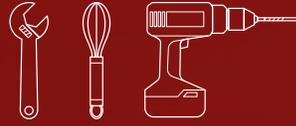




EVALUATING SUCCESS IN PRE-APPRENTICESHIP IN CANADA:

Consultation Summary Report

ABOUT THE CANADIAN APPRENTICESHIP FORUM



The Canadian Apprenticeship Forum – Forum canadien sur l'apprentissage (CAF-FCA) is a national, not-for-profit organization working with stakeholders in all regions of Canada. We influence pan-Canadian apprenticeship strategies through research, discussion and collaboration. We share insights across trades, across sectors and across the country to promote apprenticeship as an effective model for training and education. Our Board of Directors is comprised of representatives of business, labour, the jurisdictional apprenticeship authorities, education and equity-seeking groups. Through our work, CAF-FCA has shed light on several key issues affecting apprenticeship, such as the perceived barriers to accessing and completing apprenticeship and the business case for apprenticeship training. For more information, visit the CAF-FCA website at www.caf-fca.org.

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1.0 INTRODUCTION

The Canadian Apprenticeship Forum-Forum canadien sur l'apprentissage (CAF-FCA) organized nine pre-apprenticeship consultations across the country. This report summarizes the discussion and evaluation form findings and outlines stakeholder recommendations. The CAF-FCA Pre-Apprenticeship Matrix of Success Factors and Results Measurement Framework were developed based upon feedback received at the consultation sessions and are included in this report.

Employers, high school and college educators, provincial/territorial apprenticeship administrators and representatives from labour, women's and Indigenous organizations talked about the pre-apprenticeship programs offered in their province or territory and shared their best practices and lessons learned. Most dialogue participants implemented pre-apprenticeship programs for under-represented groups including, Indigenous peoples, immigrants, unemployed people, at-risk youth, women and persons with disabilities.

Participants reflected upon the impact of pre-apprenticeship programs. They discussed how they currently track pre-apprentice labour market outcomes. Approaches differ for each program. The participants also identified desirable short-, medium- and long-term outcomes and success indicators related to employability, skills development and well-being. The Matrix and Framework reflect apprenticeship stakeholder priority outcomes and indicators. These documents aim to track the impact of pre-apprenticeship programs across Canada using a consistent methodology.



2.0 WHAT IS PRE-APPRENTICESHIP?

Across the country, terms such as foundations, work readiness, pre-employment and pre-apprenticeship are used to refer to the preparatory training received prior to an apprenticeship. Common components in pre-apprenticeship programs are essential skills and employability skills upgrading, safety training, hands-on experience with tools and a work placement. Essential skills include reading, document use, numeracy, writing, oral communication, working with others, thinking, computer use and continuous learning.¹

Typically, the goal of pre-apprenticeship programs is to encourage career exploration leading to full-time employment in the skilled trades or an apprenticeship training opportunity. Individuals who complete these programs usually earn their Level 1 technical training and, if required in their province or territory, become qualified to write their Level 1 examination. The hours individuals work during a placement may also count towards their apprenticeship, depending on the employer and the provincial/territorial rules.

Individuals may pursue pre-apprenticeship programs in the majority of Canada's provinces and territories. There are no pre-apprenticeship programs offered in Quebec or the Northwest Territories.² Newfoundland and Labrador is the only province where completing a pre-apprenticeship program is mandatory.³ In Ontario and Manitoba, programs pursued at high school may be considered pre-apprenticeships. Provinces and territories and the federal government provide funding to a variety of organizations that implement pre-apprenticeship programs.

Most pre-apprentices take courses or earn a pre-apprenticeship certificate or skilled trades diploma at a college. Community organizations, non-profit organizations, women's organizations, employer associations and joint training employer and union committees also implement pre-apprenticeship programs. Examples include Momentum, Women Unlimited, Women Building Futures, Women's Enterprise Skills Training (WEST) and the Women in Resource Development Corporation. In addition, Indigenous organizations across the country are federally funded through the Indigenous Skills and Employment Training Strategy Program to provide pre-employment training to Indigenous clients.⁴ For descriptions of specific pre-apprenticeship programs, see the CAF-FCA Pre-Apprenticeship in Canada report.⁵

Pre-apprentices may be referred to as learners, clients, candidates or students. The backgrounds and circumstances of pre-apprenticeship program participants vary. Men and women, Indigenous peoples, immigrants, at-risk youth, low income earners, Employment Insurance recipients, persons with disabilities and visible minorities all participate.

1. The Government of Canada has defined nine essential skills: reading, document use, numeracy, writing, oral communication, working with others, thinking, computer use and continuous learning. The current Essential Skills Framework is being revised by the Government of Canada to include additional skills such as creativity and adaptability. Retrieved from: www.canada.ca/en/employment-social-development/programs/essential-skills/tools/what-are-essential-skills.html

2. In Quebec, the apprenticeship system is different and most the technical training occurs upfront so the concept of a pre-apprenticeship is not applicable.

3. It would be interesting to assess whether Newfoundland and Labrador has higher success rates in apprenticeship due to its mandatory pre-apprenticeship program.

4. All Indigenous people, regardless of status or location, may access programs and services, which include, skills development, training for high-demand jobs, job finding, programs for youth, programs for urban and Indigenous people with disabilities and access to child care. See: <https://www.canada.ca/en/employment-social-development/services/indigenous/asets.html>.

5. CAF-FCA, Pre-Apprenticeship in Canada. (Ottawa: CAF-FCA, 2019).

3.0 PARTICIPANT PROFILE

Participants may be teenagers or adults pursuing a second career. Some individuals may face few barriers when pursuing training while others experience multiple barriers such as unstable housing situations, gender-based violence or addiction.

Participants enter programs because they want trades experience and are seeking connections with employers. According to a CAF-FCA Apprentices in Canada ePanel survey, individuals take pre-apprenticeship programs because they are seeking exposure to a specific trade, they want to go to school prior to entering the workforce or they cannot find an employer to sponsor their apprenticeship. When asked about program improvements, individuals wanted more networking opportunities with employers (53 per cent), more focus on technical trade skills (40 per cent) and more financial support (38 per cent).⁶

In total, there were 458 participants who attended the consultations from Manitoba, Newfoundland and Labrador, New Brunswick, Ontario, Saskatchewan and the Yukon. Representatives from additional provinces and territories attended a webinar or participated in an online forum. Employers, high school and college educators, provincial/territorial apprenticeship administrators and representatives from labour, women's and Indigenous organizations attended. The consultation locations and stakeholder group representation are outlined in Figure 1.

There were two groups of participants who completed the evaluation forms. There were 109 participants who completed evaluation forms from Kitchener-Waterloo, Thunder Bay, Toronto, St. John's and Winnipeg. This group attended the consultations hosted in March 2019 and answered questions about desirable pre-apprentice short-, medium- and long-term outcomes and needed improvements to pre-apprenticeship programs. There were 115 participants who completed the evaluation forms from Whitehorse, Regina, Moncton and Ottawa. The Whitehorse consultation was held in August and the Regina and Moncton consultations were held in September. The national consultation was hosted in Ottawa in October. This group of evaluation form respondents answered questions about success indicators in the areas of employability, skills development and well-being. They identified the resources needed to implement the CAF-FCA Matrix of Success Factors and the Results Measurement Framework. When the evaluation form findings are discussed, each figure identifies the number of respondents and where the participants were from.

6. CAF-FCA, Pre-Apprenticeship in Canada. (Ottawa: CAF-FCA, 2019).

FIGURE 1 - PARTICIPANT PROFILE AT CONSULTATIONS

	THUNDER BAY	WINNIPEG	ST. JOHN'S	TORONTO	KITCHENER WATERLOO
Educators	7 (28%)	21 (66%)	8 (33%)	9 (35%)	19 (79%)
Provincial Representatives	3 (12%)	2 (6%)	7 (29%)	6 (23%)	2 (8%)
Labour Representatives	6 (24%)	3 (9%)	1 (4%)	7 (27%)	-
Equity Seeking Groups	3 (12%)	2 (6)	4 (17%)	1 (4%)	1 (4%)
Employers	6 (24%)	-	1 (4%)	1 (4%)	1 (4%)
Industry Associations	-	4 (13%)	1 (4%)	1 (4%)	1 (4%)
Other	-	-	2 (8%)	1 (4%)	-
TOTAL	25	32	24	26	24

	WHITEHORSE	REGINA	MONCTON	OTTAWA*	WEBINAR
Educators	6 (20%)	14 (58%)	14 (31%)	63 (37%)	15 (39%)
Provincial Representatives	9 (30%)	5 (21%)	8 (18%)	19 (11%)	10 (26%)
Labour Representatives	4 (13%)	1 (4%)	-	34 (20%)	3 (8%)
Equity Seeking Groups	7 (23%)	-	11 (24%)	16 (9%)	-
Employers	2 (7%)	1 (4%)	8 (18%)	18 (10%)	4 (11%)
Industry Associations	-	2 (8%)	4 (9%)	8 (5%)	3 (8%)
Other	2 (7%)	1 (4%)	-	14 (8%)	3 (8%)
TOTAL	30	24	45	172	38

*Note: "Others" in Ottawa include representatives from the federal government. Online forum participants did not identify their stakeholder group

	ONLINE FORUM	TOTAL
Educators	NA	176 (43%)
Provincial Representatives	NA	71 (18%)
Labour Representatives	NA	59 (11%)
Equity Seeking Groups	NA	45 (10%)
Employers	NA	42 (9%)
Industry Associations	NA	24 (5%)
Other	NA	23 (4%)
TOTAL	18	458 (100%)

4.0 DISCUSSION AND EVALUATION FORM FINDINGS

4.1 Overview

This section of the report summarizes the discussion findings and the evaluation findings from the nine consultations that were held.⁷ Based upon their experiences administering pre-apprenticeship programs, participants shared their best practices and lessons learned. They also explained how they currently track information after pre-apprentices complete their programs and identified the challenges they experience when trying to interpret learner outcomes. Participants discussed definitions of success in pre-apprenticeship. Those who completed the evaluation form identified desirable short-, medium- and long-term outcomes and success indicators.



⁷ Individual consultation summary reports for each of the nine sessions are available upon request. Email info@caf-fca.org.

4.2 Best Practices

4.2.1 Align Training Opportunities with the Local Labour Market

Many of the participants were pre-apprenticeship program administrators with direct experience running pre-apprenticeship programs. They discussed what works well when implementing these programs and they shared their best practices. Participants identified aligning pre-apprenticeship programming with local labour market needs as a best practice because it increases the likelihood that learners will obtain employment at the conclusion of their pre-apprenticeship program. Participants talked about taking the time to thoroughly understand local project needs and the impact of upcoming retirements. Participants advised that a needs assessment of each sector is valuable in determining whether there is industry demand for a program. Such research reduces the risk of flooding the local labour market with pre-apprentices. In rural and remote areas with small populations, combining two programs together or a focus on a broader skill set may be required.

4.2.2 Engage Employers

Engaging local employers is key to a program's success. Job fairs, networking events, classroom visits and work placements offer employers an opportunity to connect with pre-apprenticeship students. When employers come to classes and speak about a company's culture, wages, benefits and work projects, the students get excited about the available opportunities and it motivates them to complete their programs.

Teachers with strong relationships with local employers and who talk to them on a regular basis are aware of industry standards and understand the job opportunities that are available. In sharing this information with their classes, they better prepare their students for their work placements and future employment.

College educators also engage employers through curriculum program advisory committees. When employers provide direct input into what the students are learning, the employers are more likely to hire the candidates. Using industry standards that employers are familiar with also encourages employers to hire students.

