# Alternative Analysis Report and Recommendations

October 2018

Members of the Alternative Analysis Group:


Linda Andrews, Chair              VP of Training and Development

Marc Slabotsky                    Pacific South Division
Sue Elder                         Pacific South Division
Anne Bradshaw                     Pacific North Division
Chris Oliver                      Mountain Division
Dan Cameron                       Saskatchewan Division
Pete Whittington                  Manitoba Division
Louie Panozzo                     Ontario Division
Ashley Kelly                      Ontario Division
Devon Murphy                      Quebec Division
Pierre Pierre Blais               Quebec Division
Jennifer Anderson                 Atlantic East Division (Nova Scotia)
Jeff Reath                        Atlantic West Division

## Introduction:

The Alternative Analysis Group (AAG) was struck as a national-level committee in March 2018, with a specific mandate and term under the direction of Colin Saravanamuttoo (President/CEO) and chaired by Linda Andrews, (vice-president of training and development). The term of the group was limited to the period of time necessary to conduct the analysis.

The committee's mandate was identified to conduct a thorough and complete evaluation of three possible options relating to the Canadian Ski Patrol's first aid training program:

- examining the viability of maintaining the status quo
- examining the ability and business merit of investing in our existing program
- examining the potential to license an external third-party first aid provider

## Issue:

The management and demand for first aid training resources has become increasingly more complex over the last five years. This is placing an increasingly excessive load on volunteer time to:
- develop and revise resources to remain current with medical treatment advances and with the first aid training marketplace
- coordinate changes in one area (manual) and ensure it is changed in all other resources
- translate all resources

There is also increasing need for computer-based programs to manage and deliver resources on a variety of devices. With a minimal base budget, project funding has been provided in some instances, such as for online learning platforms.

## Background:

The first bilingual manual published by the CSP (then referred to as the Canadian Ski Patrol System (CSPS)) was in 1962. Over the next 5 years, it was gradually expanded to include sections such as avalanche safety and rescue, constitution, public relations, etc. The CSPS developed the first instructor guide in 1971, followed by the administration manual in 1978. By this point, the organization had a complete training program with its own exams and practical problems. From the beginning it was noted that constant revisions and updating were a challenge. In 1986, the organization was setting aside $8,000-$10,000 per year to reprint the manual. (Reference: "May I help You" The First 50 Years of the Canadian Ski Patrol System).

Instructing resources for advanced first aid (AFA) certification of patrollers have evolved over the last thirty years of the organization. Historically, individual instructors created their own overhead acetates for classroom instruction. During the 1990s, a dedicated group of leaders within education took on the task of compiling a national set of training resources to reduce workload on individual instructors and ensure consistency and quality assurance.

The CSP Patroller's Manual received its last full professional editing in the late 1990s. At this time, a ten-dollar manual fee was being charged along with the membership fee, allocated to an education fund for further revisions/editing, etc. That money ultimately was required for

other uses, and the added fee was stopped.  A change in manual formatting happened in 2009, along with some editing and rewrites as needed.

In 2011, the chapter resources were broken down into more finite sections of modules (totaling 144). This endeavour was intended to isolate specific topics for ease of update and revision, and to allow for the possibility of usage for a standard first aid course (SFA). The latter intent turned out to be an erroneous assumption as SFA courses use different language and treatment outcome. The modularization was barely completed when the education portfolio was tasked with developing online courses in 2012. This was to meet the demands for recruitment and to stay modern in conjunction with changing technology. The manual was also rebranded around this time in colours, logos and font.

