 2. Overview of the Cariboo Chilcotin Region

Cariboo Regional District is home to a long history of resource-related industries and processing that has seen years of great prosperity and challenging periods of decline. Four municipalities, Williams Lake, Quesnel, 100 Mile House, and Wells, are complemented by a vast rural landscape of beautiful habitat, natural wonder, and bountiful resources. Key to the Region's character and heritage are diverse First Nations communities, represented by 15 bands of the Nations Tsilhqot'in, Southern Dakeh, and Northern Secwepemc.

This section provides a brief overview of the key urban areas of the Cariboo Chilcotin Region and local First Nations communities. The profiles are not meant to be exhaustive, but rather provide some context about the composition and history of the Region. Supplementing each profile are relevant results from stakeholder engagement that have emerged primarily from an extensive employer survey conducted during the summer of 2019.

The following is a map of the Cariboo Regional District, including its four municipalities, major highways and electoral areas.



Source: Cariboo Regional District, obtained February 5, 2020.





## 2.1 City of Quesnel

Located in the traditional territory of the Lhtako Dene First Nation People, Quesnel has a Census Agglomeration Area population of 23,146 and almost 10,000 in Quesnel proper. With a large Lhtako Dene settlement at the site of present-day downtown Quesnel, the area saw the expansion of non-Indigenous peoples in the early Cariboo gold rush. The centre has had a history of being a regional hub for mining and forestry, including wood product manufacturing. These industries served as the basis for economic vitality, but also have rendered the centre susceptible to global trends and commodity value cycles.

In recent years, tourism has been a growing sector, exposing visitors to Quesnel and the surrounding great outdoors in a myriad of ways. Quesnel is recognized for its vibrancy with a thriving downtown, excellent recreational facilities, beautiful parks, and trails for every user type, making it a very livable city that offers affordability and easy access to Prince George.

### Key Employer Survey Findings:

The following is a summary of results from employers located in Quesnel from the Business Survey:

- In-demand positions that were difficult to recruit and retain included skilled tradespeople, drivers, and hospitality workers.
- Employers in Quesnel have been proactive in their recruitment and retention efforts utilizing a variety of approaches including increased job advertising, increased training/benefits, internal training, and partnerships with educational institutions.
- Employers most commonly want more trades programming, business-related programming, educator training, and forestry or agriculture programs.
- Employers surveyed expressed their lowest levels of satisfaction with the availability of experienced workers in [their] industry, availability of workforce without drug and alcohol dependency issues, and the availability/productivity of a trained, local Workforce.





## 2.2 City of Williams Lake

Williams Lake is in the traditional T'exelc People's territory, which dates back as much as 4,000 years. Like Quesnel, Williams Lake also has non-Indigenous economic origins dating back to the Region's gold rush and has since grown to include forestry and wood product manufacturing. Williams Lake's population in 2016 was 10,753, with 18,277 in its Census Agglomeration area. A fixture of Williams Lake is its annual Williams Lake Stampede, which is a focal point for tourism complementing the area's popular winter tourism market, which continues to grow as a vacation destination.

The community is approaching the future with optimism as it recovers from the devastating wildfire season of 2017 and the successful and orderly evacuation of the entire city for 13 days. Williams Lake offers a newly renovated world-class aquatics centre and strong real estate market and is actively pursuing the development of its airport lands for future growth. Housing demand is strong as young professionals, families, and students move to the area for employment opportunities spanning healthcare, social services, education and industry.

### Key Employer Survey Findings:

The following is a summary of results from employers located in Williams Lake from the Business Survey:

- Key skills gaps include skilled trades in general, workplace engagement and soft skills (e.g., work ethic, communications, etc.), education (overall), and computer skills.
- Occupations most difficult to fill include journeypersons/mechanics/welders, electricians, and cooks/kitchen staff.
- Williams Lake employers most predominantly want to see more educational opportunities, diversified industries, and transportation infrastructure.
- Business satisfaction was very low regarding the availability of rental accommodations and the availability of skilled labour and professional training.
- Surveyed employers in Williams Lake are least satisfied with the overall availability of qualified workers (i.e., having appropriate credentials) and availability of experienced industry-specific workers.







## 2.3 District of 100 Mile House

100 Mile House is located in the southeast Cariboo Chilcotin Region at the junction of Highway 24 and 97, serving as a busy service centre for the South Cariboo. 100 Mile House is located on the traditional territory of the Secwepemc people of the Interior Salish.<sup>1</sup> It was a key hub during the fur trade era of the early 1800s, expanding into a broader resource community with the arrival of the Gold Rush. Like other communities in the Region, forestry and forest product manufacturing are considered primary sectors of the local economy;



however, the community also serves as a commercial hub for surrounding areas. 100 Mile House's population is slightly below 2,000 people, yet it supports a larger rural population of about 15,000. Unlike Quesnel and Williams Lake, it is not a census agglomeration.

100 Mile House offers outstanding outdoor recreation and a comfortable rural lifestyle with larger city amenities.

### Key Employer Survey Findings:

The following is a summary of results from employers located in 100 Mile House from the Business Survey:

- Top training needs include culinary/food handling/hospitality, soft skills (e.g., work ethic, communication skills, etc.), trades programs, and driver training.
- Skills, knowledge, and/or abilities that employers in the community have the greatest difficulty retaining include skilled trades, health care professionals, prior experience and workplace engagement, and drivers and mechanical operators.
- Employers tended to rate the availability of experienced workers and educational opportunities as the least satisfying elements of labour force attributes.

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<sup>1</sup> <https://www.thecanadianencyclopedia.ca/en/article/100-mile-house>



## 2.4 District of Wells

Wells is known as an arts and culture community, and a premiere tourist destination. The District of Wells is a restored 1930's mining town, full of unique architecture and fascinating galleries. It is the access point to the Bowron Lakes Provincial Park, which is one of the top ten canoe circuits in the world. As of 2016, Wells' standing population was 217.

Located adjacent to major tourist attractions and world-class outdoor adventures, Wells has a ready market for further tourism development including tourism products, services, and accommodations targeted at the area's many visitors.

Wells is located just down the road from Barkerville Historic Town and Park, which is a tourist destination that celebrates the Region's mining heritage. It is also home to Barkerville Gold Mines, which is an operating mine and major employer in the Region.

Business survey results for the District of Wells were combined with the broader rural responses due to the small number of responses received.





## 2.5 First Nations

The Cariboo Chilcotin Region is home to 15 bands of 3 Nations (Tsilqot'in, Carrier, and Northern Secwepemc) who are actively involved in the area's forestry, mining, transportation, construction, agriculture, and tourism sectors. These include:

- Tl'etingox (Anaham)
- Xeni Gwet'in (Nemiah)
- Tsi Deldel (Redstone)
- ?Esdilagh (Alexandria)
- Yunesit'in (Stone)
- Tl'esqox (Toosey)
- Lhoosk'uz Dené (Kluskus)
- Lhtako Dene (Red Bluff)
- Ulkatcho (Anahim Lake)
- Nazko
- Alkali (Esk'etmc)
- Xat'süll (Soda & Deep Creek)
- Stswecem'c/Xgat'tem (Canoe & Dog Creek)
- T'exelc (Williams Lake a.k.a. Sugar Cane)
- Tsq'escen' (Canim Lake)

Tl'etingox, Xeni Gwet'in, Tsi Deldel, Tl'esqox, ?Esdilagh, and Yunesit'in are autonomous member bands of the Tsilqot'in National Government. These independent and self-driven communities rest on a strong background of traditional community life which provides a sense of belonging, acceptance, sharing, and respect for individuals and families.

The focus of the Tsilhqot'in National Government is to “help Tsilhqot'in Communities in their development through the use of a strong cultural and spiritual base, the understanding of traditional values and beliefs, and through the development of positive attitudes and skills while balancing contemporary and traditional lifestyles.” These communities are located in the central-west section of the Region.<sup>2</sup>

The Tsq'escen' (Canim Lake), Stswecem'c/Xgat'tem (Canoe & Dog Creek), Xat'süll (Soda & Deep Creek), and T'exelc (Williams Lake a.k.a. Sugar Cane) communities are located in the central Cariboo Chilcotin Region. These communities are members of the Northern Shuswap Tribal Council, which represents 2,500 members. The Secwepemc are known as ‘the people from where the water flowed,’ and are part of the Interior Salish People, a historically nomadic society. Their traditional territory covers more than 5.6 million hectares of land.<sup>3</sup>

Alkali (Esk'etmc) is an independent community with 1000+ band members, half of which live on reserve. Esk'etmc's administrative offices and the majority of the population are located on IR #1 (Esk'et) about

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<sup>2</sup> <http://www.tsilhqotin.ca/About>

<sup>3</sup> <https://nstq.ca/the-people/>





50 kilometres from Williams Lake on the east side of the Fraser River at Alkali Lake. Esk'etemc has rich history on the land over thousands of years. As part of the Secwepemc nation, the language is *Secwepemctsin*.<sup>4</sup>

The Lhoosk'uz Dené, Lhtako Dene, Tl'esqox and Ulkatcho are represented by the Carrier Chilcotin Tribal Council.<sup>5</sup> These communities are located in various parts of the Region.

