



Canadian Apprenticeship Forum
Forum canadien sur l'apprentissage

Creating Diversity and Career Opportunities in the Skilled Trades

Case Studies of Organizations
Assisting Visible Minority/
Racialized Groups Seeking a
Career in the Skilled Trades



Note to Readers

The opinions expressed in this research document do not necessarily represent the views or official policies of the Canadian Apprenticeship Forum-Forum canadien sur l'apprentissage (CAF-FCA), the Working Group, or other agencies or organizations that may have provided support, financial or otherwise, for this project.

The interviews are not a statistically significant sample and there is a risk that the views gathered in this process are skewed to distinct circumstances. The comments reflect only the opinions and perspectives of those who participated in the interviews. Generalized conclusions should not be drawn from these consultations.

For a glossary of relevant terminology – defining, for instance, the Red Seal Program, Red Seal Endorsement, Sector Councils, Essential Skills, Pre-Apprenticeship, Prior Learning Assessment and Recognition (PLAR), Certification, Designated Trades, National Occupational Standards – the report titled “National Apprenticeship Survey Canada Overview Report 2007” has a useful glossary. The document can be found at: <http://www.statcan.gc.ca/pub/81-598-x/81-598-x2008001-eng.pdf>. The glossary is on page 65.

It is crucial that, on an ongoing basis, stakeholders continue to have an open dialogue about human-resources practices in the skilled trades and it is hoped that this study can contribute to that discussion.

**Canadian Apprenticeship Forum-
Forum canadien sur l'apprentissage (CAF-FCA)**

116 Albert Street, Suite 812
Ottawa, Ontario K1P 5G3
Tel: (613) 235-4004
Fax: (613) 235-7117
info@caf-fca.org
www.caf-fca.org

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***Creating Diversity and Career Opportunities
in the Skilled Trades***

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Forum canadien sur l'apprentissage (CAF-FCA)

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The opinions and interpretations in this publication are those of the author and do not necessarily reflect those of the Government of Canada.

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Executive Summary

Purpose

This report, produced under the guidance of the Canadian Apprenticeship Forum-Forum canadien sur l'apprentissage (CAF-FCA), focuses on eight programs that connect visible minority/ racialized groups with employers in the skilled trades.¹ Learning about these programs is important if apprenticeship stakeholders want to identify ways to replicate success and to reduce barriers. Thinking about ways to better integrate visible minority/ racialized groups into the skilled trades workforce has many benefits. Creating more opportunities for those individuals who are currently under-represented in the trades will lead to a more equitable workforce and will reduce economic marginalization. Improved access to a larger pool of potential apprentices who, through training, can become the skilled journeypersons will also benefit employers who are seeking candidates.

1 The research process considered all of the Red Seal trades as the starting definition for “skilled trades.” At present there are 53 Red Seal trades. For a list see the Ellis Chart. <http://www.ellischart.ca/home.jsp>. The Red Seal trades comprise 89 per cent of national registrations in apprenticeship. The Red Seal Program represents a standard of excellence for industry and provides greater mobility across Canada for skilled workers. Qualified journeypersons can achieve the Red Seal endorsement on their Certificates of Qualification by successfully completing an interprovincial Red Seal examination. See www.red-seal.ca for more information.

Defining Terms

To reflect the existing legislative terminology, but at the same time acknowledge the newer terminology that is considered more appropriate among human rights stakeholders, the term *visible minority/ racialized* is the preferred (though not exclusive) term used throughout this report. According to the Employment Equity Act, the term visible minority means Chinese, South Asian, Black, Arab/West Asian, Filipino, South East Asian, Latin American, Japanese, and Korean. The definition does not include Aboriginal peoples.

Readers should note visible minority/ racialized workers are a very heterogeneous group that could include recent immigrants, permanent residents of longer standing, and second or third generation individuals from immigrant families.² All these groups have very different needs depending on how long members have been in Canada and their educational qualifications and work experiences.

Mandate and Methodology

The case studies focused on programs that deal with the skilled trades. Programs that dealt with employment in general and did not have at least some trades focus were not included in this study. The programs chosen as case studies were included because they closely matched the original criteria.

2 Aboriginal persons were not included in the scope of this study.

A search for programs through the internet and CAF-FCA's network of database contacts came up with over sixteen programs³ that potentially connect visible minority/ racialized individuals to jobs in the skilled trades. Eight programs agreed to be featured as study cases. The other organizations did not respond to interview requests or did not have the staff time to participate in the interview process.

The case studies were prepared by Prism Economics and Analysis under the direction of a CAF-FCA Working Group and Researcher.

Information on the programs was collected through secondary sources and in thirty-three interviews with program staff, employers and participating visible minority/ racialized individuals.

In searching for appropriate case studies, the consultant tried to represent each region in the country. Although the aim was to be more representative, six of the case studies are from Toronto, Ontario. One case study from Calgary, Alberta and one from Halifax, Nova Scotia were completed.

Main Findings

Challenges and Opportunities

The main body of the report describes each of the programs and highlights what the interviewees thought worked well and what needed improvement. Here are some of the common challenges and opportunities that arose during the research.

³ The search was not necessarily exhaustive. It is possible that more organizations exist that have the same focus in one or more of their programs.

Temporary Work Placements and Economic Cycle

Job placement was often mentioned as the most important feature and outcome of the programs. Most work placements were temporary, but did offer candidates a chance to obtain some Canadian work experience. There were differences in the type of employment opportunities that were offered. Some programs target specific trades (e.g. cooks, carpenters, horticultural technicians, etc.) while others expose participants to a range of trades (e.g. construction trades). Finding employers to take on clients can be a struggle. Access to employers emerges as a crucial advantage, and it seems likely that shortages of skilled workers in the trades increased opportunities for placements over the past decade. There is a tendency for the programs to focus on labour markets where skilled trades are in short supply. Most programs reported more difficulties placing workers during the recession period from mid-2008 to mid-2009.⁴

⁴ Economic cycles do affect one's ability to find work, and vulnerable populations can be particularly hard hit, including visible minority/ racialized individuals. Readers should note, however, a lack of employment opportunities for visible minority/ racialized individuals can be an issue in strong economies as well. The recession should not be seen as the only reason why it is difficult to find work placements for these individuals. As an example see data on lower employment rates for immigrants compared to Canadian-born persons in 2007, before the recession. See Statistics Canada, "The Daily," May 13, 2008. <http://www.statcan.gc.ca/daily-quotidien/080513/dq080513a-eng.htm>.

Enhance Communication about Apprenticeship

These programs tend to focus on employment in the skilled trades rather than apprenticeship specifically. It was not always the case that employers or the new entrants were focused on apprenticeship as part of the employment arrangement. In many of the case studies the connection was assured as the programs are tied to pre-apprenticeship. In general, program staff reported that participants have a limited understanding of apprenticeship. Program staff interviewed for the project often reported access to information about apprenticeship from provincial/territorial government sources and regular contact with apprenticeship staff. They see value in enhancing these relationships with the staff.

Sustainability

Most programs are relatively new, starting in 2005 at the earliest. Only three of the eight case study programs have permanent funding, and most of the programs may end once the project resources are expended. The programs in question are project specific and have firm start and end dates. This limits the ability of organizations to do follow-up to see if those individuals went on to apprenticeship or whether they stayed in the skilled trades.

Promising Practices

Based on the eight case studies, the following promising practices emerged as common elements amongst the programs.

- **Effective Partnerships with Employers and Industry:** In every case an extensive network of partnerships was required to sustain the programs and make them successful.

- **Allow individuals to gain work experience:** Job placement was often mentioned as the most important feature of the programs.
- **Address Personal Barriers:** Assisting individuals with family issues, housing, language training, and settlement issues helped individuals remove personal barriers and enabled them to focus on upgrading their skills and developing their careers.
- **Offer Individualized Help:** Help specific to the person's situation and access to a counselor were useful services.
- **Offer Services or Incentives to Employers:**
 - Employers noted that access to prepared candidates was an important advantage in recruiting and contributed to their success in being able to integrate and to retain new workers. Employers appreciated that they received individuals through these programs who had already been exposed to career planning, skills upgrading, and life skills management. The individuals generally had a realistic idea of what it would be like to work in the trade.
 - Employers liked having a person at the organization they could contact if they ran into difficulties or needed information.
 - Providing wage subsidies or promoting existing tax credits further encouraged employer participation.
 - Continual promotion and communication to employers about the value of the programs was also important.



Part 1: Introduction

Overview

This report highlights eight programs across Canada that help visible minority/ racialized groups to employers in the skilled trades. Future skills shortages and the desire to create a more inclusive skilled trades workforce, motivated the Canadian Apprenticeship Forum-Forum canadien sur l'apprentissage (CAF-FCA) to conduct this research about what is currently out there and what practices are working effectively. Based on these case studies, partnerships, opportunities for work experience, taking a holistic view of an individual's needs, addressing personal issues as well as skills gaps, and, finally, offering services and incentives to encourage employer participation were all identified as promising practices.

Report Structure

The report is organized into 3 parts with appendices. Part 1 provides context. It defines key terms, outlines how the case studies were chosen, and briefly describes the other relevant programs. Part 2 describes the programs and the successes and challenges interviewees identified. Part 3 provides a summary of the main findings. For additional background context, information on the barriers to trade entry and visible minority/ racialized workers labour market outcomes, background information on the agencies featured in this report, and the interview guides for program staff, program participants, and employers see the appendices.

Relevance

Forecasts still show that there will be skilled labour shortages due to baby-boomer retirements. For example, by 2017, there will be a need to train 316,000 workers to replace the retiring workforce in the construction industry.¹ In the automotive sector, cumulative shortages over the next ten years are projected to range from 43,700 to 77,150 positions.² Shortages are already widespread across the sector—almost one-half (48.1%) of employers reported that the limited availability of qualified staff was a significant or very significant issue for their organization and was affecting their profitability.³ This was of particular concern in the motorcycle repair sector (57.1%) and auto body and collision repair sector (54.3%).⁴ While there was little difference in opinion between employers located in rural areas compared with urban-based employers, staff shortages appear to be more problematic among employers located in Québec (58.7%) and Western Canada (51.2%).⁵ The Canadian Tourism Human Resource Council states that over the long term, Food and Beverage Services is likely to suffer the largest shortage among all tourism industries; by 2025 this industry’s potential supply of labour could fall short of demand by more than 172,000 full-time jobs.⁶ Not surprisingly,

1 “Construction Looking Forward: A National Summary, An Assessment of Construction Labour Markets from 2009 to 2017” by the Construction Sector Council. Reports are available for download at www.csc-ca.org.

2 See “The Road Ahead: Human Resource and Training Challenges in the Motive Power Repair, and Service Sector”, 4.

3 *Ibid.*

4 *Ibid.*

5 *Ibid.*

6 See “The Future of Canada’s Tourism Industry; Labour shortages to Re emerge as Economy Recovers,” Table 6, 13

occupations in Food and Beverage Services, such as food counter attendants, servers, cooks and bartenders, will experience the greatest shortages among tourism occupations. Shortages are also projected for the Recreation and Entertainment, Transportation and Accommodation Industries.⁷ In this context, attracting and retaining a greater percentage of the diverse population is one strategy for replacing the retiring baby boomers.

One way to attract more of the diverse population to the skilled trades is through offering apprenticeship training opportunities. Apprenticeship offers the opportunity to earn while learning, and, on completion of apprenticeship, the opportunity to earn an annual income that is higher than the median annual earning for Canadians.⁸ However, despite the benefits of apprenticeship training as a form of learning, many visible minority/ racialized people are underrepresented in this form of post-secondary education. Immigrants⁹ make up 3% to 5% of apprentices, even though immigrants represent 20% of the Canadian population.¹⁰ Visible minorities represent between 5% and 7% of apprentices compared to 16% of the Canadian

7 *Ibid.*

8 Almost three-quarters of apprenticeship completers had an annual income higher than the 2005 median annual earnings of \$41,041. Marinka Menard, Frank Menezes, Cindy K.Y. Chan and Merv Walker, “National Apprenticeship Survey: Canada Overview Report 2007,” Catalogue No. 81-598-XX No. 001, (Ottawa: Culture, Tourism and the Centre for Education Statistics Division, Statistics Canada, Ministry of Industry, 2008).

9 Marinka Menard, Frank Menezes, Cindy K.Y. Chan and Merv Walker, “National Apprenticeship Survey: Canada Overview Report 2007,” Catalogue No. 81-598-XX No. 001, (Ottawa: Culture, Tourism and the Centre for Education Statistics Division, Statistics Canada, Ministry of Industry, 2008). This information is from NAS. In NAS, immigrants were categorized separately from visible minorities that is why there are two different statistics.

10 *Ibid.*

population.¹¹ Generally, visible minorities/ racialized individuals indicate that they face greater barriers to apprenticeship than non-visible minorities.¹² It can be more difficult for them to gain Canadian experience. Discrimination when trying to find an employer sponsor can also be an issue.¹³ The future need for skilled workers, combined with the underrepresentation and persistence of barriers for the visible minority/ racialized population, is a challenge for the apprenticeship community. An investigation of current programs and promising practices is relevant and worthwhile within this broader context.

Defining Terms

In the context of this project, the *Employment Equity Act* definition of visible minority was used.

Visible minority applies to persons who are identified, according to the *Employment Equity Act*, as being non-Caucasian in race or non-white in colour. Under the Act, Aboriginal persons are not considered to be members of visible minority groups. The groups included in this definition are:

- Chinese
- South Asian (e.g., East Indian, Pakistani, Punjabi, Sri Lankan)
- Black (e.g., African, Haitian, Jamaican, Somali)

¹¹ *Ibid.*

¹² *Ibid.*

¹³ This data was obtained by CAF-FCA through a request made to Statistics Canada. The data was analyzed by a HRSDC policy analyst who was a member of the Working Group for the Challenge to Finding a Sponsor project.

- Arab/West Asian (e.g., Armenian, Egyptian, Iranian, Lebanese, Moroccan)
- Filipino
- South East Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese)
- Latin American
- Japanese
- Korean
- Other

The term “visible minorities” is generally seen as limited because it suggests a homogeneity that does not exist in this varied and diverse population. All the groups have unique cultural values and varied experiences within Canada that need to be recognized. The term “visible minorities” has come under attack by the United Nations Committee on the Elimination of Racial Discrimination for emphasizing “whiteness” as the standard. The term “racialized” is advocated as a substitute for “visible minorities” to describe non-Aboriginal people of colour. Using the term “racialized” aims to recognize the complexity of how racial categories are created and how they operate both consciously and unconsciously to entrench inequities.

To acknowledge the existing legislative terminology, but at the same time acknowledge the newer terminology that is considered more appropriate among human rights stakeholders, the term *visible minority/ racialized* worker is the preferred (though not exclusive) term throughout this report.

Overview of Programs and Participants

This report aims to describe different programs and approaches for assisting diverse individuals in learning about the skilled trades and connecting to skilled trades employers.

Here are some important points to keep in mind about the programs when reading the report.

Most of the agencies responsible for programs in the case studies target a full range of employment skills and related occupations, not just the skilled trades. Where programs focus on the trades, it is often through specialized versions of broader programs.

No specific source countries were targeted for the programs examined. The programs did not formally ask participants to identify their country of origin, so any mentioned numbers of visible minority/ racialized participants from a particular group are estimates by program staff. Moreover, since the programs were often project specific, they had no systematic method for longer-term tracking participants. Accordingly, it is not known if these programs were benefiting some communities more than others.

Five of the programs are run by community agencies and the other three are union-based initiatives. Community agencies and unions have specific strengths through their partnerships with employers and affiliated organizations. They use a holistic framework to manage barriers through language training, counselling and meeting educational needs. Both are in the position to advocate on behalf of participants in regards to diversity in the workplace. In addition, unions are informed advocates of apprenticeship.

Most programs are relatively new, starting in 2005 at the earliest. They tended to be project specific so these programs may not continue on an ongoing basis.

Figure 1 provides an overview of the program features and their participants.

Figure 1: Program Features and Participants

Programs	Target Participant Groups				Resources Provided			Lead Organization	
	Women	Permanent Residents	Youth	Internationally Trained Workers ¹	One-Time Only Resources ²	Ongoing Resources ³	Time Limited Resources ⁴	Community Agency	Union
Momentum – Trades Training Program		●		●		●		●	
COSTI – Job Connect Internationally Trained Individuals		●		●		●		●	
Women Unlimited	●						●	●	
Working Women Community Centre-Pre-Apprenticeship Training Programs for Bakers and Carpenters	●	●			●			●	
JVS – Pre-apprenticeship Horticultural Training Program			●		●			●	
CHOICE			●				●		●
Hammer Heads			●				●		●
IBEW Local 353, Foreign Worker Training Centre		●		●	●			●	

1 ‘Internationally trained workers’ describes newcomers to Canada with prior training and/or experience in a profession or trade.

2 ‘One-time only resources’ describes initiatives that were awarded funding once during the writing of this report.

3 ‘Ongoing resources’ describes funding that is consistently provided over the years for a program, with no target end date.

4 ‘Time limited resources’ is used to describe funding that is guaranteed by sponsors for the next several years with a target end date.

Methodology

How Programs Were Chosen

The programs selected as case studies share two essential features:

- they assist visible minority/ racialized groups and
- they connect these groups to the trades through training opportunities and/or work placements with employers in the skilled trades.

The aim was to obtain representation from every region in Canada. There was a focus on large urban areas such as Calgary, Alberta, Montreal, Quebec, Toronto, Ontario, and Vancouver, British Columbia because of their high population of visible minority/ racialized groups. In the end most of the organizations who agreed to be featured as case studies were from Toronto. One organization from Calgary and another organization from Halifax also participated.

Sources Examined to Identify Relevant Organizations

No formal literature review or inventory of all the organizations and programs in Canada was completed, but the following sources and networks were examined or leveraged to identify relevant organizations.

Internet searches were conducted of a variety of websites mentioned in a list of over 500 Key Immigrant Serving Agencies Across Canada. See www.cic.gc.ca/EnGLish/resources/publications/welcome/wel-20e.asp.

These agencies were based on community location, not sector.

Requests for information were also made via CAF-FCA's networks. The CAF-FCA database contains over 6,000 stakeholder contacts. Sector Councils, representing a broad range of Canadian industries, were informed about the project and had the opportunity to suggest sector specific case studies.

Based on the searches and network outreach, sixteen relevant organizations were identified. All of these organizations were contacted via email or phone at least twice. Eight organizations agreed to participate.¹⁴

Other Relevant Organizations not included in the Case Studies

Here is a list of the eight organizations that were unable to participate. Readers should keep these additional organizations in mind if they wish to pursue further work in this area.

Programs with a focus on a particular sector:

Multicultural Helping House Society, Vancouver, British Columbia

Bamboo Network Skills Connect Program for Construction

The program is for skilled new immigrants with construction experience, those working in survival jobs, and those encountering barriers to using full skill sets in Canada. The program offers services in career assessment and planning, technical upgrading, job search coaching, work placement, and career workshops. See <http://www.helpinghouse.org/Text/1255142980763-2294/pC/1255115867290-4463/>.

¹⁴ Although the CAF-FCA consultant tried to be as accommodating as possible to organization's schedules, some organizations felt that they did not have the staff time to participate in the interview process. As a result, they were not included as case studies.

ISTEP, British Columbia

The Immigrant Skilled Trades Employment Program (ISTEP) is a pilot project to help landed immigrants build careers in British Columbia's construction industry and provide employers with skilled trades workers. See <http://www.istepbc.ca/index.html>.

Programs offered by colleges:

MTI Community College, Immigrants in Trades Program, Vancouver, British Columbia

In cooperation with Federal Employment Case Management Agencies, the staff in the Immigrants in Trades Program assist participants in gaining an understanding of the Canadian workplace and competence in English trades-related language skills while they develop a personalized action plan leading to appropriate employment. See <http://www.mticc.com/immigrantsintrades.html>.

Organizations with a general focus on helping immigrants or adults with part of their focus specifically on the skilled trades:

Canadian Access for International Professionals and Skilled Trades, Niagara Region, Ontario

CAIPS is a program in Ontario's Niagara region. Administered by the Welland Heritage Council and Multicultural Centre, it provides a variety of opportunities to assist job seekers including a two week pre-employment workshop covering job search techniques, networking, interviews, goal setting and action plans, labour market information, information about Canadian culture, credential assessments, professional portfolios, safety in the workplace and introductions to professional associations. One-on-one support and mentoring are provided. See <http://niagara.cioc.ca/record/NIA4222>

Council of Agencies Serving South Asians, Toronto, Ontario

The Council facilitates the economic, social, political and cultural empowerment of South Asians by serving as a resource for information, research, mobilization, coordination and leadership on social justice issues affecting these communities. This organization is starting a Task Force on the Skilled Trades. See www.cassa.on.ca. Report: Access to Trades for Newcomers, <http://cassaonline.com/index3/downloads/Front/TradesReport-April27.pdf>.

PTP - Adult Learning and Employment Programs, Toronto, Ontario

The PTP provides basic skills education, upgrading, job search and related services to adults preparing for employment, training or further education. Visible minority/ racialized people are one of the groups included in the PTP's client base. See www.ptp.ca This organization has specific information research and programs on apprenticeship: <http://www.ptp.ca/programs/apprenticeship-career-exploration/> and <http://www.ptp.ca/publications/apprenticeship/>.

Programs with a youth focus:

Camara Skills Training Network, Toronto, Ontario

The purpose of this network is to offer and promote sustainable pre-vocational, technical and entrepreneurial training for at-risk youth, including visible minority/ racialized individuals, and to promote science and technology education to children with innovative ideas and principles. No website was found for this particular organization.

Youth Apprenticeship Programs across the country

Since CAF-FCA was already looking at youth apprenticeship programs through its School-to-Work Transition project, youth apprenticeship programs were not included in the present study. In some areas visible minority/ racialized individuals would make up the majority of the student population and, consequently, the majority of potential candidates for the youth apprenticeship program. High school educators may have employed specific strategies to encourage students and their parents to consider enrolment in a youth apprenticeship program which are not captured in this report.

Information Gathering: 33 Interviews

The study is based on interviews of program staff, former program participants, and employers who hired participants. The aim was to obtain the viewpoints of both the providers and the clients. Participants were suggested to the consultant by the leader of the organization. All participants were willing to volunteer their time to contribute to the project. The main questions focused on understanding the strengths of the programs offered; see Appendix A-3 for the exact questions asked.

The quantity of interviews was limited by difficulties in getting in touch with individuals. Staff were unable to contact some participants due to missing or out-of-date contact information. In other cases, the confidentiality policy prevented the release of participant contact information. Some employers and former clients did not respond to the consultant's phone calls. In total 33 individuals participated in this study.

Figure 2 shows the distribution of interviews by program.

Tracking

Throughout the report, the consultant tried to identify the number of participants who stayed in the skilled trades or entered into an apprenticeship after participating in a program. It can be difficult to follow up¹⁵ and determine

¹⁵ "Follow-up" is a term used throughout this report to describe program staff contacts with participants during the program and/or after program completion to track their training and/or employment progress.