Improvements are slowly evolving with eLearning. Improved narration, for example, became a priority. Rather than just reading the slide, any revised PowerPoint slides provided a script for narration to either speak to the slide or add information to the slide. This has taken extra time both for creation and translation of scripts.
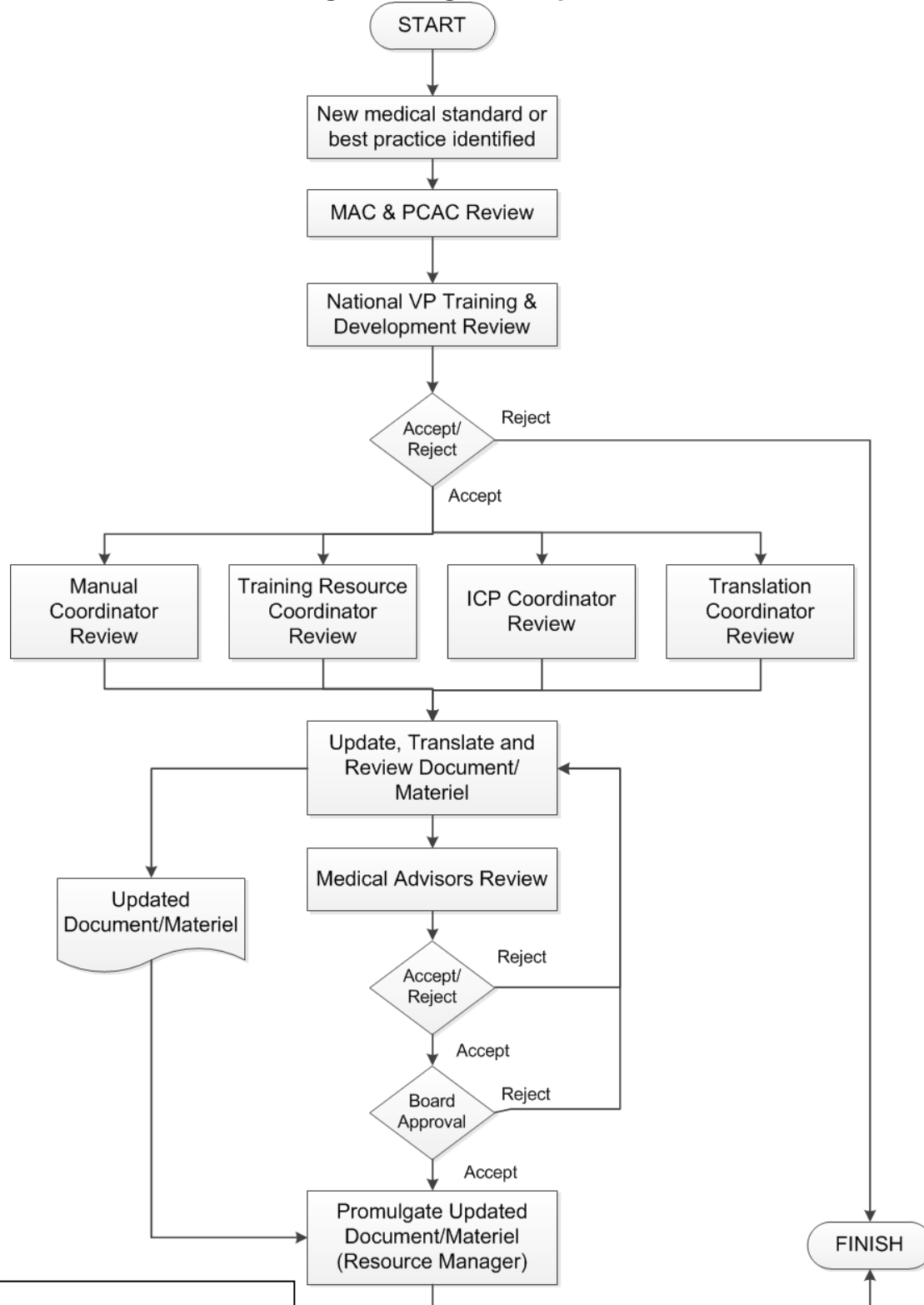
Course outlines were revised to include classroom, online, and modified AFA courses, trying to maintain an emphasis on practical time for the student.

At the same time, training resources need to be evidence based, maintain ILCOR/Canadian Consensus Guidelines, and meet jurisdictional requirements. Federal accreditation was downloaded to the divisions with each province having their own process and requirements to get accreditation. (For example, Alberta and B.C. require 80 hours, Quebec 60 hours). The Canadian Standards Association may have increasing influence with the potential of provinces adopting its standards of a minimum 80 hours.