Lhooskuz Dené, Lhtako Dené, Nazko, and Ulkatcho are also represented by the Southern Dakelh Nation Alliance.<sup>6</sup> Nazko First Nation and Lhoosk'uz Dene Nation are located west of Quesnel, Lhtako Dene Nation is located south of Quesnel bordering on the city, and Ulkatcho is at the western edge of the district. The Dakelh People have a long history of hunting, gathering, and fishing.

Further information is available at: <https://apps.gov.bc.ca/pub/dmf-viewer/?siteid=5228028621212382210>.

### Key Employer Survey Findings:

The following is a summary of results from employers that self identified as First Nations businesses, or that were located within First Nations communities, from the Business Survey:

- Survey responses from First Nations businesses identified an ongoing gap in access and partnerships, highlighting a need to continue to improve communications with local Indigenous leaders, community members, and businesses.
- Common skills and knowledge needs that were identified in the survey include mental health and health skills (e.g., psychologists, dietitians), drivers or driving skills, and forestry trades.
- Overall satisfaction with the quality of available qualified workers is low, with specifically low rated considerations including educational opportunities, government, and non-profit/community support activities, and availability of workforce without drug and alcohol dependency issues.

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<sup>4</sup> <https://www.esketemc.ca/about-us/>

<sup>5</sup> <http://carrierchilcotin.org/>

<sup>6</sup> <https://dakelh.ca/contact-us/>









## 3. Informing the Labour Market Strategy for the Cariboo Chilcotin Region

### 3.1 Introduction

Building a regional workforce strategy that is responsive and results in local and regional impact is complex. It necessitates a strong understanding of local influences and regional context. Local approaches to the economic success of Cariboo's communities must focus on the strengths and opportunities where the greatest influence can be had, and the greatest impact can be made. Each community reflected in this strategy will have varied abilities to advance the actions herein. The strategy respects the need to take stock of community assets, consider community capacity and to continue to collaborate on implementation to the benefit of each community and the broader Region.

A secondary technical document supplements this strategy, presenting the research findings, input summary, and data collected to inform the final strategy. This document has been intentionally streamlined to make engagement easy for all audiences.

This Strategic Report is composed of the following subsections:

- **Data Collection and Analysis:** Outlines the approach used to gather information captured in the technical report and the rationale for employing each tool.
- **Stakeholder Consultation:** An explanation of the various stakeholder engagement techniques employed during the strategic planning process and relevant considerations.
- **Overview of the Cariboo Chilcotin Region:** This is a context piece that introduces the Region's key urban areas and First Nation communities, supplemented by some themes that emerged through consultation where appropriate.
- **Knowledge and Action Framework:** This section presents a framework for distilling the various data and information accumulated in the technical report into concrete ideas based on what we know and what needs to be done.
- **Strategic Pillars, Objectives, and Actions:** The strategic plan is presented for the Cariboo Chilcotin Workforce Development Strategy, including a timeline for implementation and identification of leads and partner organizations. Performance indicators are included after each component of the implementation framework.
- **Beyond Strategy Development – Moving Forward:** This section provides a brief set of considerations going forward with the Strategy's implementation.

**This workforce strategy is designed to accomplish the following:**

Build on qualitative and quantitative data that present labour demand projections and reflect near time job demand by occupation and industry.

Create a strategy that is grounded in local evidence emerging through extensive consultations, data collection and analysis, and reflection of validated priorities that require strategic thinking and tangible actions to drive positive impact.

Identify actions that can be implemented locally and regionally.





## 3.2 Data Collection and Analysis

Various scales of analysis have been used to assess the Region's existing labour market, demand projections, and anticipated labour market needs. Input has been gathered through data collection and engagement activities. A summary of each assessed component is presented in the following list, with detailed results available in the Technical Report:



**Workforce planning ecosystem assessment:** A review of the workforce ecosystem in the Cariboo Chilcotin Region by training, literacy programs, post-secondary institutions, immigration, recruitment, employment supports and job readiness, and labour market information.



**Regional asset inventory and value proposition:** A classification of assets into educational institutions, health care facility, social service, cultural and recreational, and environmental asset categories to inform future talent and population attraction.



**Labour market supply/demand labour market intelligence:** Presentation of labour supply and demand data according to industry, occupation, top employer characteristics, and top job-seeker characteristics, obtained using online job supply and demand analytics tool, Vicinity Jobs.



**Supply and demand labour projections:** A historical trend analysis to quantify which industries and occupations are expected to be experiencing labour supply gaps by 2024 based on historical performance. Since results are based on official Statistics Canada data, they do not account for recent trends in key industry layoffs or closures announced in 2019; however, recent trends are reflected in commentary throughout the report.



**Background document review and common themes matrix:** Relevant strategic and policy documents from participating communities and the Region were assessed to understand key themes summarized in the matrix.



**Regional demographic profile:** Statistics Canada data from various sources paints a portrait of the Region's social and economic composition, including population, housing and living, Indigenous composition, income, education, employment, industries and occupations, and business characteristics.



**Education pipeline and graduation rates:** An assessment of talent pipeline expectations based on top occupational demand and B.C Ministry of Advanced Education, Skills, and Training Student Transitions Project's 2018 Data Submission.<sup>7</sup> This is further supplemented through local intelligence shared from post-secondary institutions.



**Stakeholder Engagement and Consultations:** A variety of stakeholder engagement activities conducted to understand workforce challenges, opportunities, solutions and aspirations from local and regional perspectives.

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<sup>7</sup> There are limitations to the data in that they do not provide results at the degree program level. For example, Arts & Sciences is one category, but data are not available for specific disciplines within it such as liberal arts, history, social science, or physical science. Also, because data are reported by each institution, it does not account for output from satellite campuses but instead refers to overall output from each institution.



### 3.3 Stakeholder Consultations

Stakeholder consultation is essential to understanding what the needs and perspectives of stakeholder groups are in the Cariboo Chilcotin Region. It shapes the nuanced understanding of the Region and assists in grounding elements of the strategic planning process. The following engagement and consultation activities were employed in the creation of the Strategy:



- **Regional employer survey:** Employer surveys were completed across the Cariboo Chilcotin Region through in-person interviews and an online weblink. A total of 220 surveys were completed by employers in 100 Mile House, Williams Lake, Quesnel, rural areas (Wells, Alexis Creek, Horsefly, etc.), and First Nations communities. The survey probed demand, skills needs, challenges, and immigration considerations, among other things.



- **Jobseeker survey:** A survey targeting job seekers that were either looking for alternative employment or unemployed was conducted, resulting in 191 online participants. Local employment organizations promoted survey participation.



- **National perceptions survey of Cariboo Chilcotin Region:** A panel survey of 800 people from across Canada was conducted to inform recruitment strategies to attract talent, residents, and tourists to the Region.



- **Key informant interviews:** 15 interviews were conducted with representatives of various community organizations, levels of government, First Nations communities, and business leaders from across the Region. Results were aggregated and analyzed thematically.



- **Education roundtables:** Education roundtables were conducted in Quesnel and Williams Lake to gather perspectives from education and training representatives on the labour market situation and talent pipeline in the Region. 100 Mile House representatives attended in Williams Lake. A total of 29 individuals participated in these sessions.

The summary findings of the perceptions of those that contributed through the engagement activities follow. These observations reflect the views, perceptions, and opinions of the respondents.





## 3.4 Consultation Input Summary

Various scales of analysis were used to assess the Cariboo Chilcotin Region's existing labour market, demand projections, and anticipated labour market needs. Each of those inputs provided a needed perspective to validate the strategic directions laid out in this strategy and action plan. Key findings from these various consultations are included in the following subsections. Detailed results, including breakdowns by the community where data were available, are available in the Technical Report.