Figure 2: Distribution of Participants

Program/Agencies	No. of Interviews			
	Agency Staff	Former Program Participants	Employers	Total
Momentum – Trades Training Program	3	2	1	6
COSTI – Job Connect Internationally Trained Individuals	3		2	5
Women Unlimited	1			1
Working Women Community Centre-Pre-Apprenticeship Training Programs for Bakers and Carpenters	5			5
JVS – Pre-apprenticeship Horticultural Training Program	3		3	6
CHOICE	2		1	3
Hammer Heads	2		4	6
IBEW Local 353, Foreign Worker Training Centre	1			1
Total	20	2	11	33
Grand Total	33			

whether individuals enter into an apprenticeship program after their pre-apprenticeship¹⁶ experience. Registration as an apprentice could be delayed due to personal circumstances, a lack of money to purchase the necessary tools, or a probationary period by the employer prior to agreeing to take on the person as an apprentice. Moreover, the purpose of some of the programs is to help individuals to gain work experience and jobs, not necessarily to have them register as apprentices. Definitions of “success” can vary from program to program based on the mission and vision. Furthermore,

16 Pre-Apprenticeship Training is defined as “A program mainly of technical and general education, including a portion of trade practice, offered in high schools, vocational schools, community colleges and technical institutes and linked to an apprenticeship program through the credit system.” Statistics Canada, National Apprenticeship Survey 2007. Available at www.statcan.gc.ca/pub/81-598-x/2008007/app-ann/5202748-eng.htm,

projects with a set end date can find it hard to track individuals’ employment outcomes over the long term. As a result of these limitations, it is hard to know the exact number of people who are becoming apprentices. Readers should keep in mind that any numbers mentioned by the interviewees are estimates and may not represent the whole picture.



Part 2-A: Momentum – Trades Training Program

I. Introduction

Momentum is a Calgary Community Economic Development Agency. The programs offered aim to help individuals build sustainable personal, social, physical, and financial assets.¹ A profile of the organization is available in the Appendix. The case study covers Momentum's Trades Training Program within their Skills Training Department. The Trades Training Program provides underemployed Albertans with a five-month long, pre-apprenticeship trades training opportunity. The goal of the Trades Training Program is to enhance participants' chances at finding meaningful employment. Training is provided in carpentry, heavy duty technician, pipefitting, and plumbing.

¹ Information on Momentum is gathered from: (1) www.momentum.org/index.php; (2) Will Work For My Future: Momentum Annual Report, 2008; and (3) telephone interviews with organizational representatives, January 2010.

Mission

"Partnering with the under-employed to develop their productive futures."

II. Program Description

A. Program Structure and Support Services

The Trades Training program has the following components:

1. Academic and life skills training (12 weeks).
Sample courses and workshops include:
 - English training, including trade specific vocabulary
 - Mathematics and science
 - First aid certification, including cardio-pulmonary resuscitation
 - Workplace behaviour training workshops, for example conflict resolution strategies
 - Money management techniques, for example how to use a credit card, budget and planning

2. Pre-apprenticeship trades training (6 weeks).

- Participants pursue training in their trade of choice at the Southern Alberta Institute of Technology (SAIT). The goal of the academic courses taught at Momentum is to help participants pass the pre-apprenticeship exam at SAIT.

3. Work placement with an employer in the trades (3 weeks).

- The participant receives payment from the program, so the employer is not required to pay a wage. The Alberta's Workers Compensation Board provides the funds to the Trades Training program but participants do not have to be on disability to be eligible for the program.

4. Follow-ups

- Staff contact participants three months and then again six months after they complete the program.

B. Support Services

Momentum aims to help individuals with a holistic set of services in order to remove the barriers that caused the individuals to be under-employed. Staff noted that the additional support services provided through Momentum are part of the benefits of the Trades Training Program. Participants receive assistance or referrals to appropriate agencies through one-on-one discussions with staff. The following highlights the types of assistance provided:

- Opportunities to develop friendships and support networks. Individuals facing economic and social hardships may feel less isolated when building camaraderie with others facing similar struggles;

- Encouragement, support, and assertiveness training;
- Guidance to immigrants regarding Canadian norms and residency requirements;
- Help with sponsoring families to relocate to Canada;
- Assistance for participants experiencing mental illness in the family;
- Direction to food and clothing banks; and
- Support for the needs of children (for example, saving for a child's educational future).

After completing their program, graduates from Trades Training may return to Momentum's Job Club. This initiative, motivated by the downturn in the economy, offers individuals who have been laid off or who want to pursue a related trade, the chance to research job postings. The process also offers assistance in understanding reasons for dismissal, resume building, and employment leads.

C. Participant/Client Outreach

Program staff estimate that roughly half the applicants discover Momentum by word-of-mouth, for example from past participants, staff, and general knowledge within the community. People also find out about Momentum through advertisements in local newspapers like the *Calgary Sun*, and some are also referred by other service agencies.

"It's not about finishing the program – and not just going out to get a job. It's about helping participants to become successful in their families as well..."
—Momentum Representative

D. Participant/Client Selection

There are more applicants to the program than seats available. There were approximately 550 applications in 2009 and 80 to 90 viable candidates but only 62 were accepted because of limited space. Final selection is based on the following:

- Must be a resident of Alberta.
- Must be unemployed or underemployed.
- Must be either an immigrant or Aboriginal² person.
- There are two resource streams – the Employment Insurance (EI) Stream, and the Non-Employment Insurance Stream. Applicants receiving EI are allowed to participate, but must be receiving EI before beginning the program. Applicants for the non-EI stream must be eligible for income support.
- Individuals need to demonstrate interest and familiarity with the trades on their application.

“Applicants need to show us that they are ready, willing and able. This program is meant to be a piece of the puzzle, towards starting their careers in the trades...”
— Momentum Representative

- Individuals need to complete English, Mathematics and Science assessments during an orientation process.
- Individuals need to participate in interviews to determine whether the program is a good

² Although Momentum includes Aboriginal peoples as clients, readers should note that programs specifically for Aboriginal peoples were not included this study.

“In the assessment, I try to be honest with them and we try to see if this is the right program for them. I tell them this is Alberta, it is minus 30 Celsius, and they’re going to be working outside. And I mention that there is racism out there – so is this something that they really want to do?” — Momentum Representative

fit. Momentum staff members describe the benefits and possible challenges in pursuing a career in the trades.

E. Demographic Profile of Participants/Clients

- The majority of participants are permanent-resident immigrants and a few are of Aboriginal descent.
- Over 90% of participants are from visible minority/ racialized groups, for example, those of Asian, Chinese, Filipino, Latin American and African descent.³
- Participants include new Canadians (living less than 5 years in Canada), individuals living in Canada for 5 years or more, and some Canadian born (applies only to Aboriginals⁴).
- The majority of participants are from 30 to 49 years of age.

F. Operations

Staff

At the time of this report, Momentum has 40 staff members. Five full-time staff members

³ Background information is based on estimates drawing on participants’ self-reporting their country of origin.

⁴ Although Momentum includes Aboriginal peoples as clients, readers should note that programs specifically for Aboriginal peoples were not included this study.

are dedicated to the Trades Training Program. They coordinate the program, help participants successfully complete the program, and find job placements.

Resources

Approximately 17% of Momentum's expenditures are on the Trades Training Program, including both direct and indirect costs⁵ Momentum ended 2008 with \$4,799,914 in revenue and \$4,572,969 in expenses. Resources and expenses were distributed as follows:⁶

Resources:

- United Way (29%)
- Provincial government (27%)
- Public and Private Foundations (12%)
- Corporate Foundations (10%)
- Federal government (9%)
- City of Calgary (4%)
- Fees and Revenue (4%)
- Investments (3%)
- Individuals (2%)

Expenses:

- Programs and Services (80%)
- Administration (12%)
- Community Relations (4%)
- Amortization (3%)
- Strategic Initiatives (1%)

⁵ Based on staff estimate.

⁶ Will Work For My Future: Momentum Annual Report, 2008.

III. Apprenticeship Interest and Knowledge

A. Participant/Client Interest in Apprenticeship

Staff feel that most applicants are generally unfamiliar with the apprenticeship process; they stated:

- Approximately half of all applicants are unaware that apprenticeship is structured in Canada. Some have limited knowledge but are unclear of the process, and very few know that an exam is required.
- Applicants react positively to the idea of apprenticeship because of the financial opportunities in Alberta. The majority of participants express interest in an apprenticeship but will accept another reasonable job opportunity if available. All trades are equally popular but participants want the trade that are most likely to lead to employment.

B. Information Resources

Staff knowledge and networks help provide participants with the chance to better understand apprenticeship and the different opportunities within the skilled trades. For participants seeking more information on the skilled trades, Momentum offers the following:

- One-on-one sessions with Momentum staff
- Information packages, gathered from the Alberta Government and the Alberta Apprenticeship and Industry Training Board
- Information sessions facilitated by the Apprenticeship Board and local unions, such as the Carpenters union

IV. Employers and Program Outcomes

This section of the case study describes the employers that Momentum works with to place participants, and program outcomes for participants.

A. Employers

Staff provided the following profile of the employers who accepted Trades Training participants for work placements:

- Employers are within the construction and manufacturing industries.
- Employers range in firm size from less than 10 to over 250 employees. The majority employed 10-25 employees.
- Momentum repeatedly places participants with over 25% of employers in their database.

B. Program Outcomes

- Momentum staff often mentioned the consequences of the downturn in the economy in 2009. The last component of the program includes a three week job placement in carpentry, heavy duty technician, pipefitting, or plumbing. Staff promotes the benefits of apprenticeship to employers. However because of the recession, there were fewer employers offering work placements, and this limits options for placing participants with employers who are truly interested in taking on apprentices.
- Prior to the economic downturn, placements occurred right after college was completed. The recession added roughly a two-week waiting period before participants found their placement. Once the economy recovers,

“Apprenticeship is very appealing because of the money. Participants want to improve their life, and have a better chance of climbing that ladder. We are pushing them towards this – we offer scholarships to those who complete the program and become indentured.”
— Momentum Representative

staff expect participants to once again find placements immediately after college, in work settings that can lead to employment.

- A lack of English proficiency and Canadian work experience also affected employment prospects.
- Staff noted that after participants finish their three week placement, some remain with the employer. During the 2009 downturn:
 - Approximately 11 of 14 who pursued carpentry but only 2 of 15 who pursued the heavy duty technician trade were hired after finishing their three week placement.
 - During the six month follow-ups, approximately 50% of participants were still employed in the trades⁷, down from 80% in 2008. A variety of reasons could account for this drop including the recession and people’s personal circumstances changing.
 - Staff estimate that 4 or 5 individuals were registered apprentices. The exact number is hard to track, even with follow-up, because there are reasons why an official apprenticeship registration could be delayed. Employers may have individuals do a probationary period prior to having them formally registered as apprentices.

⁷ Clients were employed in a variety trades. Specific trades were not specified.

There could be administrative issues that need to be addressed.

V. Implications

A. Promising Features and Successes

Participant/Client Feedback. A former participant, who is now a first year plumbing apprentice for a small employer, stated that the placements were the most important facet of Momentum. Placements served as a gateway to a potential career while providing an income. Participants also appreciated the chance to learn about money management, and the opportunity to upgrade English, Mathematics and Science skills. They were thankful for the continuous assistance of Momentum staff.

Employer Feedback. One employer took on three plumbing apprentices from Momentum, and noted that Momentum was as good as their own HR department for finding qualified workers. This same employer mentioned that the retention rate of Momentum participants was higher than other workers in his 250 person firm. All of Momentum's services were pertinent, but participant workshops on methods for handling workplace conflicts were noted as particularly important.

Partnerships. Momentum creates partnerships that include a variety of donors, employers, government and trainers. Staff members state that company partners who hire participants receive an individual who is ready and eager to have a career in the trades, and the employers have the opportunity to decide whether the individual is a good fit with the organization during the work placement. Staff noted that joint ventures benefit the community and immigrants as a whole.

Holistic View. All services are reported as equally important by Momentum staff. Access to financial assistance, housing and language assistance and personal support improves individuals' chances of finding a career. In 2008, 97% of participants reported progress in their life, noting financial, personal and social growth.

Dedicated Staff & Participant/Client Support. Momentum staff know the apprenticeship process. They are careful in selecting participants with the ambition and aptitude to succeed in the trades. Candidates who are not suited to the trades are directed to alternative training and encouraged to re-apply.

Staff members focus on instilling confidence and motivation through one-on-one support and coaching. Participants also need guidance on Canadian norms, particularly when it comes to assertiveness on the job. For example, they learn that obtaining an apprenticeship may involve approaching the employer. Additional personalized assistance includes resume building and practice interviews.

Employer Relationships. Most participants were placed with over 25% of employers in the Momentum database. However, staff continue to build new relationships with employers in the trades. Staff request names for potential employers from current employers on the roster, scan job boards, send out packages

"The recession has affected us... fewer participants have employment after they finish the placements. It went almost 180 degrees, before employers would beg to hire them before they finished the program." — Momentum Representative

about Momentum, and cold-call as a last resort. According to staff experience, person-to-person contact with potential employers is essential.

Aptitude assessment. Momentum's aptitude assessment of participants increases the likelihood that employers will take on more participants because they find the recommendations to be trustworthy.

Adaptability. The trades offered at Momentum depend on the labour market. Career trends are monitored by talking to employers and participants and by reviewing government reports and websites. In the past, a welding program was offered but later dropped because of challenges in finding year-round employment.

Scholarships. Momentum offers an annual Trades Training Scholarship of up to \$900 to assist one graduate from the Trades Training Program with tuition for a certified training program. Selection is based on financial need and on marks achieved at Momentum.

Potential Long-term Financial Gains. Upon arriving at Momentum, almost half of participants reported net annual incomes of less than \$20,000 in 2008. They leave the program with better financial prospects thanks to pre-apprenticeship technical training, additional work experience, life skills coaching, an updated resume, and heightened interview skills.

“I have a dream – after I become a journey person, I want my own company. I know I am going to do this. You need to try – you play to win, sometimes you don't, but you keep trying. When I have my own company, then I can help other people.” — Participant, Momentum 1st Year Plumbing Apprentice

“When we hire we are looking for a positive attitude, strong work ethic, and a team player – and Momentum workers show those qualities.” — Employer, Momentum

B. Challenges and Suggestions for Improvements

Courses and Trade Availability. One participant noted that additional time on mathematics upgrading would have been useful. Mathematics skills are important for the design and planning component of trade work.

“The one-on-one time is important. Big...general information sessions don't really help...we give them direction that is specific to them.” — Momentum Representative

Resources. In 2009, 80 to 90 candidates qualified for the program, but because of resource limitations only 62 of those individuals were selected.

Follow-up. Currently, follow-ups with participants stop after six months of completing the Trades Training Program.

Employer Expectations. It can be challenging to place and hire participants who do not have English as a first language. Staff feel that some employers need to adapt to the resurging labour demands by hiring workers whose native language is not English.

There Is Always Room for Improvement. Momentum staff consider it vital to always strive for more participants and placements, and to never settle on the current level of success.



Part 2-B: COSTI Immigrant Services – Job Connect Internationally Trained Individuals

I. Introduction

COSTI Immigrant Services is a not-for-profit, community-based multicultural agency operating across the Toronto, York and Peel regions of Ontario. The programs provide employment, education, settlement and social services to new Canadians and other individuals from all immigrant communities who are in need of assistance.¹ A profile of the organization is available in the Appendix. This case study focuses on COSTI's employment assistance service, specifically the Job Connect Program for Internationally Trained Individuals.² Support is available in Concord, Scarborough and Toronto. This service is for unemployed newcomers who are seeking employment in their profession or trade. It is not intended to place individuals solely in the skilled trades. A main component is a work placement with an employer.

1 Information on COSTI is from <http://www.costi.org>, along with telephone interviews with organizational representatives, January 2010.

2 Job Connect was established in 1996 and funded by the Ministry of Training, Colleges, and Universities. There are over 100 Job Connect Service locations in Ontario serving youth, internationally trained individuals, and Canadian-born individuals in finding employment. Job Connect has since been incorporated into Employment Ontario.

Mission

“COSTI provides educational, social, and employment services to help all immigrants in the Toronto area attain self-sufficiency in Canadian society. COSTI, founded by the Italian community to meet a shortage of services for immigrants in the post war era, is today a multicultural agency that works with all immigrant communities having a shortage of established services.”

II. Program Description

A. Services

The Job Connect Program for Internationally Trained Individuals assists clients by offering short-term programs that teach the tools necessary to find sustainable employment in Canada.

The Work Placement:

- A main component of the Program is the work placement. Clients first meet with an employment counsellor for a credential assessment to identify gaps between their credentials and employer requirements.
- Clients are placed into a subsidized work placement. The employer pays only a portion of the wage, the rest is covered through the Ministry of Training, Colleges and Universities (MTCU) Job Connect Program.
- Work placements range in length; the average is 3 months.

Follow-ups:

- Follow-ups occur at the end of the subsidized training, then at six months and again at 12 months.
- Follow-ups can occur at the client's worksite so staff can observe the work setting.
- Staff members do not have a formal time limit for working with clients; however, most files are closed within one year.

B. Employment and Participant/Client Support

- Employment Counsellors assist clients on a one-on-one basis. One Employment Counsellor who was interviewed assisted approximately 150 clients in finding full-time employment in 2009.
- Many additional services are provided at COSTI to help individuals to cope with financial and personal barriers. Individuals receive career counselling and a return to work action plan. Employment Counsellors assist clients to develop a short-term and long-term personal plan to define their needs and track accomplishments. Short-term plans include, for example, assisting with language barriers, housing needs, and job search. Long-term goals focus on pursuing their career.
- Clients are given access to the following additional resources and services at COSTI:
 - Referral assistance for newcomers with a trade background in how to prepare for certification in Ontario
 - Sector-specific information sessions
 - Referral to the Centre for Internationally Trained Professionals and Trades people website (CITPT). It provides a general employment service, offering employers the capacity to search resumes of people with a trades background. The website is www.cftpt.org.
 - Terminology and communication training
 - Assistance with job search methods (e.g. job search seminars)
 - Personalized resume development
 - Interview practise

- Career exploration exercises (e.g. on-line information gathering, job shadowing, job trials, volunteer opportunities in the workplace)
- Financial support for credential and language assessments, licensing process, document translation, transportation, and business attire
- Workplace behaviour workshops (e.g. employer-employee role playing, workplace problem solving)

C. Participant/Client Outreach

- COSTI markets itself to clients in the following ways:
 - Bus shelter ads
 - Radio clips
 - Newspaper ads
 - Flyers/brochures at community assembly points such as libraries, community centres, shopping malls, schools, job fairs and information services
 - Word-of-mouth – staff noted that the majority of clients hear about COSTI from past clients

D. Participant/Client Selection

- Selection and eligibility for the Job Connect Program for Internationally Trained Individuals includes the following:
 - Age: over 16 years of age.
 - Location: living in the Toronto and York Region of Ontario.
 - Professionals and trades people wanting employment in the professions or trades. Both categories of trades are included – those for which certification is compulsory and those for which it is voluntary.
 - Unemployed individuals, who received their post secondary education outside of Canada and have been unable to find employment in their field in Canada.
 - Individuals who are on Employment Insurance are not eligible to participate. However, those that are ineligible are still welcome to use COSTI computers for job search purposes.
- Clients who want to pursue a career in the trades:
 - complete a skills assessment form;
 - describe their background, work experience, and interests;
 - are given the opportunity to job shadow, which includes meeting with an employer to learn more about the trade.

E. Demographic Profile of Participants/Clients

The following is a brief profile of individuals who access the program:

- Over 60% are from diverse groups, for example, South Asian, Chinese, African, Filipino, Latin American, Arabian, Southeast Asian, West Asian, among others.³
- Staff estimate that roughly half the clients are new to Canada (less than 5 years in Canada) and half have lived in Canada for 5 years or more.
- Clients range from 15 to 55+ years of age, with many falling between 20 and 34 years of age.

F. Operations

Staff

COSTI had 200 full-time staff and 170 volunteers in 2009. The number of staff specific to helping internationally trained individuals is approximately 33.

Resources

The total annual budget for COSTI in 2009 was slightly over \$22 million.⁴ Financial support comes from:

- Federal, provincial, and municipal government sources
- United Way of Greater Toronto and York Region

³ Background information is based on staff estimates, concluded from participants self-reporting their country of origin.

⁴ Information on the annual budget was gathered from COSTI's Financial Statements, 2009.

- Government of Italy
- Variety of foundations and other donors

About 7% of the budget is directed to the Job Connect Program.

III. Apprenticeship Interest and Knowledge

A. Participant/Client Interest in Apprenticeship

- The Job Connect Program for Internationally Trained Individuals does not cater specifically to the trades. In fact, interviews with staff revealed that most clients who use this program do not have a trades background and are not seeking skilled trade careers. Staff estimated that only once every four months will someone with a Red Seal certificate seek assistance.
- Staff noted however, that clients who do have a background or interest in the trades want an apprenticeship. They arrive at COSTI inspired and encouraged by friends who are reporting financial rewards from work in the trades. Also, many like the hands-on training requirements of apprenticeship. Staff described clients' interests in the trades and familiarity with apprenticeship noting:
 - Some clients are unfamiliar with the apprenticeship process but do know that apprenticeship will provide opportunities above and beyond a job as a general labourer.
 - A career as an electrician is of greatest interest, although auto body service and repair, carpentry, and plumbing are also quite popular.

“Clients know the difference – getting a job without an apprenticeship is doing general labour. Clients are more interested in an apprenticeship because of the prestige....” — COSTI Representative

- For those who are unsure of which trade they might pursue, the Employment Counsellor provides career exploration exercises, reviews websites, provides a list of possible trades, and offers job shadowing opportunities.

B. Information Resources

- Staff members provide information on apprenticeship to clients through one-on-one sessions. They are informed about the different types of apprenticable trades, how to enter into an apprenticeship, and liaison with MTCU. COSTI has even developed a website called NeCTAR aimed at assisting staff in how to guide internationally trained individuals through the trades and apprenticeship systems in Ontario. See www.costi.org/skilledtrades.
- Staff members also promote the benefits of apprenticeship to employers. They describe the employer subsidies and tax cuts, and incentives such as the Apprenticeship Scholarship Program and the Tradesperson’s Tool

Deduction.⁵ They advocate apprenticeship training as a method for developing a long-term, stable workforce.