As mentioned earlier, the first aid manual was for first aid within an on-snow environment. With the advent of '365' (non-skiing) events in recent years, it has expanded to many other environments. This has been reflected in additional information and treatment being added to the manual such as sunburn, jellyfish stings, and chafing, to name just a few.
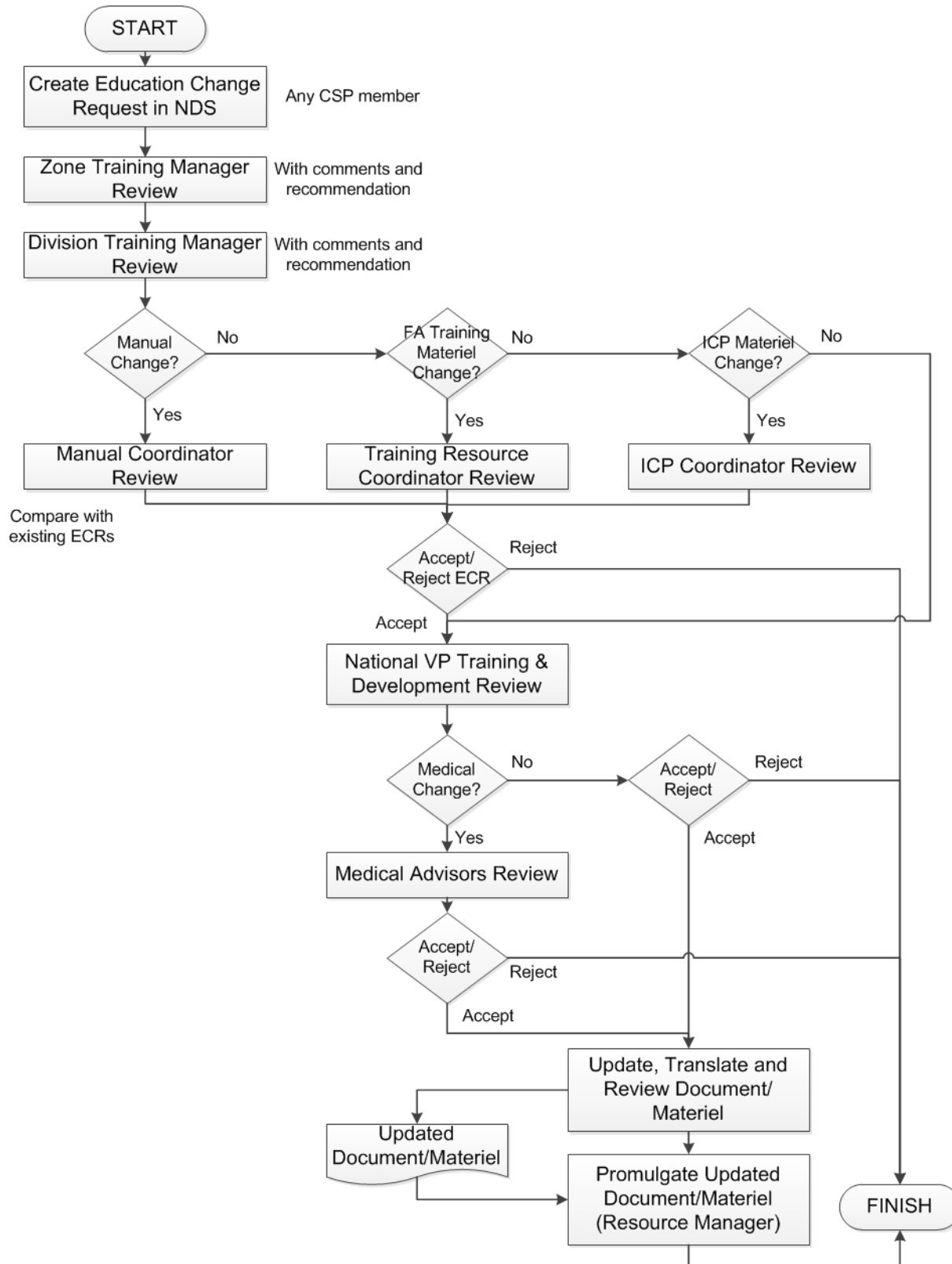
Today, revisions are made based through two processes: external (e.g. ILCOR, CCOR) or internal (Education Change Request (ECR)). The ECR (Chart #2 below) occurs through the national database system (NDS). It is somewhat cumbersome but was put in place to try to reduce requests going through that were not necessary, or already in process. That said, the national Training and Development team has not had a manual editor to manage the ECR process in more than a year. (*Charts courtesy of Andrew Hill, DTM Mountain Division for the Alberta QMP*)

**External change management process:**



MAC: Medical Advisory Committee
PCAC: Pre-Hospital Care Advisory
Committee

START

Create Education Change Request in NDS — Any CSP member

Zone Training Manager Review — With comments and recommendation

Division Training Manager Review — With comments and recommendation

Manual Change? — No → FA Training Materiel Change? — No → ICP Materiel Change? — No

Manual Change? — Yes → Manual Coordinator Review

FA Training Materiel Change? — Yes → Training Resource Coordinator Review

ICP Materiel Change? — Yes → ICP Coordinator Review

Compare with existing ECRs

Accept/ Reject ECR — Reject

Accept/ Reject ECR — Accept → National VP Training & Development Review

Medical Change? — No → Accept/ Reject — Reject

Accept/ Reject — Accept

Medical Change? — Yes → Medical Advisors Review

Accept/ Reject — Reject

Accept/ Reject — Accept

Update, Translate and Review Document/ Materiel

Updated Document/Materiel

Promulgate Updated Document/Materiel (Resource Manager)

FINISH

The CSP training resources use a variety of computer software programs, none of which coordinate with each other. Every single change to the manual wording requires review of all applicable resources to ensure the language/information remains current:

- The manual is in FrameMaker (version 11 2012), a rather cumbersome, time intensive program to use.
- PowerPoint slides are in basic PowerPoint, with appropriate modules narrated and uploaded to Vimeo for posting on Moodle for eLearning. (Moodle is a free and open-source learning management system written in PHP that is separate from the NDS.)  A change to one slide requires the entire PowerPoint to be re-narrated. (Articulate is used for the eInstructor program which does not require narration).
- The written exam uses FileMaker (version Pro 12).
- All other docs are in Excel or Word and saved in PDF format for uploading to the NDS.

All resources (both original and PDF versions) are saved on Alfresco for sharing and versioning. Documents for use by instructors then need to be saved from Alfresco to the hard drive of the resource manager, then saved to an FTP server. From there, it is then uploaded to the NDS, inputting all the data, including the full file-path. The process of entering has had some simplification since we began, but still takes time with entering names of doc in English/French, type of doc, full file-path name, etc. A separate DVD/memory stick is then created for use by head office to copy for instructors who have difficulty with internet access needed to download the large e-files.