### 3.4.1 Business Survey Results Key Findings



**Work ethic & soft skills:** Survey results revealed that employers find work ethic to be lacking in job candidates. The *Availability of Workers with the Necessary Soft Skills* was the questionnaire item with the highest proportion of individuals *Very Dissatisfied*. Businesses indicated that, ideally, outcomes of this strategy would be a better supply of skilled, trained labour in the local area with a good work ethic.

**Challenges finding qualified candidates:** 73% of businesses that responded to the survey identified a lack of qualified candidates as the most commonly cited barrier to recruitment and retention. Terms such as knowledge,

experience, license, and educated emerged from open-ended answers and implied that businesses are having trouble recruiting or retaining individuals with enough training or experience in their fields.

**High school education & College Diplomas:** These were the most important education levels identified by respondents.

**Skilled Trades:** Driver, Operator, and Mechanic were the three most commonly used words in response to the question, *'Which occupations have traditionally been the most critical to your operations?'* Workers, Technicians, and Trade were also commonly used.

**Training as a solution to workforce challenges:** The business survey revealed that training employees is the most common solution that businesses have used to overcome recruitment and retention challenges.

**Areas of low business satisfaction:** The areas with the most room for improvement were *Availability of Residential Rental Accommodations*, *Availability of Skilled Labour*, and *Availability of Professional Training*.



### 3.4.2 Job Seeker Survey Results Key Findings

**Dissatisfaction with current employment:** Approximately 57% of respondents reported being employed at the time of the survey. Their dissatisfaction stemmed from their current job either not giving them enough hours, or not fully utilizing their knowledge/skills/abilities, or both.

**Perceptions of job quality:** Perceptions of the number of high-quality jobs in respondents' fields were rated particularly low. *Access to opportunities* was rated highly as something that would help job seekers reach their full potential. It was clear from responses that job seekers did not feel that there was suitable employment in the Region.

**Room for improvement:** Job seekers reported that they felt the Cariboo Chilcotin Region has room for improvement in employment assistance services and educational programming. These services all had a high proportion of individuals rating both 'Poor' and 'Fair' when asked to rate the availability of those factors.

**Barriers to finding quality employment:** Respondents rated *a lack of suitable job opportunities* as the most significant factor in their inability to find quality employment. *A lack of adequately paying jobs* also showed substantial opportunity, as 46% of respondents rated this as a significant factor affecting their ability to find employment.

**Word of mouth job search:** 81% of respondents indicated they used *word of mouth* predominantly in their job search. *Online job boards* came in second at 80%.

**LMI needs:** Occupational shortages and surpluses in the Region were the most common information that respondents said they had looked for but could not find.

**Education levels of job seekers:** Within the survey sample, individuals had varying levels of education. While the highest proportion of individuals had either a high school diploma (18%) or some college (18%), most education levels were represented in the sample. 13% had a professional program/degree, and 13% had a university degree.

### 3.4.3 Education Roundtable Key Findings

Education roundtable sessions were held in Quesnel and Williams Lake in October 2019 to gather the perspectives of education and training sector representatives on the labour market situation in the Region, and to brainstorm opportunities for solutions to strengthen labour market alignment and talent development. The key themes that emerged from those sessions were as follows:

**There is a need for better Labour Market Information & Intelligence:** Throughout discussions, the need for better labour market information was identified. It was noted that post-secondary institutions review program offerings and reassess needs based on labour market data. Despite these efforts, it was recognized that it is challenging to be responsive in a timely manner, and the necessary data is not easily accessible.

**Lifestyle assets & effective marketing:** Participants noted that the Region's major selling points were its rural lifestyle and low cost of living. It was noted that housing was inexpensive in the Region and that people moving from more costly areas were well-positioned to purchase homes. These lifestyle factors are part of the sales pitch to potential recruits who may find remuneration packages to be lower. There was mention that marketing efforts, digital and otherwise, by the Region's municipalities were important influencing factors to attract talent and sell the Region, with the recognition that talent has many options



on where to live. Effective marketing to entice those residents is essential. It was recommended that marketing efforts should target those publications and channels that reflect the lifestyle, such as winter sports, fishing, and snowmobile magazines. Marketing the Region with a unified voice and telling local stories was also suggested. The Red Carpet Program was identified as an opportunity for expansion.

**Talent recruitment challenges:** It was generally noted that SMEs in the Region would benefit from increased knowledge and the tools to support talent attraction.

**The talent shortage in the education sector:** It was recognized that teachers and other professionals in the education sector were difficult to recruit. Wages influenced this. For the first time in 20 years, there were not enough teachers to fill the jobs available or serve as substitutes. There was also an apparent shortage of bus drivers and administrative staff. Student numbers, on the other hand, were increasing because people are relocating to the Region and bringing remote work with them. Efforts that were underway included recruitment events around the country and increased web presence; however, a 'connection issue' was identified, namely that the messaging to promote the area seemed to be lacking influence over the decision to move to the area.

**Uncompetitive wages:** The theme of wage expectations and reality emerged in relation to new graduate expectations. For small businesses, respondents explained and noted that with recent economic realities, small businesses were struggling to remain open, making it more difficult to offer competitive wages to employees. It was noted that WorkBC has employer grant opportunities to assist.

**Transition to post-secondary:** By fall 2017, 66% of K-12 graduates in the Region (school districts 27 and 28) transitioned to BC post-secondary from the district's tracked cohorts in 2006/07.<sup>89</sup> Those numbers may not include those that took advantage of apprenticeship opportunities. It is important to determine how to support the transition to post-secondary moving forward and increase the visibility to students on post-secondary linkages. One idea was hosting graduate transition information events at post-secondary locations to expose students to the environment and increase awareness.

Of those aged 25-54 in School District 27, 50.2% are without post-secondary credentials, versus 35.2% in the rest of the province.<sup>10</sup> These statistics suggest that it is likely that parents of the current student population did not attend post-secondary, further fueling the lack of exposure and the fear that often accompanies the transition from secondary school to post-secondary. The need to work with parents and guardians of students to communicate future employment prospects and career pathways was identified as one helpful factor to ensure successful outcomes for students.

**Reskilling forestry workers:** It was noted that individuals who had experienced the effects of the forestry sector downturn in the Region were accessing reskilling programs. Education providers expressed that offering appropriate programs locally to those displaced workers was a challenge, as some students sought specialized occupations that rural education providers struggle to get the necessary registrations to offer. The risk of those displaced forestry workers leaving the area to seek education and employment was identified.

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<sup>8</sup> <https://studentsuccess.gov.bc.ca/school-district/027/report/transition-to-post-secondary>

<sup>9</sup> <https://studentsuccess.gov.bc.ca/school-district/028/report/transition-to-post-secondary>

<sup>10</sup> <https://studentsuccess.gov.bc.ca/school-district/027/report/contextual-information>.





**Soft skills:** Employment support workers said that they had seen an increase in multi-barrier clients who lack work readiness skills.

**Retention of workers:** Teachers and seasonal construction workers were two occupations that respondents identified as having retention issues. Teachers would gain their first few years' experiences in the Region and leave because of lifestyle factors such as lack of social opportunities and amenities. In the case of seasonal construction workers, some employers said they were not proactively retaining those workers from season to season. Poaching was also identified as a retention issue.

**Remote workers & the digital economy:** An economic opportunity related to the global digital economy was identified as a means of attracting and retaining those workers seeking the lifestyle offered in the Region while being able to work remotely. Advanced technology may influence jobs and employment for the future. Participants were cognizant of its potential impacts and felt it crucial to prepare the workforce for advances in tech and AI. It was also recognized that growing a digital economy sector required a targeted economic development approach and increased broadband connectivity for areas that had gaps in that service.

**Jobs of the future:** Respondents noted that 78% of jobs of the future would require post-secondary education, and many would require applied design skills and technology, entrepreneurship, and STEM (science, technology, engineering, math). Questions surrounding how to make these skill needs apparent to students were raised. A speaker's bureau where influential leaders and local speakers could share their stories with students was suggested.

**Experiential learning:** The need for more experiential learning opportunities and improved collaboration between education at the secondary and post-secondary levels and employers was identified. A useful action identified here was a shared website between all education institutions that would offer experiential learning opportunities between educators and employers. It was noted that apprenticeship programs are very successful at present.

**Career mentorship & career ambassadors:** An opportunity discussed was the need for career mentors and inspiring leaders for students. It is important that students can relate to local role models and see themselves in local career paths.

**Access to education:** Access to affordable housing was a barrier for students, as was the cost of tuition and the inability to work while attending school. An idea to improve access to education was using high school labs for delivery of post-secondary courses to bring programming to local communities, instead of students having to travel to urban centres to access education opportunities.