- Participants wanting more information on apprenticeship have access to:
 - COSTI-designed brochures, with information gathered from MTCU
 - Job shadowing opportunities and the chance to talk to skilled trades employers
 - Canvassing websites such as the Independent Learning Centre’s CareerMatters⁶
 - Workshops with representatives from regulatory bodies, and unions such as the Carpenters’ Union and the International Brotherhood of Electrical Workers
 - Workplace videos

5 The Apprenticeship Scholarship Program is a program benefiting both Ontario apprentices and employers. Employers who register apprentices under 25 years of age who have not completed the high school requirements for the trade receive a \$2000 employer signing bonus, if that apprentice completes high school within one year. In turn, the apprentice receives \$1000. For more information see the Apprenticeship Network, www.theapprenticeshipnetwork.com/. The Tradesperson’s Tools Deduction provides tradespersons with an annual deduction of up to \$500 to help cover the cost of new tools necessary to their trade. More information is available at the Canada Revenue Agency, www.cra-arc.gc.ca/whtsnw/tls-eng.html.

6 Independent Learning Centre’s ‘CareerMatters’ is available at <http://www.ilc.org/cfm/CM/Apprenticeship/index.cfm>.

III. Employers and Program Outcomes

This section of the case study describes COSTI's relationships with employers, and the program outcomes.

A. Employers

- COSTI works with over 1200 companies on a recurring basis, including both trade and non-trade employers. Placements through the Job Connect Program for Internationally Trained Individuals occurs mainly with employers from the following industries:
 - Construction such as plumbing and HVAC
 - Personal and laundry such as hairdressing
 - Repair and maintenance such as auto service and repair
 - Utilities such as electrician
- In 2009, Employment Counsellors worked on placement with employers ranging from less than 10 to over 250 employees.

B. Program Outcomes

- A barrier to placing people from diverse backgrounds in apprenticeships arises from the reluctance of some employers – though not all – to hire individuals from different cultural groups, irrespective of where they were born. For example, from April 2009 to January 2010, one Employment Counsellor noted that only one out of six placements in the trades was given to a racialized individual. Employment Counsellors sometimes try to place visible minority/ racialized workers with employers who are also from diverse backgrounds.

“Visible minorities have a disadvantage in getting into the trades – most employers are white males, and they tend to hire their own...” — COSTI Representative

- The 2009 recession decreased the number of skilled trades employers hiring and increased the length of time required to find employment. Employment counselors worked on average with approximately four to seven trades employers in 2009, which one counselor estimated as a 50% decrease from 2008. On average it took approximately 2 to 6 months for clients to find a job.
- Placements in 2009 were in electrical, cooking, auto body and repair, and hairstyling trades.
- Based on staff interviews, clients who *do* find employment tend to be more persistent and confident and have realistic salary expectations. They network continuously, have a trade in mind, and do not give up after the first or second month of unemployment. Some individuals after 2 to 3 months, however, need a job for financial survival and so accept whatever is readily available. Individuals with no trades experience, who are willing to start at minimum wage, are more likely to find employment.
- One year follow-ups by COSTI staff indicate very few clients are with the same employer with whom they were originally placed.

“We always use COSTI. Last week we registered an apprentice as a mechanic. COSTI has helped us quite a lot, we get individuals, and if they prove themselves, then they get hired – about 90% get hired.” — Employer, COSTI

*“The feedback from clients is very positive – we help them find an employer... sometimes the client does not have the motivation, so we push them ...”
— COSTI Representative*

IV. Implications

A. Promising Features and Successes

Employer Feedback. An employer at a car dealership with approximately 55 employees accepted five apprentices - all from COSTI. This employer noted that COSTI helped clients obtain employment through practise interviews, providing transportation and uniforms, and offering the subsidy.

Participant/Client Feedback. Although no clients were available for comment, staff noted that clients were grateful for the free services and the opportunity to improve their financial and career prospects.

Partnerships. One of COSTI’s key strengths includes the wide web of services and referral networks that allow for personal needs assessment and assistance in managing each client’s specific circumstances.

Holistic View. COSTI has a web of services that go beyond employment support. They assist individuals with family issues, housing, language training, and settlement issues. The many complementary services help clients remove the personal barriers and enable them to focus on a career.

Dedicated Staff and Client Support. Employment Counsellors are the liaison between clients and employers. Counsellors develop client expectations, schedule appointments, inform clients on the benefits of apprenticeship and try to keep them motivated through their job

search. Once clients find employment, COSTI staff focus on job maintenance, for example reminding clients (particularly younger clients under 24 years of age) to be punctual.

Clients receive one-on-one attention on resume building and interview preparation. Assistance with business attire and transportation costs are also provided to those in need. Counselors encourage clients, particularly the younger ones, who worry that their lack of experience is a permanent hindrance to finding employment.

“Once the employer is happy with our services, then they come back, and they also tell other employers... COSTI puts everything in writing, and we comply 100%.” — COSTI Representative

Employer Relationships. COSTI hosts the Annual York Region Employment Awards as a recognition opportunity to thank employers who provided employment opportunities. An example of the types of awards is “The Spirit of Diversity Award.”

Many employers repeatedly hire clients. Employers return to COSTI because they learn to trust COSTI’s recommendations. Many new employers are added to the database by word-of-mouth from satisfied employers. Additional employers are found by reviewing job boards, cold calling, and sending out introductory letters. When meeting with an employer for the first time, staff bring resumes along and promote the benefits of the subsidy.

Aptitude assessment. Employment Counselors screen clients and conduct assessments in order to ensure clients and employers are a good fit.

Staff work closely with clients to tailor resumes for specific job opportunities.

Employer Incentives. Employers are more inclined to hire individuals without trade experience because of the subsidy. As a result, Employment Counsellors work closely with employers in order to maximize the length of the subsidy, so that clients obtain as much experience as possible.

Advocating and Assisting with Apprenticeship. COSTI staff promote the financial incentives regarding apprenticeship, such as the Tradesperson's Tool Deduction, to both clients and employers. Employment Counsellors also provide assistance to both employers and apprentices in handling the administrative details with MTCU.

“Employers are reluctant to hire people from different backgrounds – the counsellor markets the client to the employer, so it is easier for them to get hired.” — COSTI Representative

B. Challenges and Suggestions for Improvements

Resources. COSTI has many clients seeking employment. One interviewee mentioned that a key way of increasing the number of placements could be to increase the subsidy offered to employers.

The Status Quo. Few individuals from diverse groups that contact COSTI have participated in the Ontario Youth Apprenticeship Program (OYAP), which employers were noted as ‘loving’ because it allows youth to try out a trade before making a formal long-term commitment to

apprenticeship training. Consequently, by the time they contact COSTI for assistance, they are less competitive in the labour market because they lack the trades experience others have already acquired.⁷

Better Communication. A COSTI representative noted a primary contact and shorter response times from the apprenticeship authority could enhance the process for clients seeking information on how to register as an apprentice.

Better Advertising. Staff noted that many employers do not know about Job Connect, so the government needs to promote Job Connect specifically to employers and not just to the mass public.

More Networking Opportunities. Staff recommended extending relationships with trade unions and weekly meet-and-greet sessions with trade employers. More opportunities for networking would help clients identify the right career path.

Cultural Awareness. Staff feel that cultural awareness workshops should be developed specifically for employers to improve their understanding of how to work with diverse groups.

⁷ The Ontario Youth Apprenticeship Program (OYAP) is a School to Work program providing opportunities for Grade 11 or Grade 12 students to experience apprenticeship occupations. For more information on OYAP, see <http://www.oyap.com>. Other provinces/territories also have youth apprenticeship programs.



Part 2-C: Women Unlimited

I. Introduction

Women Unlimited is a program assisting diverse unemployed women to prepare for, obtain and retain employment in the trades and technology fields in the Halifax, Nova Scotia area.¹ The program is sponsored by the Women Economic Equality (WEE) Society and the Hypatia Association, in partnership with the Nova Scotia Community College (NSCC). (Additional information on WEE and Hypatia can be found in the Appendix.) The initiative began as a three year pilot project, from 2005 to 2008, and has since been funded from 2009 to 2014. A steering committee of more than 40 representatives from community organizations, equity groups, governments and businesses oversaw its creation. In addition to providing women with greater career opportunities, the intention was to change the status quo in classrooms and worksites.

¹ Information on Women Unlimited is gathered from (1) <http://weesociety.ca/index.php/site/womenunlimited/>, January 2010; (2) Telephone interview with Women Unlimited Representative, January 2010; (3) “The Women Unlimited Program: A Report on the Program Review And Expansion Strategy”, September 2009.

Goal

“To address the systemic barriers diverse women face and to support their successful transition and retention into the trades and technology labour force.”

II. Program Structure and Support Services

A. Program Description

The following describes the services available through Women Unlimited:

1. Career Decision-making Program (14 weeks, 30 hours per week)

- An exploration of the different trade and technology careers through shop experiences, site visits, guest speakers, skills competitions, job shadowing and labour market research.
- Exercises to increase confidence and develop a sense of empowerment. Topics include goal setting, assertiveness training, problem solving and time management, along with health and wellness.

“It is hard to say that Women Unlimited is a 14 week program, it really could be from one year to two years depending on their training, and then for years afterwards if they choose to be associated...” — Hypatia Representative

- Practical workplace skills training, including Workplace Hazardous Material Information System and Occupational Health and Safety training, first aid/safety training, computer skills upgrading, and the chance to develop marketing tools, explore self-employment, and develop job search skills.
- Understanding the realities of working in male-dominated environments and developing coping strategies. Topics include how to cope in non-traditional jobs, balancing family-work responsibilities, analyzing

“We try to set realistic expectations, we make it very clear that we are not an employment agency, we help develop the skills to get the jobs.” — Hypatia Representative

statistics on work and wages, understanding discrimination and harassment, and the role of mentors.

2. Support During Training

- After completing the Career Decision-making Program, women move to NSCC (or another institution) for a trade or technology program, enter into apprenticeship training with an employer, or go directly to employment in a trade or technology occupation. At NSCC they are guaranteed designated seats in the trades program of their choice.
- Women are assisted in completing the college application, and in accessing financial support for tuition fees, child care, and transportation needs.
- There is a Women Unlimited Resource Centre at each of the three NSCC campuses so that women may drop in whenever they feel the need for advice and support from peers.
- The Women Unlimited Mentoring Network provides on-going support and guidance. The network allows those going through the program to meet and discuss their experience with past graduates.

3. Employment Access and Retention

- Support is provided both to those who choose direct entry into the labour market, following the Career Decision-making Program, and to those pursue a trades or technology program.

“We try and guide women where we know there is employment, but we also want them to make decisions for themselves, so if they want a job in a sector where there aren’t a lot of jobs, we give them the skills to do the labour market research as well.”
— Hypatia Representative

- Staff members help women prepare resumes and cover letters, and assist in preparing for interviews.
- Staff members focus on retaining women in the trades as well. They facilitate workshops for employers on the value of diversity and ways to cope with some of the challenges.

B. Participant/Client Outreach

Outreach and recruitment for the program is a three-month process. Communication materials were directed at diverse women who were unemployed. The following locations and outreach initiatives were used to recruit participants:

- Local employment centres
- Community agencies that serve the needs of women
- Income support offices
- Equity groups
- Word-of-mouth
- Local media newspapers
- Information sessions

C. Participant/Client Selection

From 2005 to 2008, 845 women inquired about the Career Decision-making Program, 196 actually applied, and from those, 174 were interviewed. In total, 113 were selected and 102 started the program.

Selection and eligibility was based on the following:

- Women needed to be from Lunenburg or Queens County or the Halifax Regional Municipality.
- Assessments and interviews were conducted to gauge interest in the trades, along with whether candidates had the mathematics and science skills to pursue course work at NSCC.
- Women’s personal circumstances were weighed to determine who would most benefit from the Career Decision-making Program.
- Women needed to be supported by social assistance or employment insurance.
- Prior to final selection, a group assessment was completed to determine whether members of the group were compatible and willing to work together.

D. Demographic Profile of Participants/Clients

The following briefly describes Women Unlimited's participants in the 2005 to 2008 period:

- Unemployed or underemployed women in Lunenburg and Queen's Counties in the Halifax Regional Municipality.
- The program's target diversity rate of 40% was exceeded; over 60% were diverse women, from different ethnic backgrounds and visible minority/ racialized groups. Backgrounds included African Canadians, Muslims, and Asians.²
- Many participants faced multiple barriers such as being a single parent, living in poverty, limited social support, and speaking English as a second language.
- Participants included new Canadians (less than 5 years in Canada), those living in Canada for 5 years or more, and Canadian-born.
- Participants ranged from 20 to 54 years of age.

E. Operations

Staff

Together the Hypatia Association and the WEE Society dedicate approximately 12 full-time employees to Women Unlimited, in addition to a few part-time or contract staff. According to one staff member, the total number of staff involved is difficult to estimate since both organizations have other employees and consultants who contribute informally when needed.

2 Background information is based on staff estimates.

Resources

Financial support is provided by the federal and provincial governments and by different foundations and private donors. For instance, Status of Women Canada announced an \$800,000 grant to Women Unlimited in 2009 to be distributed over a three year period,³ and the Canadian Women's Foundation promised \$365,000 from 2009 to 2014.⁴ Information on overall program finances was not available.

III. Apprenticeship Interest and Knowledge

A. Participant Interest in Apprenticeship

Staff noted that a woman's primary motivation when applying to participate in Women Unlimited is the need for a job – any job that offers the potential for stability and growth. Women are unsure at first on the steps to enter and complete an apprenticeship.

B. Creating Opportunities for a Better Understanding of Apprenticeship

Staff work with participants to help them understand the advantages of apprenticeship and noted that eventually, some women aim to take that route. The following sources of information on apprenticeship were available to participants:

- Information sessions with Women Unlimited staff.

3 Status of Women Canada, www.swc-cfc.gc.ca/med/news-nouvelles/2009/0812-2-eng.html, Retrieved March 2010.

4 Economic Development Programs supported by Canadian Women's Foundation 2009-2014, www.cdnwomen.org/PDFs/EN/CWF-Grants-ED-2009.pdf, retrieved March 2010.

“One woman will be graduating in machining – she has no doubt, she’ll have job offers, and which employer she chooses will depend on who will give her an apprenticeship. She has been with us for two years, and I guarantee at the beginning – she had no idea about apprenticeship.” — Hypatia Representative

- Employer led information sessions about the different trades.
- Information sessions with Nova Scotia’s Department of Labour and Workforce Development. Interviews with staff revealed that participants found the details overwhelming. In response, Women Unlimited is developing a simplified guide for distribution prior to presentations from the Apprenticeship Branch.

IV. Employers and Program Outcomes

This section profiles the employers Women Unlimited worked with and the participants’ program outcomes. Results are based on a review conducted of the 2005 to 2008 program.⁵

A. Employers

- From 2005 to 2008, Women Unlimited worked with over 100 employers, including employers who provided job shadowing, made presentations about the trades, and participated in workshops led by Women Unlimited on workplace culture.

⁵ Program review occurred between July 2008-2009 and was made possible by funding from the Canadian Women’s Foundation.

- Employers ranged in size from those with under 10 employees to a few companies with over 200 employees.
- Employers were from construction (for example, plumbing, refrigeration, pipefitting, and heavy equipment operators), utilities (for example, electricians), and manufacturing, repair/maintenance, and service industries.

B. Program Outcomes

- From 2005 to 2008, of the 102 women who entered the Career Decision-making Program, approximately 75 went on to further trades education. Women who pursued more trades education entered the following programs:
 - Architectural Drafting
 - Automotive Services and Repair
 - Carpentry
 - Cartology
 - Civil Engineering
 - Composites Fabrication
 - Culinary Arts
 - Diesel Repair
 - Electrical Construction and Industrial
 - Electrical Engineering Technology
 - Heavy Equipment
 - Heritage Carpentry
 - Machining
 - Marine Industrial Rigging
 - Mechanical Drafting
 - Motorcycle and Power Products Repair
 - Natural Resources
 - Pipe Trades
 - Plumbing
 - Power Engineering
 - Welding

- Twelve women out of the 102 who entered the Women Unlimited program between 2005 and 2008 found employment. Women generally needed over one year from the start date of the program to find employment.
- The recession in 2009 affected employment in two ways. Employers were less likely to make long-term commitments to Women Unlimited participants. Also, many male workers had gone to Alberta during boom times, allowing Women Unlimited to promote hiring of women to employers. But the recession brought some of them back to Nova Scotia, which made it more difficult for women to get hired.
- According to staff, a low percentage of women from the Career Decision-making Program actually go on to enter an apprenticeship. The following main reasons were provided by staff:
 - Participants view the steps for entering and completing an apprenticeship as bureaucratic and complicated.
 - The blocks of college training are offered at inconvenient locations or times for women with families.
 - Women lack the confidence to approach an employer to register as an apprentice.
 - The biggest issue, according to the interviewee, is lack of employers willing to provide diverse women with jobs and apprenticeship opportunities.

“The way it is set up right now, the responsibility for becoming an apprentice rests almost entirely on the shoulders of the apprentice to be. So in this case, you are talking about women going into occupations where there are not enough women, let alone diverse women – it could be a very daunting task. So our plan is to work with employers first, to identify employers who are willing to take on diverse women.” — Hypatia Representative

V. Implications

A. Promising Features and Successes

Participant/Client Feedback. Unfortunately, no participants from the program were interviewed. Staff noted however that clients expressed gratitude for the program and many said that the program helped change their lives.

Employer Feedback. No interviews were conducted with employers. Women Unlimited staff heard from employers that women brought a new perspective to the workplace. According to staff, more and more employers are becoming aware of Women Unlimited as more participants are entering the workforce and finding employment.

Partnerships. According to staff, Women Unlimited was founded on partnerships designed to help disadvantaged women obtain a sustainable future in trades and technologies. Developing partnerships and creating a dialogue for change requires at least one year of planning. In 2004, the WEE Society and the Hypatia Association assembled a working committee with diverse stakeholders that soon grew to a steering committee of over 40

“There are a lot of people involved, a lot of agencies, a lot of funders, there are different geographic communities involved... it isn’t a cookie-cutter program, if people just tried to replicate the Career Decision-making Program, it wouldn’t work on its own...” — Hypatia Representative

representatives. The project began with the participation of the Nova Scotia Advisory Council on the Status of Women, Service Canada, NSCC, and the Nova Scotia Department of Education, and eventually came to include employers and deans willing to provide advice, resources, and classroom space. As a part of its contribution, NSCC has also ensured that women who want to train at the college have classroom spots.

The Hypatia Association and the Women’s Economic Equality Society are continuing to build on partnerships. Currently, discussions are being held with the Nova Scotia Apprenticeship Board, Dean of Trades, and the Construction Association of Nova Scotia, in order to develop strategies for attracting and retaining women in construction trades. The framework being developed will be modelled after the youth initiative, “Building Futures for Youth Program”.⁶

Holistic View. According to staff, the support available beyond the trade exploration provided by the Career Decision-making Program is essential in helping women progress into a sustainable trades career. Women were provided with support to cope not only with personal life circumstances but also with the challenges of working in male-dominated environments. The

⁶ More information on the “Building a Future for Youth Initiative”, can be found on the Construction Association, Nova Scotia website, at: <http://www.buildingfutures.ca/>.

mixture of workshops, from assertiveness training to health and wellness, was aimed at giving women greater knowledge and ownership over their life outcomes.

Support networks were in place at NSCC and through the Women Unlimited mentoring network so that participants would feel less isolated, learn from one another, and ultimately continue with their trades career.

Evaluation. Women Unlimited staff performed a review of the initial program (2005 and 2008). Based on the findings, they increased the Career Decision-making Program from 12 weeks to 14 weeks in order to provide women with additional time to learn about the different trades and make the career decision that felt right for them.

Dedicated Staff & Participant/Client Support. Staff members were from diverse backgrounds, with experience in trades and technology. The program staff assisted women with a multitude of tasks above and beyond trades training, including helping access student loans and financial support through Service Canada, and helping women apply for bursaries and scholarships through NSCC.

“We used to think that all we had to do was toughen women up to do the trades jobs, but that’s not it at all. It’s not the women; it’s all the barriers and challenges they face along the way. It’s dealing with those other mountains they have to climb...” — Hypatia Representative

Women Unlimited worked with the Nova Scotia Department of Education to sponsor an essential skills math program for those requiring mathematics upgrading. If a computer was

needed for assignments, Women Unlimited helped source a refurbished computer. Language training was also made possible through the college or through tutoring if necessary. Assistance with childcare and transportation was provided if needed.

Aptitude assessment. Women Unlimited staff were careful to select women who would be able not only to complete the Career Decision-making Program, but also to obtain further trades training at the college level. Assessments and interviews helped ensure that women who entered the program would be able to complete it with greater confidence.

Employer Relationships. Women Unlimited has a contract with the Nova Scotia Government to develop resources for employers to recruit and retain women in trades and technology. A guide for employers was developed on how to plan for a diverse workforce, and how to hire and retain female employees.⁷

The Hypatia Association conducts seminars, workshops, and presentations at employer worksites and association gatherings, to discuss the skills shortage and the value of diversity in the workplace.

New relationships with employers occur largely through word of mouth, from employers and past participants. It was noted that the women are the best ambassadors for the services available through Women Unlimited.

Expansion and Replication. A new Women Unlimited program is being established on Cape Breton Island, Nova Scotia. A similar

development process with local community, industry, government, and equity groups began in 2009.

At the time of this report, a program closely modeled after Women Unlimited had been announced for Prince Edward Island.

B. Challenges and Suggestions for Improvements

Resources. The Women Unlimited program in Halifax was created through the support of government and a diverse set of community groups. The same level of effort will be needed for the program to be successful in Cape Breton. Currently, the funders have provided resources for one year, and according to staff it takes that long just to put the program in place, to recruit staff and select participants.

Follow-up. There is no follow-up process for participants. After women complete the Career Decision-making Program, it is up to them whether or not they stay in contact with Women Unlimited. A formal follow-up would help gauge participant success by tracking long-term employment outcomes.

Status Quo. According to staff, a major obstacle for women entering trades is stereotypes about women generally and racism towards women from visible minority/ racialized groups. Retention can be challenging because some employers are not sensitive to diversity. So recruitment of women is just the first step; workplace policies need to be in place to retain women.

⁷ On the Level: Women Working in Trades and Technology. An Employer's guide to creating respectful workplaces. By the Hypatia Association, January 2009. Report is available for download at <http://www.hypatiaassociation.ca/publications/OnTheLevel.pdf>.



Part 2-D: Working Women Community Centre – Pre-Apprenticeship Training Programs for Bakers and Carpenters

I. Introduction

Working Women Community Centre (WWCC) was created in 1976 to help newcomer women in Toronto with pre-employment and employment counseling.¹ More information on WWCC is available in the Appendix. This report focuses on two one-time-only projects. The first is the Bakers Pre-apprenticeship Training Program in 2005 that provided immigrant women with pre-apprenticeship training to become bakers. Working Women Community Centre partnered with United Food and Commercial Workers Union (UFCW) Locals 175 & 633 to carry out the project. The role of the UFCW was to provide

1 Information on Working Women Community Centre was gathered from: (1) www.workingwomencc.org, March 2010; (2) Working Women Community Centre's, "Annual Report 2008/2009"; (3) Interviews with Working Women Community Centre Representatives, March 2010; (4) Interviews with UFCW Locals 175 & 633 Representatives, April 2010; (5) Interviews with Carpenters' Local 27 Representatives, April 2010; (6) A Proposal to Develop and Deliver a Pre-Apprenticeship Training Program for Bakers, by Working Women Community Centre, submitted to the Ministry of Training, Colleges and Universities, June 2007; and (7) A Proposal to Develop and Deliver a Pre-Apprenticeship Training Program for Phase 1 Basic Carpentry, by Working Women Community Centre, submitted to MTCU, June 2006.