4.2.3 Work in Collaboration with Indigenous Partners

When working with Indigenous partners, participants said that developing such partnerships, integrating culture into the curriculum and providing faculty with cultural competency training were best practices. In partnership with First Nations and Tribal Councils, Saskatchewan colleges have developed trades exposure programs for Indigenous peoples. At Saskatchewan Polytechnic, all faculty members receive Indigenous Awareness Training. The College also has a comprehensive Indigenous Student Success Strategy that is based on the Truth and Reconciliation Commission's Calls to Action. Course curriculum integrates Indigenous culture and there is an Indigenous Centre at the school. The Centre offers mentorship for Indigenous students and access to academic and cultural advisors. For individuals coming from an Indigenous community to the school for the first time, specialized transition programs have been created in order for them to feel welcomed on-campus.

4.2.4 Build Staff Capacity at Colleges and Non-Profit Organizations

According to participants, building staff capacity in the area of job coaching, identifying client needs and managing employer relationships is crucial to implementing a successful pre-apprenticeship program. It is important for the teaching staff to get to know the employers and the pre-apprentices in order to facilitate appropriate matches during work placements. Teachers and program administrators can provide advice about how to offer the pre-apprentice a meaningful and high-quality training experience. Having staff complete site visits and manage the follow-up communication ensures any problems between the employer and the pre-apprentice are addressed. Staff need to check-in with pre-apprentices and provide guidance when dealing with racism and sexism at the workplace. Staff can also implement a post-work placement evaluation with employers helping the pre-apprentice to identify areas for improvement. Overall, staff play an important role in making sure pre-apprentices have a positive experience at the work placement. For under-represented groups, having a positive work experience helps to build their confidence and motivates them to seek long-term employment.

Participants recommended that instructors receive specialized training and guidance because pre-apprentices are a unique group of learners with special needs. For example, a learner might not understand basic concepts around spatial awareness and safety concerns like a ladder against a house if they have always lived in an apartment building. Instructors should use examples that will make sense to students with diverse backgrounds. Instructors need to listen to the learners and ensure the program is student-focused. They need to teach in a way that builds empathy, trust, confidence and loyalty.

4.2.5 Interview and Assess Candidates

One of the most important best practices identified by the participants, is interviewing and assessing candidates to make sure those who enter the programs are motivated and prepared to succeed. Not every person will be ready and some individuals may require academic upgrading.

In terms of their life situation, individuals entering a pre-apprenticeship program should be in good physical shape. They should have a driver's license, access to day care and enough money to pay for their household expenses while training.

Program administrators can assess an individual's readiness by conducting an interview and implementing tests. In addition to their trades aptitude and essential skills, an individual's attitude, commitment to showing up regularly and on time and their willingness to learn are also important to evaluate. It is also important to consider the individual's career expectations so they can be directed to an appropriate program. Key questions for administrators to consider include: Which program best accommodates this student? What skills is he or she missing? What resources can I direct them to? Their interviews with the candidates help staff to determine if additional interventions are required. Anticipating the supports that an individual may need at the start of the program can prevent the individual from dropping out later on. Program administrators should be aware of the various agencies in their local community that can support candidates with housing, daycare and counselling.

After the assessment, every individual should have realistic and attainable goals for his or her next steps. If the individual requires an upgrading program, the administrator should follow-up to see how the individual is doing and direct him or her to further supports if needed. The interview process takes time, but participants agreed that the time and cost of these interviews and assessments are worthwhile because they result in training monies being invested in those who are genuinely interested and committed to training.

4.2.6 Offer an Orientation

At the beginning of the program, participants advised giving an orientation process that clearly outlines the program expectations and the student responsibilities. Pre-apprentices must understand from the start of their program that regular attendance and the completion of homework assignments are basic requirements.

4.2.7 Offer Safety Training

Trades occupations require individuals to meet specific health and safety requirements. Participants advised that programs be set-up for pre-apprentices to obtain all their required safety certificates. Obtaining these certificates prepares individuals for the various safety demands of the worksite.

4.2.8 Provide Holistic Supports to Pre-Apprentices

Participants identified offering holistic supports throughout the program as another best practice. These supports are especially important for under-represented groups who experience multiple barriers. Throughout a program, pre-apprentices typically need ongoing guidance about their **health, housing, daycare and finances**. Depending on the program, staff can advise individuals about available financial supports or provide funds through their programs. Some pre-apprentices may require social work support or other assistance. If staff can establish informal relationships with the pre-apprentices and get to know them, pre-apprentices will talk about their difficulties. Staff can then identify potential barriers to their program participation and develop solutions. Assigning pre-apprentices with mentors provides a first point of contact when advice or help is needed. These mentors can continuously engage and reach out to the pre-apprentices increasing their awareness about the supports available. Mentors can help prevent individuals from dropping out of their programs.

Participants noted that more **flexible childcare** would help parents who are taking pre-apprenticeship programs. Daycare hours should align with the typical hours that tradespeople are working. Chefs, for example, work evenings and weekends and cannot access childcare services that are only available during regular business hours. Accessible childcare is a particular challenge in rural or isolated regions.

4.2.9 Offer Essential Skills and Academic Upgrading

Pre-apprentices have diverse backgrounds. Many struggle with math, reading, communication and other essential skills. To address these barriers, participants recommended that programs also include training in essential skills and academic upgrading. Although some dedicated essential skills training may be necessary to establish foundational skills at the beginning, essential skills training should be integrated throughout the life of the program to reinforce the important links between the trades training, theoretical knowledge and skills development. Participants advised that small classes are better because pre-apprentices require a lot of one-on-one help from instructors. The traditional lecture model often does not work for these students. Small group work, hands-on activities or learning within an Indigenous community may be more effective teaching strategies than on-campus lectures. Being flexible with length of time spent on certain subjects was also helpful. One participant said he increased the program length from six to eleven weeks to “bolster reading and math skills.” For those without a high school diploma, the option to earn a General Equivalency Diploma should be offered so that pre-apprentices can obtain additional credentials as they become more employable. Many employers want their trades employees to have a high school diploma or the equivalent. Students with physical or learning disabilities require adaptive accommodation of teaching and assessment techniques that will help them with their course work, their assignments and also their tests. When pre-apprentices complete their academic upgrading, celebrating this milestone motivates the learner to stay in the program.

High school teachers who attended the consultation sessions talked about improving math skills at high school by emphasizing real life and practical applications of math as a way to demonstrate its relevance to students.

Trades instructors from colleges agreed. Math lessons and examples could and should be trades related. Students commonly ask, “Why do I need to learn fractions?” Teachers need to demonstrate how important fractions are to the trades and how students will use math skills on a day-to-day basis. If students require additional math tutoring, teachers said a tradesperson is a more effective math tutor for these students because tradespeople can link math concepts to their practical application. New Canadians who work during the day may require additional math tutoring that is offered in the evening or on the weekends.

4.2.10 Teach Employability Skills

Having pre-apprentices take a job readiness course or the integration of employability skills into the pre-apprenticeship curriculum is another best practice. Participants identified the following important employability skills to teach pre-apprentices:

- ▶ Interview skills
- ▶ Resumé writing
- ▶ Showing up every day
- ▶ Resiliency
- ▶ Learning to grow from rejection
- ▶ Having a positive attitude
- ▶ Being disciplined
- ▶ Respecting others

Learning about time management and how to complete time sheets as well as acceptable workplace behaviours helps students prepare for the work environment. Pre-apprentices should learn about how running a business works so they will understand the challenges employers face and how individual behaviour such as not showing up on time negatively impacts the whole team.

Pre-apprentices need to take ownership of finding employment by learning how to search for a job and how to prepare an effective resumé and cover letter. Teaching pre-apprentices to understand the labour market trends in their local community empowers them to identify future job openings when looking for a job.

Teaching communication skills and hosting mock interviews helps students practice presenting themselves to employers and how to explain their skills and abilities. Pre-apprentices need to know that they should be ready to ask their own questions during the interview. They require guidance about what to wear and how to bounce back if they are late or something goes wrong. Pre-apprentices need to feel confident that they can go to a job site and demonstrate what they are capable of doing. Pre-apprentices should be advised to follow-up with employers for specific feedback about their interview. When a pre-apprentice does not obtain the job, feedback from the employer will help them to do better in their next interview.

4.2.11 Offer Work Placements

Participants agreed that pre-apprenticeship programs should include a work placement because these allow individuals to determine whether they like the specific trade. Employers can evaluate candidates to ensure they are a good fit for their company. If the employer likes the candidate, he or she might offer the pre-apprentice a job after they complete their program.

4.2.12 Outline Next Steps and Identify Key Contacts

At the conclusion of a pre-apprenticeship program, clear next steps should be outlined to the pre-apprentices in their transition to apprenticeships. Provincial/territorial apprenticeship officers should be invited to pre-apprentice classes to explain apprenticeship requirements and to clarify roles and responsibilities. Ideally, pre-apprentices would work with the same officers when they become apprentices and the officers could guide them throughout their apprenticeships. It is helpful when there is a designated contact for the pre-apprentice to reach out to if they need help. Inviting past graduates to speak to pre-apprentice classes is also useful because pre-apprentices can learn how the individual made the transition to an apprenticeship and what they like about working in the trades.

4.2.13 Have Pre-Apprentices Complete Evaluation Forms

Participants recommended that pre-apprentices complete an evaluation form at the end of the program as a part of a standard and formal evaluation process. Administrators should seek to continuously enhance their programs by reflecting upon learner feedback, identifying areas for improvement and developing solutions.



4.3 Lessons Learned

4.3.1 Develop a Recruitment Strategy

Participants acknowledged the difficulties they experienced when implementing pre-apprenticeship programs and shared their lessons learned. They acknowledged that recruiting under-represented groups is difficult. Program administrators need to think carefully about their recruitment strategies and the appropriate places to connect with candidates. Advertisements at the local grocery store or gym may work better than online ads. Designating funds in a program budget to advertise pre-apprenticeship programs and networking with local community agencies is important, especially when recruiting from vulnerable populations. Websites must be user-friendly and easy to navigate.

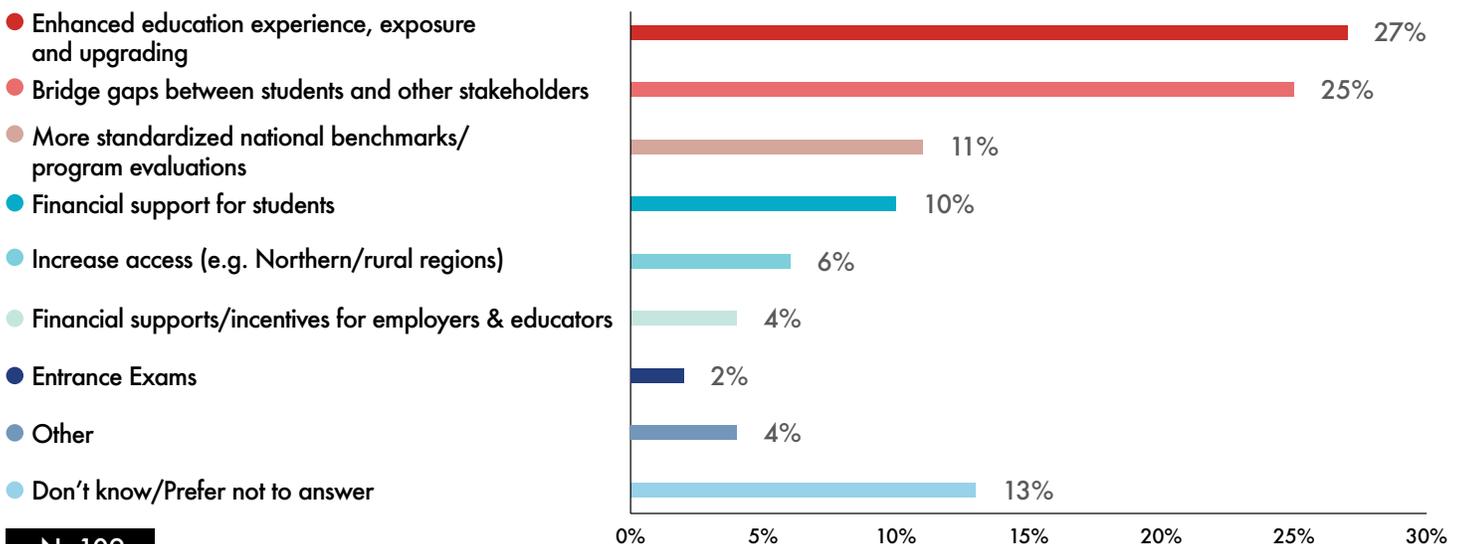
4.3.2 Provide Long-Term Funding for Pre-Apprenticeship Programs

Participants agreed there is a need for long-term funding to support sustainability in pre-apprenticeship programming. One-year funding for programs is too short. Developing relationships with local community agencies to facilitate recruitment from under-represented groups and setting-up work placements with local employers takes time. Frequently, interest is generated in a community and then staff have to inform individuals that the program is no longer available. Financial supports should also be available for pre-apprentices, but this funding varies, depending on the program and the funder. Some programs provide funding for housing and daycare while others do not. More stable funding would allow programs to provide more consistent financial supports to individual learners.