### 3.4.4 Key Informant Interview Key Findings

**Barriers to employment:** Discussions with some key informants revealed that access to childcare and transportation were major barriers to workforce participation for some job seekers. Those that lived in more remote locations who do not have access to a car also struggled with getting to work. Creative solutions to this were encouraging employers to provide bus transportation to workers.

**Retention challenges:** Key informants identified that uncompetitive wages were at the core of retention challenges. Lower skilled jobs like retail had been filled since the mill closures, which was beneficial to the retail sector in the short term, though employers suspected that those workers would be seeking higher-paying opportunities in the long term.

**Wage expectations:** Employers were often desperate to find talent but unable to meet wage expectations, especially for displaced forestry workers.

**Soft skills and workforce readiness:** Some key informants expressed that things like work ethic, attitude, and even substance usage on the job had been issues in their experience with younger workers. They expressed that teaching these in secondary school may be an opportunity.

**Shortage of suitable candidates:** Those that were interested in hiring highly skilled or specialized labour found it extremely difficult to find appropriate people.

**Lack of suitable opportunities:** Key informants reported that highly skilled talent often struggled to find suitable employment opportunities in the Region. Based on their observations, educated and experienced talent would apply to whatever opportunities they could find, and once employed would keep an eye out for better suited or better paying opportunities.

**Push/pull factors:** Key informants discussed the Region's rural lifestyle as its main draw for some people, but its main drawback for others. Informants noted that people moved to the Region for its slow lifestyle, especially in more rural parts of the Region. Still, those young people were difficult to retain as they desired to live in more urban settings. Williams Lake and Quesnel were both noted as having reasonable lifestyle assets that were more appealing to talent. Still, on the whole, informants felt the Region's remoteness was a challenge to keeping talent.

**Perceptions of workforce efforts in the Region:** When asked what action was being taken to address the workforce challenges, informants pointed to education initiatives by Thompson Rivers University, like Youth in Trades programs and TRU Start, and Community Futures program offerings in Quesnel.

**Perceptions of the skills of the labour market over the last 10 years:** Nearly all informants expressed no notable change. They noted that the skills of the workforce had remained roughly the same as far as they had observed.

**Impact of labour market challenges on the Regional economy:** Key informants expressed that without action to address the Region's labour market challenges and some of the underlying factors that exacerbated talent retention, the Regional economy would stagnate, talent would continue to leave the Region.

**Priorities for this strategy:** Informants identified priorities for consideration to include collaboration across education and employment, increased accessibility for job seekers (childcare and transportation access were two barriers they felt needed addressing), development of incentives to attract and retain skilled professionals, soft skills development for youth, and economic/community development.



### 3.4.5 Exploring the National Perception of the Cariboo Chilcotin Region – Survey Key Findings

Respondents of the National Perceptions Survey tended to have many positive perceptions of the Cariboo Chilcotin Region. Many respondents rated the Region as safer than their current locations, and often perceived there to be more natural beauty. A significant number noted that the Cariboo Chilcotin Region had more/better job opportunities than their current area.

This survey revealed that cost of living, quality and availability of health care, affordable housing, safety and low crime rate, and a clean, pollution-free environment and scenic landscapes were all highly rated as influencing factors of importance when considering a place to live. The Cariboo Chilcotin Region had generally favourable ratings from Ontario, Saskatchewan, Quebec, and New Brunswick, which suggested that these provinces could be good targets for marketing efforts. That said, the survey also found that most of these provinces find the Cariboo Chilcotin Region to be more isolated and to have fewer healthcare amenities which presents some possible factors preventing these individuals from moving to the Region. Making changes to these factors, or to the ways these factors are portrayed in marketing strategies, could help attract individuals who are otherwise interested in the Region.

These findings contributed to the formulation of the strategic priorities and actions contained in this report. They strengthened the case for regional branding and marketing efforts, and the need for further continuation and expansion of physician recruitment programs and health care worker attraction.











## 4. Cariboo Chilcotin Regional Labour Market Strategy

A strategic plan requires concrete actions responding to the challenges, opportunities, and aspirations identified for individual communities and the Region at large. It requires a synthesis of extensive information gathered through consultations, research, and analysis. For this reason, this strategy utilizes a framework that links what has been learned with what needs to be done.

The framework has three components: What has been learned? Source of Validation, and What needs to be done? The first item establishes a key theme revealed through the research. The second establishes the rationale for its importance, as found in various components of the research. The third outlines the ideas associated with responding for impact through tactical solutions. These ideas are articulated in the following Framework.

What has been learned?	Source of validation	What needs to be done?
Labour market, employer needs, and education pipeline data are sparse and unconsolidated.	Employer surveys and interviews identified the need for up-to-date labour market data, while talent pipeline analysis illustrated large gaps in local data concerning enrollment and graduation rates from different post-secondary programs at a granular level.	Consider tools that provide an updatable platform or dashboard for data that is collected. Continue to survey employers to understand their labour needs and challenges. Work with local post-secondary satellite campuses to obtain detailed enrollment and graduation rate data at the degree, diploma and certificate program level (e.g., history, health science, engineering, culinary, welding, etc.)
Improve communications methods for information and data sharing.	Interviews, job-seeker survey, and asset mapping exercises point to gaps in finding relevant information, centralized job opportunities, and awareness about existing tools and messaging techniques.	Develop and promote a communications channel for distributing current data and data updates. Centralize job opportunities in one online location. Improve awareness about platforms and tools and develop methods to assist employers with labour attraction messaging based on assets and opportunities.



What has been learned?	Source of Validation	What needs to be done?
Access to training and reskilling/upskilling is not well understood or underdeveloped.	Employer survey identified skills training as a key need, while changes in industry demand have also illustrated how some existing skills may not be appropriate for the future regional economy. The survey, interviews, and educator roundtables identified gaps in the availability of local programming to meet local demands.	Explore opportunities to develop reskilling programming for sectors impacted by heavy changes in the industry and to ensure talent is grown locally through a combination of education opportunities or programs. It would also be prudent to promote the value of investing in proper employee training.
Enhance awareness and capacity to promote regionally viable career opportunities and planning.	Education roundtables and job seeker survey results pointed to a need to raise awareness about career opportunities across the Region, particularly in sectors expecting high demand. Also, there is a need for empowering education stakeholders to understand the workplace and industry demands, so they are better equipped to advise youth.	Design opportunities that facilitate exposure and engagement in different industries at young ages and ensure that educators and career advisors are informed and equipped to understand modern economic realities of the Region and workplace needs.
Workforce readiness is needed to align youth and second-career stakeholders with industry expectations.	Employer surveys indicated low satisfaction with soft-skills and the availability of qualified workers. Also, educator round tables echoed similar themes illustrating employability skills (e.g., numeracy, computer skills, critical thinking, etc.) and soft skill gaps.	Develop methods to promote soft-skills development and underscore the importance of employability skills pertinent to career and employment objectives of job seekers.
Leverage and improve quality of life and quality of place for talent attraction and retention.	While most engagements indicate a strong appreciation for the quality of place and life (e.g., close to nature, activities, low cost of the property, etc.), different target demographics for skills are likely to want specific assets and amenities to meet their lifestyles and family needs. Different communities have different asset configurations and opportunities for improvement.	Explore opportunities to build stronger communities where appropriate. Understand barriers to attracting and retaining talent and identify what quality of life and place attributes are missing or underdeveloped locally that can be prioritized to help talent attraction.





What has been learned?	Source of Validation	What needs to be done?
The workforce is closely tied to economic performance and planning.	Labour market supply and demand analysis and projections illustrate a close tie between workforce needs and economic performance, as is illustrated by recent layoffs and closures in some sectors and continued growth in others. These have had impacts on the economy and workforce. Having the key ingredients for a healthy economy would benefit workforce attraction simultaneously.	Address rural-urban disparities in broadband access. Improve housing diversity. Grow sectors that are less likely to be impacted by boom-bust cycles, invasive species, or environmental challenges.
Marketing and promotion of the Cariboo Chilcotin Region needs improvement.	Interviews, roundtables, and the perceptions of the Cariboo Chilcotin survey highlighted the need for stronger regional branding and outreach techniques to engage target audiences.	Define a regional brand and ensure it is promoted universally. Improve visibility of branding and local media that contribute to the meaning of the brand. Identify and employ appropriate outreach techniques to reach and gain attention from target audiences.