Mission

"To provide immigrant and refugee women and their families with opportunities to improve the quality of their lives through self-development and community action."

health and safety training.² Pre-apprenticeship training for certification was provided by George Brown College. The second project occurred in 2007 when WWCC teamed up with the Carpenters' Local 27 to offer immigrant women the Carpenters Pre-Apprenticeship Training Program.³ The role of Local 27 was to

2 The UFCW has over 240,000 members, and Locals 175 & 633 are the largest Locals, with over 50,000 members. Members work in retail, retirement and nursing facilities, industrial factories, packaging, manufacturing, and many other sectors of the economy. The Locals have an impressive set of initiatives to help increase diversity awareness among members and in the community at large. The 'Community Action Network', was founded in 2006 to "Strengthen our Local Unions and the level of service to the members within our Local Unions by building on the principles of commitment, respect, justice and equality for all our members, while representing and supporting the multiculturalism and diversity of our membership." Further information on the UFCW is available on-line at www.ufcw175.com.

3 Carpenters' Local 27 is described in Part 2-F of this report. Further information is available on-line at www.carpenterstraining.ca.

provide pre-apprenticeship training for certification and to assist with placements. Both projects were financially supported by the Ministry of Training, Colleges and Universities (MTCU).

II. Program Description

A. Program Structure and Support Services

Staff submitted project proposals for Resources to the MTCU Pre-Apprenticeship Training Program. The following provides a description of the components of the Bakers and Carpenters Pre-apprenticeship Training Programs:⁴

Bakers Pre-apprenticeship Training Program

The program was approximately 40 weeks in length, five days a week.

1. Employment Preparation (2 weeks)

- Labour market research and its importance
- Basic job search techniques
- Resume and cover letter writing
- How to make cold calls to employers
- Mock interviews
- Developing a personal action plan for job search

⁴ The Pre-Apprenticeship Training Program through the Ministry of Training, Colleges, and Universities offers resources for pre-apprenticeship programs that are up to 40 weeks in length, includes Level 1 apprenticeship in-school training, and has a minimum 8-week work placement. For more information, see the Ministry of Colleges, Training, and Universities, Pre-Apprenticeship Training Program: www.edu.gov.on.ca/eng/tcu/apprentices/pre_apprent.html.

- Exploring the hidden job market
- Examining job retention and dealing with barriers that prevent employment success

2. Workplace Safety Training (2 weeks)

- Workplace safety courses, WHMIS training, and Food Safety and Food Preparation courses, provided by UFCW Locals 175 and 633.

3. Level 1, Pre-apprenticeship for Bakers (24 weeks)

- Classes were exclusive to WWCC clients at George Brown. The curriculum was adapted to include courses like English as a Second Language for the Workplace.

4. Work placement (8 weeks)

- Eight week paid work placements. Employers received a subsidy for taking on participants.

5. Follow-up

- Follow-ups occurred six months and one year after the program start date.

Carpenters Pre-apprenticeship Training Program

In total the program was 14 weeks in length, five days a week. Follow-ups occurred six months and one year after the program start date.

- A support group at the Working Women Community Centre was provided once a week where women could share their experiences. Sessions focused on skill building in the following areas:

- Employment readiness skills such as resume building and mock interviews
- Self-esteem and confidence building
- Coping strategies for working in traditionally male-dominated environments

- Personal financial management
- Development of personal action plans to help women focus on achieving economic self-sufficiency and employment
- Level 1 Carpenters Pre-apprenticeship Training (8 weeks)
 - Training was provided at the Carpenters' Local 27 Joint Apprenticeship and Training Trust Fund Inc. Participants learned skills such as how to use hand and power tools and how to rig, and attended courses on health and safety.
- Placements (6 weeks)
 - Women were to gain work experience through Local 27's employment partnerships.
 - Employers did not receive a subsidy.
- Follow-ups occurred six months and one year after the program start date.

B. Participant/Client Outreach

Working Women Community Centre had the following outreach initiatives:

- Advertisements throughout WWCC
- Referrals from St. Stephen's Community House Employment Centre, YWCA,
- COSTI Job Connect, and Toronto Social Services.

C. Participant/Client Selection

There were approximately 63 and 25 applications for the Bakers and Carpenters Pre-apprenticeship Training Programs respectively. Of these, 20 were selected for each program. Selection and eligibility for both programs were based on the following:

- Two interviews with candidates helped assess interest in the trade and ability to commit to the program, which included making necessary accommodations such as child-care arrangements. Candidates were also informed of some of the realities of working in the trades and questioned on whether they would be comfortable working in male-dominated trades, especially carpentry.
- Written applications helped determine language and mathematics skills. To qualify, participants needed Grade 12 equivalency and Grade 10 English.
- Preference was given to first generation Canadians or permanent residents.

D. Demographic Profile of Participants/Clients

- Participants were from diverse backgrounds. Over 75% were from visible minority/ racialized groups. The majority were of Caribbean descent, although a small number were also from Asian, Portuguese, and Spanish descent.⁵
- Over 95% of participants had lived in Canada for over five years.
- The majority of participants for the Carpenters Program were in their early twenties to

⁵ No information on participants' source country. Background information is based on staff estimates.

mid thirties. The Bakers project had a slightly older cohort. The majority were 30 to 40 years of age, with a few individuals over 50.

- Over 90% of participants were on social assistance before beginning the program. (Staff noted that participants were required to start the program soon after being selected; the intention appeared to be that they would be able to support themselves through program completion.)
- Many participants had been out of the workforce for some time.
- Most participants faced multiple barriers, including being a single parent, speaking English as a second language, and living near the poverty-line.

E. Operations

Staff

The Bakers Pre-apprenticeship Training Program required three full-time staff from WWCC. One individual was hired as a Job Placement Coordinator mainly to help women find placements.

The Carpenters Pre-apprenticeship Training Program required two full-time staff from WWCC, a Co-ordinator from Carpenters' Local 27 who assisted with placements, and, later, an additional Job Placement Coordinator.

Resources

MTCU provided resources for both the Bakers' and Carpenters' projects. The funds provided were separate from WWCC's regular revenue. For revenue information on WWCC, see the Appendix. WWCC contributed their own resources in addition to funds provided by the Ministry.

III. Interest in Apprenticeship and Knowledge Level of Apprenticeship

A. Participant Interest in Apprenticeship

Participants were generally unfamiliar with apprenticeship. This was not surprising because they had been out of the workforce and disconnected from career opportunities. The specific trade program was not what first attracted women to either the Bakers or Carpenters project. Participants first and foremost wanted employment and ideally a career. It was the "earning while learning" qualities that truly captured people's interest. For the carpentry trade, the possible pension through Local 27 was another selling point for women seeking long-term stability.

B. Creating Opportunities for a Better Understanding of Apprenticeship

Staff members at WWCC were a source of information in regards to the trades and provided insights to participants on how to cope in male-dominated environments. Presentations and brochures from MTCU were also provided.

IV. Employers and Program Outcomes

This section of the case study describes the employers involved in the programs and the program outcomes.

A. Employers

Since the pre-apprenticeship Bakers' project was the first project of its kind for WWCC, the organization had to establish employer

contacts. Over 30 bakeries and hotels were contacted with the aim of finding work placements, and about 30% provided placements. According to staff, employers tended to be larger, with over 10 employees across both bakeries and hotels. In the Carpenters Pre-apprenticeship Training Program, the intent was to have employers participate through Local 27. Participants were added to the names on the dispatch list for hire.

B. Program Outcomes

Bakers Pre-apprenticeship Training Program

Participants found placements soon after completing their training at George Brown College. Fully 75% of participants (15 out of 20) completed their placement with an employer. The vast majority who finished then stayed with the same employer after their placement was completed, and one individual later opened her own shop. Follow-ups indicated that approximately 50% of participants were still in the baker's trade, but it was unclear if any were in apprenticeships. One interviewee mentioned that those who succeeded in the program tended to have a college degree and/or were dedicated to completing the course work. Some left the trade because of repetitive stress injuries due to heavy equipment. Others left because production work reportedly did not pay well.

Carpenters Pre-apprenticeship Training Program

Finding placements for women in carpentry was challenging. Those who remained in the program took five to six months to complete their six weeks of placements. In the end, roughly three participants finished.

Credit was given to Local 27 for their exhaustive efforts in attempting to find placements. They even tried to call in favours in order to get the women work experience. Women were

also encouraged to go the union halls and employer sites as a way of networking. Many employers were unwilling to take on women with little experience in the trade. As a result, WWCC improvised and hired a Job Placement Coordinator from its own resources, outside of the program budget. This led to placements, but in some instances they were with non-union employers and, consequently, outside of the training agreements required for pre-apprenticeship certification.

Aside from trouble finding placements, participants also dropped out of both programs because of difficulties in accommodating family demands and keeping up with classroom material.

IV. Implications

A. Promising Features and Successes

Participant/Client Feedback. Unfortunately, it was not possible to interview former program participants. Both the Carpenters and the Bakers projects took place years prior to the writing of this report, so contact information was out of date. Staff did mention, however, that women in the Bakers project who were able to finish and continue in the trade reported great appreciation for the opportunity.

Employer Feedback. Employer contacts were unavailable. Staff noted, however, that employers must generally have been satisfied because most employers in the Bakers project kept participants after the subsidy was over.

Partnerships. Both the Bakers and Carpenters projects began because of prior connections between the Executive Director at WWCC and the unions. These partnerships, in addition to

the financial support from MTCU, constituted the first step toward developing the training programs.

Holistic View. Both the Bakers and Carpenters Pre-apprenticeship Training Programs were designed to not only help women gain experience in a trade, but as a way of helping women develop life skills. Providing them with opportunities for confidence building, goal setting, money management techniques, and coping strategies for working in male dominated trades was aimed at giving women a leg up and a chance to move away from social assistance.

Dedicated Staff & Participant/Client Support. The staff faced challenges in finding placements for participants. A Job Placement Coordinator was hired exclusively for the Bakers project. She visited bakeries and hotels in person to promote the program and the subsidy. Where possible, women were placed with employers close to their homes. In the Carpenters project, the Coordinator at Local 27 called in personal favours to help women find placements. In the end, WWCC hired a Job Placement Coordinator from its own resources, outside of the project, to help. WWCC staff coached women throughout the program to keep them motivated. They assisted with resume writing, and helped prepare women for interviews.

Women in both programs had unique needs and were helped on an individual basis throughout their training with, for example, computer software and support around personal trauma.

Employer Incentives. Staff noted that the subsidy in the Bakers project was a key selling point in placing participants with little practical experience. This would have helped with the Carpenters project as well.

B. Challenges and Suggestions for Improvements

Additional Time. Programs need a period of planning and preparation to succeed. According to WWCC staff, one-year programs do not provide enough time to develop relationships with employers, organize the training space, and create courses with the college.

According to staff, a longer recruitment period would have likely resulted in more applications. The programs' start dates were soon after resources was granted, which resulted in too small a recruitment window.

“One-off programs are difficult – it needs to be ongoing.” — Working Women Community Centre Representative

Resources. Staff mentioned that resources for support services was limited.

Assessments. Participants in both the Bakers and Carpenters projects were assessed on whether they had the language and academic skills necessary to complete the project. However, it was noted by staff that some participants still struggled to complete the math requirements. Future assessments that more closely mirror the requirements of the trade, with perhaps a longer recruitment time, might help.

The Status Quo. In the Carpenters' project, Local 27 found that employers resisted giving placements to women. There are several reasons for this, according to WWCC staff: women lacked experience, it was a male-dominated trade, and sometimes women could be seen as a distraction on the worksite.

In the Bakers project, interviewees judged that the wage subsidy encouraged employers to take on women.



Part 2-E: JVS Toronto – Horticultural Technician Pre-Apprenticeship Training Program

I. Introduction

JVS Toronto – JVS stands for Jewish Vocational Service – is a non-profit organization founded in 1947 to assist Jewish immigrants in finding employment after World War II. Today the organization works with thousands of people from diverse backgrounds with varied needs. JVS Toronto (JVST) helps clients identify their strengths and goals, and develop the necessary skills and knowledge they need to succeed in school, work, and life.¹ A full profile of the organization is available in the Appendix. The focus of the case study is its Horticultural Technician Pre-Apprenticeship Training Program. This initiative took place through JVST's Youthinc Department in 2008-2009. It was a year-long, one-time only initiative, made possible by resources from the Ministry of Training, Colleges and Universities (MTCU).

1 Information on JVS Toronto is gathered from: (1) <http://www.jvstoronto.org>, March 2010; (2) Telephone interviews with JVS Toronto representatives, March 2010; (3) Telephone interviews with Landscape and Horticultural Employers, March-April 2010; and (4) Proposal submission for Horticultural Technician Pre-Apprenticeship Training Program. Prepared for the Ministry of Training, Colleges and Universities Service Delivery Branch by JVS Toronto, June 2009.

Mission

“JVS Toronto’s mission is to be an outstanding provider of services for achieving success at school and at work.”

II. Program Description

A. Program Structure and Support Services

The Horticultural Technician Pre-Apprenticeship Training Program was designed by JVST. Staff submitted a project proposal for Resources to the MTCU Pre-Apprenticeship Training Program.² The 2008-2009 program was the first and only one that was run. The components of the Horticultural Technician Pre-Apprenticeship Training Program were:

2 The Pre-Apprenticeship Training Program, through MTCU, offers resources for pre-apprenticeship programs that are up to 40 weeks in length, and includes Level 1 apprenticeship in-school training, and has a minimum 8-week work placement. For more information, see the Ministry of Colleges, Training, and Universities, Pre-Apprenticeship Training Program: www.edu.gov.on.ca/eng/tcu/apprentices/pre_apprent.html.

1. General Education Development and Literacy Upgrading (10 weeks)

- The General Education Development program was offered in partnership with Frontier College for those without Grade 12.
- Volunteer tutors and staff helped with mathematics and literacy upgrading, which included group and one-on-one sessions along with directed computer learning.

2. Program Orientation (1 week)

- A description of the program was provided to clients.
- Clients were required to describe, in writing, their interest in the program.
- Clients needed to ensure that daycare, social assistance and transportation would not interfere with participation. JVST assisted in making arrangements wherever possible.

3. Life Skills Training (2.5 weeks)

- Anti-Violence Training: clients were provided with diversity training, anger management, and workshops to recognize signs of violence.
- Budgeting: clients learned about financial planning.
- Self Esteem/Self Development: clients learned to define self-esteem, and assessed self-defeating habits.
- Assertiveness: clients learned the differences between passive, assertive, and aggressive behavior through case studies and role playing.
- Change and Transition: clients learned about the issues and some coping strategies when moving from adolescence to adulthood.

- Communication and Leadership: clients focused on how to effectively give and receive feedback, and how clear communication impacts leadership qualities.

- Diversity in the Community: clients examined biases and stereotypes by reviewing media sources.

4. Employment Preparation (1.5 weeks)

- Time Management: youth learned how to organize their schedule and prioritize between work and social obligations, and about the importance of being on time.
- Workplace Communication: youth learned how to speak to coworkers, supervisors and colleagues. The workshop focused on how to resolve conflict without resorting to anger.
- Career Counselling and Job Search: clients were provided with the knowledge and skills to find and keep a job once the placement ended. They were provided with an analysis of the current labour market trends within the horticultural industry and the hidden job market. The skills and tools included job search skills, internet job search, how to cold-call prospective employers, writing a resume and cover letter, interview skills and coaching, and job maintenance (managing employer and employee expectations).
- Computer Training: clients learned word processing, emailing, internet searching, and other basic computer skills necessary for the workforce.

5. Level 1, Horticulture Technician Training and Arboretum (15 weeks)

- Classes were exclusive to JVST clients at Humber College.
- A workforce specialist from JVST attended the classes informally to help clients and to ensure punctual attendance.

6. Work Placement (8 weeks)

- Clients gained experience with landscaping employers through a paid eight-week work placement.
- Employers received a subsidy of up to \$1,300 for the duration of the job placement.

7. Follow-up: Follow-ups with clients were ongoing throughout the program. Formal follow-ups occurred at the six month and one year marks.

B. Participant/Client Outreach

JVST employed the following resources and activities to recruit clients for the Horticultural Technician Pre-Apprenticeship Training Program:

- Accessed Youthinc’s client database of over 900 case-managed out-of-work and out-of-school youth.
- Received referrals from the YMCA Job Connect Program³ and other Youthinc referral sources.
- Outreached to the community through, for example, Toronto Social Services, assessment centres and probation offices.

3 Job Connect has since been incorporated into Employment Ontario.

“During the interview process, we make sure that the potential candidates are suitable and meet the requirements of the program; that they know the reality of working outdoors in cold and hot weather.” — JVS Toronto Employee

- Distributed and displayed promotional materials at Youthinc, Humber College campuses, and the Landscape Ontario Horticultural Trades Association⁴, and aired ads on local radio stations like Flow 93.5 and York University’s Radio Station, CHRY 105.5.
- Face-to-face marketing with employers.

C. Participant/Client Selection

In 2008, 27 youth were selected from over 100 interested candidates to participate in the Program. Selection and eligibility for the program was based on the following:

- Individuals 18-30 years of age who were out of school and out of work.
- Candidates needed to attend an information session where they learned about the trade, working conditions, program content, eligibility requirements and completion criteria.
- After the information session, interested candidates completed an application form in order to express their interest in the trade.
- Individuals were requested to participate in two interviews with JVST and Humber College staff. Selection was based on interest in the trade. Candidates also needed to ensure that they could cope with the program

4 Landscape Ontario Horticultural Trades Association assisted in the project. The organizational mandate is to support education and research in the field. See www.landscapontario.com.

requirements. For example, they had to make sure they could arrange for daycare if they had young children.

- Individuals needed to demonstrate that they had the academic competence (mathematics and English) and physical skills. JVST did the assessments.
- Successful candidates attended an orientation session at JVST where they completed a statement of commitment to complete the program.

D. Demographic Profile of Participants/Clients

- Most clients were male and from diverse backgrounds. Approximately 80% were from visible minority/ racialized groups. Many clients were of South Asian and African-American descent.⁵
- The majority of clients were Canadian-born or immigrants who had lived in Canada for over five years. A few were new to Canada.
- Clients were from a priority neighbourhood in Toronto.
- Some clients had prior landscaping experience and wanted a career that stretched beyond summer employment.
- Many faced several barriers including limited skilled work experience or training; limited family support; and no high school diploma or GED. A few were new to Canada with limited income. Some had prior conflicts with the law, and a few were young parents.

⁵ Based on staff estimates.

E. Operations

Staff

There are currently over 180 staff members at JVS Toronto. The Horticultural Technician Pre-Apprenticeship Training Program required one full-time Workforce Specialist at Youthinc who was assigned to the project, and a part-time Employment Consultant who assisted in developing employer relationships. Additional support staff and volunteers were also available to meet different needs, from assisting with program implementation to helping tutor clients with course material.

Resources

Resources for the Horticultural Technician Pre-Apprenticeship Training Program were provided separately by the Ministry of Training, Colleges, and Universities.

III. Apprenticeship Interest and Knowledge

A. Participant Interest in Apprenticeship

The age requirement to participate in this program was 18 to 30 years of age. It is customary for some individuals in this age bracket to be exploring career options as they transition out of high school. For others, this was a chance at a first or even second career. The staff noted that although youth were interested in landscaping, their primary focus was on developing a career and exploring the opportunities that apprenticeship could provide. About half of the youth had a vague idea about apprenticeship, but were unclear on the steps required to enter and complete an apprenticeship.

B. Creating Opportunities for a Better Understanding of Apprenticeship

JVST staff assisted youth and employers with apprenticeship questions. They consulted MTCU and Landscape Ontario in order to provide information on employer incentives and trade qualifications. The following specific sources of information on apprenticeship and the trades were noted by staff:

- Presentations and brochures from MTCU. Brochures were available on several different trades.
- One-on-one discussions regarding apprenticeship with JVST staff.
- Information provided by Humber College specific to Level 1 training for Horticulture Technician.

IV. Employers and Program Outcomes

This section of the case study describes the employers that JVST collaborated with in order for youth to find work placements. It also provides participant program outcomes.

A. Employers

Seven landscaping employers out of approximately 30 who were contacted provided placements.

B. Program Outcomes

- Staff noted that the recession made it difficult to find placements.
- The program at Humber finished late in the season (August/September of 2009), after many employers had already hired. As a result, many youth waited one to two months to find their placement.
- From the original 27 youth, 24 continued the program at Humber College, and 19 participated to the end of the Level 1 training. Of those, approximately eight individuals finished their work placements. Staff estimated that about three individuals went on to become apprentices.
- Two of the three females in the program dropped out because of personal circumstances and the other switched to another pre-apprenticeship program.
- Staff noted that some individuals who did not complete the program still found other jobs in the industry or in related trades.

V. Implications

A. Promising Features and Successes

Employer Feedback. Staff noted that some employers were so content with the youth that they rejected the subsidy. One employer interviewed for this study, who owned a 12-person landscaping business, took three JVST youth, kept all three past their eight week placement, and is now considering inviting one individual for an apprenticeship.

Client Feedback. Unfortunately, participants did not respond to requests for interviews. However, based on evaluation forms participants completed at the end of the program, staff reported that participants found the program rewarding. The life skills coaching was perceived to have the biggest impact on youth.

Partnerships. JVST was the driving force behind the Pre-Apprenticeship Horticulture Training Program, but it was implemented with support from many organizations. Key partners include MTCU, Humber College and Landscape Ontario. Humber College provided youth with the resources to obtain pre-apprenticeship training, in-class training, and assistance in finding employers. Landscape Ontario promoted the program on their website to help cultivate employer interest in work placements.

Holistic View. The pre-apprenticeship program opened a door towards a career, but also provided the opportunity for life skills development. JVST staff indicated that the life skills component greatly helped to increase the youth's self-esteem and confidence because they were able to enhance their writing and presentation skills and to develop a roadmap towards their goals.

“I was contacted by Humber College... in the interviews, I liked the attitude that someone would go to that extent to get trained in horticulture – they displayed interest in horticulture and landscape, and the fact that they wanted to learn more and pursue a career was great.”
— Employer

The Pre-Apprenticeship Horticulture Training Program was one year in length. Friendships and a support network evolved among youth who shared in this learning experience. A sense of camaraderie resulted while youth completed their private classes at Humber College, and a class representative was later elected to provide his peers with wake-up calls. According to staff, individuals with special needs completed the program due in large part to peer support.