4.4 Pre-Apprenticeship Program Improvements

Participants were asked about how pre-apprenticeship programs could be improved. Participants who completed the evaluation forms wanted **more upgrading opportunities for pre-apprentice learners (27 per cent)** and **support bridging gaps between pre-apprentices and other stakeholders such as employers (25 per cent)**. More standardized national benchmarks and program evaluations (11 per cent) and financial supports for students (10 per cent) were also identified as needed supports.

FIGURE 2 - PRE-APPRENTICESHIP PROGRAM IMPROVEMENTS



Note: Percentages may not sum to 100% due to rounding. The number 109 represents respondents from Thunder Bay, St. John's, Winnipeg, Toronto and Kitchener-Waterloo.

N=109

4.5 Current Systems for Tracking Pre-Apprentice Outcomes

CAF-FCA asked participants about the impact of pre-apprenticeship programs, the labour market outcomes of pre-apprentice learners and how this information is currently tracked by their various organizations. Most attendees said they track whether the individual became an apprentice or gained employment by calling, emailing or surveying graduates. The information gathered is kept in a database or Excel chart. Specific examples of how organizations track outcomes were mentioned during the consultations:

- ▶ Many union and employer joint apprenticeship committees maintain lists of participants and often have one-on-one in-person or email contact with pre-apprentices and apprentices. Union databases track entry into the workforce, hours worked and safety training completed. Individuals are contacted and asked to complete follow-up training if required. One union official noted that he tracks longitudinally over a 5-year period in order to understand what happens to pre-apprentices who join the union.
- ▶ Federally, Indigenous organizations track the number of participants who participate in pre-apprenticeship programs. They also track information for their own communities. Indigenous communities are interested in first-hand accounts of the participant path. For example, an individual might not enter the trades, but perhaps there is a shift in their outlook and their commitment to school or work. Indigenous organizations believe that personal development is a sign of success and they want to track the individual career journey.
- ▶ The Ontario College Application System receives data from programs. The Heads of Apprenticeship, which is a group of college administrators in Ontario, wants to use the Ontario College Application System registration information as a data source to do more accurate tracking of pre-apprentice outcomes. **Obtaining information from a common database is important in order to show the inter-relations among institutions and sectors. An individual may start a program at one institution and finish it at another. Although the first institution will count the individual dropping out as a "failure," the same individual might end up being successful in the post-secondary system. Outcome data are negatively skewed if individuals are not tracked accurately over a number of years.**
- ▶ Apprenticesearch.com, a non-profit organization based in Ontario, has a database of candidates looking for apprenticeship opportunities. Information about transition rates to apprenticeship and demographic characteristics can be tracked.
- ▶ The Women in Resource Development Corporation, a non-profit based in Newfoundland and Labrador, uses the **Accountability and Resource Management System**. The organization tracks employment rates and whether further training was pursued. In 2016, 67 per cent of the women who were program graduates were employed. Over 1,000 women connected to employment through the program.
- ▶ The Office to Advance Women in Apprenticeship is another non-profit organization based in Newfoundland and Labrador. Although this organization does not offer pre-apprenticeship programming, it is heavily involved in the tracking of pre-apprentice outcomes. The Office uses the same system as the Women in Resource Development Corporation to track the number of pre-apprentices in the province, the number of apprentices at each apprenticeship level and the number who earn their Certificate of Qualification. Staff examine the data to see if pre-apprentices and apprentices are progressing in their apprenticeships. Those who are not progressing receive help from the staff so that barriers preventing them from moving forward can be addressed.



▶ Yukon College tracks the number of participants in pre-apprenticeship programs and whether the pre-apprentices complete the program and pass the Level 1 exam. Students also complete skills assessments at the beginning and end of the program. In addition, there is an evaluation at the end of the program and another evaluation, based on a spectrum of wellness, six months later. Through interviews and surveys, individuals are asked about what they are doing and their outlook on life. Yukon College reports to the Council of Yukon First Nations about students' experiences.

▶ The Saskatchewan Polytechnic Graduates Survey tracks information about:

- Satisfaction with training
- Number of diverse students
- Program completion rates
- Whether further education was pursued
- Whether employment related to the field of study was obtained
- Whether employment outside the field of study was obtained

▶ The Saskatchewan Apprenticeship Trades and Certification Commission collects data from local Trades and Skills Centres. Commission staff track whether individuals who participate in the Trades and Skills Centre pre-employment programs become registered apprentices.

▶ The Apprenticeship Information Management System is a database used by Manitoba and the Atlantic provinces to track progression in the apprenticeship system. This shared system allows for more consistent data collection about apprentices. Information in this database could inform research into the rates of pre-apprentice transition to apprenticeship.

Some participants pointed out that privacy concerns pose significant challenges when tracking information and there is limited knowledge of what data-sharing agreements currently exist. Participants said it is difficult to track individuals who move or when the program administrator loses contact with them. Participants suggested that data sharing agreements could link the names of pre-apprentices with the names of those in the apprenticeship databases to determine the proportion of pre-apprentices who become apprentices. The information would provide better insights into pre-apprentice labour market outcomes within Canada's provinces and territories.

4.6 Defining Success in Pre-Apprenticeship

CAF-FCA asked participants to discuss desirable labour market outcomes for pre-apprentices. Some participants said that success should be defined differently depending on the individual learner. For those who receive training in a specific trade and experience fewer academic and life management barriers, success is securing an apprenticeship or employment in the trade. In contrast, individuals facing certain barriers in a pre-employment or work readiness program may experience an even higher number of barriers. Successful outcomes for these learners are more broadly defined. These include improved employability and life skills, better financial management, less social isolation, reduced reliance on social assistance or Employment Insurance, and the ability to explore other careers or secure employment in a non-trades sector. Learners in different regions may experience unique barriers that impact what success means at the individual and program level. A program's and a funder's goals also shape how success is measured. In other words, a "one-size-fits-all" definition of success may not work in the context of the diversity of pre-apprenticeship programs that exist across Canada.

Some participants said that success should be defined differently for compulsory or voluntary trades. They argued that pre-apprentices in compulsory trades should be transitioning into apprenticeships. For example, electrical is a compulsory trade in many jurisdictions. If an individual takes an electrical pre-apprenticeship program but cannot find an employer sponsor and ends up working in a low-income retail job, the dollars spent training that individual were not maximized and the individual did not achieve the required next step in their chosen occupation. In voluntary trades where certification is not a requirement, success can be defined more broadly. It is possible that an individual in a voluntary trade will take a pre-apprenticeship program and work in their chosen occupation as a non-certified tradesperson. This outcome can be considered a success because the individual meets the occupational requirements of their trade. It is not necessary in these cases that the individual becomes an apprentice.

After taking a pre-apprenticeship program, some individuals may decide a career in the skilled trades is not for them. Some participants considered this decision a success because the individual is not taking an apprenticeship training spot away from someone who is interested. Other participants disagreed saying if the individual was not sure about the trade or did not have the skills to succeed, they should have been directed to another program earlier in the process. All participants agreed, however, that empowering individuals to make informed career decisions early on saves time and money for employers, governments and trainers.

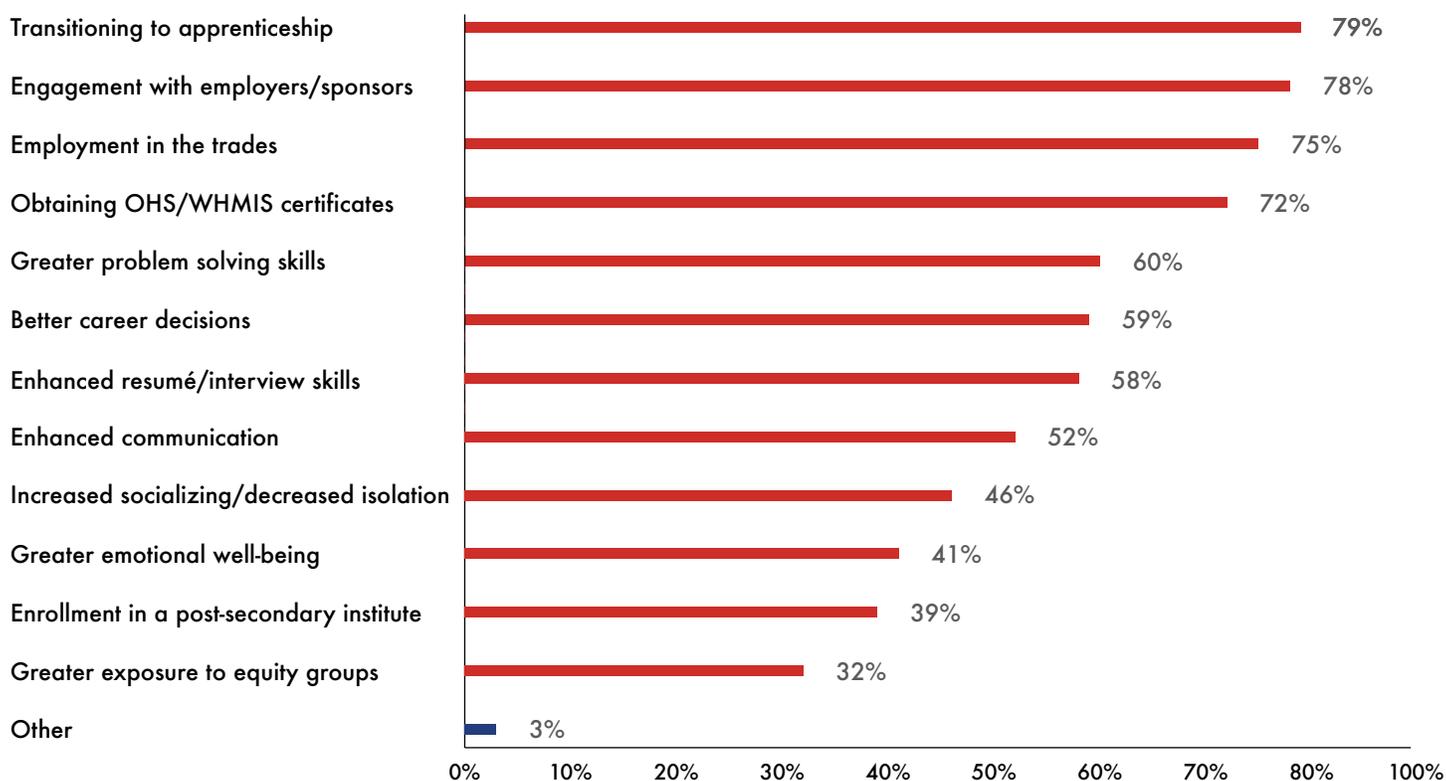


4.7 Desirable Short-, Medium- and Long-Term Outcomes for Pre-Apprentice Learners

Participants who completed the evaluation forms were asked to identify desirable short-, medium- and long-term pre-apprentice learner outcomes. The majority of respondents thought transitioning to an apprenticeship (79 per cent), engagement with employers (78 per cent) and employment in the trades (75 per cent) were desirable short-term outcomes that should be achieved one to two years after completing a pre-apprenticeship program.