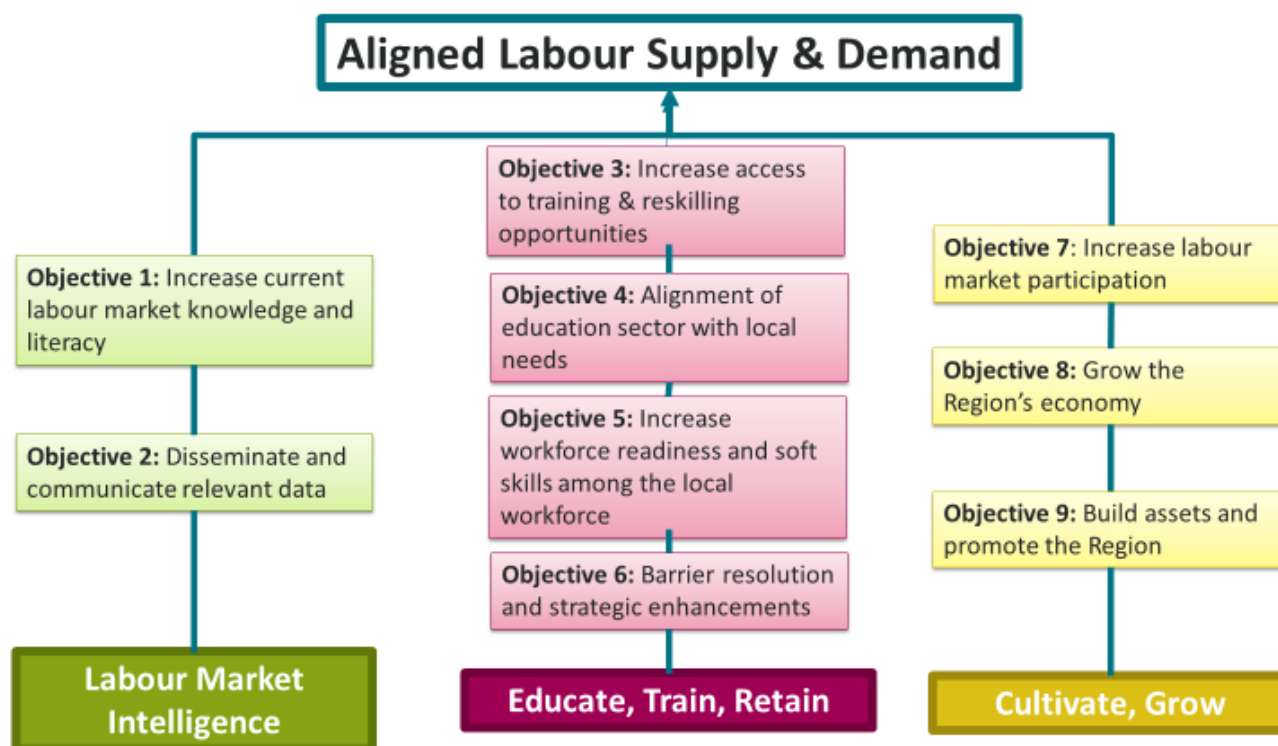
## 4.1 Strategic Pillars, Objectives, and Actions

The foundation of any strategy is to ground the plan in an evidence-based approach that supports implementation, outcomes, and impact. The strategic goals presented here are reflective of the common areas of focus that emerged through the research and analysis of the economic context. These have been categorized into a variety of themes in the preceding section. It has been influenced by the insight, experiences, and perspectives that are drawn from local employers and job seekers, educators and local support organizations, business associations, and Indigenous Peoples.

There are three goals stated, not to reflect any order of priority. Accompanying these goals are a range of strategic objectives that include short, medium, and long-term actions.

These three strategic goals are advanced through a series of objectives and tangible actions that support on-the-ground implementation. At its core, this strategic plan addresses the disconnect between labour supply and labour demand. It creates a path forward to position the Cariboo Chilcotin Region and its communities to foster a climate that drives talent pipeline development, workforce attraction, recruitment and retention, and economic sustainability.

The action plan is summarized in the following figure and outlined in greater detail in the framework that follows. Accompanying each action is the proposed timing, the scale of activity (local/regional), the recommended lead for the action, and potential partners.





### 4.1.1 Timing

Regarding the timing, increments are specified as follows:

- Short – less than one year
- Medium – 2 to 3 years
- Long – 4 to 5 years

The timing establishes the starting point and does not indicate that an action will start and finish within the timeframe. Commonly, actions may span short to medium, or medium to long term.

### 4.1.2 Defining Scale

Actions are proposed with the intent that implementation be considered from the perspective of local relevance and for broader regional impact. Local actions collectively contribute to the regional workforce situation. A localized level would indicate that the initiative should be led by individual communities or organizations within them, while a regional level indicates a larger constellation of partners working together is proposed. Even though some elements may ultimately be led at the local level, there may be partners that have regional jurisdictions. The scale is designed to support opportunities for specific communities or organizations to determine whether the suggested action is something they can control or influence directly or if it is relevant for their community. At that point, the consideration becomes one of fit. For example, some initiatives that may benefit rural communities may not be of value to urban areas or specific communities.

### 4.1.3 Cost

A column is included in the action plan that helps to illustrate the potential level of cost for a recommended action. The cost is not presented in actual dollar amounts, but instead uses a scale to indicate whether something is inexpensive (\$), moderately expensive (\$\$), or highly expensive (\$\$\$). The fact that some actions may appear costly, especially in the short-term, should not be a reason for deciding to forego the recommended action, but instead needs to be viewed as something that should result in some return on investment.

### 4.1.4 The Role of the Cariboo Regional District

This Strategy does not assign specific ownership for leading or supporting particular actions. Consultation with the Regional Steering Committee has indicated that these conversations are best reserved for discussion after the Strategy has been agreed upon. In the interim, it becomes the role of the Cariboo Regional District to serve as a coordinator in organizing a productive dialogue with partners. To some extent, the question of scale, as defined earlier, can act as a guide to identifying where to start looking for leaders and supporters.





## 4.2 Goal: Labour Market Intelligence

The necessity of information to inform and influence decisions is fundamental to effective planning. It has been long identified in Canada that access to local labour market information is still challenging, even though our labour market intelligence (LMI) system is recognized as one of the best in the world.<sup>11</sup> Further complicating this issue is that LMI must be accessible, useful, and usable to the audience that is seeking it. Presenting LMI in a manner that makes it relevant and understandable to job seekers and employers requires a different approach than making it useful to researchers, institutions, and government. This Labour Market Intelligence Goal is a response to the need for up-to-date information on labour market activity across the Region. This need was highlighted consistently throughout the consultation process for this strategy. Education representatives and key informants indicated that there was not a good understanding of the local situation. Yet, when doing program reviews or exploring new program development, such information is a critical influencing factor. The job seeker survey revealed that 35% identified they were not able to find information about job opportunities or sectors challenged to find labour. This speaks to the immediate need to identify, analyze, and communicate LMI to a variety of audiences in a manner that ensures broad distribution and simple language, so it is understandable and useable.

### Objective 1: Increase current labour market knowledge and literacy throughout the Region.

ID	Activities/Implementation	Timing <sup>12</sup>	Lead Organization	Local/ Regional	Potential Partner Organizations	Cost
001	<p>Develop, maintain and promote local labour market information to be used by business, job seekers, and educators.</p> <p>This information must highlight job demand, occupations in demand, skills demand, wage information, sector demand, geographic demand, etc. Consider use of a website and infographics for accessible information sharing.</p> <p>Examples:  <a href="https://www.mission.ca/municipal-hall/departments/economic-development/statistics/">https://www.mission.ca/municipal-hall/departments/economic-development/statistics/</a>  <a href="https://www.worktrends.ca/">https://www.worktrends.ca/</a> </p>	Short	CRD	Regional	WorkBC; Municipalities; Education Institutions	\$\$

<sup>11</sup> Advisory Panel on Labour Market Information; Working Together to Build a Better Labour Market Information System for Canada Final Report, May 20, 2009; accessed 11-13-19

<sup>12</sup> Note: short (1-year), medium (2 to 3 years), and long (4 to 5 year)



ID	Activities/Implementation	Timing <sup>12</sup>	Lead Organization	Local/ Regional	Potential Partner Organizations	Cost
002	Conduct an Employer Survey to maintain current information about employer job demand, occupation vacancies, and labour market challenges facing local businesses Example: <a href="https://www.niagaraworkforce.ca/site/employer-one">https://www.niagaraworkforce.ca/site/employer-one</a>	Medium	Municipalities	Regional	Chambers; Business Associations; CRD; CFDC; WorkBC;	\$
003	Gather and analyze enrollment and graduation data across all educational institutions to inform integrated planning, talent supply and demand alignment. <ul style="list-style-type: none"><li>Consider formation of an Education Roundtable to inform data points and collection process, and follow-through.</li></ul>	Medium	CRD	Regional	School Districts; Municipalities; Post-Secondary Institutions; ITA; CCATEC; Private Training Organizations;	\$