## Need:

In line with the mandate of the committee, the CSP needs to investigate options and provide recommendations for CSP training resources that will be cost-effective and sustainable beyond a five-year cycle.

## Process:

The issue of sustainability was raised within the national management committee in mid-2017. Inquiries with respect to working with other first aid providers were made during that summer to assess feasibility of connecting with a third-party provider. The results of preliminary discussions, in particular with Canadian Red Cross, were presented at the fall 2017 national portfolio meeting, along with the possible associated costs.

It was then determined to strike a committee with representation from across the country to fulfill the mandate outlined in the introduction of this report.

Terms of reference were developed (see attached *Terms of Reference - AAG.*) Names were submitted to the VP Brand and Partners, the VP Training and Development, and/or by division presidents.  Final committee members were selected by the two VP based on criteria and approved by the CEO, that ensured representation from a cross-section of ages, numbers of years in the patrol, bilingual capability, experience with using the resources, gender and national representation.

The first Skype meeting was held on May 28, 2018. The first item of the agenda was to identify and discuss assumptions held and any biases that may be present in entering this exercise. All

members provided a snapshot of their role in the patrol, what experience (outside or within CSP) with first aid training, and what their initial thoughts were of the three options being considered. Those not in attendance were contacted following the call to ensure this information was collected at the beginning of the committee's work. *(See AAG Members)*

Note: it was observed that many members have experience with another first aid agency. This was felt to be an advantage. It provided another layer of insight into the information various different agencies provided to the CSP and aided in eliminating any that were not close to being similar to the CSP. It also gave the group a useful starting point to further investigate possible joint working efforts.

The committee then identified the key points of expectations of training resources to ensure sustainability It was decided that the training resources must:

- meet the needs of CSP customers (whether it be patrollers or the resorts/non-skiing event sponsors (NSE))
- be bilingual
- be accessible on multiple devices and have online access
- be cost effective
- reduce volunteer time

Key stakeholders within the CSP and third party first aid providers were discussed, and criteria for interviews were established. In line with the committee mandate, options discussed included:

1. Stay in-house with minimal changes
2. Stay in-house with investment to upgrade
3. License a third-party first aid provider

## Interview observations and findings:

## Option:  Stay in-house with minimal changes:

Interviews/survey and emails were held with a number of Training and Development (T&D) coordinators, division training managers (DTMs) and instructor trainers. The purpose of this endeavour was two-fold:

- To determine an estimate of the volunteer time and effort in producing the resources
- To determine what is working and where there can be improvements moving forward

The resource revision process is historically started in spring/summer, with planned release of examinations on April 1$^{st}$ and training resources at the national conference (mid-May). The timing of training resources release is becoming an issue as some zones are opting to start their updates earlier in the spring.

A total reliance on volunteers is becoming excessive. Ten to twelve years ago, one person was able to manage the first aid and instructor resources. It now requires four people at national level to maintain the increased workload that has resulted from incremental changes in standards of training and certification requirements.  Additionally, there are increased numbers of associated committee members (e.g. eLearning representatives, exam review and manual review). This last year is presented as a prime example of current process being

unsustainable. A number of key positions became vacant and new appointments were made. In various instances among the T&D management team, issues with home and/or work life emerged which understandably and necessarily took precedence. As a result, there were delays in the completion and release of resource products as people learned new roles. This year training was also plagued with technical issues resulting in a late release of resources into late summer when they were required and expected in the spring for division and zone training.

The CSP is a bilingual organization and all training resources are provided in both French and English languages. This is a significant strength of the organization, but a continual challenge as well. There has been a lag in creating/revision of resources and getting them translated. Steps have been taken to make initial improvements in this process. The time and effort of translation has additional benefits as it provides an extra "eye" for more minimalistic wording and catches errors that had been missed in the English proofing process. At times it was found that wording in English did not translate well into French, which then resulted in further revisions to the English. Involving translation at an earlier stage has been one step put in place that will reduce the turn-around time in resource production.

The following is a minimal estimate of hours spent in training and development activities at the national level in a year. Some areas (as indicated) increase substantially with any major release such as ILCOR.

| Area | Breakdown of hours | Total hours |
|---|---|---|
| Training Resources (modules) | Half hour–eight hours from small change to large module revision = 80+ hours this year<br><br>Revisions made by others: 70 hours | 150 (small yr)<br><br>300 with major release |
| eLearning | Administration 50-100 hours<br><br>Narration 36 hours<br><br>Training reps ~30 hours<br><br>Entering course 30-40 hours<br><br>Entering e-exam 6 hrs each = 12<br><br>Vimeo 15 | 230 |
| Examinations | 2 hours/week x 8 months = 64<br><br>written 80-100 | 370 |

| | reviewer time (13.5 average) 216 hours | |
|---|---|---|
| Translation | One person: FA  23 hours<br>    Exams 13   = 36<br>4 people involved | 144 |
| Manual | 500 hrs non-release years<br>1,000 hrs prior to major release (associated with ILCOR)<br>Writers time/proofing 500 | 1000 -1500 |
| Resources Management | ~30-45 minutes per resource to load from Alfresco to C drive to FTP to NDS<br>Memory stick to head office | 20+ |
| Totals | | 1890- 2500 hrs + |

An estimate of the cost for a volunteer's time is often quoted to be approximately $25.00 per hour, which brings the above total to approximately $47,250–$62,500 for one year. Over five years, that works out to approximately $312,000. This does not include volunteer costing for ICP and OS resource maintenance that included resource development and manual retention, as it was outside of the scope of this committee.