FIGURE 3 - SHORT-TERM OUTCOMES

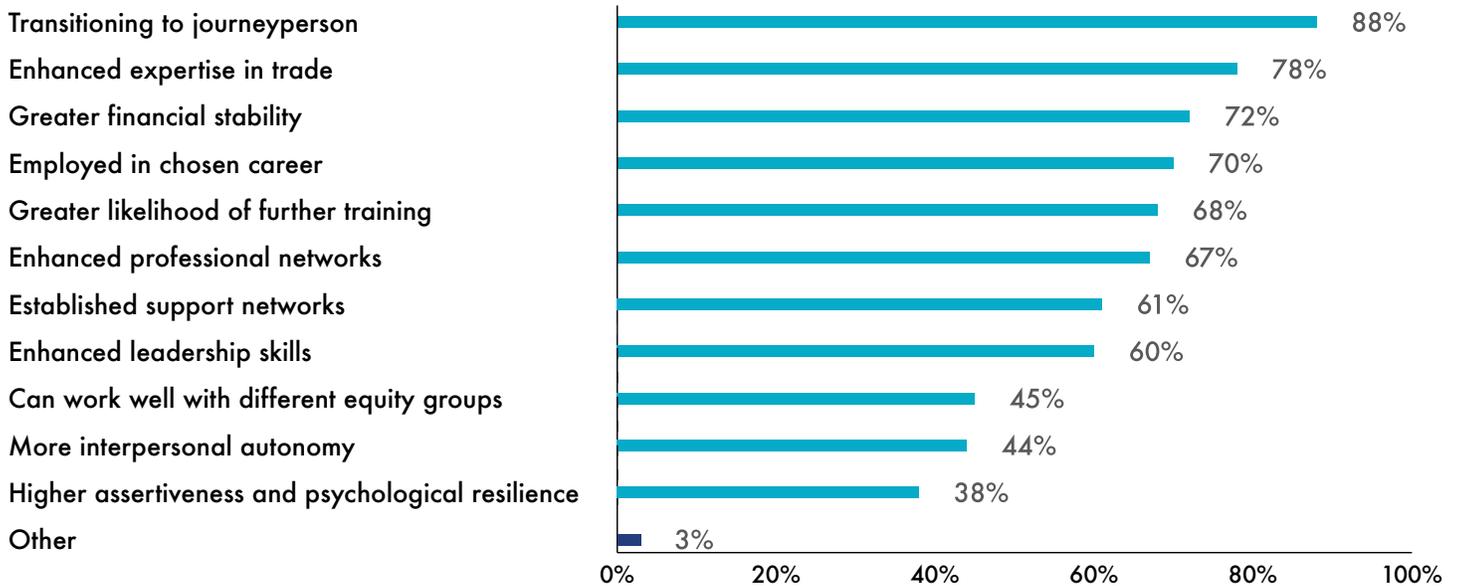


N=109

Note: Percentages may not sum to 100% due to rounding. The 109 number represents responses from Thunder Bay, St. John's, Winnipeg, Toronto and Kitchener-Waterloo.

Desirable medium-term outcomes achieved three to five years after pre-apprenticeship program completion were obtaining journeyperson status (88 per cent), developing trade expertise (78 per cent) and achieving greater financial stability (72 per cent).

FIGURE 4 - MEDIUM-TERM OUTCOMES

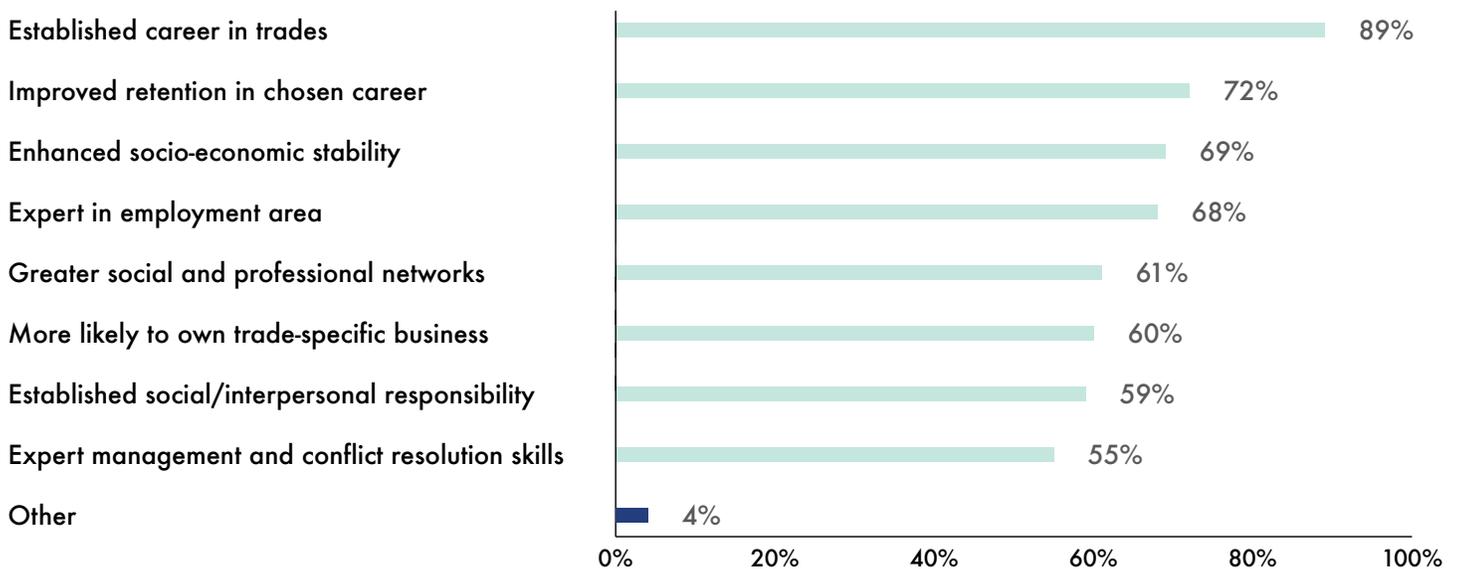


N=109

Note: Percentages may not sum to 100% due to rounding. The number 109 represents responses from Thunder Bay, St. John's, Winnipeg, Toronto and Kitchener-Waterloo.

An established career in the trades (89 per cent) was the most favourable long-term outcome that pre-apprentices could achieve within six to ten years. Retention in chosen career (72 per cent) and enhanced socio-economic status (69 per cent) were also positive long-term outcomes.

FIGURE 5 - LONG-TERM OUTCOMES



N=109

Note: Percentages may not sum to 100% due to rounding. The 109 number represents responses from Thunder Bay, St. John's, Winnipeg, Toronto and Kitchener-Waterloo.

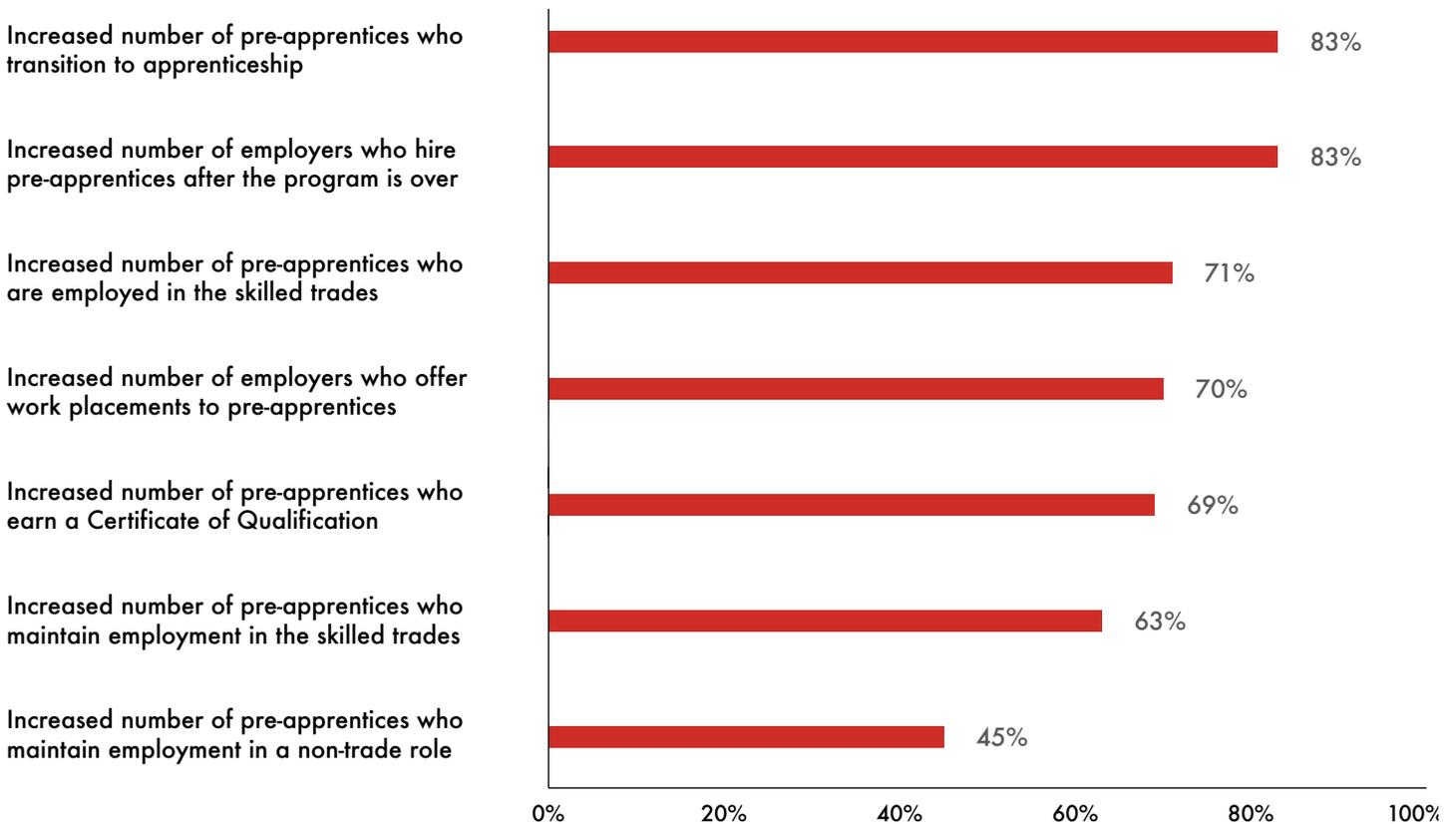
4.8 Pre-Apprenticeship Success Indicators

Participants who completed the evaluation form were asked about measurable success indicators in pre-apprenticeship. The success indicators were categorized into three themes: employability, skills development and well-being.

Important success indicators for employability were increased numbers of pre-apprentices transitioning to apprenticeships (83 per cent) and increased numbers of employers hiring pre-apprentices upon program completion (83 per cent).