## Objective 2: Disseminate & communicate relevant data

ID	Activities/Implementation	Timing <sup>13</sup>	Lead Organization	Local/ Regional	Potential Partner Organizations	Cost
004	Conduct a review of regional job boards and identify which one would be best to serve as the primary referral for job seekers and employers looking to post employment opportunities. Examples: <a href="https://imaginekootenay.com/">https://imaginekootenay.com/</a> <a href="https://moveupprincegeorge.ca/">https://moveupprincegeorge.ca/</a>	Short-Medium	Regional Economic Operations Branch	Regional	Economic Development Roundtable	\$\$

<sup>13</sup> Note: short (1-year), medium (2 to 3 years), and long (4 to 5 year)



ID	Activities/Implementation	Timing <sup>13</sup>	Lead Organization	Local/ Regional	Potential Partner Organizations	Cost
005	<p>Equip local businesses and sector organizations with the information and messaging they can use to “sell” the Region and promote their organization as an “employer of choice” to strengthen recruitment and attraction efforts.</p> <ul style="list-style-type: none"> <li>Focus on leveraging regional brand, local assets, employer perks and workplace culture, incentives, and inclusive practices.</li> </ul> <p>Example:  <a href="https://www.venturekamloops.com/pdf/about-attraction/VentureKamloops-TransportationSector.pdf">https://www.venturekamloops.com/pdf/about-attraction/VentureKamloops-TransportationSector.pdf</a> </p>	Medium	CRD/ Municipalities	Local	Chambers; Business, Industry, and Regional Destination Marketing Associations	\$\$

### 4.3 Goal: Educate, Train, Retain

A sustainable and resilient labour force requires a commitment to creating an environment that supports talent readiness, readiness to enter the labour market, to transition within the labour market, and to remain current in skills, knowledge, and abilities. ‘Educate, Train, Retain’ speaks to the opportunity to foster a talent pool that is informed, prepared, and provided with opportunities for good jobs.

By fall 2017, 66% of K-12 graduates in the Region (School districts 27 and 28) transitioned to BC post-secondary from the district’s tracked cohorts in 2006/07.<sup>1415</sup> Some encouraging movements have been made to move these percentages higher. Thompson Rivers University’s Kamloops Campus has a high school transition program, TRU Start, which offers programs in Early Childhood Education and Health Care and which could be looked toward as a local model. Meanwhile, the University’s Williams Lake campus has also had heavy-duty mechanic, electrical, and carpentry in dual credit formats through its Youth Work in Trades program, although they have not been consistently offered. To improve the local talent pipeline, ‘Educate, Train, Retain’ will highlight those programs and will emphasize the importance of continued support for experiential learning. College of New Caledonia could also look to develop dual-credit programming for the Quesnel Region. WorkBC is also a key player in the skills development arena and has access to training and retraining resources.

<sup>14</sup> <https://studentsuccess.gov.bc.ca/school-district/027/report/transition-to-post-secondary>

<sup>15</sup> <https://studentsuccess.gov.bc.ca/school-district/028/report/transition-to-post-secondary>





Educate, Train, Retain is about more than targeting our youth, though. It is about reskilling, retraining, and workforce readiness. It is about creating access to opportunities for participants in the workforce who experience barriers and finding new opportunities for displaced workers. Educate, Train, Retain is about aligning the workforce with the jobs available now and into the future.

Growing talent at home and creating the opportunity for that talent to remain in the Region is of paramount importance, as is profiling the Region in a manner that entices former residents and workers to return. The opportunity to strengthen the local labour force goes beyond growing the local talent pipeline and requires efforts to retain the talent that is in the Region, support employers to retain employees, and create a value proposition for the Region that piques the interest and preference of external talent to look at the Cariboo Chilcotin Region as a desired place to live and work.

Finally, a key gap that currently exists in encouraging talent growth in key pipelines such as health care and ECE is that a lack of these key workforce components lowers the overall marketability of communities and the Region to attract or promote labour force growth in other sectors. This is because the quality of life is impacted due to waiting lists for related services. In the case of early childhood education, the problem is compounded by low wages, which impacts the ability to attract enough workers into the sector. Provincial wage subsidy policies need advocacy so that wages can be more competitive without increasing the cost on the end-user, which would otherwise be viewed as a disincentive for parents to potentially return to the workforce. Currently, Quesnel and Williams Lake are independently conducting childcare studies and engaged in strategies to expand health care worker recruitment. Their progress should be monitored, and key learnings shared across the Region.

### Objective 3: Increase access to training & reskilling opportunities

ID	Activities/Implementation	Timing <sup>16</sup>	Lead Organization	Local/ Regional	Potential Partner Organizations	Cost
006	<p>Develop accessible reskilling and training programs based on the current labour market needs.</p> <ul style="list-style-type: none"> <li>Key sectors include health care, early childhood education (ECE), elementary school teachers, truck drivers, and tourism and hospitality roles.</li> <li>Required skills and knowledge can be identified through the Vicinity Jobs Labour Supply and Demand Platform and through the National Occupation Classification, Employer Surveys, and secondary research.</li> </ul>	Short-Medium	Economic Development Roundtable	Regional	Education Roundtables; WorkBC; CCATEC; Literacy Secretariat; ITA;	\$

<sup>16</sup> Note: short (1-year), medium (2 to 3 years), and long (4 to 5 year)



ID	Activities/Implementation	Timing <sup>16</sup>	Lead Organization	Local/ Regional	Potential Partner Organizations	Cost
007	<p>Explore opportunities to increase training course offerings in satellite locations in local communities to promote broader access and participation.</p> <ul style="list-style-type: none"> <li>Course offerings should focus on high demand occupations and skills, including teachers and teaching assistants, health care workers, truck drivers, and essential skills.</li> </ul>	Medium	Economic Development Roundtable	Regional	Education Roundtables	\$
008	<p>As part of a strategic approach for employee retention and attraction, create a business case publication that educates business on the return on investment and benefits gained through employee training.</p> <ul style="list-style-type: none"> <li>Include business testimonials.</li> <li>Include information on training subsidies.</li> </ul>	Short-Medium	City of Williams Lake	Regional	Municipalities	\$
009	<p>Develop a training resource guide for job seekers and students that contains career planning information.</p> <ul style="list-style-type: none"> <li>Include upskilling opportunities and education pathways to economic growth sectors, including fields such as healthcare, ECE, agriculture, and tourism and hospitality.</li> <li>The guide should clearly outline the career paths, educational requirements, local training options, and available resources, assistance, and potential grants.</li> </ul> <p>Example:  <a href="https://www.eco.ca/research/national-occupational-standards/">https://www.eco.ca/research/national-occupational-standards/</a> </p>	Medium	Education Roundtables	Local and Regional	Local Employment Service Providers (WorkBC, CCATEC)	\$\$



ID	Activities/Implementation	Timing <sup>16</sup>	Lead Organization	Local/ Regional	Potential Partner Organizations	Cost
010	<p>Support displaced workers to transition to occupations in economic growth sectors.</p> <ul style="list-style-type: none"> <li>Utilize the Skills Matrix (in the technical report) to identify other sectors where skills have relevance.</li> <li>Consider Prior Learning Assessment Recognition (PLAR)</li> <li>Use regional economic development strategic efforts as an opportunity to target those sectors where transferrable skills are relevant.</li> </ul> <p>Example:  <a href="https://workforceplanningboard.org/projects-from-previous-years-2017/">https://workforceplanningboard.org/projects-from-previous-years-2017/</a> </p>	Medium	Community Transition Tables	Regional	Forestry Job Placement Offices; Municipalities; Province of BC;	\$
011	<p>Promote experiential work term opportunities (internships, co-ops, apprenticeships) with local businesses to increase participation and career awareness for local secondary and post-secondary students.</p> <ul style="list-style-type: none"> <li>Focus on occupations that are in demand in the local economy such as trades including foundation carpentry and journey person pathways)</li> </ul> <p>Examples:  <a href="https://workforceplanningboard.org/wp-content/uploads/2019/09/Experiential-Learning-Guide-for-employers-English.pdf">https://workforceplanningboard.org/wp-content/uploads/2019/09/Experiential-Learning-Guide-for-employers-English.pdf</a>  <a href="https://workforceplanningboard.org/wp-content/uploads/2019/09/Experiential-Learning-Guide-for-parents-English.pdf">https://workforceplanningboard.org/wp-content/uploads/2019/09/Experiential-Learning-Guide-for-parents-English.pdf</a> </p>	Short-Medium	Education Roundtables	Local and Regional	Industry; ITA; WorkBC; Chambers of Commerce	\$