The cost of outside translation for the first aid section (364 pages) would be significant. Translation costs are about $0.25/word for technical language. At approximately 380 words per page, this equals $35,580 for the FA manual alone. Add the cost of translation of PowerPoints, module outlines, exams, instructor resources etc. and it is clear the volunteer effort is offsetting the cost of at least one full time employee acting as translator or as a resource developer.

Currently, there is $4000 in the annual budget for the manual and online server costs, covering costs that include resource development and revision as identified above.

About four years ago, the CSP purchased MadCap Flare software to format and maintain the FA manual.  The current manual is created and maintained using FrameMaker software. With new appointments to the manual coordinator position and in discussion with experienced individuals, it has been recommended that the current manual needs to be updated and revised prior to conversion to MadCap.

With the number of issues with the FA manual with updating to evidence-based information/treatment, repetitive information, and editing issues, plus the limited number of volunteer hours available, only a small portion of areas required can be addressed yearly. Every five years, Training and Development faces a major change with incorporation of the International Liaison Committee on Resuscitation (ILCOR)/Canadian Consensus Guidelines requirements. The team has also had to manage yearly updates to try and update areas not necessarily covered by ILCOR (e.g. terminology used with epilepsy). Consideration has been given to establishing a longer term between manual releases, but this may not be feasible due to the fact that ILCOR may be releasing updates on a more frequent basis. Improvements will be needed in the use of the Medical Advisory Committee and Pre-Hospital Care Advisory Committee to ensure their valuable time is both well spent and provides effective input to the training and development resources. This could be through the use of more frequent Skype meetings. The Manual Review 2019 Committee is working to an earlier release date of April 1st and will need to consider different processes of acknowledging newer information than yearly manual release.

Lastly, it is clear that the modules, in their current states, are not acceptable for use in an SFA course. For AFA usage only, they are now too minute in their detail. Some modules may only have two or three slides and should be combined with others. Efforts have begun to accommodate these changes, starting with revisions to condense the slides related to BLS. This will reduce the number of slides the instructor needs to upload for class instruction, or for the student to work through in online learning.

A survey was sent to instructor trainers. Although there was a low response, it provides indication of overall satisfaction with resources. There are definitely areas where improvement is needed that are going to require some investment. For example:

- Overall, eLearning needs to be mobile friendly and more engaging. Interactive presentations are needed, such as Articulate (in use with the eICP) and better narration is required.
- The first aid manual needs more photos in a variety of environments (not an empty classroom background), less duplication and a reduction of some theoretical information.
- First aid instructional resources need more videos that provide earlier, more practical scenarios. There needs to be more emphasis for instructors on why changes are being made and how it can affect patients. This will allow them to help a student to think through a situation instead of just memorizing protocol.

Input from other interviews gathered by DTMs, ZTMs and T&D coordinators (past and present):
- meeting jurisdictional requirements is challenging
- volunteer burnout
- online learning is useful to provide knowledge, however the development of practical skills within the classroom setting needs to be emphasized
- find ways to streamline the implementation for changes and improvements to the curriculum, testing materials, including releasing less often, etc.

- varying training needs across the country: areas out west need specific extra training due to size of mountain and greater distance from a hospital; others require less advanced training to meet resort needs
- creation of a supplementary course to a third-party FA provider would be just as time consuming as the AFA
- concern of loss of control – If CSP were to go with an outside agency, do we lose flexibility in making changes?
- translation process needs improvement as highly reliant on two people; improved writing would also reduce translation
- improved versioning of training resource documents
- organizational structural change that reflect the needs of zones…. with more committees, more participation from the ground level up

In summary, "staying in-house with minimal changes" while making incremental process improvement changes does provide many necessary improvements to the process for resource management, it does very little, if anything, to reduce the volunteer hours required to date.

## Option:  Stay in-house with investment to upgrade

Information gathered in the first option was also used as guidance as to what the "cost" would be for this option, allowing the development and retention of training resources to remain in-house. Consideration was given to what the additional resource requirement would be to improve the process, reduce the amount of volunteer hours committed, improve quality assurance, professionalism and relevancy.

It has also been recommended that the current AD102 module History and Organization be enhanced and renamed the Patroller module. This would contain much more detail on why the CSP is unique and different regarding the provision of first aid in the environments where we patrol.