Dedicated Staff and Participant/Client Support. A Workforce Specialist and Employment Counsellor provided ongoing support to youth and their employers. Staff were on site at JVS Toronto and periodically at Humber College to help clarify program and trade requirements and to encourage completion. At least once a week, staff followed up with both employers and youth to answer any questions and to help ensure attendance and punctuality.

“According to them [Horticultural program participants] they weren’t going anywhere, and this program gave them a sense of direction; they became interested in something, and some even wanted to become entrepreneurs after graduating.”
— JVS Toronto Employee

Youth received one-on-one support from staff to help guide them throughout the program. Individuals with literacy challenges, for example, had tutors available.

During the program implementation phase, discussions between JVST and Humber College revealed that students were dropping out because of financial factors. To minimize the likelihood that youth would leave due to basic needs such as food and transportation, \$75 per week was provided.

“The Workforce Specialist was astounding! If I had any difficulties or questions I would call her. I had one placement that was showing up late, so I talked to her, and she handled it, and the worker started showing up on time. The Workforce Specialist was a key component – I will be going back to JVS because of her.”
— Employer

Employer Relationships. JVST has partnerships with employers and has an annual awards ceremony for employers who provide mentoring and employment opportunities for youth. However, there were no relationships with employers in landscaping. Employers had to be contacted through Humber College, Landscape Ontario, internet searches, and a job fair. Initial communication with potential employers occurred face-to-face whenever possible because telephone calls were not always returned. Staff noted that it was important for youth to come along with the Workforce Specialist to meet employers. If the Workforce Specialist came alone and spoke on the youth's behalf, employers were likely to become suspicious and assume that there was something ‘wrong’ with the youth.

Aptitude assessment. Employers had assurance that workers had the skills and training necessary to do the job because JVST staff vouched for the participants' qualifications.

Employer Incentives. The Workforce Specialist was able to find placements by promoting the subsidy and informing employers that youth came to the workforce with their safety equipment, and were trained, ready and willing to work.

Advocating and Assisting with Apprenticeship. Youth are encouraged by staff to provide employers with a letter describing the incentives of pre-apprenticeship training, when deemed appropriate.

JVS Toronto staff contacted MTCU to help employers and youth obtain clarification on apprenticeship incentives and tax credits for the Horticultural Technician apprenticeship program and the administration of the Apprenticeship Scholarship Program.⁶

⁶ The Apprenticeship Scholarship Program is a program benefiting both Ontario apprentices and employers. Employers who register apprentices under 25 years of age, who have not completed the high school requirements for the trade, receive a \$2000 employer signing bonus if that apprentice completes high school within one year. In turn, the apprentice receives \$1000. For more information, see the Apprenticeship Network at <http://www.theapprenticeshipnetwork.com/>.

B. Challenges and Suggestions for Improvements

The Learning Curve. The pre-apprenticeship program was a new program for JVS Toronto, and as with all new undertakings there is a learning curve in implementing and carrying out all the components. For example, staff commented that the window of time between the acceptance notice and the start date for youth was not long enough for some to obtain financial assistance. JVST staff helped youth at the start of the program to connect with Ontario Works in order to apply for assistance.

Retention and Punctuality. Staff noted that youth are harder to retain in programs in comparison to adults. Efforts were also necessary to ensure that youth attended classes and were punctual for their placements. While youth-centered programs have challenges, all staff noted that youth gained in maturity and confidence throughout the program.

Resources. The program was made possible through resources provided by MTCU. A challenge was that government project cycles do not necessarily coincide with optimal timing for employment. This can be important in a seasonal trade such as horticulture. Further resources for the Pre-Apprenticeship Horticultural Training Program have not been provided. However, JVST has been awarded resources for a new pre-apprenticeship program for Developmental Services Worker,⁷ which will be similar in structure to the Pre-Apprenticeship Horticultural Training Program.

⁷ A Developmental Services Worker provides assistance to those with developmental disabilities. Information on the occupation and curriculum is available at <http://www.humber.ca/program/01101>.

Suggestions from Employers. Employers noted that it would have been helpful to have workers with a driver's license because of the changing locations of some of the landscape work.

Better Communication. Staff mentioned that employers contacted JVST with questions related to apprenticeship because they were unable to get information from MTCU. Employers wanted clarity in regards to employer tax credits and the steps to register an apprentice. JVST also had difficulty obtaining answers from the Ministry, and as a result, referred many questions to Landscape Ontario. Staff noted that having a primary contact at the Ministry would have helped satisfy employer needs.

Beyond Youth Initiatives. Staff commented that youth programs are important because they can help steer individuals early in life on a career path. Programs for those over 30 years of age are equally important because of the added financial responsibilities that people incur over time.



Part 2-F: CHOICE

I. Introduction

Since it was founded in 2005, CHOICE (Career, Help, Opportunity, Incentive, Community, Employment) has provided free pre-apprenticeship certification in carpentry to youth in low-income communities in Toronto.¹ The Carpenter's Local 27, which provides the training through its local training centre, is one of the largest Training Delivery Agencies for General Carpentry Apprenticeship in Ontario. More information on Local 27 is provided in the Appendix. It works in partnership with the YMCA, Toronto Community Housing, and HSI Construction and Maintenance Solutions to carry out the program.

¹ Information on CHOICE is gathered from: (1) www.torontohousing.ca/youth/economic_opportunity/choice_carpentry_pre_apprenticeship_program_paid_employment_opportunity_y, May 2010; and (2) Telephone interviews with Local 27, HSI Construction and Maintenance Solutions, and YMCA, May-June 2010.

“They learn to be on time. In the first few weeks, they come in a bit late, but then they catch on. One of the biggest successes is we provide real world experiences with a bit of assistance and a bit of a buffer.”
— HSI Construction and Maintenance Solutions, Representative

II. Program Description

A. Program Origins

Staff at Local 27 mentioned in interviews that CHOICE is based on a Chicago program for at-risk youth. Rising youth violence was the primary motivation to start a program in Toronto to provide services in priority neighborhoods.

B. Program Structure and Support Services

CHOICE is twelve weeks in length. It comprises three main stages:

1. Orientation, Health, and Safety (2 weeks)
- Youth receive an overview of working in the construction industry.
 - Youth learn about health and safety and obtain their Workplace Hazardous Materials Information System (WHMIS) certification.

2. Carpentry Pre-Apprenticeship Shop Training (8 weeks)

- Participants obtain entry level pre-apprenticeship carpentry training and certification at Local 27's training centre.

3. Work Placement with HSI Construction and Maintenance Solutions (2 weeks)

- Youth receive \$500 worth of safety equipment and tools through HSI Construction and Maintenance Solutions and Local 27.
- Participants receive hands-on exposure by renovating Toronto Community Housing properties.
- Participants are paid \$11/hour.
- The ratio of participants to field instructors is 5:1.
- In addition to hands-on training, participants learn transferable life skills about responsibility and punctuality.
- After completing CHOICE, qualified participants who choose to pursue the trades are placed into an apprenticeship.

C. Participant/Client Outreach

The YMCA promotes CHOICE and is primarily responsible for referring program candidates to Local 27. Information on the program is largely provided through marketing materials at the YMCA, which are distributed to priority neighbourhoods in the community.

D. Participant/Client Selection

- Each session includes 15 youth between 16 and 24 years of age, with proof of Grade 10, chosen from 70 applicants.

- There is one CHOICE session per year.
- Participants first attend an orientation session.
- Panel interviews are conducted with Local 27, HSI Construction and Maintenance Solutions, and Toronto Community Housing representatives. Participants need to demonstrate their interest in the trades and are also required to complete mathematical questions as a partial measure of their education and skills.

E. Demographic Profile of Participants / Clients

- The majority of participants are 21 years of age and male. Women do participate in this program, usually one per session.
- The majority are from diverse visible minority/ racialized groups, of Arabic, African Canadian, and Latin American descent, among others.²
- Participants include a mixture of immigrants and Canadian-born citizens.

F. Operations

Staff

There are approximately 20 staff involved in CHOICE across Carpenter's Local 27, HSI Construction and Maintenance Solutions, the YMCA, and Toronto Community Housing. Their roles include:

- Delivering pre-apprenticeship certification training for CHOICE.
- Recruiting and referring interested individuals to the program at the YMCA facilities.

² Based on staff estimates.

One individual from the YMCA also serves as the Job Coach.

- Placing participants for workplace experience at HSI Construction and Maintenance Solutions. Participants gain work experience by helping upgrade homes from the Toronto Community Housing portfolio.

Resources

When CHOICE began in 2005, it was supported by MTCU. It provided the funds for participants to earn \$8/hour during their placements, and HSI Construction and Maintenance Solutions would provide an additional \$3/hour, making up the \$11/hour wage. However, the Ministry declined to renew resources in 2010. There were doubts that the program would survive, but the other partners decided to donate their own funds for the program to continue. There are serious concerns, however, about the sustainability of the program.

III. Apprenticeship Interest and Knowledge

Staff noted that participants were unfamiliar with the apprenticeship process when first entering the program. Their interest in the program was generally piqued by the potential for earning an income and the free training provided.

IV. Employers and Program Outcomes

This section describes how participant work placements are achieved and program outcomes.

A. Employers

There is no difficulty in finding work placements for youth because the employer, HSI Construction Maintenance Solutions, is an active partner of CHOICE. Also, the agreement with Toronto Community Housing ensures that work is available to participants.

B. Program Outcomes

- Over the past five years, CHOICE has obtained an impressive 80% program completion rate.
- At least 50% of CHOICE graduates go on to join LOCAL 27 and enter into an apprenticeship.
- Upon completing the program, individuals are encouraged to pursue the trades that most interest them. Some individuals go on to pursue work as a floor cover installer and painter, in addition to carpentry.
- HSI Construction Maintenance Solutions usually employs 2 to 5 CHOICE graduates as apprentices.

V. Implications

A. Promising Features and Successes

Employer Feedback. One of the partners of CHOICE, HSI Construction and Maintenance Solutions, had over 20 apprentices in 2009; eight alone were CHOICE graduates. Further, HSI Construction noted that the retention of CHOICE graduates is slightly better because these individuals know what to expect on the worksite.

Participant Feedback. Although participants were unavailable for comment, staff noted that program graduates expressed gratitude and described CHOICE as rewarding and life altering because of the new career possibilities. Staff reported a completion rate of 80% across five years.

Rewards and Recognition. In 2007, CHOICE received the Skills Development Award from the Ontario Chamber of Commerce for being a successful employment program for youth in priority neighbourhoods.³ In 2006, CHOICE also received a City of Toronto Award from the Mayor “for outstanding achievement in strengthening neighbourhoods and promoting community safety for the City of Toronto.”

Partnerships. CHOICE’s key strength is the link provided by the partners to training and employment. The Carpenter’s Local 27 provides pre-apprenticeship training and a chance at apprenticeship and employment opportunities through its employer partnerships. HSI Construction Maintenance Solutions also donates internal funds towards participant wages. The CHOICE program continued after external

“It’s not easy to get into the trades right now. You need to have a sponsoring employer and employers want someone with experience. By the end of CHOICE, participants have the experience, they have the health and safety training, and employers don’t have to spend additional resources.” — Local 27 Representative

funding stopped because of the commitment of the program partners.

Aptitude assessment. The eligibility criteria are aimed at selecting those who can complete the program with greater confidence, skill sets, and the chance at a career. Partners are careful to choose strong candidates. To ensure that participants will have the necessary skills, they are required to have a minimum of Grade 10 education. Participants need to demonstrate mathematics skills during the aptitude assessment.

Dedicated Staff & Participant/Client Support. CHOICE’s Job Coach provides encouragement and guidance and helps participants with personal obstacles that may be distracting them from completing the program.

“We help them through the program, because they are at-risk youth who have experienced trauma. There are circumstances we had to sometimes deal with – we have helped with self-esteem building, addictions, financial management, aggression management... because I had an active part of the recruitment process, I have built rapport with the youth...” — YMCA Representative

³ www.torontohousing.ca/media_center/media_advisory/choice_receive_2007_skills_development_award

Advocating and Assisting with Apprenticeship.

The CHOICE partners are advocates of apprenticeship training. Local 27, through its joint training trust fund, is able to offer apprenticeship opportunities and offer guidance by way of the apprenticeship process.

B. Challenges and Suggestions for Improvements

Follow-ups and Maintenance Support. Staff noted that since participants are from at-risk neighbourhoods they are likely vulnerable to financial pressure. Extended support is needed.

Resources. Up until 2010, CHOICE received financial assistance from MTCU. Funds helped cover a percentage of participants' wages, but internal resources across partners were still being directed towards the program for pre-apprenticeship training and to increase participants' hourly wages. The Ministry stopped funding in 2010 and, consequently, the program was run solely by internal resources from partners. Program staff expressed concern that the program would not be able to carry on much longer without any outside assistance.

“It’s tough, but this year we decided to go forward with it anyways, because of how great a program we believe it is...”

— Local 27 Representative



Part 2-G: Hammer Heads

I. Introduction

In 2009, the Central Ontario Building Trades Council developed Hammer Heads to help youth from impoverished communities develop job skills. Participants were given hands-on exposure across several trades through the Council's union affiliates. After completing the Hammer Heads program, participants were offered an opportunity to begin an apprenticeship.¹

¹ Information on Hammer Heads is gathered from: (1) www.cobtrades.com/hammerheads/index.html, May 2010; (2) Telephone interviews with Hammer Head Staff, May 2010; and (3) Telephone interviews with Employers, May 2010.

II. Program Description

A. Program Origins

Hammer Heads was founded in response to the rise in youth violence in Toronto, which in 2005 was reflected in headlines such as “Summer of the Gun.”

Before Hammer Heads was funded, the Central Ontario Building Trades Council (the Council) had a one-day program for youth called ‘Youth Opportunity Model’, in which youth were matched up with a union and then an employer. Based on feedback, this one-day program was deemed too short because participants were arriving on job sites without sufficient training to participate. Youth Opportunity Model was the starting point for Hammer Heads

B. Program Structure and Support Services

Hammer Heads is a twelve-week program. The first session began in September 2009 and ended in March 2010. The program has three components:

1. Orientation and Health and Safety (2 weeks)
 - The first two weeks of the program are

donated by the International Brotherhood of Electrical Workers (IBEW) Local 353's training centre. Instructors teach health and safety. Participants complete their WHMIS training and learn about labour history and working in the construction industry.

2. Various Training Centres (9 weeks)

- Participants visit a different training centre each week and learn residential and ICI (industrial, commercial and institutional) construction. Participating union training centers include:
 - IBEW Local 353
 - Ironworkers Local 721
 - Plumbers and Steamfitters Local 46
 - Refrigeration Workers Local 787
 - The Ontario Masonry Training Centre
 - L.I.U.N.A. (Labourers' International Union of North America) Local 506 and Local 183
 - Boilermakers Local 128
 - Sheet metal Local 285
- In addition to first-hand training experience, every Friday participants have a field trip in order to place what they have learned into context. They travel to different sites to understand how the trades contribute to a city's building and maintenance.
- A portion of resources goes towards a private bus that picks up youth and drops them off at the training centre of the week or the field trip of the day. If participants miss the bus, then they miss the learning experience. Being punctual for the bus demonstrates the importance of being on time for all commitments.

“Our commitment to the participants is this – if they show that they are committed, that they have a good attitude, that they are willing to work, and are dependable (by making the bus on time), then we provide them with jobs...” — Central Building Trades, Representative

3. Volunteer and Career Placement

- Volunteer opportunities are made available. For example, participants came together with Mayor David Miller for a vigil in Toronto to honour four migrant construction workers who died on Christmas Eve 2009 from work-related injuries.² Additional volunteer opportunities will be organized for future participants.
- After completing the program, participants are provided with the opportunity to choose a trade and enter into an apprenticeship.
- Participants go into worksites with safety equipment and tools that have been donated – an incentive for future employers who will not have to spend their own resources on these items.

² Reason, Cynthia. “Vigil to be held this week for fallen workers: Investigation continues into accident at Kipling apartment,” *InsideToronto.com*, retrieved from www.insidetoronto.com/InsideToronto/Article/249631, April 2010.

C. Participant/Client Outreach

- Hammer Heads is advertised at Argonaut football games and at Marlies hockey games.
- The Youth Employment Partnership³ includes service agencies such as Job Canada and the YMCA, which spread the word to their clients. Service agencies send referrals, and Hammer Heads staff members then respond if the individuals seem to be a good match for their program.

D. Participant/Client Selection

- Participants need to be 16 to 26 years of age, in high school, and from priority neighbourhoods.
- Fifteen youth were invited to participate in the first session in September 2009. The next group of fifteen began in May 2010. It is anticipated there will be three groups per year for a total of 45 participants per year.
- Participants need to be referred by an agency. The agency preselects youth looking for employment opportunities and interested in construction. The Council informed the service agencies of the opportunity and within a few days the response was overwhelming – there were job developers waiting in line to submit candidates.
- Candidates participate in an interview to demonstrate their interest in learning more about the trades, apprenticeship, and the construction industry.

³ The Youth Employment Partnerships is a youth employment network that offers job placements and staffing services to organizations throughout Toronto; the services are free. More information is available at www.toronto.ca/yep.

“We put the word out for a few days, and before we knew it, there were job developers waiting in line...we had more applicants than we could handle ...” — Central Building Trades, Representative

E. Demographic Profile of Participants / Clients

- According to staff, all but one of the first group of participants were from diverse ethnic backgrounds and visible minority/racialized groups.⁴
- There was a mixture of youth who were Canadian-born and immigrants who had lived in Canada for over five years.
- All participants were male.
- Many participants were in the midst of stressful social and economic circumstances. For example, staff reported that one participant lived in a shelter.

F. Operations

Staff

Staff members include the founder of Hammer Heads (in an advisory role), the Vocational Coordinator, the Business Manager at the Central Ontario Building Trades Council, and the office administrator as well as the training instructors.

Resources

The Council and Toronto Mayor David Miller began the initiative in response to the city’s social problems and the need for more youth learning opportunities. This need was

⁴ Based on staff estimates.

supported by the provincial government which announced the Youth Challenge Fund in 2006.⁵

The Council applied for core resources and was granted \$220,000 over a three year period for Hammer Heads. All other resources, related to tools, training facilities, and instructor time, are donated by the affiliate unions.

III. Apprenticeship Interest and Knowledge in Apprenticeship

When they first entered the program, participants were interested in exploring possibilities; they were not sure of the trade they wanted to pursue. Staff noted that participants also knew little about apprenticeship opportunities. They came into the program having ‘heard’ that the trades offer the chance to ‘make a lot of money.’ The nature of the program, with the support from unions, employers, and the Vocational staff member, provided all interested participants with the chance to understand how to enter and succeed in an apprenticeship.

⁵ The Youth Challenge Fund is aimed at “improving opportunities for Toronto’s young people, particularly in the city’s 13 priority neighbourhoods.” Resources come from the Government of Ontario and privately-matched funds. The Government invested an initial \$15 million in 2006, and the United Way Toronto provided an additional \$15.8 million. The total commitment to the Youth Challenge Fund was over \$45 million. As of March 2009, the Youth Challenge Fund Board approved resources for 111 youth-led initiatives across the priority neighbourhoods – including Hammer Heads. For more information see: www.youthchallengefund.org.

IV. Employers and Program Outcomes

A. Employers

Five construction employers participated in the program. Staff predict that the number of participating employers will grow in the future. The employers were generally medium to large in size, one having over 1000 employees across Canada.

B. Program Outcomes

- In the first session, fourteen of the fifteen participants completed the program – a success rate of over 90%.
- Upon completion, three participants decided to pursue their General Equivalent Diploma (GED). After they finish their GED requirements, they can return to the Council and choose which apprenticeship trade they want to pursue.
- Two individuals decided to pursue work; one as a labourer and the other as a craft worker. All others went into apprenticeships to become iron workers, plumbers, HVAC technicians, electricians, and carpenters. No one trade dominated.
- Those pursuing an apprenticeship were engaged in a range of work, including, for example, setting up the RCMP security headquarters for the G8 summit.

V. Implications

A. Promising Features and Successes

Employer Feedback. Hammer Heads participants received glowing reviews from employers. The participants' eagerness to learn was among their best traits, according to employers. One employer with over 175 employees, now working with two Hammer Heads apprentices (one in plumbing and the other in refrigeration), noted that their skill sets were above that of a first year apprentice, and that one in particular was near the journeyman level. Another employer noted that their Hammer Head apprentices have the skills sets and commitment for the job.

"Number one is their attitude. They came willing to work and learn – they are eager...we get a wide range of people and it is all about the character." — Employer Representative

Participant/Client Feedback. Participants were not available for interviews. The Youth Employment Partnership requested that participants design and complete a feedback form on the project. The response from participants was overwhelmingly positive. They indicated that the program helped change lives by providing a career path and a chance at a future with economic stability.

Partnerships. Hammer Heads was created bottom-up by the Central Ontario Building Trades Council, with buy-in from a wide network of key industry training and employment providers. It passionately communicated its mission and, in doing so, gained the support of employers and government officials. Members

"So it's been a great thing, it has opened a lot of doors politically, our contractors have been really open to the idea, and our unions have been 100 per cent supportive, so it is an area where our unions can win, our municipalities can win, and our contractors can win – there is no downside to this." — Central Building Trades, Representative

across the building trades open up their provincially designated training centres and provide participants with a breadth of trades exposure. Even though Hammer Heads received public resources, the full length of the program and the training provided was only possible through the donated resources and time from the affiliate unions and program organizers. Currently, there are discussions to incorporate youth clauses into labour agreements.

Employer Relationships. The staff members at Hammer Heads actively promote the benefits of the program with employers in order to build support for the program. Employers support Hammer Heads in part because they see value in the program and trust that individuals selected will be able to contribute to the worksite.

Aptitude assessment. Hammer Heads assesses whether individuals have the commitment

"It is a believable program. Participants go to the union halls and the training centers, and they are attached to employers. Other programs that are not attached to employers and unions don't go as well. Before the program even started, the unions are part of it; there is buy-in from the members." — Central Building Trades, Representative

and skill level for the program, so that they will graduate with greater confidence and skill sets. Screening participants also helps ensure that employers receive workers who meet job requirements later on. The program itself acts as a screening process for future career fit because individuals get to assess which of the trades they would like to work in before committing to an apprenticeship.

Dedicated Staff & Participant/Client Support.

In the day-to-day operations, the vocational coordinator serves as a job and life skills coach to help ensure that participants complete the program. She helps enforce the program guidelines and works one-on-one with individuals facing circumstances that may impact their success in the trades.

“By the time they come to us, we know they have the drive, it is a screening process that really benefits us...it increases the likelihood that the individuals will be successful in your environment.”

— Employer Representative

Advocating and Assisting with Apprenticeship.

Union affiliates and employers are advocates of skills training and believe in the career and income opportunities that can result. One employer viewed apprenticeship as a way of replenishing the workforce. In his opinion, Hammer Heads was one method of providing a career to individuals who may never have considered the trades before. This employer currently has over 40 apprentices, two of whom are Hammer Heads graduates.