## Objective 4: Alignment of education sector offerings with local needs

ID	Activities/Implementation	Timing <sup>17</sup>	Lead Organization	Local/ Regional	Potential Partner Organizations	Cost
012	Support dual credit programming between colleges and secondary schools through the development and dissemination of relevant information about occupations in high demand including trades, ECE, and health care. Example: <a href="https://www.bcit.ca/path/trades/pathways/dualcredit.shtml">https://www.bcit.ca/path/trades/pathways/dualcredit.shtml</a>	Short	Education Roundtables	Regional	ITA; WorkBC	\$
013	Implement a “Speakers Bureau” to showcase the diversity of career pathways available to students within the Cariboo Chilcotin Region and to promote the importance of continued learning beyond high school. <ul style="list-style-type: none"><li>This also supports the promotion of skilled trades to students as a viable career pathway and career pathways and jobs of the future in ADST, STEM, and entrepreneurship.</li></ul> Example: <a href="https://www.incommunities.ca/wp-content/uploads/2013/03/FACS-Flyer-3.pdf">https://www.incommunities.ca/wp-content/uploads/2013/03/FACS-Flyer-3.pdf</a>	Short-Medium	Chambers of Commerce	Local	Education Roundtables; School Districts; ITA; WorkBC; CCATEC;	\$
014	Increase access and exposure for STEM among students by creating experiential learning opportunities. <ul style="list-style-type: none"><li>This may involve research, or creation of and increased access to a Maker Space, a Breaker Space, a Coding Space, etc.</li></ul>	Medium	School Districts	Local	Education Roundtables; MakeSpace; Quesnel Food Hub; Industry; CCATEC; Local and External Post Secondary Institutions;	\$

<sup>17</sup> Note: short (1-year), medium (2 to 3 years), and long (4 to 5 year)



ID	Activities/Implementation	Timing <sup>17</sup>	Lead Organization	Local/ Regional	Potential Partner Organizations	Cost
015	<p>Increase knowledge and local economic intelligence among educators and those involved in career awareness discussions with students.</p> <ul style="list-style-type: none"> <li>Share information and engage in discussions about the economy and how it influences and informs career decision making.</li> <li>Invite economic developers to School District Professional Development sessions to provide updates on local economic activity and employer needs (share information from the Employer Survey).</li> </ul>	Short-Medium	Municipal EDO's	Local and Regional	Career Practitioner Meetings; Education Roundtables; Community Futures; WorkBC; Regional Economic Operations Branch; School Districts; Post Secondary Institutions	\$
016	<p>Host "familiarization tours" with local businesses to expose faculty members, career counsellors, and administration from local educational institutions to the workplace of today.</p> <ul style="list-style-type: none"> <li>This will support dispelling myths often associated with select industries, such as manufacturing. This may be launched as part of a "Business Education Campaign" initiative that is promoted annually.</li> </ul>	Medium	Education Roundtables	Local and Regional	Municipalities; Local Businesses; Chambers of Commerce; Education Coordinators;	\$

## Objective 5: Increase workforce readiness and soft skills among the local workforce

ID	Activities/Implementation	Timing <sup>18</sup>	Lead Organization	Local/ Regional	Potential Partner Organizations	Cost
017	Produce and maintain printed publication or an online resource that identifies training providers and offers a web link or contact information.	Short	Economic Development Roundtable	Local and Regional	CCATEC; WorkBC; Chambers of Commerce	\$\$

<sup>18</sup> Note: short (1-year), medium (2 to 3 years), and long (4 to 5 year)



ID	Activities/Implementation	Timing <sup>18</sup>	Lead Organization	Local/ Regional	Potential Partner Organizations	Cost
018	<p>Advocate for greater awareness of the importance of essential skills among the labour force.</p> <p>Key skills identified in survey results include reading, numeracy, writing, document use, oral communication, critical thinking, and digital technology, plus soft skills such as punctuality, politeness, dependability, courtesy, among others.</p> <p>Example:  <a href="https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/what-are-essential-skills.html">https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/what-are-essential-skills.html</a> </p>	Short	Education Roundtables	Regional	Quesnel Ambassador Leadership Program; Youth Centre; 4H; Cariboo Chilcotin Partners for Literacy; Sage Trainers	\$

## Objective 6: Barrier resolution and strategic enhancements

ID	Activities/Implementation	Timing <sup>19</sup>	Lead Organization	Local/ Regional	Potential Partner Organizations	Cost
019	<p>Identify critical barriers and implement appropriate solutions to increase the active participation of vulnerable populations in the labour force.</p> <p>Example: <a href="https://www.eapn.eu/wp-content/uploads/2017/02/EAPN-2017-EAPN-Position-Inclusive-Labour-Markets-1006.pdf">https://www.eapn.eu/wp-content/uploads/2017/02/EAPN-2017-EAPN-Position-Inclusive-Labour-Markets-1006.pdf</a></p>	Medium-Long	WorkBC	Local and Regional	Employers; Social Service Organizations; CCATEC; Friendship Centres; Cariboo Chilcotin Partners for Literacy; Dengarry; Community Living; Social Planning Committee	\$\$
020	<p>Advocate for a review of the provincial wage subsidy for Early Childhood Educators (ECE) to increase attractiveness of workers and to encourage participation in the ECE labour market.</p>	Short – Medium	Municipality of Williams Lake	Local and Regional	Municipalities; CRD; CCATEC	\$\$

<sup>19</sup> Note: short (1-year), medium (2 to 3 years), and long (4 to 5 year)





ID	Activities/Implementation	Timing <sup>19</sup>	Lead Organization	Local/ Regional	Potential Partner Organizations	Cost
021	<p>Partner to increase ECE training and improve the pipeline of Early Childhood Educators to fill jobs in the Region.</p> <p>This framework may be relevant to other training for other key sectors such as health care.</p> <p>Build on work already initiated under the Childhood Inventory and Action Plans underway in North Cariboo and Williams Lake.</p>	Medium	Education Roundtables	Regional	Post Secondary Institutions; Early Years Table; Childcare Resource and Referral; School Districts	\$

## 4.4 Goal: Cultivate, Grow

The Cariboo Chilcotin Region is a vast geography made up of rural, urban, and First Nations communities. As research revealed, there are challenges to both recruiting talent to the area and to keeping talent in the area, somewhat influenced by the Region's semi-remote geography. The urban areas in Quesnel, Williams Lake and 100 Mile House offer some sense of community vibrancy, though the more rural areas struggle to retain young people seeking more cultural experiences. The quality of employment opportunities, as identified through the job seeker survey, does not necessarily suit talents' needs or expectations. 'Cultivate, Grow' is a goal that acknowledges the groundwork that is necessary to establish a broader recognition of the Region as a place to work, live, and play. It considers cultivating a Region (and communities) that is seen as welcoming, youth-friendly, attractive to young professionals and families, offers a good quality of life, and is affordable. It also recognizes the importance of diversifying the economy to promote resiliency in times of economic decline.

'Cultivate, Grow' is about attracting talent, and positioning entrepreneurs who settle in the Region to operate their business, potentially expand their business and create good competitive jobs. It is about celebrating what we have and promoting the Region for all its strengths and opportunities, as well as addressing its gaps.

Developing a Regional economic development strategy will provide the opportunity to identify regional target sectors for growth. It will create the opportunity to assess transferrable skills in the Region and best-fit sectors with occupational demand that the existing labour force in the Region can fill.