Skills development success indicators were increased numbers of individuals progressing to the next level of their apprenticeship (88 per cent) and increased numbers of individuals passing their certification examination (80 per cent).

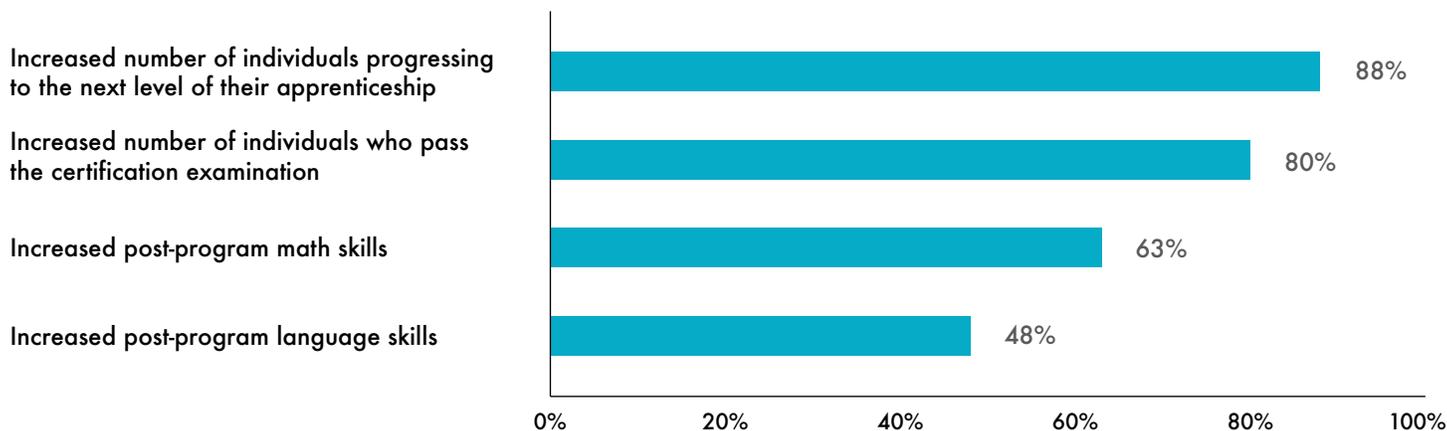
FIGURE 6 - EMPLOYABILITY SUCCESS INDICATORS



N=115

Note: Percentages may not sum to 100% due to rounding. Those that provided no responses are excluded from the chart. The number 115 represents responses from Whitehorse, Regina, Moncton and Ottawa.

FIGURE 7 - SKILLS DEVELOPMENT INDICATORS

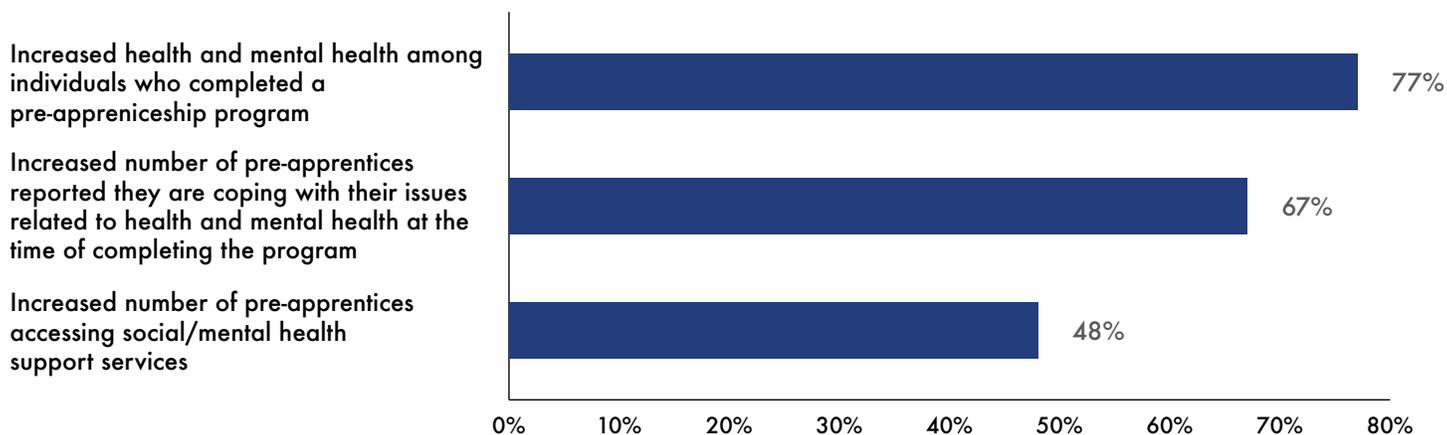


N=112

Note: Percentages may not sum to 100% due to rounding. Those that provided no responses are excluded from the chart. The number 112 represents responses from Whitehorse, Regina, Moncton and Ottawa.

Well-being success indicators include improved physical and mental health among pre-apprentices (77 per cent) and increased numbers of pre-apprentices reporting they are coping with their health issues (67 per cent).

FIGURE 8 - WELL-BEING SUCCESS INDICATORS



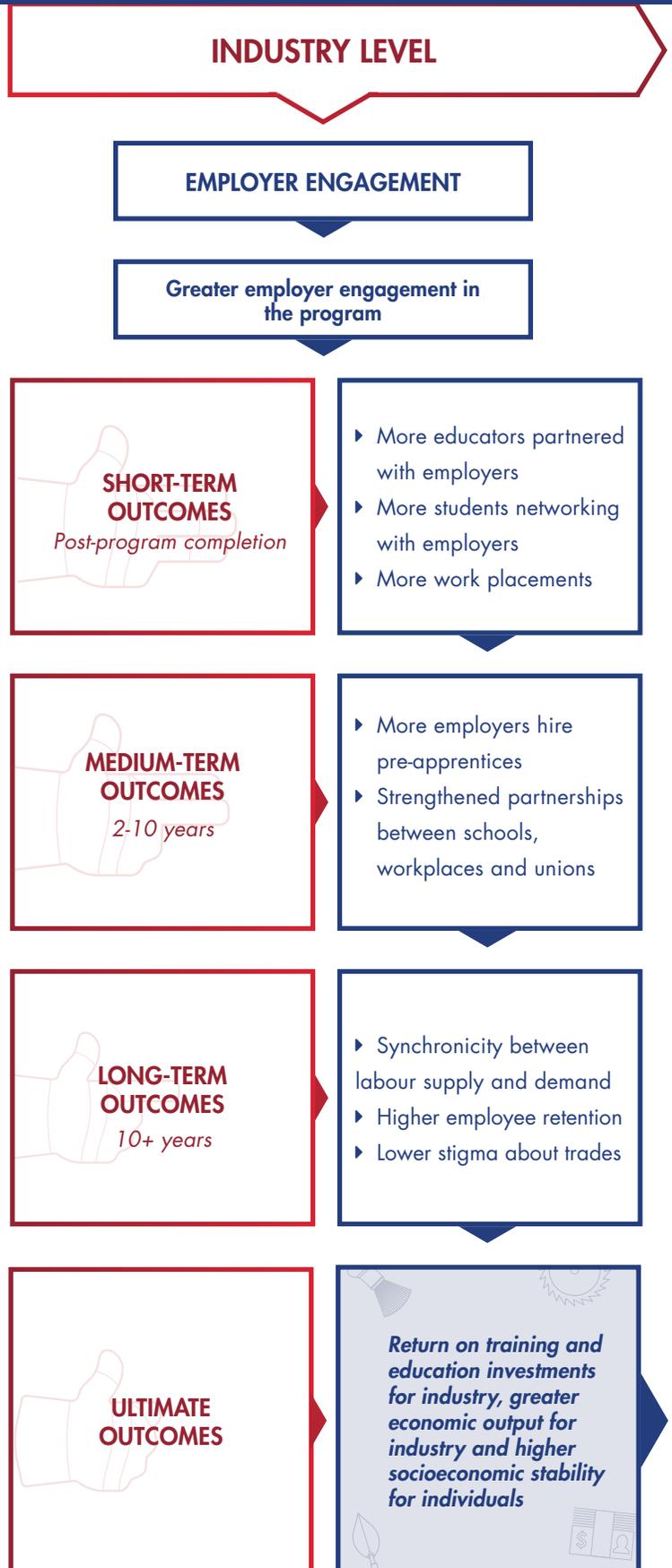
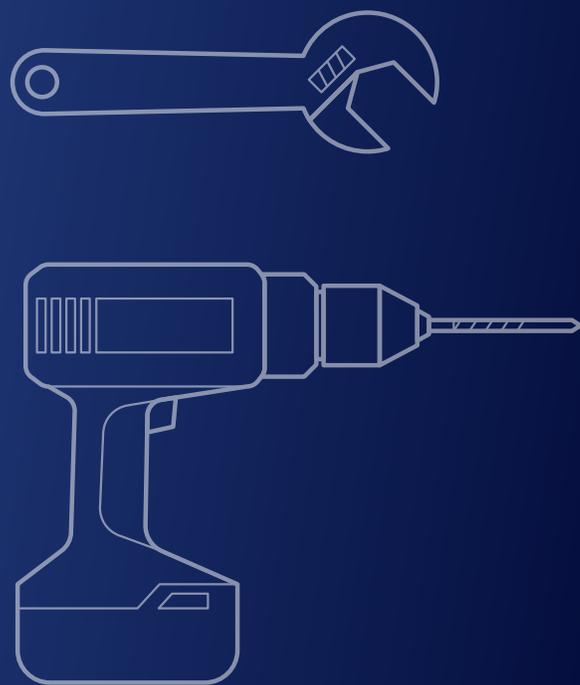
N=92

Note: Percentages may not sum to 100% due to rounding. Those providing no responses are excluded from the chart. The number 92 represents responses from Whitehorse, Regina, Moncton and Ottawa.