“Hammer Heads was appealing because some individuals from the inner city, who maybe did not look towards the trades simply because they lacked exposure, were able to get an opportunity... as an employer you are always trying to get people to pursue the trades, because we need people....” — Employer Representative

B. Challenges and Suggestions for Improvements

Resources. Resources are budgeted for three years for this program. Currently most of the funds go towards paying the salary of the Vocational Coordinator and the bus for the students (\$300-\$400/day). All the training centres donate money, materials and instructor time. In order to secure more resources, negotiations are now underway to link Hammer Heads to labour agreements, and to deduct a few cents an hour from members in order to keep the program running.



Part 2-H: IBEW Local 353 – Foreign Worker Training Centre

I. Introduction

Local 353 of the International Brotherhood of Electrical Workers is located in Toronto. There are over 10,000 members, including retirees. Currently, there are 8,700 in the workforce.¹ Members are employed across a variety of projects with over 400 signatory companies in maintenance and low-rise construction. Additional information on IBEW Local 353 is available in the Appendix. The focus of the case study is Local 353's new Foreign Worker Training Centre which opened in 2010.² The Foreign Worker Training Centre opens up opportunities to internationally trained workers who may face employment barriers because of their lack of Canadian work experience and employment networks. Individuals will need to be licensed already as electricians to participate. Ultimately, the Centre aims to provide the skills upgrading necessary to help them to realize their income potential as a licensed electrician in Canada.

1 Information on IBEW, Local 353 is retrieved from: (1) www.ibew353.org; and (2) Telephone interviews with IBEW, Local 353 Representatives, March 2010.

2 Even though the centre is new, readers should note the IBEW has had practical experience working with immigrant communities such as the Chinese community prior to 2010.

“The training centre came about because a number of newcomers applied without the experience – they didn’t have the experience of even a first term apprentice – they couldn’t defend their pay...”
— IBEW, Local 353, Representative

II. Program Description

A. Program Origins

The Foreign Worker Training Centre is part of the “Creating a Canvas” initiative of the International Brotherhood of Electrical Workers (IBEW) Local 353. The union’s goal is to increase opportunities for diverse groups to enter the trades. Staff noted that although demographic information on members is not tracked, there is awareness of the lack of diversity within the electrical trades. Currently, the majority of members join the union through family and friends, so Local 353 wants to reach out to communities that lack access to careers in the trades. The ultimate goal of the Foreign Worker Training Centre is to provide workers and their families and communities with the chance to achieve greater economic independence.

The Centre originated because licensed electricians who were new to Canada and applied to Local 353, lacked the skills to succeed on the job. Staff found that these individuals did not have the work experience of a licensed electrician, and were likely to find themselves in ‘survival jobs’ with limited economic security. Further, many were of Asian descent and spoke English as a second language. The language barrier, in addition to the lack of work experience and networks, increased the likelihood that these individuals would be unable to find adequate employment to sustain themselves and their families. The union expressed the additional concern that because of these cumulative barriers, their unfamiliarity with health and safety standards and their willingness to take on any work out of necessity, internationally trained workers would be exposed to unsafe working conditions.

The Foreign Worker Training Centre evolved through the continuous efforts of members. The first step, a pilot project, was intended to prove to potential funders that a training initiative targeting licensed newcomers to Canada was a worthy investment. Local 353 used internal resources to train 20 newcomers to the skill and safety level required for employment through the union. The next several steps required preparing detailed resources proposals to Ontario’s Ministry of Citizenship and Immigration. Local 353 has succeeded – Citizenship and

“If you put one good paying job in the family or in the neighbourhood, a lot of people benefit – money goes back into the community and they see the value of a good paying job.” — IBEW, Local 353, Representative

Immigration recently awarded the funds for the Foreign Worker Training Centre to open in spring/summer of 2010.

B. Program Structure

The following is a brief description of the Foreign Worker Training Centre program provided by staff:

- Internationally trained workers/students receive one year of further training.
- Hands-on training in the shop will be complemented with language upgrading, mathematics, and health and safety training.
- Each week, students attend one day of training at the centre and work an additional four days with an employer. This will assist with finances.
- Student wages while in the program will likely be at the third-term rate.

C. Outreach

Plans to promote the Foreign Worker Training Centre are in progress. Potential means include advertisements in local community newspapers.

D. Participant Selection

The Foreign Worker Training Centre will have the capacity to train 500 students per year.

Students will need to be internationally trained workers who either have a Certificate of Qualification or a provisional license to practice as electricians.

E. Operations

Staff

Local 353 members came together to create the pilot project for the Foreign Worker Training Centre. They worked outside their regular scope to design the work plan for the proposal.

During the writing of this report, instructors, administrators and directors are being selected for the Foreign Worker Training Centre.

Resources

As previously noted, funding for the Foreign Worker Training Centre is provided by the Ontario Ministry of Citizenship and Immigration. The Local will receive \$3 million from the pool of funds allotted to Ontario's Bridge Training Program.³

"It takes so much time to get the training centre going – there are time frames and numbers needed, regarding what we are expected to do, but whatever it takes, that's what it takes ..." — IBEW, Local 353, Representative

III. Implications

A. Promising Features and Successes

A Strategy for Growth and Opportunity. Local 353's Foreign Worker Training Centre offers a potential win-win-win situation for internationally trained workers, employers and the union.

³ The goal of Bridge Training Programs is to provide newcomers with the opportunity to obtain the certificate or license and skill set to work in Ontario. Programs vary but generally include a skills assessment; workplace experience; skills training; exam preparation; and occupational language training. For more information on Ontario's Bridge Training Programs, see: <http://www.citizenship.gov.on.ca/english/keyinitiatives/bridgetraining.shtml>. Accessed July 2010.

"Employment is also about how secure you feel in your life. Keeping people grounded and secure in their own feelings helps a lot. If we are able to keep lives together, then people will be able to seek employment." — IBEW, Local 353, Representative

Staff noted that employers see the positive outcome of having workers who are undergoing training and able to work at reduced rates. Ultimately, Local 353 will strengthen its membership and could expand its employment market through the new training centre.

Benefits Beyond Employment. Local 353 also has initiatives to build camaraderie and commitment to the trade.

Dedicated Staff. Local 353 has staff and elected officials who participate in initiatives on their own time. The Foreign Worker Training Centre was driven by the efforts of a few members, and as a result hundreds of newcomers will have a greater chance at economic stability.

B. Challenges and Suggestions for Improvements

Better advertising. Additional advertising would assist in promoting local initiatives such as the Foreign Worker Training Centre and would increase pride in membership.

Progress can be slow. Progress can reportedly be slow at times because the union operates in a democratic fashion, requiring many members to agree before initiatives can move forward.

There is always room for improvement. The economic and social climate is always shifting so there will always be a need to stay aware and responsive to changes.



Part 3: Findings and Conclusion

This section of the report synthesizes the main findings. Because of the limited sample and modest number of interviews, conclusions should be drawn cautiously. However, beyond the differences and in spite of the limited sample, there was sufficient consistency in what interviewees related to warrant the following generalizations.

Shared Characteristics

The organizations examined had the following similarities in their approach, focus, and circumstances:

- Visible minority/ racialized workers may face particular difficulties such as struggles with language, limited employer contacts, little knowledge about apprenticeship, and a lack of awareness about Canadian workplace practices in the trades. These programs help workers overcome these specific barriers.
- The organizations addressed multiple groups such as recent immigrants, the unemployed, youth, underemployed women and disadvantaged community members. All visible minority/ racialized groups were accepted, rather than a focus on one particular group.
- These organizations tended to have a skilled trades project within a larger mandate to place people in a variety of occupations. The people doing the counseling did not necessarily have an understanding of apprenticeship training because it is only a small part of what they do. In general, program staff reported that participants also have a limited understanding of apprenticeship. Program staff would like to have more information about apprenticeship from provincial or territorial governments and/or regular contact with apprenticeship staff.
- Most programs are relatively new, starting in 2005 at the earliest. Most of the programs had project-based public funding with specified start and end dates.
- All of the programs studies were oversubscribed – that is, after review of initial applications, there were more candidates who met the participation criteria than there were places available.
- Government resources, while present in all the cases, can come from various sources including provincial/territorial apprenticeship programs and immigration programs supported indirectly through Labour Market

Agreements. Most programs also have a component of private resources. Employers in partnership with unions provided some private funding. Each of the programs had individual characteristics that reflect the requirements of the sources of funding support. Interviewees felt that wage subsidies and stipends did help to encourage participation by employers. Some of the programs were tied to pre-apprenticeship rather than apprenticeship training because government funds were made available through pre-apprenticeship programs.

Promising Practices

Based on the eight case studies examined, it appears that the following features promote success:

- A focus on skills needed in the trades.
- Aptitude assessment: Employers spoke positively about this aspect of the programs. Employers want employees who are going to be the “right fit” for the organization. They value the agencies’ work in assessing candidates and selecting ones that who will fit the

Figure 3: Case Study Features

Programs	Service Support			Placement Priorities						
	Essential Skills	Job Search Skills	Foreign Credential Recognition	Life Skills Support	Screening for Aptitude	Specific Trades	All Trades	Permanent Work Placement	Temporary Work Placement	Pre-Apprenticeships
Momentum–Trades Training	●	●		●	●	●			●	●
COSTI–Job Connect Internationally Trained Individuals	●	●	●	●	●		●		●	
Women Unlimited	●	●		●	●		●			
Working Women Community Centre–Pre-Apprenticeship Training Program for Bakers and Carpenters	●	●		●	●	●			●	●
JVS–Pre-apprenticeship Horticultural Training Program	●	●		●	●	●			●	●
CHOICE	●			●	●	●			●	●
Hammer Heads	●				●	●		●		
IBEW Local 353, Foreign Worker Training Centre	●				●	●		●		

* Government Resources ended in 2010
 ** Applies only to the Bakers Program

employers' needs. Once a relationship was built up with the employer and the employer began to trust the agency's candidates, employers were enthusiastic about accepting more candidates. If the relationship wasn't established, however, it could be difficult to get employers to hire the participants.

- Upgrading essential skills is important. (e.g. reading text, writing, document use, oral communication, numeracy, computer use) Information on effective communication is especially valuable for participants.

- A focus on life skills such as time management, personalized counseling support, and referrals to agencies to help with transportation or daycare for children is key.
- Partnerships were important among employers, unions, provincial/territorial governments (apprenticeship, employment and immigration departments), colleges and community agencies. These partnerships allowed for shared responsibilities, information sharing, and shared funding or in-kind contributions of time and resources.

Funding			Target Participant Groups					
Government	Private	Wage Subsidy	Women	Permanent Immigrants	Youth	International Foreign Workers	Entry Level	Qualified Tradespeople
●	●	●		●			●	
●	●	●		●		●		●
●	●		●				●	
●	●	●**	●	●			●	
●		●			●		●	
●*	●*	●*			●		●	
●	●			●		●		●
●	●			●		●		●

-
- Access to an extensive network of employer/industry groups and community organizations/agencies is especially important for recent immigrants who lack these networks.
 - Financial and other support for participants tailored to their circumstances is useful.
 - Job Search Skills and Work placements: These work placements were often considered the most important feature of the program for the participants. It is important that candidates gain Canadian work experience. The economic downturn made it more difficult to find work placements. But in a recession, the need for these programs is heightened because more individuals are struggling financially. This should be considered when measuring program success.
 - Accurate labour market information by sector and region is very important to ensuring people are gaining skills in areas where full-time jobs will be available for them in the future.
 - Follow-up monitoring and support to encourage individuals as they enter the job market is valuable so the individual does not get discouraged.
 - Depending on the target population, programs also require the capacity to deal with their particular barriers or challenges, such as immigration and entry issues, recognition of accreditation from other countries, or challenges for women in male-dominated workplaces,
 - One contact person with all the updated apprenticeship information and a network of contacts is very helpful to community agencies. Colleges are playing an important role in providing program participants with this information, in addition to the provincial/territorial apprenticeship authority officials.

Further Study

The Working Group and the consultant suggested these avenues for further study:

A follow-up process would be useful in measuring program results. This level of analysis would add validity to programs in the eyes of funders. Unfortunately, it is logistically challenging for program staff to maintain contact with past participants, and resources are usually insufficient to conduct long-term follow-ups.

The variety of approaches of the eight programs suggest interesting future study topics. For instance, if the primary goal is to achieve a designated numerical target of entries into a particular trade, how many individuals need to start the process? And should they be exposed to programs which promote that trade alone, promote multiple trades together, or promote trades and professions together? Another question suggested by the present cases is whether it is more productive to focus explicitly on visible minority/ racialized persons as such or to accommodate them within other client approaches (e.g. underemployed women, recent immigrants, youth in crisis).

The programs' primary focus was on the individual seeking work rather than the employer. Other than a few anecdotes, it is not known at a broad level if industry's needs are being met.

The case studies did not attempt to assess the balance of costs and benefits. For example, programs that seek to place visible minority/ racialized groups in the trades focus on individuals and customize support to personal needs in the placement process. While interviews revealed enthusiasm for this “holistic approach” to service, it is hard to assess the effectiveness and the cost of this approach.¹

Employers and journeypersons may need training on how to prepare the workplace so that integration of visible minority/ racialized individuals will be successful and harassment and discrimination eliminated. The individuals themselves also may need strategies on how to cope with the Canadian workplace. An emphasis on integration may lead to long-term success in terms of visible minority/ racialized workers staying on the job. Office environments differ from most worksites in the trades, so workshops geared to the particular environment are preferable to generic workshops, especially if they were designed in an office context. (Only one of the case studies included in this study offered such a workshop for employers in the trades and technology fields.)

1 Resources to formally evaluate these aspects of the programs were not provided and this observation is based on the opinion of the interviewees.

Moving Forward

The rising numbers of immigrants will combine with growing shortages in the skilled trades to make the challenges addressed in these programs a priority. Forecasts indicate that skill shortages will persist as the visible minority/ racialized population increases.² Between 29% and 32% of the population could belong to a visible minority/ racialized group by 2031.³ This would be nearly double the proportion reported by the 2006 Census.⁴ These realities make addressing the challenges of placing these groups in the trades efficiently and effectively even more important. Apprenticeship involves high quality training, mentorship by a journeyperson, and an ongoing relationship with an employer that often leads to permanent employment. With these elements, apprenticeship has clear potential to integrate visible minority/ racialized workers successfully into the Canadian workforce. The eight programs that were studied are important examples of the types of programs and services that may be required to overcome the barriers that exist and to make integration possible.

2 Refer to already mentioned evidence on page 7 of this document. See the reports: “Construction Looking Forward: A National Summary, An Assessment of Construction Labour Markets from 2009 to 2017” by the Construction Sector Council, CARS, “The Road Ahead: Human Resource and Training Challenges in the Motive Power Repair, and Service Sector” and “The Future of Canada’s Tourism Industry; Labour shortages to Re emerge as Economy Recovers,” Table 6, 13.

3 *Ibid.*

4 Statistics Canada, “The Daily,” March 9, 2010, <http://www.statcan.gc.ca/daily-quotidien/100309/dq100309a-eng.htm>

Appendix A-1. Barriers to the Skilled Trades and Labour Market Profile

This section provides a brief overview of barriers to the skilled trades and a labour market profile of visible minority/ racialized workers.

I. Barriers to the Skilled Trades

In the last three decades, visible minority/ racialized workers generally obtained lower earnings than the total population due to fewer weeks of employment and lower earnings per week.¹ The main causes for the findings are attributable to racism, discrimination, delays in foreign credential recognition, and lower language skills.² The CAF-FCA has investigated barriers that are specific to racialized groups in the trades and discovered the following:³

- In large part, opportunities to become an apprentice are connected to knowledge of the trades via networks. Most apprentices learn about apprenticeship and the skilled trades through family and friends. This method of nurturing the skilled trade workforce places roadblocks in front of individuals with limited networks, such as minorities in race, gender, or age, and permanent residents who speak English as a second language. Targeted

1 “Building Our Future Workforce: A Background Paper on Visible Minority Labour Force Development”. National Visible Minority Council on Labour Force Development, 2004.

2 *Ibid.*

3 For a thorough review, readers are encouraged to check the Canadian Apprenticeship Forum’s report titled “Accessing and Completing Apprenticeship Training in Canada: Perceptions of Barriers Experienced by Visible Minorities,” January 2004.

outreach to these groups to create more awareness and network-building opportunities might help to overcome this barrier.

- Discriminatory hiring practices based on preconceptions of certain groups. Youths perceived as being “at risk” can be seen by employers as carrying undesirable workplace habits. This decreases the likelihood that these individuals will find employment.
- When visible minority/ racialized individuals are hired, they may be placed in menial tasks below their skill level and aptitude, without the possibility for advancement.
- Youth with little to no work experience are likely to have difficulty in finding employment. The catch-22 of “you need a job to get experience and you need experience to get a job” may partially explain the reason individuals from 15 to 19 years of age suffered the most during the 2009 economic downturn, with an unemployment rate of 20.8%.⁴ Youth from impoverished and marginalized communities in particular have less access to career opportunities, financial resources and educational opportunities.
- Visible minority/ racialized women face a unique set of challenges in entering the skilled trade workforce. Women are susceptible to gender discrimination in hiring practices because of preconceptions regarding their skill level. They are also likely to face

4 Perspectives on Labour and Income, Vol. 11. No. 4, April 2010.

isolation in male-dominated worksites, and those from racialized groups with English as a second language can experience this isolation even more acutely. Further, women from socially and economically disadvantaged backgrounds, particularly those who are single parents, may be unable to pursue an apprenticeship because they cannot afford to be unemployed during mandatory technical training. Accommodation difficulties, when training institutions are not close by, further decrease the likelihood that they will be able to pursue an apprenticeship.

II. Labour Market Profile

A portrait of the labour market and the proportion of racialized groups in the skilled trade workforce are provided in this section.

The following is the definition of visible minorities as used by Statistics Canada. This definition is important to keep in mind when analyzing the statistical data. The term “racialized workers” has not yet been adopted by Statistics Canada as a formal definition. Individuals who participate in Statistics Canada surveys self-identify as being a visible minority. Please note that in reference to the Statistics Canada data, only their recognized term of visible minorities is used.

When referring to census data the term “Red Seal related trades” is used. Since the NOC codes used in the census may not exactly match Red Seal trade names, the term “related trades” had to be used for accuracy.

Definition⁵

According to Statistics Canada, the definition visible minority was approved as a [departmental standard](#) on July 15, 1998.

Visible minority applies to persons who are identified according to the *Employment Equity Act* as being non-Caucasian in race or non-white in colour. Under the Act, an Aboriginal person is not considered to be a visible minority. The following are considered to be visible minorities:

- 1.1 Chinese
- 1.2 South Asian (e.g., East Indian, Pakistani, Punjabi, Sri Lankan)
- 1.3 Black (e.g., African, Haitian, Jamaican, Somali)
- 1.4 Arab/West Asian (e.g., Armenian, Egyptian, Iranian, Lebanese, Moroccan)
- 1.5 Filipino
- 1.6 South East Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese)
- 1.7 Latin American
- 1.8 Japanese
- 1.9 Korean
- 1.10 Other

Non visible minority

- 2.1 Aboriginal
- 2.2 White

The proportion of visible minorities in the skilled trade workforce is low compared to the increasing proportion of these groups within

⁵ <http://www.statcan.gc.ca/concepts/definitions/minority-minorite1-eng.htm>.

the Canadian population. The 2006 Census indicates that visible minorities as defined by Statistics Canada comprise 15% of the labour force.⁶ Their presence in the general population will increase to 29-32% by 2031.⁷ Yet the percentage of visible minorities in Red Seal related trades is only 9%. The trades most dominated by visible minorities included bakers and cooks.⁸ This is not surprising given that the Accommodation and Food Services Industry includes the largest percentage of visible minorities (21.3%).⁹ The percentage of visible minorities in construction Red Seal related trades is 8%.

Figure 4 lists trades in order of the presence of visible minorities in their workforce.

6 Source: Statistics Canada - 2006 Census. Catalogue Number 97-564-XCB2006005.

7 Statistics Canada, The Daily, March 9, 2010.

8 Source: Statistics Canada - 2006 Census. Catalogue Number 97-559-XCB2006012.

9 Canada's Visible Minorities: A Portrait from the 2006 Census. Presentation to the National Council of Visible Minorities in the Federal Public Services, by Tina Chui and Helene Maheux, November 26, 2008.

**Figure 4: Statistics Canada
Trades Occupations According to
Proportion of Visible Minorities¹**

Trades	Total	% Visible Minorities
Bakers	39085	22%
Cooks	203690	22%
Electronic service technicians (household and business equipment)	55310	20%
Machinists and machining and tooling inspectors	52075	17%
Tool and die makers	17220	16%
Cabinetmakers	24380	15%
Electric appliance servicers and repairers	8005	14%
Hairstylists and barbers	93515	14%
Tilesetters	8365	13%
Painters and decorators	50230	12%
Motor vehicle body repairers	31250	12%
Industrial instrument technicians and mechanics	10630	11%
Automotive service technicians, truck and bus mechanics and mechanical repairers	149990	11%
Structural metal and platework fabricators and fitters	11535	10%
Glaziers	10500	10%
Refrigeration and air conditioning mechanics	22235	10%
Plasterers, drywall installers and finishers and lathers	34035	10%
Electrical mechanics	8245	10%
Floor covering installers	17325	10%

1 Source: Statistics Canada - 2006 Census. Catalogue Number 97-559-XCB2006012.

Trades	Total	% Visible Minorities
Construction trades helpers and labourers	166095	9%
Storekeepers and parts clerks	38835	9%
Sheet metal workers	21320	8%
Industrial electricians	29960	8%
Concrete Finishers	11440	8%
Roofers and shinglers	22135	8%
Construction millwrights and industrial mechanics (except textile)	75905	7%
Insulators	8975	7%
Bricklayers	18885	7%
Plumbers	44820	7%
Electricians (except industrial and power system)	72395	7%
Boilermakers	3830	6%
Motorcycle and other related mechanics	3470	6%

Trades	Total	% Visible Minorities
Other trades and related occupations	9400	6%
Carpenters	157525	5%
Ironworkers	12455	5%
Landscape and horticultural technicians and specialists	13990	5%
Steamfitters, pipefitters and sprinkler system installers	22190	4%
Heavy-duty equipment mechanics	39140	4%
Oil and solid fuel heating mechanics	2540	4%
Crane operators	13620	3%
Oil and gas well drillers, servicers, testers and related workers	13275	3%
Electrical power line and cable workers	11695	2%

Note(s)

[1] Excludes census data for one or more incompletely enumerated Indian reserves or Indian settlements.

[2] Unemployed persons 15 years and over who have never worked for pay or in self-employment or who had last worked prior to January 1 of the census reference year. The census reference years are as follows: 1995 for the 1996 Census, 2000 for the 2001 Cen

[3] Refers to the experienced labour force population: includes persons who were employed and persons who were unemployed who worked for pay or in self-employment since January 1 of the census reference year. The census reference years are as follows: 199

[4] Codes ending in 0 indicate that two or more unit groups from the Standard Occupational Classification 1991 have been combined. For further information, refer to the 2006 Census Dictionary definition of Occupation (historical).