## Objective 7: Increase labour market participation

ID	Activities/Implementation	Timing <sup>20</sup>	Lead Organization	Local/Regional	Potential Partner Organizations	Cost
022	Document and share best and promising practices for employers to showcase tangible approaches to creating and adapting to a flexible workplace.	Medium	Municipality of Williams Lake	Local and Regional	Municipalities; Chambers of Commerce; CFDC's; Business and Industry Associations	\$
023	<p>Develop and deliver easy-to-access training for employers to increase knowledge and share strategies for managing diverse and multi-generational workplaces.</p> <p>There are private-sector providers that offer online training for companies to be more productive with their multigenerational workforces</p> <p>Example: <a href="https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/pages/aging-workforce-research-initiative.aspx">https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/pages/aging-workforce-research-initiative.aspx</a></p>	Short – Medium	Community Futures	Regional	Chambers of Commerce; Business and Industry Associations	\$
024	Utilize on-line resources designed to guide stronger inclusiveness <sup>21</sup> , and share with employers to foster the concept of a “welcoming and inclusive workplace culture” among businesses to promote diversity in the workplace.	Short – Medium	Municipality of Williams Lake	Local and Regional	Municipalities; Chambers of Commerce; CFDC's; Business and Industry Associations; Local PRIDE Organizations; Dengarry; Multi-cultural Organizations; First Nations	\$

<sup>20</sup> Note: short (1-year), medium (2 to 3 years), and long (4 to 5 year)

<sup>21</sup> See for example: <https://www.shrm.org/hr-today/news/hr-magazine/0418/pages/6-steps-for-building-an-inclusive-workplace.aspx>; <https://business.linkedin.com/talent-solutions/blog/diversity/2017/50-ideas-for-cultivating-diversity-and-inclusion-in-the-workplace>



ID	Activities/Implementation	Timing <sup>20</sup>	Lead Organization	Local/Regional	Potential Partner Organizations	Cost
025	Promote corporate culture as a company benefit and a key consideration for potential employees.  Workplace culture, personal alignment with corporate values, quality of life and place, and opportunities for advancement are influencing factors beyond wages that influence candidate decisions.	Medium	Community Futures/Chambers of Commerce	Local and Regional	Municipalities; Business and Industry Associations;	\$
026	Advocate to business and governments for more childcare spaces throughout the Region.  Example: Employers providing daycare services for employees.	Short-Medium	Local governments	Local and Regional	Major Employers; Childcare Resource and Referral (CCRR); Chambers of Commerce; CCATEC;	\$
027	Engage with First Nations to determine how local training and education providers may support Indigenous training.	Short-Medium	CCATEC	Local and Regional	Municipalities; Sage Trainers; other Local Training Organizations	\$

## Objective 8: Grow the Region's economy

ID	Activities/Implementation	Timing <sup>22</sup>	Lead Organization	Local/Regional	Potential Partner Organizations	Cost
028	Develop a broadband strategy to address rural broadband and mobile applications gaps in priority areas.	Long	CRD	Local and Regional	Northern Development Initiative Trust; Province of BC;	\$\$\$

<sup>22</sup> Note: short (1-year), medium (2 to 3 years), and long (4 to 5 year)





ID	Activities/Implementation	Timing <sup>22</sup>	Lead Organization	Local/Regional	Potential Partner Organizations	Cost
029	Develop and support residential rental accommodations and housing initiatives in communities to address rental housing shortages.  Consider results generated from the 2020 Housing Needs Assessments.	Short – Medium	Municipalities/CRD	Local	BC Housing NDIT; CMHA; Province of BC; Post Secondary Institutions;	\$
030	Develop a tech worker and entrepreneur attraction strategy that targets workers who will bring mobile businesses and jobs with them.  Consider Co-working space.	Medium	CRD	Regional	Municipalities; Community Futures	\$
031	Initiate a Regional Economic Development Strategy to expand employment opportunities in growing sectors and to identify diversification opportunities.  Use this opportunity to do further analysis of transferrable skills and their relevance to occupation demand in target sectors.	Medium	CRD	Regional	Municipalities	\$\$
032	Survey the Region's mobile young professionals to inform on retention barriers and factors that influence their career decisions, and to determine what drew them to the area in the first place.  Examples: Project Come Back – Quesnel and Williams Lake.	Medium	Economic Development Roundtable	Regional	Municipalities	\$
033	Support and promote immigration pilot programs in local communities and throughout the Region.  Examples: BC PNP Entrepreneur Regional Pilot program.	Short	CRD	Local and Regional	Municipalities; Economic Development Roundtable	



## Objective 9: Build assets and promote the Region

ID	Activities/Implementation	Timing <sup>23</sup>	Lead Organization	Local/Regional	Potential Partner Organizations	Cost
034	Initiate a Regional economic development website which can be both an investment and talent attraction tool.  Example: Imagine Kootenay	Medium	CRD	Regional	Municipalities; First Nations; Downtown Business Associations; Tourism Associations;	\$\$
035	Strengthen quality of life and quality of place through the prioritization and development of initiatives that build social, cultural, and recreational offerings throughout the Region.  Undertake a cultural assets gap analysis at the local level to better understand community and cultural development priorities for the Region.  Use the results of the perceptions survey (technical report) to inform potential gaps or opportunities in the asset gap analysis.  Develop a customized list of priorities to address key gaps and determine if priorities identified are local or Regional.	Long	CRD	Local and Regional	Municipalities; First Nations	\$
036	Develop and disseminate a unified Cariboo Chilcotin brand that supports local and Regional talent attraction and retention.  Consider information that highlights housing, education, lifestyle, affordability, etc.  Resource to be used across organizations, local businesses, and stakeholder groups to promote the Region with a common message to strengthen and consistently reflect the local brand.	Medium	CRD	Regional (with local input)	Municipalities	\$\$

<sup>23</sup> Note: short (1-year), medium (2 to 3 years), and long (4 to 5 year)



ID	Activities/Implementation	Timing <sup>23</sup>	Lead Organization	Local/ Regional	Potential Partner Organizations	Cost
037	<p>Profile local Cariboo Chilcotin stories through social media, videos, etc. to showcase the “people experience” of living in the Cariboo.</p> <p>Tell the Regional story with local perspectives.</p> <p>Consider a regional ambassador program.</p>	Medium	CRD/ Municipalities	Local and Regional	Economic Development Roundtable; Industry; Chambers of Commerce; First Nations; Local Employers; Coastal Committees;	\$
038	<p>Educate employers on the practice of workplace onboarding while encouraging them to contribute to community onboarding actively.</p> <p>Help employers showcase the whole “living” experience of Cariboo Chilcotin.</p> <p>Example: Connect PG</p>	Short	Economic Development Roundtable	Local and Regional	Local Rotary Organizations; Municipalities; WorkBC; Educator Roundtables; CRD;	\$
039	<p>Consider Red Carpet physician attraction tactics in other jurisdictions and key sectors identified as priorities such as other health care workers, ECE, and others.</p>	Medium-Long	Economic Development Roundtable	Local	Chambers of Commerce; Community Futures; Municipalities	\$



ID	Activities/Implementation	Timing <sup>23</sup>	Lead Organization	Local/ Regional	Potential Partner Organizations	Cost
040	<p>Develop marketing strategies to attract talent in key sectors that were identified as experiencing high demand:</p> <ul style="list-style-type: none"> <li>Managers in agriculture</li> <li>General farmworkers</li> <li>Elementary school and kindergarten teachers</li> <li>Early childhood educators and assistants</li> <li>Nurse aides, orderlies and patient service associates</li> <li>Registered nurses and psychiatric nurses</li> </ul> <p>Identify appropriate online and print channels to conduct marketing directed at people with these skill sets in specific target markets.</p> <p>Strategically promote the Region in geographies identified in the Perceptions Survey as targets for recruitment.</p> <p>Consider lifestyle publications like snowmobiling, outdoors and recreation magazines and other publications that fit with the Cariboo lifestyle.</p>	Medium	CRD	Local and Regional	ADAC; Employers (that hire for these occupations);	\$\$







## 5. Beyond Strategy Development – Moving Forward

Any plan is only as good as its implementation. This Regional workforce strategy provides an evidence-based roadmap that addresses strategic priorities emerging through the research process. Its implementation will require collaboration, cooperation, and coordination. The partners that have worked together for its development are committed to continuing beyond the life of this project to ensure actions are advanced, and that each community and the broader Region benefits from positive impacts.

The Cariboo Regional District has committed to facilitating the plan's implementation and to bringing together organizations and individuals that can support those efforts. The Regional Economic Development Practitioners' Roundtable will make this strategy a standing item on its agenda and will welcome the involvement of those that chose to be a part of this important initiative.

Considerations for the Regional Economic Development Practitioner's Roundtable include:

- Determining who is best positioned to lead a particular action and who, if anyone, is best to support or collaborate
- Understanding the workforce development ecosystem and its key contributors
- Remaining current on the local and Regional situation with a lens on the impact on the labour market
- Implementing the strategic plan that is reflective of strategic priorities and tactics that have emerged through the strategic planning process
- Measuring and supporting the achievement of success – where is the proof that the plan is working?
- Providing a support system that monitors the implementation of actions by project lead/support organizations