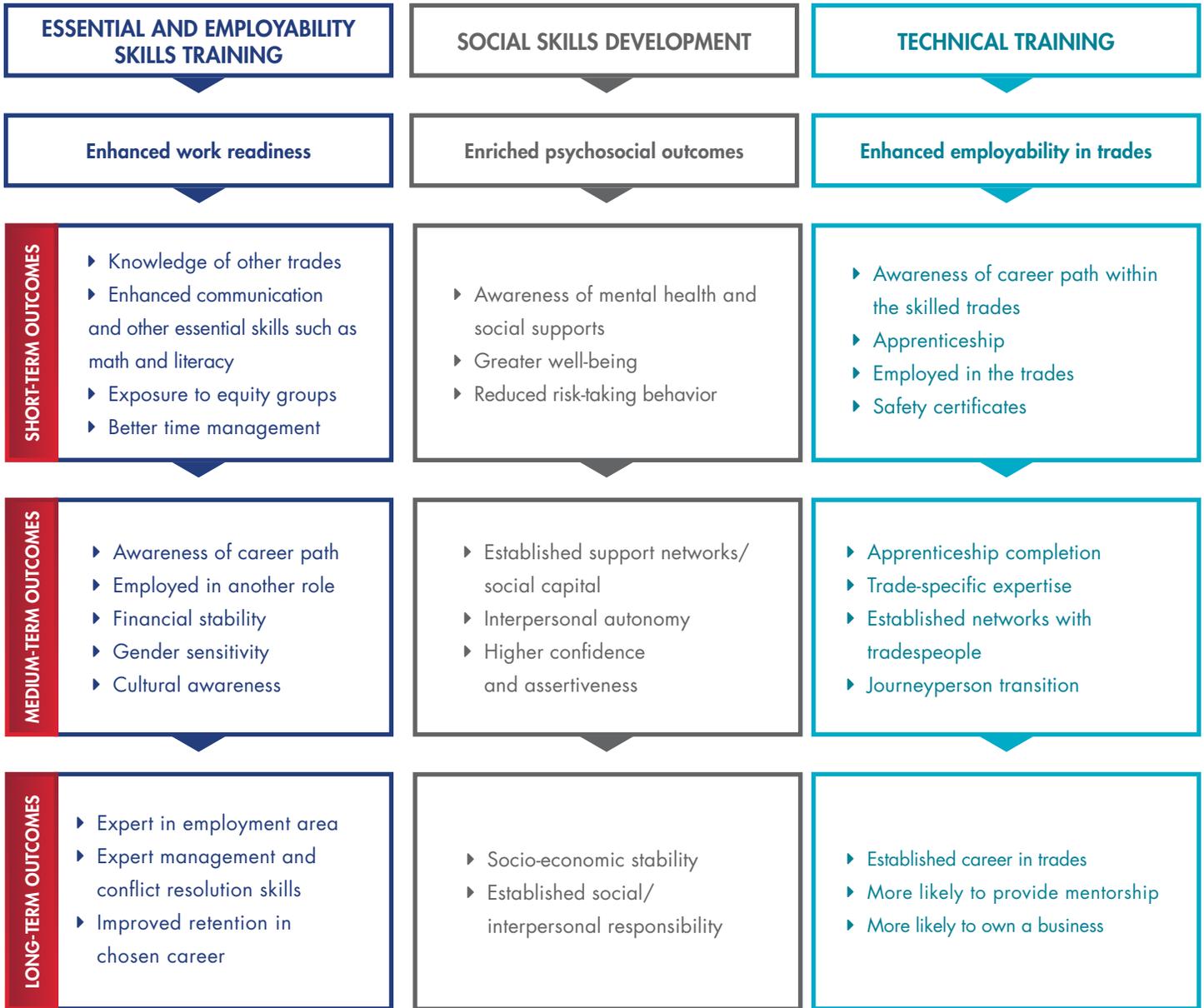
FIGURE 9 - MATRIX OF SUCCESS FACTORS

4.9 Matrix of Success Factors

CAF-FCA created a Matrix of Success Factors for pre-apprenticeship programs using the short-, medium- and long-term outcomes and success indicators identified as important by the dialogue participants. This Matrix helps apprenticeship stakeholders to better understand the potential impact of pre-apprenticeship programs on individuals and employers. To distinguish between programs aimed at getting individuals into apprenticeships versus programs that help people more broadly, the terms pre-apprenticeship and pre-employment were used. The Matrix recognizes that the main outcome of a pre-apprenticeship program is the transition to an apprenticeship. Pre-employment programs may have more diverse outcomes, such as improved life skills and an enhanced ability to search for a career. Some are relevant to both pre-apprenticeship and pre-employment outcomes. The Matrix is colour coded to reflect the outcomes that are most relevant to each stream. Light blue highlights outcomes most relevant to pre-apprenticeship. Grey reflects the pre-employment outcomes. Dark navy blue represents outcomes important to both pre-apprenticeship and pre-employment programs.



INDIVIDUAL LEVEL



ULTIMATE OUTCOMES

Return on training and education investments for industry, greater economic output for industry and higher socioeconomic stability for individuals

COLOUR KEY

- Common to pre-apprenticeship and pre-employment programs
- Pre-employment programs only
- Pre-apprenticeship programs only

4.10 Results Measurement Framework

To track the impact of pre-apprenticeship programs over time and across regions and trades, CAF-FCA created a Results Measurement Framework. This Framework builds upon the Matrix and suggests ways that outcomes could be tracked using surveys, interviews and data sources. Like the Matrix, the Framework is colour coded to reflect the differences between pre-apprenticeship and pre-employment programs. Pre-apprenticeship programs are more directly connected to apprenticeships and employment. Pre-employment programs may include employment, but may also focus more on life skills development or enhanced well-being. Like the Matrix, light blue represents pre-apprenticeship indicators and grey represents pre-employment indicators. Dark navy blue includes indicators relevant to both pre-apprenticeship and pre-employment programs.

FIGURE 10 - RESULTS MEASUREMENT FRAMEWORK

EMPLOYABILITY IN THE SKILLED TRADES **Pre-apprenticeship programs only*

SHORT-TERM INDICATORS POST-PROGRAM COMPLETION

- ▶ Increased number of pre-apprentices who complete a work placement
- ▶ Increased number of pre-apprentices who transition to apprenticeship
- ▶ Increased number of pre-apprentices who are employed in the skilled trades or chosen non-trade role

LONG-TERM INDICATORS 10+ YEARS

- ▶ Increased number of pre-apprentices who eventually go on to pass the exam and earn a Certificate of Qualification
- ▶ Increased number of years of trade experience
- ▶ Increased likelihood of owning or investing in a business

MEDIUM-TERM INDICATORS 2 - 10 YEARS

- ▶ Increased number of pre-apprentices progressing to an apprenticeship
- ▶ Increased number of pre-apprentices who maintain employment in the skilled trades
- ▶ Increased number of certificates issued (e.g. OHS, WHMIS)
- ▶ Increased number of professional connections in the skilled trades
- ▶ Increased number of pre-apprentices and then apprentices who are mentored throughout their journey in the skilled trades or chosen non-trade role

TRACKING

- ▶ Conduct follow-up surveys with alumni from pre-apprenticeship programs and ask about their current employment status
- ▶ Track the number of respondents who were pre-apprentices in the National Apprenticeship Survey
- ▶ Track the apprenticeship registration rates and number of Certificates of Qualifications granted in the Registered Apprenticeship Information System data
- ▶ Track Red Seal examination pass rates



EMPLOYER ENGAGEMENT **Common to pre-apprenticeship and pre-employment programs*

SHORT-TERM INDICATORS POST-PROGRAM COMPLETION

- ▶ More educators partnered with employers and unions
- ▶ Increased number of students networking with employers
- ▶ Increased number of employers who participate in pre-apprenticeship programs by offering work placements
- ▶ Employers employ pre-apprentices after the program

LONG-TERM INDICATORS 10+ YEARS

- ▶ Synchronicity between labour supply and demand
- ▶ Higher employee retention

MEDIUM-TERM INDICATORS 2 - 10 YEARS

- ▶ Strengthened partnerships and knowledge-sharing among schools, workplaces and unions so the supply of pre-apprentices meets the demand in the local labour market

TRACKING

- ▶ Conduct a national apprenticeship stakeholder survey where outcomes of local partnerships are shared
- ▶ Track the number of industry committees
- ▶ Track the number of meetings per year with industry
- ▶ Complete analysis of the Labour Force Survey⁸ and national employer survey data to assess longitudinal trends such as employee turnover in the trades and labour market and supply-demand analysis
- ▶ Implement a national employer survey tracking how many employers report participating in a pre-apprenticeship program or hiring pre-apprentices

8. Statistics Canada. [Table 14-10-0335-01](#) Labour force characteristics by occupation, annual

SKILLS *Common to pre-apprenticeship and pre-employment programs

SHORT-TERM INDICATORS POST-PROGRAM COMPLETION

- ▶ Increased number of pre-apprentices with quantitatively improved math, language, communication and problem-solving skills compared to when they started the program
- ▶ Increased gender sensitivity, knowledge of under-represented groups and cultural awareness

LONG-TERM INDICATORS 10+ YEARS

- ▶ Increased skills levels among the skilled trades population
- ▶ Increased number of under-represented groups employed in workplaces

9. PIAAC is the Programme for the International Assessment of Adult Competencies, an international assessment of the foundational information-processing skills required to participate in the social and economic life of advanced economies in the 21st century. An initiative of the Organisation for Economic Co-operation and Development (OECD), PIAAC provides a highly detailed survey of skills in literacy, numeracy, and problem solving in technology-rich environments (PS-TRE) among adults between the ages of 16 and 65 in over 40 countries and sub-national regions, along with all of Canada's provinces and territories. Source: <http://www.piaac.ca/>.

MEDIUM-TERM INDICATORS 2 - 10 YEARS

- ▶ Increased number of individuals progressing to the next level in their apprenticeship or progressing in their non-trade chosen field
- ▶ Increased number of employees identifying they feel welcomed and included at their workplaces

TRACKING

- ▶ Conduct pre-and-post learning assessments to assess learner abilities at the beginning and end of the programs
- ▶ Implement essential skills evaluations of pre-apprentices and apprentices during their programs
- ▶ Analyze the PIACC international assessment⁹ data for an overall understanding of Canadians' skill levels
- ▶ Implement a national survey with employers to understand whether employers feel their employees have the required skills to do their jobs
- ▶ Examine the Census, the Registered Apprenticeship Information System and the National Apprenticeship Survey to track how many women, visible minorities and Indigenous peoples are apprentices or journeypersons in the skilled trades

WELL-BEING *Pre-employment programs only

SHORT-TERM INDICATORS POST-PROGRAM COMPLETION

- ▶ More awareness of mental health and social supports
- ▶ Increased number of pre-apprentices reporting they feel less social isolated than before they took the pre-apprenticeship program

LONG-TERM INDICATORS 10+ YEARS

- ▶ Increased number of pre-apprentices able to cope with life stresses
- ▶ Increased overall quality of life

MEDIUM-TERM INDICATORS 2 - 10 YEARS

- ▶ Increased number of pre-apprentices reporting they have better social relationships
- ▶ Lower likelihood of engaging in risk-taking behavior (e.g. substance abuse, criminal activity)

TRACKING

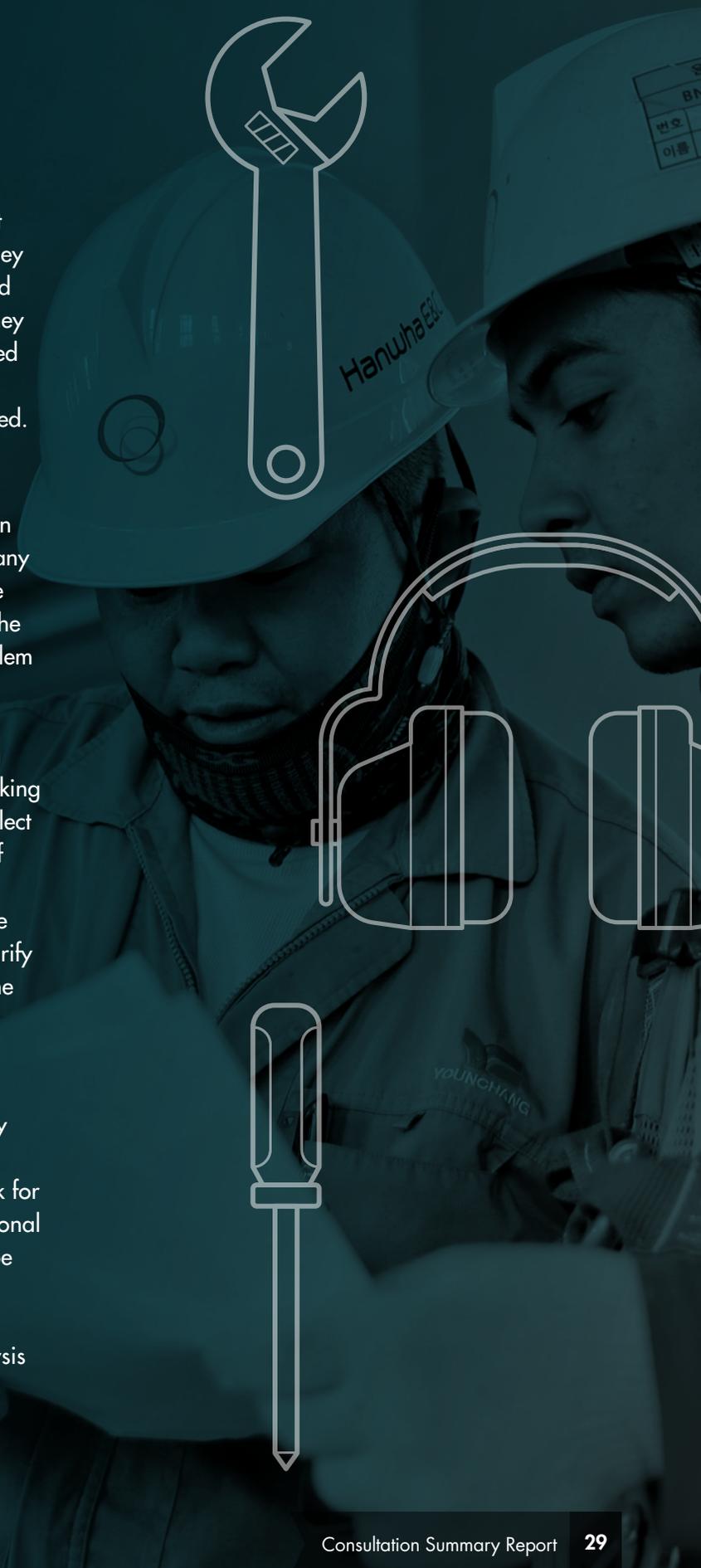
- ▶ Implement pre-and-post questionnaires with pre-apprentices to evaluate the impact of the pre-apprenticeship program on their well-being and quality of life
- ▶ Implement culturally nuanced methods, such as sharing circles with elders to determine if elders noticed changes in well-being among Indigenous youth in their community, according to their own cultural definitions