Volunteer time is spent on the comparison of each resource reference being used in seven different presentation vehicles:

- PowerPoints
- module outlines
- quiz book and "bank" of questions
- diagnostic
- CPR/AED written exam
- written exam
- training record

These documents then must be individually saved in several different areas: FrameMaker, FilePro, Alfresco, C drive (of the Resource Manager), FTP and the NDS. After this, a memory stick must be created from the FTP server to be housed at national office. For this reason, future in-house options must include a program that can generate resources and, if a change is made in the manual, it updates in all other resources.

A component content management system (CCMS) is a database driven system where content can be broken down to a much smaller level, such as paragraph level, usually. All

these paragraphs are stored in a database along with images, links, and any other component that makes up a document. When a new document is created, a "book" is assembled from those components and published. Because every "book" uses the same piece of content from the database, a single change is automatically reflected in all the documents that use it.

These systems also separate the templates from the "book". A single template is stored in a central location and applied to the book (or as many books as you want). Change the central template and all books associated with that template are changed automatically.

These systems usually have other features like:

- Multiple output formats - Online help, PDF, Word, PowerPoint, XML, etc. Again, the content is centralized. Assemble the content from the various components into a "book" and generate the product desired - the templates for each of these are also completely separate.
- Online collaboration tools - Various portions of the content may be reviewed by people around the country. Changes would be suggested and incorporated or rejected. Everyone would see everyone else's comments.
- Workflow management - Content would go through various stages that can be controlled centrally. Draft 1, Draft 2, Final draft, Published, Archived, etc.
- Versioning - Any changes to the content are automatically recorded. Different versions of content can be compared to see where changes happened. Previous versions of content can be retrieved if problems crop up.
- Content localization - Multiple languages of a piece of content can be created and a relationship maintained between those pieces. The content can be output in a format that common translation software and translators understand so that localization can be outsourced if required.

Two CCMS were suggested: MadCap Flare and Author-*it*. The CSP did have a Madcap Flare license about 3-5 yrs ago. A new license is approximately $1,700 plus taxes, with latest version update $799 (pricing from their website).

A conversation was had with a professional editor, who was a patroller and is familiar with the CSP Patroller's Manual. Two suggested options resulted from the conversation:
- Hire an editor on hourly contract and only revise the manual. A copy editor is ~$40 per hour (https://www.stc.org/communities/). The option of a professional writer to oversee future changes could also be considered.  (https://pwac.ca/What-to-pay-a-writer):
- Hire an instructional design/technical advisor (bilingual) for one-year contract $50,000-$55,000.

The first option would usually entail the contract person bringing their own software programs, making all the changes within a specified period of time. That would be part of contract negotiation of sending ten pages and asking for estimate of time involved and associated cost. However, the CSP would have difficulty making further changes unless it also purchased the same software programs used by the contracted person. There would not necessarily be any training time for a CSP volunteer to know how to use the program for

ongoing updates/revisions. Also, there may or may not be resources developed, based on the contract.

The editor consulted encouraged the second option, where the contract would be signed for one year with:
- two months for analysis/review of all the materials
- six months for development
- two months to implement and train three to four patrollers how to use the programs
- two months built in runover time

The instructional design/technical advisor would edit the manual and reformat it into an updated software using the chosen CCMS. All the required training resource materials could then be developed, including the online learning component. It could be included in the contract for the person to train three or four patrollers for ongoing sustainability. It is negotiable whether to include taxes, vacation, etc based on wording in the contract. Deliverables and deadlines will need to be well established in the contract. This would need some further investigation of the contractor vs employee relationship based on legislative requirements. The CSP would need to purchase the computer software programs, and provide for cost of updating to newer versions as released.

The contract negotiation could also include extending the time frame beyond the one year for ongoing smaller projects with AFA, but could also extend into other areas such as ICP, OS, and other portfolios that could benefit from this expertise and/or software programs.

More strategic use of volunteer hours would still be required for consultation with the contracted person, as well as review of the work done. The extension of a contract would then provide for ongoing limited use of volunteer hours for ongoing maintenance of resources.

As a lesser cost option, the CSP could manage the revisions/updates for the next four to five years with the use of a small number of volunteers. In addition, the cost of contract editor for review every five years would be required to ensure the manual remains professional and modern, not only in its information, but also its appearance and technology. This also accommodates for flexibility in number of hours required for AFA course when needed. (See attached *Costing – in house document*).

An even lesser cost is to integrate resources within a collaborative manual format. The use of iCloud-based Pages allows a "live" platform where multiple users can review or revise either through direct changes or through commentary. The training videos and quizbook are uploaded into the document. This would be accompanied by increasing the number of videos, a revamping of the course outlines and modules to increase the practical time in the classroom, activities to supplement learning, and an incorporation of a mentoring time period that has evaluative components to ensure compliance to maintain a compliance to 60-hour course (at minimum) required.

This transformative change is central to equipping CSP to do what we do. The proposed electronic "manual", will likely result in an emphasis on pre-class learning, confirmation of that learning, and place a greater emphasis on in-class demonstration and practice.  This will likely change our instructor certification program and make better use of local patroller experience.  There will be greater consistency in patroller knowledge and skills nationally. Content can reflect local operating realities. Content can also be updated as required, thus be

concurrent with emergency medicine research findings. Anywhere, any time review will be facilitated. The proposed new content format is better than anything currently available by national training agencies and gives the CSP leverage in any possible partnership discussions with them.