[5] Codes ending in 0 indicate that two or more unit groups from the Standard Occupational Classification 1991 have been combined. For further information, refer to the 2006 Census Dictionary definition of Occupation (historical).

[6] Codes ending in 0 indicate that two or more unit groups from the Standard Occupational Classification 1991 have been combined. For further information, refer to the 2006 Census Dictionary definition of Occupation (historical).

[7] Codes ending in 0 indicate that two or more unit groups from the Standard Occupational Classification 1991 have been combined. For further information, refer to the 2006 Census Dictionary definition of Occupation (historical).

Source for visible minority data: Statistics Canada - 2006 Census. Catalogue Number 97-564-XCB2006005.

Source: Statistics Canada - 2006 Census. Catalogue Number 97-559-XCB2006012.

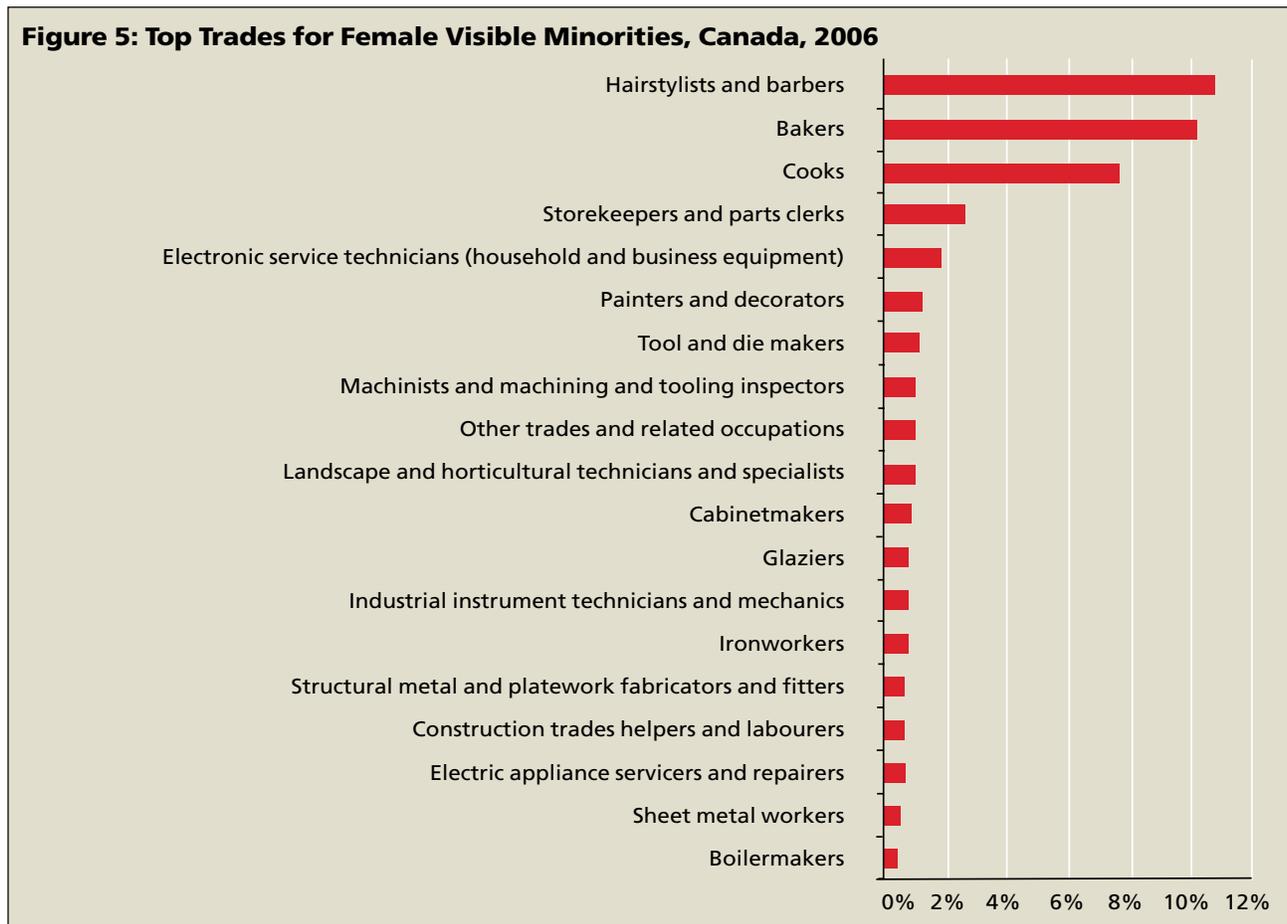
Women

Women who fall within visible minority/ racialized groups are an even smaller percentage of the skilled trades workforce. The skilled trades, especially construction, have always been male-dominated – only 9% of the Red Seal related trade workers are women. But figures nosedive even further for visible minority women, down to one percent in a selection of

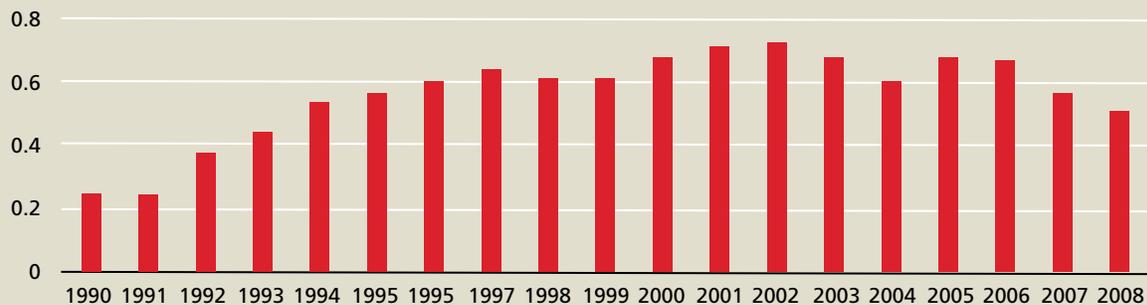
NOC occupations for the trades. Nearly half of all Red Seal related trades have zero percent visible minority women in the workforce. Figure 5 below lists some of the NOC occupations in which visible minority women comprise at least one percent of workers.¹⁰

¹⁰ Source: Statistics Canada - 2006 Census. Catalogue Number 97-559-XCB2006012.

Figure 5: Top Trades for Female Visible Minorities, Canada, 2006



**Figure 6: Permanent Residents in Statistics Canada Trades Occupations
Estimate of the Proportion of Visible Minorities 1990 to 2008**



Immigrants and Internationally Trained Workers

In 2008 there were 247,243 immigrants to Canada.¹¹ A preliminary analysis using data from Citizenship and Immigration Canada showed that the number of individuals entering under a Red Seal related trade (excluding all other skilled trades) was slightly over 650. The proportion of those belonging to a visible minority/ racialized group was approximately fifty percent.¹² As Figure 6 above demonstrates, since 1993, half or more of permanent residents in Canada who are in a Red Seal related trade belong to a visible minority/ racialized group.

As immigration rises in Canada, the need for support services will become more pressing. Immigrants who had arrived in Canada within the previous five years had greater employment losses in 2009 than workers born in Canada. Among these recent immigrants, unemployment increased to 14.7% in 2009, versus 8.2%

11 Citizenship and Immigration Canada, www.cic.gc.ca/english/resources/statistics/facts2008/permanent/14.asp. Retrieved April 24, 2010.

12 Citizenship and Immigration Canada does not collect information based on visible minority or racialized worker status. Estimates on racialized individuals is based on source country. This analysis is intended as preliminary only.

unemployment for immigrants living in Canada for more than 10 years.¹³

Participation in Apprenticeship

The National Apprenticeship Survey (NAS) is an important source of information on apprentices who self-identified as being from a visible minority group.¹⁴ It shows that in general, equity groups tend to be underrepresented in apprenticeship compared to their proportion in the Canadian population. A typical

13 Statistics Canada, Perspectives on Labour and Income, Vol.11, No. 4, April 2010.

14 The 2007 NAS was a telephone survey undertaken by Statistics Canada to gather information on the apprenticeship training, challenges and barriers, labour market experiences, and demographic information of apprentices across Canada. The sample population for the survey was randomly selected from a list of people who were registered as apprentices with their provincial or territorial authorities from 2002 to 2004. A total sample of 67,000 respondents was targeted. However, in 2007, information was collected from only 30,572 respondents who represented 105,057 apprentices in the population. For more detailed information on the sampling methods used in the data collection, see “Microdata User Guide National Apprenticeship Survey, 2007,” provided by Statistics Canada in English:

http://www.statcan.gc.ca/imdb-bmdi/document/3160_D2_T1_V1-eng.pdf; in French http://www.statcan.gc.ca/imdb-bmdi/document/3160_D2_T1_V1-fra.pdf.

The copyright rules can be found at the following site: <http://www.statcan.gc.ca/reference/copyright-droit-auteur-eng.htm#a1>

apprentice in Canada is a male, under 35 years old, neither Aboriginal nor a visible minority person and not an immigrant, with no history of disability.¹⁵ Only one in ten apprentices is female, even though women represent almost half of the population.¹⁶ Immigrants make up 3-5% of apprentices, even though immigrants represent 20% of the Canadian population.¹⁷ Visible minorities represent between 5% and 7% of apprentices compared to 16% of the Canadian population.¹⁸ In contrast, Aboriginal peoples represent 4-5% of apprentices which is comparable to their proportion of the Canadian population (5%).¹⁹

Youth Apprenticeship Programs

More than 8 in 10 (83%) of visible minorities indicated that they did not enrol in a youth apprenticeship program before leaving high school. Still, apprentices identified as visible minorities are more likely to participate (11.6%) in youth apprenticeship than non-minorities (6.7%). Generally, apprentices identified as visible minorities are more likely (37.2%) to participate in technical and trade-related programs than are non-minorities (33.3%).²⁰

Visible minorities are less likely (7.7%) to seek program advice than other apprentices prior

15 Marinka Menard, Frank Menezes, Cindy K.Y. Chan and Merv Walker, "National Apprenticeship Survey: Canada Overview Report 2007," Catalogue No. 81-598-XX No. 001, (Ottawa: Culture, Tourism and the Centre for Education Statistics Division, Statistics Canada, Ministry of Industry, 2008), 21.

16 *Ibid.*

17 *Ibid.*

18 *Ibid.*

19 *Ibid.*

20 This data was obtained by CAF-FCA through a request made to Statistics Canada. The data was analyzed by R.A. Malatest and Associates.

to registration. Like other apprentices, friends, family and co-workers were identified as the top source of information for visible minorities. Generally, visible minorities indicate that they face greater barriers to apprenticeship than non-visible minorities, particularly a lack of apprenticeship opportunities and cost barriers.²¹

Challenge to Finding an Employer Sponsor

Approximately 17% of respondents reported having challenges when trying to find an employer-sponsor.²² When analyzing the 17% based on categories such as women/men, visible minority respondents/non-visible minority, foreign²³-born persons/Canadian-born, and Aboriginal peoples/Non-Aboriginal, the following observations can be made:

- Visible minority respondents and foreign²⁴-born persons, had a higher probability of experiencing difficulties compared to their respective reference group.
- Visible minority respondents were more likely than non-visible minorities to identify "lack of work experience/ employer wanted licensed or qualified apprentice or journey-person/ employer unwilling to train or pay apprentice" as a reason for difficulty.

21 *Ibid.*

22 Marinka Menard, Frank Menezes, Cindy K.Y. Chan and Merv Walker, "National Apprenticeship Survey: Canada Overview Report 2007," Catalogue No. 81-598-XX No. 001, (Ottawa: Culture, Tourism and the Centre for Education Statistics Division, Statistics Canada, Ministry of Industry, 2008), 21.

23 This is the term that Statistics Canada still uses. In this context, it is being used in reference to their data.

24 This is the term that Statistics Canada still uses. In this context, it is being used in reference to their data.

- “Discrimination” was more of an issue for visible minority respondents and women than for their reference groups.
- More women than men and more foreign-born persons than Canadian-born persons identified “other” as a reason for difficulty.²⁵

III. Economics and Demographics

With economic recovery and growth, the need for skilled workers will grow, and recruitment could be increasingly difficult because of the aging workforce.²⁶ By 2017, there will be a need to train 316,000 workers to replace the retiring workforce in the construction industry.²⁷

As the visible minorities/ racialized population grows, full integration of these people into the economy will be essential to Canada’s future economic success. All growth scenarios considered, the diversity of Canada’s population will continue to increase significantly during the next two decades, especially within some census metropolitan areas, according to new projections of the country’s ethno-cultural makeup. By 2031, between 25% and 28% of the population could be foreign-born.²⁸ About 55% of this population would be born in Asia.

25 This data was obtained by CAF-FCA through a request made to Statistics Canada. The data was analyzed by a HRSDC policy analyst who was a member of the Working Group for the Challenge to Finding a Sponsor project.

26 Statistics Canada, “The Daily,” June 15, 2007, <http://www.statcan.gc.ca/daily-quotidien/070615/dq070615b-eng.htm>.

27 “Construction Looking Forward: A National Summary, An Assessment of Construction Labour Markets from 2009 to 2017” by the Construction Sector Council. Reports are available for download at www.csc-ca.org.

28 Statistics Canada, “The Daily,” March 9, 2010, <http://www.statcan.gc.ca/daily-quotidien/100309/dq100309a-eng.htm>

Between 29% and 32% of the population could belong to a visible minority group, as defined in the *Employment Equity Act*.²⁹ This would be nearly double the proportion reported by the 2006 Census. The visible minority population is likely to increase rapidly among the Canadian-born, many of whom are children and grandchildren of immigrants. The vast majority (96%) of people belonging to a visible minority group would continue to live in one of the 33 census metropolitan areas.³⁰ By 2031, according to the reference scenario, visible minority groups would comprise 63% of the population of Toronto, 59% in Vancouver and 31% in Montréal.³¹

Programs that aim to help visible minority/ racialized groups enter into the skilled trades will be increasingly important as this population group in Canada grows.

29 *Ibid.*

30 *Ibid.*

31 *Ibid.*

Appendix A-2. Agency Background

A. Momentum – Trades Training Program

I. Profile

Momentum is one of a number of United Way agencies, located in Calgary, Alberta. The description below offers a few additional highlights about Momentum:

- A not-for-profit, Community Economic Development (CED) agency, beginning in 1991 as a program of the Mennonite Central Committee of Alberta. In 2002, the program legally separated and became its own organization; it took the name “Momentum” in 2006.
- CED agencies take a holistic view when assisting individuals. Accordingly, programs are geared towards both personal and financial long-term well-being.
- Momentum assisted approximately 3000 participants across all programs and services in 2008.
- *Goal:* “To create contributing community members. We are not trying to alleviate poverty through short-term band aids. We are working to reduce poverty by helping individuals move from poverty to prosperity in a sustainable way.”
- *Vision:* “Every Person in Calgary can have a sustainable livelihood and contribute to their community.”

- *Mission:* “Partnering with the under-employed to develop their productive futures.”

II. Additional Programs and Services

Momentum offers the following additional services:

- **Business Development Department:** The Business Development Department assists low-income Calgarians to start and operate their own small business. There are six programs within the department. Support includes learning about the challenges of starting and operating a business. Services include peer support, training for on-line businesses, workshops, and business coaching.
- **Financial Literacy Department:** The Financial Literacy Department assists those in low-income situations with money management and savings. There are seven programs within the department. Programs include, for example, the *Fair Gains Initiative*, where participants learn money management while saving for a goal, such as education, starting a business, or purchasing tools. Every dollar the participant saves is matched with three additional dollars. Other programs include learning to save for a particular asset and helping youth living in low-income situations learn to save money.

III. Awards and Recognition

Momentum has received the following awards and honourable mentions:

- [Peter F. Drucker Canadian Foundation](#) (2002)
- [City of Calgary Commerce Award](#) (1999)
- [Muttart Fellowship Award](#) (1999)
- [Momentum was chosen as one of the top 10 charities in Canada](#) in 2007, by *Tides Canada*.¹ Momentum was chosen for many reasons, including “training over 500 immigrants and Aboriginal people for careers in trades - many of them tripling their earnings in less than five years.”
- Momentum is regularly consulted by other CED organizations and non-profit groups for its work with low-income communities

B. COSTI Immigrant Services – Job Connect Program for Internationally Trained Individuals

I. Profile

COSTI is committed to ensuring that each generation of newcomers has the opportunity to participate in and contribute to Canadian society. Below is a brief description of COSTI:

- COSTI’s community service began in the 1950s, but the organization formally obtained its name in 1981 with the amalgamation of

two service agencies: Centro Organizzativo Scuole Tecniche Italiane and the Italian Immigrant Aid Society.

- Holding a holistic view of the needs of newcomers and their families, COSTI’s programs encompass orientation, education, training, and employment.
- COSTI sees about 59,000 people per year in over 18 locations in the regions of Toronto, York, and Peel. The main group of clients continues to be recently arrived immigrants. However, COSTI also provides services to disadvantaged adults, youth, and women.
- *Vision:* “COSTI strives to be a leader in community service, using a client focused, proactive, and innovative approach in planning, developing, and delivering services. COSTI will meet the changing needs of a diverse ethno-cultural community while encouraging the full growth and development of its clients and staff.”
- *Mission:* “COSTI provides educational, social, and employment services to help all immigrants in the Toronto area attain self-sufficiency in Canadian society. COSTI, founded by the Italian community to meet a shortage of services for immigrants in the post war era, is today a multicultural agency that works with all immigrant communities having a shortage of established services.”

¹ Tides Canada “provides innovative, philanthropic, financial, and project management services for change makers - philanthropists, foundations, activists, and civil organizations.” Offices are located in Toronto and Vancouver. For more information on Tides Canada, see <http://tidescanada.org/>.

II. Additional Programs and Services

COSTI has an assortment of employment, training, and social service programs. The following provides a brief overview:

- **Language and Skills Training Services:**

- Academic Assessment and Testing
- ASPECTS Online – Online learning support for unemployed and under-employed immigrant professionals
- Computer training
- Language training

- **Social Services:**

- Information, counseling and cultural interpretation for recently arrived immigrants
- Housing and settlement services for government-sponsored refugees
- Family counseling and mental health services
- Rehabilitation services for workers who have mental and physical challenges
- Help for immigrant women to overcome barriers in their lives
- Services for seniors and women

- **Employment Services:**

- Employment and career assessment and counseling
- Centre for Foreign Trained Professionals and Tradespeople
- Employment Assistance Services

- Employment planning and preparation for youth, adults, and the internationally trained
- Job placement services
- Mentoring Partnership in Toronto and York Region, an alliance of community agencies offering occupation specific mentoring to skilled immigrants, sponsored by TRIEC
- Pre-Apprenticeship in Horticultural Technician (in partnership with Humber College)
- Pre-employment Training workshops
- Pro Link, a mentoring project, specifically for internationally trained professionals

III. Awards and Recognition

Awards and Recognition. Among COSTI's notable contributions to the community, the organization was the recipient of the Canadian Evaluation Society's 25th Anniversary Award Competition in 2007.

C. Women Unlimited

I. Profile

The Women's Economic Equality (WEE) Society was established in 1996 to offer women from diverse backgrounds the opportunity to participate in Community-based Economic Development (CED) in Nova Scotia. For more information on WEE visit: <http://weesociety.ca/>.

The Hypatia Association was founded in 1999 as the "Hypatia Project." Initiatives address the policies, systemic barriers, and institutional practices that limit the participation of women

in science and technology. The association works with employers, employees, education institutions, students, educators and community members. The ultimate goal is to build on the capacity of participating agencies, institutions, and workplaces, in order to encourage the participation of diverse girls and women in science and technology education and careers. For more information on the Hypatia Association visit: <http://www.hypatiaassociation.ca>.

D. Working Women Community Centre – Pre-Apprenticeship Training Programs for Bakers and Carpenters

I. Profile

The Working Women Community Centre originally catered to women from Africa, the Caribbean, Latin America, and Portugal. The original name of the Centre was Women's Community Employment Centre and was later changed to Working Women Community Centre in order to communicate the view that all women should be eligible for meaningful employment. The description below offers a few additional highlights about the Working Women Community Centre:

- Services are available across five locations.
- Staff members have the capacity to provide services and programs in 25 languages.
- In 2009, the Centre's over 400 volunteers and 125 staff served over 10,500 clients.
- *Mission Statement:* "To provide immigrant and refugee women and their families with opportunities to improve the quality of their lives through self-development and community action."

II. Additional Programs and Services

The Working Women Community Centre offers the following additional programs and services:

- **Settlement Services.** Services range from assisting newcomers with basic survival, such as securing social assistance, to helping longtime immigrants with ongoing barriers. Clients receive one-on-one information, orientation, referrals, documentation, translation, occasional escorts, supportive counseling, and advocacy. Through intake and assessment, staff members provide information and counseling, as well as referrals to other services in the community. Language Instruction for Newcomers to Canada (LINC) is also provided. Through LINC, clients get the opportunity to not only learn English, but to gain information regarding life in Canada. In a separate program, newcomers with children can participate in an in-home program to help prepare their children for kindergarten.
- **Women's Support Programs.** Counseling and support groups help newcomer and immigrant women who feel isolated from their extended families, and also offers a safe space for those facing domestic and family violence. Programs include, among other things, "cook & talk" where women have the opportunity to talk and discuss topics with childcare provided. There is another program, "Portuguese women in transition," to help women escape abusive relationships.
- **Employment Programs.** Job search workshops help newcomers develop job-search skills, including how to write a resume and cover letter, techniques for contacting employers, and an understanding of the

Workers' Rights and Employment Standards. An Ontario Works Employment Placement Program is available for those on social assistance. The program provides clients with a series of services, including an assessment, goal identification, job search skills, a back to work action plan, counseling during resume and interview preparation, and job matching.

- **On Your Mark.** Tutoring and mentoring is available for students of Portuguese- and Spanish-speaking descent from elementary school to high school. Students are encouraged to develop their career goals with their mentors.
- **Community Engagement and Leadership Development.** The Working Women Community Centre provides opportunities for newcomers and immigrants to become more involved in their communities, and to build on their existing skills. Programs include, among other things, volunteer-run yoga groups and the Muslim women swimming club.
- **Special Projects.** In addition to the Centre's core programs and services, it is also involved in special projects with different partners, which range from one- to multi-year commitments.