4.11 Challenges with Tracking and Evaluating Pre-Apprenticeship Programs Across Canada

CAF-FCA asked dialogue participants if they would use the Matrix of Success Factors and the Results Measurement Framework in their own work and about any challenges they would experience. They said they would use the Matrix and the Framework, but would require additional resources. They recognized that data sharing agreements would be required among schools, provincial/territorial governments and the federal government in order for the information to be shared.

Participants said a designated central body with experts in data collection should guide the Framework implementation and they pointed out the challenges with data tracking. Many of the individuals working with pre-apprentice learners are not experts in evaluation methodologies and do not have the time to do the tracking. Staff turnover would create a problem for tracking data and the consistency of the definitions being used. The Matrix and Framework will need constant adjustments, potentially making it difficult to compare data from new versions with data from older versions. Staff working for the central body could manage the Framework and collect and synthesize the data to avoid duplication of effort. Staff overseeing the data collection would need to ensure there was a common component so at least a core element of the information would be comparable. They would have to clarify what is “Year Zero” in the Framework and how the baseline measurements are being collected.

Participants expressed concerns about who was asking for the data and what purposes it would be used for. They pointed that change in the Yukon will be incremental and that their numbers will be smaller. In using the Framework for a national project, the unique circumstances and the regional and employment conditions in the Yukon would have to be explained. Using a national Framework as a standard to measure the unique circumstances in the Yukon is both a statistical and cultural challenge. Any results-based analysis of data gathered by such a Framework must recognize the distinct differences between provinces and territories, especially when it comes to consistency of funding.



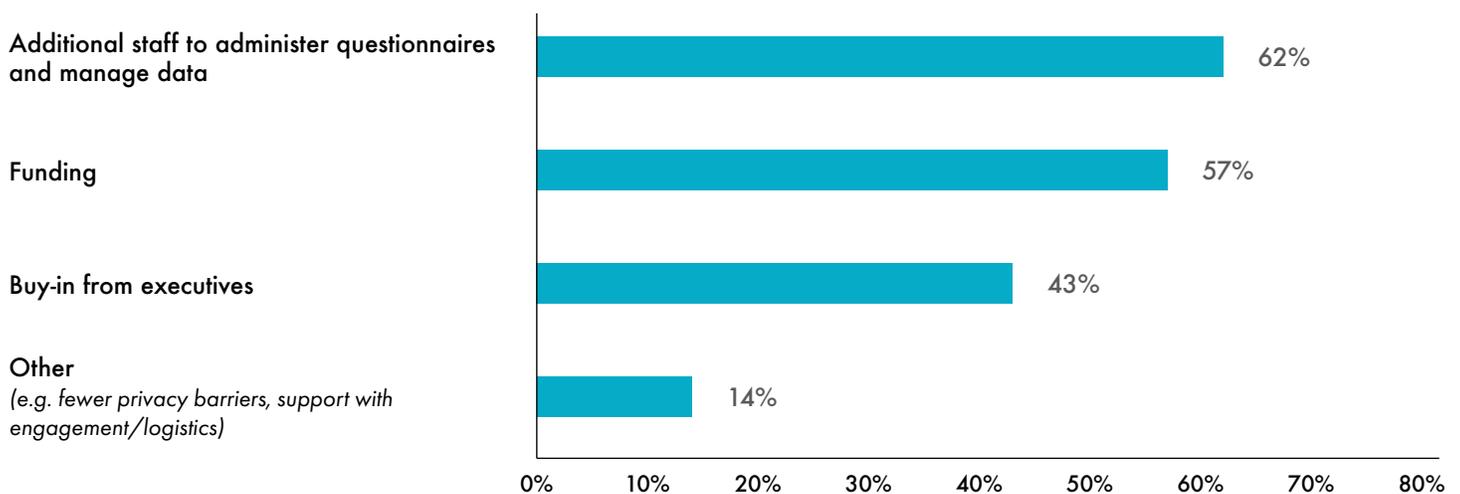
Participants observed that employer engagement and well-being are subjective concepts and they said that they were not sure how these factors would be measured. They had concerns about who measures an individual's mental health. Only trained psychologists and social workers can evaluate an individual's mental health. Staff administering a pre-apprenticeship program should not be asked to do these evaluations. People should not be required to disclose their mental health issues. There are ethical issues related to how these results are gathered and analyzed and who does it.

The Framework identifies increasing awareness of equity groups as a success factor. Some participants felt that being aware of different equity groups is not enough. Equity, diversity and inclusion policies should be implemented at the organization level and the degree to which employers, workers and learners practice behaviours that align with these concepts should be measured. A few participants felt that equity, diversity and inclusion should be a stand-alone category in the Framework.

Participants said Indigenous worldviews and cultural perspectives need to be integrated into the evaluation tools so they will resonate with Indigenous learners. Participants noted that educators and Indigenous communities are still in the process of repairing relationships that have suffered due to the consequences of the residential school system. Asking Indigenous peoples to complete surveys as a part of the Framework evaluation may be faced with some resistance. One-on-one interviews with open-ended questions and asking questions about personal goals may be more culturally sensitive and less-triggering ways of obtaining information.

Participants who completed the evaluation form identified they would require additional staff to administer questionnaires and to manage data (62 per cent). More overall funding was also identified (57 per cent), and buy-in from executives was also considered important (43 per cent).

FIGURE 11 - REQUIRED RESOURCES TO IMPLEMENT RESULTS MEASUREMENT FRAMEWORK



N=104

Note: Percentages may not sum to 100% due to rounding. Those that provided no responses are excluded from the chart. The number 104 represents responses from Whitehorse, Regina, Moncton and Ottawa.

5.0 Future Research

Participants discussed potential pre-apprenticeship research projects. They wanted to know more about the current pre-apprenticeship population. They wondered how large the pre-apprenticeship population is across Canada and the number of pre-apprentices who complete or discontinue their programs. Participants were interested in identifying entry points into the trades and the factors that attract individuals to careers in the skilled trades. The labour market outcomes of individuals who complete a pre-apprenticeship program and then pursue alternate post-secondary pathways and work in different sectors also needs to be better understood. Participants suggested exit interviews could be conducted so the reasons why people leave can be documented. They thought pre-apprenticeship outcomes should be compared to national and youth unemployment rates and employment rates from universities and colleges. Participants suggested that a national employer survey could be conducted to identify the number of employers participating in pre-apprenticeship programs. Longitudinal data analysis to establish trends over time is required. Participants thought there was value in tracking students throughout their journey from elementary school to post-secondary to employment. They noted that funding to track transitions from pre-apprenticeship programs to employment over a five-year period would provide better data about transition rates to apprenticeship, labour market outcomes and employer participation. They agreed that any data obtained should be broken down for further analysis by gender, race, disability and ethnic origin so the experiences of equity groups are understood and inequities can be addressed.

Another theme of interest was skill levels. Participants were interested in understanding the baseline math, problem solving and other essential skill levels for individuals entering pre-apprenticeship programs and whether these individuals improved their skills over the course of the program.

Participants noted that the lack of studies about the social return on investment prevents apprenticeship stakeholders from understanding the true impacts of pre-apprenticeship programs. Representatives from Indigenous organizations pointed out that an individual who develops trades skills also helps to solve other societal problems. For example, an individual may learn how to fix electricity in a pre-apprenticeship program. They can then use those skills to fix their grandmother's oven and when the grandmother's oven works, she can eat hot meals that prevent her from getting sick and ending up in hospital. Social return on investment studies would capture such examples that illustrate the value of pre-apprenticeship programs.



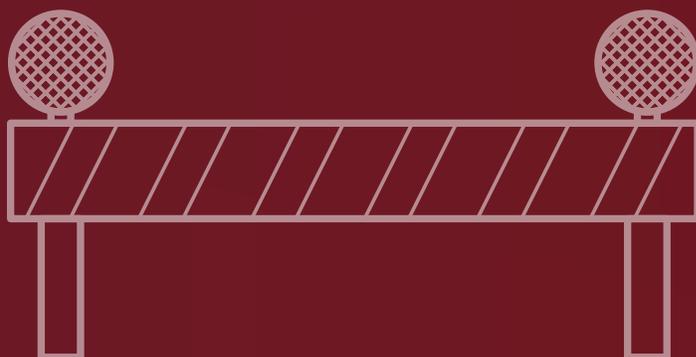
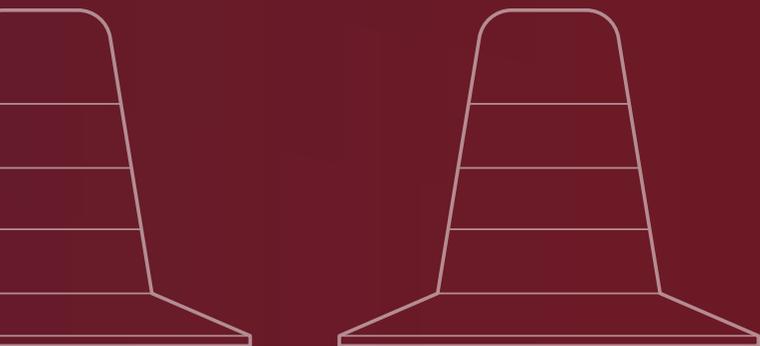
6.0 RECOMMENDATIONS

6.1 Overview

Participants gave the recommendations below to facilitate the entry of individuals into the skilled trades and to improve pre-apprenticeship programs. Every apprenticeship stakeholder group has an important role to play in helping to implement these recommendations.