In summary, staying in-house with investment to upgrade will improve the quality of the training resource presentation and ability to maintain the products. The volunteer time remains significant in much of the processes described earlier, but would be reduced in the area of resource production and maintenance. The additional financial investment required in the first year for an editor would be in the range of $50,000 -$55,000. A smaller investment for video production and Articulate would be needed.


## Option 3:  Licensing a third-party first aid provider:

Discussions were held regarding the feasibility of the CSP joining forces with a third-party provider. There had been initial consideration in the spring of 2016-2017 of potential affiliation with the Canadian Red Cross, St. John Ambulance, and National Ski Patrol (NSP). (See *FA licensing concept FAQ Dec 2017*.).
https://www.skipatrol.ca/portal/shared_files/National/Discussion%20Papers/FA%20licensing%20concept-FAQ-v3-1711.pdf

National Ski Patrol (NSP):

The NSP Outdoor Emergency Care (OEC) is not available in French and translation costs are prohibitive. Also, it is a US based first aid book that does not use metric, operates under different legislative regimes, and is not recognized as workplace first aid in any jurisdiction in Canada. Further, the complete OEC course is 110 hours including 20 hours of pre-reading. The 30 to 50 hours increase in course length was thought to be unacceptable to our membership.

On-line OEC paperback shows 1263 pages with ~380 words per page = 500,000 words which is roughly $125,000 with outside translation for the manual alone. Instructing resources needing to be translated further increases the cost. The CSP has about 1000 auxiliary documents on the NDS with many having multiple pages. Using that as a comparison, the estimate for translation would double that cost to closer to $250,000. Use of CSP volunteers to do the translating as is done now does nothing to remove the stress of excessive volunteer hours.

St. John Ambulance:

Contacts with St John Ambulance (SJA) did not progress beyond initial discussions. There have been numerous personnel changes recently and they seem to be focused at the provincial level with minimal national scope. SJA is currently not available in all provinces. Ultimately, they were not considered to be a viable option.

Canadian Red Cross (CRC):

As mentioned earlier, the Canadian Red Cross (CRC) was approached during the summer of 2017 with the intent of investigating the feasibility of an outside first aid organization showing interest in collaborating with the CSP regarding resources. Further talks have shown a definite interest in combining efforts, and a discussion was held on the possibility of a strategic alliance, but this would be based on revisions to their outdoor emergency care

program. As it is due for release in spring 2019, it has limited room for input by the CSP. The CSP would be required to become a training partner with the CRC. This is a contractual relationship to ensure CRC standards are upheld. The closest course offered by the CRC to the CSP AFA is the 40-hour First Responder (FR) course. The Professional Responder course is 80 hours and was not deemed appropriate by CRC as it is geared to firefighters, paramedics, etc.

There is a concern of the CSP branding becoming secondary in training. For example, the certification card would state:

> Patroller's name:
> Trained as: First Responder
> CRC logo

On the back it would state:

> Trained by Canadian Ski Patrol (with website)

As part of the contract, patrollers would need to pay CRC for a three-year certification period. The FR manual costs $120, although available free online with a CRC certification.

Instructors would have a prior learning assessment done, and then a take a discipline specific course to be able to teach the First Responder Program.  CSP instructor trainers (ITs) would get certified by the CRC, and the CSP could then run their own instructor training using the CRC FR course. This would eliminate the need to go to a CRC regional development centre. An even more enhanced Patroller's module, emphasizing not only the provision of first aid in outdoor environments, but also provides the needed first aid treatments not covered in the FR course, would need to be developed to reach the accreditation hour requirements for AFA.

An approximate five-year costing is attached at approximately $1,000,000. (see attached _Costing – CRC_)

In this relationship CSP volunteer hours would still be needed to develop the supplemental 20-hour Patroller course.  In a relationship with the CRC, it is anticipated that the CSP would be able to use the CRC Boulevard software (a component content management system) to develop and house that course, which would be considered a "private" course accessible to CSP only. However, if CSA requirements of 80 hours for AFA are adopted by more provinces, this would require CSP volunteer time and effort to develop 40 hours of the supplemental course. A gap analysis of the FR manual and the CSP AFA manual was done to assess how much content would need to be supplemented.

There is possibility of revenue generation if instructors wish to teach SFA courses. This would require them to take another discipline specific course to do so (as they would need to do with the Ontario Division pilot SFA course). This cost was not factored into the costing. There is also the option for greater national exposure and recruitment.

Agency X

There was an additional third-party FA provider "Agency X" who was approached and interested in discussions regarding a strategic alliance that would allow collaborative revisions to the AFA learning resources while maintaining separate agency branding. A non-disclosure agreement was signed in late summer 2018.

Since this report and recommendations were initially presented, due to issues outside of CSP control, there has been a delay in the discussions regarding a strategic alliance. While there remains expressed interest by both parties, this option is on hold until further notice.

## Alternative Analysis Group Recommendations:

The AAG considered the options and held focused discussions on each of the three options. (*See attached: Comparison of Options, Comparison of Costs*). The following is recommended for consideration by the CSP Board of Directors and Management Committee.

Initially the AAG recommended Agency X, but due to the inability to reach an agreement, the recommendation put forward is for option two of staying in-house with financial investment as needed for project work and consideration of hiring a professional editor for a full review of the manual.

There are different levels of financial investment that may be considered within this option:

- cost to increase the number of available training videos
- costs for software improvement for Articulate for modules where an online PowerPoint is deemed necessary (e.g. administrative section: mutual respect, CSP Patrolling). This software can be used in the Instructor Certification Program and Operations as needed.
- cost and expertise of instructional design/technical advisor brings professionalism to the resources, and can drastically reduce volunteer hours, but at a cost particularly in the first year

The option of staying in-house with minimal changes was not considered to be a viable choice. This option does very little, if anything, to reduce the excessive use of volunteer hours and while processes are in place to address issues in this year, it is not considered to be sustainable nor keeping the CSP professional, modern or relevant.


**Attached documents:**

Terms of Reference – AAG (available on NDS)


Costing – in-house document

Costing - in-house with investment

Costing – CRC: members and instructors

Comparison of costing

Comparison of options

Costing – in-house

| | Hours | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| Volunteer time | 2500 | $62,500 saved | $62,500 saved | $62,500 saved | $62,500 saved | $62,500 saved |
| Translation | | $35580 | $35580 | $35580 | $35580 | $35580 |
| Current Budget | | $4000 | $4000 | $4000 | $4000 | $4000 |
| 5 yr total | Actual cost Current budget | | | | | $312500 $20000 |
| Cost/patroller | Actual cost Current budget | $14 <$1 | | | | |

Costing - in-house with investment

| | Cost/ patroller | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| CCMS software | | $1900 | | $900 | | $900 |
| Articulate | | $1700 | | ~$700 | | ~$700 |
| TA/ID contract | | $55000 | $20000 | $20000 | $20000 | $35000 |
| Volunteer | | ($12500) | ($12500) | ($12500) | ($12500) | ($12500) |
| Total | | $58600 | $20000 | 21600 | $20000 | $36600 |
| Over 5 yr | $7 | OR $14 | And $5.50 onwards | | | $156800 |

Costing – CRC: members

| | Cost/Patroller | Year one | Year two | Year three | Year four | Year five |
|---|---|---|---|---|---|---|
| Patroller | $30 | $135000 | $30000 | $30000 | $135000 | $30000 |
| FR manual | ($120) | ($54000) | ($12000) | ($12000) | ($12000) | ($12000) |
| Volunteer | | ($12500) | ($12500) | ($12500) | ($12500) | ($12500) |
| 5 yr total | $30-$150 | | | | | $360000 |

## Costing – CRC: instructors

| | Cost/ Instructor | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| IT | $300 | $61200 | | | | |
| IT recert | $250 | | | | $51000 | |
| Instructor | $230 | $207000 | | | | |
| Instructor new (50) | $350 | $17500 | $17500 | $17500 | $17500 | $17500 |
| Instructor recert | $60 | | | | $54000 | $3000 |
| Training material | $100 | | | | $90000 | $500 |
| Total | | $420000 | $20500 | $20500 | $330000 | $21000 |
| 5 yr total | $37/patroller OR $738/instructor | | | | | $812000 |

Comparison of costing

| | In-house | In-house with $ | CRC | Agency X |
|---|---|---|---|---|
| Year one | ($62500) | $58600 | $555000 (Manuals extra) | Co-investment: unknown amount |
| Year two | ($62500) | $20000 | $50500 | |
| Year three | ($62500) | $21600 | $50500 | |
| Year four | ($62500) | $20000 | $465000 | |
| Year five | ($62500) | $36000 | $51000 | |
| Total | ($312500) | $156800 | $1172000 | |
| Cost/patroller | $14 | $7 avg/5 year OR $14 and $5.50(yr 2-5) | $30 patroller+ $37 for instructor = $67 | Estimate half to full in-house cost |

## Comparison of options

| Feature/Requirements | In-House | IH with investment | CRC | Agency X |
|---|---|---|---|---|
| Meets the need of CSP customers | √ | √ | √ | √ |
| Bilingual | √ | √ | √ | √ |
| Accessible on multiple devices | | √ | √ | √ |
| Online access | √ | √ | √ | √ |
| Cost effective – patroller(registration) | √ | √ | | √ |
| Cost effective - instructor | √ | √ | | √ |
| Reduces volunteer time | | | | √ |
| CSP Branding maintained | √ | √ | | √ |
| Up to date and relevant | | | | √ |
| Professional editing | | √ | √ | √ |
| Option for revenue generation | | | √ | √ |
| Potential national exposure | | | √ | √ |
| Potential access for recruitment | | | √ | √ |