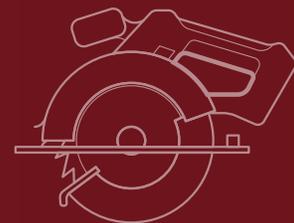
6.2 Increase Awareness about Pre-Apprenticeship Programs

- ▶ Host regional trade shows, career fairs and information sessions for high school students, parents and under-represented groups. During these sessions they will:
 - ▶ Have all stakeholders present, including employers and representatives from the colleges, community organizations and provinces/territories so that students and parents can learn about all the community and government supports available
 - ▶ Describe pre-apprenticeship programs and how an individual can transition to an apprenticeship
 - ▶ Explain how an apprenticeship works
 - ▶ Inform the individual about career paths and all the stages of training required to become a certified journeyman
 - ▶ Ask employers, educators, apprentices and journeymen to share their own personal journeys in the trades so individuals can understand how to overcome any barriers and to advance their careers
 - ▶ Communicate the importance of required skills, for example, making individuals aware that math is a requirement for the skilled trades.
- ▶ Organize an industry panel to inform students about industry expectations and labour market realities. For example, explain the concept of supply versus demand and outline the career opportunities by region and industry.
- ▶ Offer job shadowing opportunities so that youth and under-represented groups can learn about the day-to-day life of a tradesperson.
- ▶ Create user-friendly and accessible information about pre-apprenticeship programs.



6.3 Bridge Gaps Between Stakeholders

- ▶ Increase local community stakeholder collaboration when it comes to workforce planning to ensure that the number of pre-apprentices in the labour market does not exceed demand.
- ▶ Hire industry liaison staff to improve communication and strengthen partnerships among schools, workplaces and unions. Establish structures and mechanisms that allow for consistent and ongoing communication. Have the industry liaison staff help employers by completing the paperwork related to taking on a pre-apprentice or applying for financial incentives.
- ▶ Hire Transitional School-to-Work Mentors to help answer questions and remove potential barriers for students and employers.
- ▶ Make sure partners are sharing the same messages about the educational requirements. If Grade 12 math is the industry standard, everyone should reinforce this message to students and parents that Grade 12 is required.
- ▶ Reduce duplication of effort. If one of the partners excels in a certain area such as safety training, let the partner do the training and do not try and re-create it.
- ▶ Ensure the focus among non-profits is on partnerships and collaboration. Ensure RFP criteria awards points for partnerships.
- ▶ Leverage the supports available through existing organizations such as Employment Ontario or other similar provincial/territorial initiatives so individuals can progress in their training and obtain employment. Enhance the relationship between Employment Ontario service providers and Ontario Works and the relationships among similar stakeholder groups in other provinces and territories.



6.4 Engage Industry

- ▶ Provide incentives for employers to hire and train pre-apprentices and apprentices. Offer additional wage subsidies in rural or Northern areas for employers.
- ▶ Create awareness among employers of pre-apprenticeship programs, financial incentives and the business case for hiring pre-apprentices. Make sure employers understand how they can become involved in apprenticeship. Make sure the outreach to employers is continuous and seek to engage new employers.
- ▶ Encourage public sector employers to hire and train apprentices.
- ▶ Develop a common databank of employees and companies willing to train and/or hire people who complete pre-apprenticeship training.
- ▶ Create LinkedIn and other social media profiles so recruiters can see which pre-apprentice program graduates are available for work.

6.5 Provide More Community-Based Training

- ▶ Develop more joint ventures with Indigenous communities that support economic development and reduce barriers to Indigenous employment.
- ▶ Offer more community-based and online training so Indigenous peoples do not have to leave their communities.



6.6 Provide Financial Supports

- ▶ Create a digital library app for all pre-apprentices to provide them with access to information about the different types of supports available to them at the provincial/territorial and federal level.
- ▶ Offer additional financial supports to pre-apprentice learners by:
 - › Offering low-interest loans to get an automobile, since many tradespeople need to be able to drive, but cannot afford a car
 - › Providing financial supports for personal protective equipment and tools
 - › Providing money to help people transition to work
 - › Offering travel supports so individuals can get to training and work
 - › Providing more funding for housing supports
 - › Reworking the funding model to accommodate different learners, including Indigenous learners. If learners need additional upgrading and training, provide money for it.
 - › Offering Employment Insurance for pre-employment students
 - › Offering a higher number of scholarships for pre-apprentices.
- ▶ Consider additional funding for organizations that implement pre-apprenticeship programs by:
 - › Providing financial incentives to market programs
 - › Designating monies for maintaining and upgrading equipment
 - › Allocating funding towards professional development for instructors to enhance their teaching approaches, especially those related to inclusive classroom management practices
 - › Providing funding for upgrading and learning supports at high school to assist individuals to improve their basic skills prior to leaving high school
 - › Offering funding to pilot flexible training options
 - › Supporting additional job coach and industry liaison positions to help students transition from school-to-work and to provide career and employment support services
 - › Providing money for social worker positions to help pre-apprentices access community supports such as counselling, housing, food and childcare
 - › Having cyclical and continuous funding instead of project funding. Agree to five-year, not one-year timeframes so that staff will have more time to create awareness about these programs in local communities.
 - › Ensuring there is money for tutors to provide English as a Second Language support for new Canadians.



6.7 Increase Mentorship and Networking Opportunities for Pre-Apprentices

- ▶ Provide incentives to employers to mentor pre-apprentices
- ▶ Facilitate mentoring relationships by organizing formal and informal networking opportunities to allow students, educators and employers to connect
- ▶ Integrate mentorship skills into the pre-apprenticeship curriculum and teach pre-apprentices to become mentors
- ▶ Challenge pre-apprentices to learn more complex skills and tasks through guidance and quality mentorship.

6.8 Adapt Teaching Styles and Programs to Suit the Unique Needs of Pre-Apprentice Learners

- ▶ Ensure instructors have professional and educational learning opportunities to learn about inclusive classroom management practice
- ▶ Create a more flexible curriculum to meet student needs
- ▶ Create a schedule that suits the needs of the learner
- ▶ Reduce class size to increase one-on-one time with each student
- ▶ Develop bridging programs for students who want to go into the skilled trades but who require essential skills and academic upgrading.

6.9 Encourage Diversity and Inclusion

- ▶ Ensure that diverse groups understand the career opportunities in the trades
- ▶ Provide gender and cultural sensitivity training for instructors and students
- ▶ Ensure information online, learning resources and examinations are available in English, French and Indigenous languages so students have equal access to career information and learning resources
- ▶ Assess whether workplaces are prepared for diverse groups when organizing work placements and provide training and advice to employers about creating inclusive workplaces.

7.0 CONCLUSION

CAF-FCA hosted nine consultations about pre-apprenticeship to gather feedback from apprenticeship stakeholders. In total, there were 458 participants from Manitoba, Newfoundland and Labrador, New Brunswick, Ontario, Saskatchewan and the Yukon, who attended these consultations. In dialogue, participants shared their best practices and their lessons learned. They discussed how they currently track pre-apprentice outcomes and they debated what success in pre-apprenticeship means. They identified desirable outcomes and success indicators. Based on this participant input about outcomes and indicators, CAF-FCA created a Matrix of Success Factors and Results Measurement Framework.

Across Canada, community organizations, non-profit organizations, women's organizations, employer associations and joint training employer and union committees implement pre-apprenticeship programs. Common components in pre-apprenticeship programs are essential and employability skills upgrading, safety training, hands-on experience with tools and a work placement. The backgrounds and circumstances of pre-apprenticeship program participants vary. Men and women, Indigenous peoples, immigrants, at-risk youth, low income earners, Employment Insurance recipients, persons with disabilities and visible minorities all participate in these programs. Some individuals may face few barriers when pursuing training while others experience multiple barriers.

Participants shared their best practices when implementing pre-apprenticeship programs. Pre-apprenticeship programs must be aligned with labour market needs so as not to create an over-supply of pre-apprentices that would make securing employment difficult. Building staff capacity in the area of job coaching, how to respond to client needs and the effective management of employer relationships are all crucial. One of the most important best practices, according to participants, is to interview and assess candidates in order to make sure that individuals entering these programs are motivated and prepared to succeed. An individual's attitude, their commitment to showing up regularly and on time and their willingness to learn are important to evaluate in addition to their trades aptitude and essential skills. After the assessment and when the pre-apprenticeship program is over, every individual should have realistic and attainable goals for his or her next steps.

Offering essential skills and academic upgrading helps pre-apprentices to succeed in their programs. Integrating employability skills into the curriculum, helping with resumé development and hosting mock interviews also prepares students for seeking employment. Participants identified that offering holistic supports is another best practice. Pre-apprentices typically need ongoing guidance about their health, housing, daycare and finances. Developing partnerships, integrating culture into the training and providing faculty with cultural training were identified as best practices when working with Indigenous partners to implement pre-apprenticeship programs.

Participants acknowledged the difficulties they experienced when implementing pre-apprenticeship programs and they shared the lessons learned. Program administrators need to think carefully about their recruitment strategies and the appropriate locations for connecting with candidates. Developing relationships with local community agencies to facilitate recruitment and setting-up work placements with local employers takes time. Participants agreed there is a need for long-term funding to support pre-apprenticeship programming.

Most attendees said they track their pre-apprentices to see if they become apprentices or gain employment. They do this by calling, emailing or surveying their graduates. The information gathered is entered into a database or Excel chart. The majority of participants agreed that privacy concerns pose significant challenges when tracking this kind of information.

When defining what success looks like in pre-apprenticeship, some participants said this should be defined differently depending on each learner. For those who receive training in a specific trade and experience fewer academic and life management barriers, success is securing an apprenticeship or employment in the trade. In contrast, individuals facing multiple barriers in a pre-employment or work readiness program may experience additional challenges. Success for them may mean developing life skills, experiencing less social isolation and better mental health.

Participants were asked to identify desirable short-, medium- and long-term learner outcomes for pre-apprenticeship programs. The majority of respondents identified transitioning to an apprenticeship, engagement with employers and employment in the trades as desirable short-term outcomes. Desirable medium-term outcomes were obtained journey person status, the development of trade expertise and the achievement of greater financial stability. An established career in the trades was the most favourable long-term outcome.

According to participants, important success indicators for employability were increased numbers of pre-apprentices who transitioned to apprenticeships and increased numbers of employers who hired pre-apprentices upon program completion. Success indicators for skills development were increased numbers of individuals who progressed to the next level of their apprenticeship and increased numbers of individuals who passed their certification examination. Among pre-apprentices, well-being success indicators were improved physical and mental health and increased numbers of pre-apprentices who reported they were coping with their health issues.

When asked if they would use the Matrix and Framework in their own work, participants said they would require additional staff to collect the data and more funding. Participants said a designated central body with expertise in data collection should guide the Framework implementation.

They also pointed out the challenges with data tracking. Participants said Indigenous worldviews and cultural perspectives must be integrated into these tools for them to resonate with Indigenous learners.

Participants recommended ways to improve pre-apprenticeship programs. They wanted more upgrading opportunities for pre-apprentice learners and support bridging gaps between pre-apprentices and other stakeholders. They sought increased local community stakeholder communication and collaboration when it comes to workforce planning. This was to assist employers to hire pre-apprentice and apprentices and individuals, including those from diverse groups, and to be aware of on-going training opportunities. Participants recognized that pre-apprentices are unique learners. By increasing mentorship, by offering gender and cultural competency training and by adapting their teaching styles pre-apprentices would be supported as learners.

Participants identified opportunities for future research. They wanted to know more about the current pre-apprenticeship population and the number of pre-apprentices who complete and those who discontinue their programs. They were also interested in understanding the baseline math, problem solving and other essential skill levels required for individuals who enter pre-apprenticeship programs and whether these skills actually improve over the course of their program. Participants noted that a lack of studies on the social return on investment prevents apprenticeship stakeholders from understanding the true impacts of these pre-apprenticeship programs.

Exploring how best to assess the impact of pre-apprenticeship programs is important so that learner outcomes can be better documented and understood across the country. As a part of its next steps, CAF-FCA will test the validity of the Results Measurement Framework by implementing it with college partners. Based on the experience of using it with pre-apprentice learners, further refinements will be made to enhance the Framework's value as an evaluation tool for the apprenticeship community at large.