Agency Resources

In 2008/2009, revenue totaled \$4,316,065 and expenses totaled \$4,295,493.2 Resources and expenses were distributed as follows:

Resources:

- Federal, Provincial and Municipal (76%)
- United Way Toronto (16.6%)
- Toronto Catholic District School Board (2.4%)
- Toronto District School Board (1.4%)
- Foundations (2.2%)
- Donations and Fundraising (0.8%)
- Interest and Sundry (0.2%)

Expenses:

- Salaries and Benefits (72.6%)
- Building Occupancy (10.9%)
- Program Expenses (9.0%)
- Equipment and Capital Purchases (3.6%)
- Administration (3.6%)
- Purchased Services (1.5%)
- Staff related expenses (1.1%)
- GST (0.2%)
- Admin Recovery (0.6%)

III. Awards and Recognition

The Working Women Community Centre has received the following awards:

- 2004 Women in Cities International Award for work violence prevention
- 2006 Access Equity & Human Rights Award from the City of Toronto for work with immigrant women
- 2008 Soroptimist International of Toronto Award for work in improving the lives of women in Toronto.

² Working Women Community Centre, Annual Report 2008/2009.

E. JVS Toronto – The Horticultural Technician Pre-Apprenticeship Training Program

I. Profile

JVS Toronto has enabled over 500,000 people to fulfill their potential. The description below offers a few additional highlights about JVS Toronto:³

- In 2008-2009, over 23,000 clients were assisted.
- Clients include newcomers, youth, women, persons with disabilities, mature workers, the unemployed and the underemployed.
- Services include career counselling, employment assistance, as well as psychological assessment and educational assistance.
- *Vision*: “JVS Toronto will exercise innovative thinking and approaches to Resources programs that are financially viable and meet client needs.”
- *Mission*: “JVS Toronto’s mission is to be an outstanding provider of services for achieving success at school and at work.”
- *Values*: “Customer-centred; quality; integrity; collaboration; and leadership.”

3 Unless otherwise noted, information on JVS Toronto, is gathered from: (1) <http://www.jvstoronto.org>, March 2010; (2) Telephone interviews with JVS Toronto representatives, March 2010; (3) Telephone interviews with Landscape and Horticultural Employers, March-April 2010; and (4) Proposal submission for Horticultural Technician Pre-Apprenticeship Training Program. Prepared for the Ministry of Training, Colleges and Universities Service Delivery Branch, by JVS Toronto, June 2009.

II. Additional Programs and Services

- **Employment Services.** Career counselling to help people identify and explore career options that best suit their skills, interests, and goals. Current programs include: Project Job Search; Ontario Works Employment Placement; Employment Resource Centres; and Wage Subsidy Programs.
- **Youth Services.** Helps youth to enhance their employment potential through life skills workshops, counselling, job search skills, teaching resume and cover-letter writing, and providing free access to computers and internet resources. Current youth programs and services include Youthinc, GED, Toronto Youth Job Corp, Developmental Services Worker Pre-Apprenticeship Training, and programs for youth in conflict with the law (YouthReach, Pardons and Employment).
- **Newcomer Services.** Helps newcomers to Canada reach their employment goals and become part of the Canadian labour market through workshops, one-on-one counselling, support, and referrals to Canadian employers. Current services include Newcomer Employment Services, Job Search Workshop, Canadian Workplace Communication, and Mentoring Services.
- **Employment Outreach Services.** Works closely with community agencies to provide employment planning services, mentoring programs, internships, volunteer placements, job shadowing and training opportunities. JVS currently partners with Jewish Family and Child Services and Jewish Immigrant Aid Services.

- **Assessment and Counselling Services.** Offers psycho-educational and psycho-vocational assessments for children and adults to clarify needs by evaluating learning aptitudes, academic skills, and other factors that influence success at school and at work. Once assessments have been conducted, counselling services are available to help people realize their full potential and make realistic career and life decisions. Current services include Career Counselling, Career Decision-Making Workshops, Psycho-Educational and Psycho-Vocational Assessments, Vocational Evaluation/Work Samples, and Computerized Skills Assessments.
- **Employment Support Programs for Persons with Disabilities.** Assists individuals living with mental health, learning, developmental or physical disabilities to find paid employment. Current programs include AbilityWorks, Project GOLD, Path2Work, and Developing Work Connections.
- **Jewish Community Initiatives.** Provides a range of supports to the Jewish schools, including assessments, consultations, and workshops on developing effective study skills and career decision-making. JVS currently provides services for Jewish Day Schools. JVS is also connected with Parnosahworks.org, an on-line network that helps job seekers in the Jewish and broader community connect to employers.
- **Women's Services.** Free employment counselling to help unemployed women make career decisions, explore training options and develop job search techniques for long-term success at work. Current programs for women include: Women in New Roles (WINR) and Women in Successful Employment (WISE).

- **Certificate Programs.** Offers certificate programs which give clients the opportunity to get hands-on practical training, and graduate with recognized certificates in retail management, employment consulting, and job developing. Current programs include The Retail Source and Bringing Employment Specialists to Tomorrow (BEST).

Agency Resources

In 2008-2009, the revenue for all the programs and activities of JVS Toronto totaled \$18,372,570 and expenses totaled 18,278,262.⁴ The distribution was as follows:

Resources:

- Federal, Provincial and Municipal (79.1%)
- Fees for Service and Other (9.6%)
- United Jewish Appeal Federation/Jewish Day Schools (4%)
- Donations (3.7%)
- United Way Toronto (3.6%)

Expenses:

- Employer Services (23.8%)
- Training and Other Services (2.8%)
- Newcomer Services (16%)
- Disability Services (13.6%)
- Administration (12.4%)
- Employment, Career and Women's Services (8.5%)
- Youth Services (8.4%)
- Assessment and Education Services (5.5%)
- Employment Resource Centres (5.4%)
- Amortization and Other (3.6%)

⁴ Information on the budget is available for download in JVS Toronto's Annual Report, 2008/2009. The report is available at: <http://www.jvstoronto.org/uploads/File/pdf/Publications/JVSper cent 20ARper cent 202009per cent 20forper cent 20website.pdf>

F. CHOICE

I. Profile

The description below offers a few highlights about the Carpenter's Local 27 that provides the training for CHOICE:

- In 1986, Local 27 started a Joint Apprenticeship & Training Trust. Its training centre offers a variety of pre-apprenticeship, apprenticeship, health and safety, and journey-worker upgrading courses.⁵ Local 27's Training Trust Fund makes presentations regarding the trades to the different school boards within Toronto.
- Local 27 has partnered with several community organizations over the years to help individuals gain experience and employment in the trades. A full description of the partnership with the Working Women Community Centre, which provided pre-apprenticeship training to immigrant women, is featured in Part 2-D of this report. Other community groups with which Local 27 has worked include the Organization for Black Tradesmen and Trades-Women of Ontario, Native Child and Family Services of Toronto, and Miziwe Biik Aboriginal Employment & Training.
- Local 27 is also heavily involved in the Ontario Youth Apprenticeship Program, a school-to-work transition program offered in secondary schools for full time students in Grade 11 or higher. Students earn cooperative education credits while gaining pay and work experience.⁶

5 For more information on the Carpenters' Local Training Centre, see <http://www.carpenterstraining.ca/>

6 Information on the Ontario Youth Apprenticeship Program is available at <http://www.edu.gov.on.ca/eng/tcu/apprentices/oyap.html>.

G. Central Ontario Building Trades – Hammer Heads

I. Profile

The description below offers a few additional highlights about the Central Ontario Building Trades Council:

- The Council coordinates the efforts of affiliated local unions.
- It represents 25 affiliated locals and over 70,000 skilled trade workers in Central Ontario.⁷
- They are actively involved in Central Ontario Community Builders, an independent non-profit organization that rebuilds communities in need of assistance.⁸

7 Local Union affiliates include: Asbestos Workers Local 95; Bricklayers Local 2; Electrical Workers Local 894; Elevator Constructors Local 50; Boilermakers Local 128; Electrical Workers Local 353; Electrical Workers Local 1739; Ironworkers Local 721; I.U.P.A.T. District Council 46; L.I.U.N.A. Local 506; Millwrights Local 2309; L.I.U.N.A. Local 183; Marble, Tile and Terrazzo Local 31; Operative Plasters Local 598; Plumbers and Steamfitters Local 46; Plumbers and Steamfitters Local 463; Sheet Metal Workers Local 51; Sheet Metal Workers and Roofers Local 30; Plumbers and Steamfitters Local 599; Sheet Metal Workers Local 285; Refrigeration Workers Local 787; Sprinkler Fitters Local 853; Teamsters Local 230; Unite/Here Local 75. More information on the Central Ontario Building Trades Council is available at: www.cobtrades.com.

8 Information on Central Ontario Community Builders is available at: www.cocb.ca/.

H. IBEW Local 353

I. Profile

The IBEW Local 353 (International Brotherhood of Electrical Workers) has over 100 years of experience in working with employers. Members include electricians, apprentices (both registered and non-registered), power distribution or line workers, telephone and data technicians, fire alarm technicians, and those who want to become electrical workers. Local 353 is currently involved in various initiatives to help promote the trades, safe work environments, and more diversity:

- Local 353 is actively involved in Hammer Heads, a youth-centered initiative providing those from priority neighbourhoods the chance to learn about the trades and apprenticeship. Local 353 donates two weeks of its resources and training centre to teach health and safety to participants. A full description of Hammer Heads is described in Part 2-G of this report.
- Representatives work closely with Rob Ellis from the “Youth at Work” Association to promote workplace safety across all occupations.⁹

⁹ The Youth at Work Association (YAWA) started in 2000. It was founded by Rob Ellis, who lost his son in a workplace accident. YAWA aims to promote healthy and safe work environments. Information is available at: <http://www.canadahelps.org/CharityProfilePage.aspx?CharityID=s80453>.

*IBEW, Local 353, Code of Excellence:
“To bring out the best in our construction members and demonstrate to our customers that IBEW members: perform the highest quality and quantity of work, utilize their skills and abilities to the maximum, and exercise safe and productive work practises.”*

www.ibew353.org

- Instructors promote the trades across age groups and schools, to those as young as in Grade 3.
- The Local created the Joint Apprenticeship Council (JAC) with the Greater Toronto Electrical Contractors Association (Greater Toronto ECA). The goal is to help individuals pursue apprenticeships within the Construction Maintenance Sector and the Low Rise Residential Sector.¹⁰ Training and courses go beyond normal apprenticeship requirements to include courses in new technologies with the option of e-learning.

¹⁰ More information on the Joint Apprenticeship Council is available at: <http://www.electricalapprenticeship.ca/about/index.html>.

Appendix A-3. Interview Guides

Introduction:

This interview is confidential, individual comments will not be linked to names in the final report.

Before we begin there are a few key terms we would like to review:

Visible Minorities: The term is defined under the Employment Equity Act as ‘persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour’. The following groups are classified as visible minorities:

South Asian	Latin American	Korean	Visible Minority not included elsewhere
Chinese	Arab	Japanese	
Black	Southeast Asian	Multiple Visible Minority	
Filipino	West Asian		

Will you be able to categorize your participants using this term? Is there another term that you prefer we use, such as ‘racialized workers’, if so, please let me know, and we will adjust the language.

Skilled Trades: Designated skill trades are established and governed by provincial regulations. These regulations outline the standards and conditions for training for specific trades, for example carpenter, sheet metal worker, and hairstylist. Some trades are compulsory and only apprentices and certificate holders can perform the work of the trade. Information on whether trades fall under compulsory certification’ or ‘voluntary certification’ is available at: <http://www.red-seal.ca/>.

Apprenticeship: an apprenticeship is an agreement, registered with the provincial/territorial apprenticeship authority, between a person (an apprentice) who wants to learn a skill and an employer who needs a skilled worker. Apprenticeship combines on-the-job experience reinforced with technical training to produce a certified journeyperson. Upon completion of the on-the-job experience, periods of technical training, and the passing of an examination, apprentices receive a Certificate of Qualification from the Provincial Government.

There are over 300 apprenticeable trades in Canada. ‘Red Seal Trades’ make up over 90per cent of registered apprentices in Canada. During the interview we will be referencing the list of red seal trades below:

Trades

Agricultural Equipment Technician	Technician	Landscape Horticulturist	Refrigeration and Air Conditioning Mechanic
Appliance Service Technician	Electronics Technician (Consumer Products)	Lather (Interior Systems Mechanic)	Rig Technician
Automotive Painter	Floorcovering Installer	Machinist	Roofer
Automotive Service Technician	Glazier	Metal Fabricator (Fitter)	Sheet Metal Worker
Baker	Hairstylist	Mobile Crane Operator	Sprinkler System Installer
Boilermaker	Heavy Duty Equipment Technician	Motor Vehicle Body Repairer (Metal and Paint)	Steamfitter/ Pipefitter
Bricklayer	Industrial Electrician	Motorcycle Mechanic	Tilesetter
Cabinetmaker	Industrial Mechanic (Millwright)	Oil Heat System Technician	Tool and Die Maker
Carpenter	Instrumentation and Control Technician	Painter and Decorator	Transport Trailer Technician
Concrete Finisher	Insulator (Heat and Frost)	Partsperson	Truck and Transport Mechanic
Construction Craft Worker	Ironworker (Generalist)	Plumber	Welder
Construction Electrician	Ironworker (Reinforcing)	Powerline Technician	
Cook	Ironworker (Structural/ Ornamental)	Recreation Vehicle Service Technician	
Electric Motor System			

Do you have any questions before we begin?

Interview Questions

A. Profile:

Question No. 1a to be completed by the interviewer beforehand.

1a Based on the information available on-line, we understand <organization> to have the following goals: _____, mission: _____, to provide the following services: _____, and to help the following individuals: _____, for the following regions _____.

1b Did I miss any details that you would like me to include?

2a What are your eligibility requirements?

2b How many individuals did you assist in 2009 in finding employment?

2c What percentage of the above, were <visible minorities>? How is this demographic information tracked (i.e. is it through self-identification)?

3a Can you please indicate the <visible minorities> that visit <organization>?

South Asian	Latin American	Korean	Visible Minority not included elsewhere
Chinese	Arab	Japanese	
Black	Southeast Asian	Multiple Visible Minority	
Filipino	West Asian		

3b Are there individuals not included in the list above that you would like to mention?

4 Do you work with <visible minorities> that are:

New to Canada	Immigrants who have lived in Canada for 5+ years	Canadian-born
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5 What is the age profile of the <visible minorities> you serve?

5 to 19 years of age	25 to 34 years of age	45 to 54 years of age
20 to 24 years of age	35 to 44 years of age	55+ years of age

6a How many employers in the skilled trades did you work with in 2009? Was this number unusual given the change in economy?

6b What industries do employers work in?

Construction, example, plumbing, sheet metal

Personal and Laundry, example, hairdresser

Tourism and Accommodation, example, cook

Landscaping services, example, garden maintenance

Repair and Maintenance, example, automotive repair

Other (please specify) _____

Manufacturing, example, tool and die maker

Utilities, example, electrician

6c Can you please describe the size of the employers that you worked with in 2009?

Less than 10 employees

Over 10 employees but less than 249

Over 250 employees

7 How do your participants find out about <insert organization>? For example, through the company website, family, or friends, etc.?

B. Skill Trade Awareness and Aptitude:

1 Does <insert organization> encourage job seekers and/or employers to take advantage of apprenticeship training, if at all? If yes, how do you encourage them?

2 What type of materials, if any, do you provide on apprenticeship to your participants? Where does this information come from?

3a To what extent do <visible minorities> express interest when you discuss apprenticeship as a career option?

3b What trades are <visible minorities> interested in pursuing an apprenticeship in? Please refer to the list of trades at the beginning of this document if necessary.

i. **[If more than 3 trades are listed above]** Can you please rank the three most popular choices?

-
- 4a To what extent do <visible minorities>, express interest when you discuss a job in the trades, outside of apprenticeship?
- 4b What jobs in the trades are <visible minorities> interested in? Please refer to the list at the beginning of this document if necessary.
- i. **[If more than 3 trades are listed above]** Can you please rank the three most popular choices from the list above?
- 5 What resources does <insert organization> use, in determining whether a client has the interest, aptitude or credentials to enter into an apprenticeship (e.g., aptitude tests)?

C. Placement in the Trades:

- 1 Please describe your program and the services available for participants.
- 2 Is there assistance specific to entering a job in the skilled trades? (e.g., occupational language training, workplace culture training, pre-apprenticeship training, literacy, essential skills training, specialized skills assessment, Red Seal examination preparation, safety training)
- 3 How much time passes between when a participant contacts <insert organization> and then finds employment in a trade? Is this length of time different for positions outside of the skilled trades?
- 4a How many individuals has <insert organization> *attempted to place* in a skilled trade job in 2009?
- 4b How many were *placed* in a skill trade job?
- 4c What were the job placements?

-
- 5a How many individuals has <insert organization> attempted to place in an apprenticeship in 2009?
 - 5b How many were *placed* in an apprenticeship?
 - 5c. What were the apprenticeship trades they were placed in?
 - 6 In your experience, was there a change in 2009 that impacted the number of placements, the length of time required to find a job, or the number of individuals seeking work?
 - 7 In your experience, is there a difference in the length of time it takes individuals from visible minority groups to find placements, or in the types of placements individuals from <visible minority groups> obtain?

Placement and Services, Follow-up:

- 1 Is there a follow-up process to see if the individual completes the apprenticeship?
- 2 Is there a follow-up process to see how long the individual remains with the employer? If so, on average how long do individuals stay with the employer?
- 3 What feedback (suggestions, recommendations, and/or criticisms) regarding the services or job placement have you received from <visible minorities> who are in apprenticeships or obtained a job in the trades through <insert organization>?
- 4 What feedback (suggestions, recommendations, and/or criticisms) regarding the services or job placement have you received from <visible minorities> who did not get a placement?

-
- 5 What are the characteristics of unsuccessful versus successful candidates from <visible minority groups>, who do find employment in the trades? (e.g., prior related work experience, a trade qualification, etc.)

 - 6 Can you please provide the names of four <visible minorities> you have placed in jobs in the trades in the past 12 months? We intend to contact these people and discuss their experience in working with the trades.

D. Perspective on <insert organization> Services and Practises:

- 1 Based on all the services provided at <insert organization>, what services, if any, are most beneficial in helping <visible minorities> in finding employment and succeeding in a career in the trades?

- 2 Are there services and practises that need improving or should be implemented to help visible minorities obtain employment in the trades?

- 3 Can you provide examples of ‘best practises’ that help to place <visible minorities> in the trades, from your own experience? From the experience of other agencies?

E. Relationships with Employers:

- 1a Do you have employers you work with regularly, who return to <insert organization> for additional assistance with finding workers?

- 1b How do you add and build new relationships with employers?

- 2 Do you tailor the services you provide to an individual looking for work with the needs of a particular employer in mind? (e.g., resume writing for a particular job, or personal coaching, etc.)

-
- 3 Do you work with trade unions? If so, which trade unions and have they been able to assist <visible minorities> in finding a job in the skilled trades?

 - 4 What feedback (recommendations, suggestions, and/or criticisms) have you received from employers who have hired <visible minorities> for a skill trade job?

 - 5 Can you provide us with the names of four employers with whom you have placed <visible minorities> in the past 12 months? We plan to contact these employers and seek an interview based on their experience with visible minorities in the trades. We will use your name as a reference.

 - 6 Are there any additional comments you would like to make?

Employers

This interview is confidential, information that you provide will not be linked back to you in the final report.

Before we begin there are a few key terms I would like us to review:

Visible Minorities: The term is defined under the Employment Equity Act as ‘persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour’. The following groups are classified as visible minorities:

South Asian	Latin American	Korean	Visible Minority not included elsewhere
Chinese	Arab	Japanese	
Black	Southeast Asian	Multiple Visible Minority	
Filipino	West Asian		

Will you be able to categorize your workers using this term? Is there another term that you prefer we use, such as ‘racialized workers’, if so, please let me know how your organization defines its preferred term.

Skilled Trades: Designated skill trades are established and governed by provincial regulations. These regulations outline the standards and conditions for training for specific trades, for example carpenter, sheet metal worker, and hairstylist. Some trades are compulsory and only apprentices and certificate holders can perform the work of the trade. Information on whether trades fall under ‘compulsory certification’ or ‘voluntary certification’ is available at: <http://www.red-seal.ca/>.

Apprenticeship: apprenticeship is an agreement, registered with the provincial/territorial apprenticeship authority, between a person (an apprentice) who wants to learn a skill and an employer who needs a skilled worker. Apprenticeship combines on-the-job experience reinforced with technical training to produce a certified journey person. Upon completion of the on-the-job experience, periods of technical training, and the passing of an examination, apprentices receive a Certificate of Qualification from the Provincial Government.

Do you have any questions before we begin?

Interview Questions

Profile

1a Please indicate the total number of employees at your company in 2009: _____

1b Please describe your workforce in 2009:

No. of Apprentices: _____

Types of trades _____

No. of skilled trade workers, outside of an apprenticeship: _____

Types of trades _____

Experience with Community Organizations

- 1 What services and assistance have you received from <insert organization>? How long have you had a relationship with <insert organization>?
- 2 How many workers have you obtained from <insert organization>?
- 3 What practices and services *were* provided by <insert organization> that assisted your workers in getting hired and meeting job expectations?

-
- 4 What practices and services would you like to see provided in the future by <insert organization> that would further assist your workers in finding employment and meeting job expectations?

Skill Trade Workers

- 1 What measures, if any, do you take in determining whether your employees have the interest or credentials to enter into an apprenticeship or to obtain a job in the trades?
- 2 Have you taken on any individuals referred by <insert organization> as an apprentice? If so, how long have they been at your company?
- 3 What other trade jobs have individuals referred from <insert organization> been placed?
- 4 Is retention of workers found through <insert organization> higher, lower, or the same as your other workers?
- 5 What is your overall feedback regarding workers you found through <insert organization>?
- 6 Are there any additional comments you would like to make?

Former Program Participants

Introduction

This interview is confidential, information that you provide during this interview will not be linked back to your name in the final report.

Before we begin there are a few key terms I would like us to cover:

Visible Minorities: The term is defined under the Employment Equity Act as ‘persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour’. The following groups are classified as visible minorities:

South Asian	Latin American	Korean	Visible Minority not included elsewhere
Chinese	Arab	Japanese	
Black	Southeast Asian	Multiple Visible Minority	
Filipino	West Asian		

Are you comfortable with the term ‘visible minority’? Is there another term that you prefer we use, such as ‘racialized individual’, if so, please let me know, and we can use that term instead.

Do you have any questions before we begin?

Interview Questions:

Apprenticeship and the Trades

- 1 Why were you interested in pursuing a career in the trades? *Where did you learn about a career in the trades?*

- 2a Are you currently in an apprenticeship?

- 2b If yes, please indicate the trade?

- 2c When do you plan on finishing your apprenticeship?

- 3 If you are not in an apprenticeship, please indicate your current job:

- 4 Roughly, how many employees are there at the company you are currently working?

- 5 How long have you been with your current employer?

Experience with the Community Organization

- 1 How did you hear about the <insert organization>?
- 2 How much time passed between when you first contacted <insert organization> and found employment in the trades?
- 3 How did <insert organization> help you find a job?
- 4 What services did you participate in, while at <insert organization>? For example, resume writing, interview skills?
- 5 Were any services or programs provided by <organization> specific to finding a career in the trades? (For example, exam preparation, pre-apprenticeship, paying for safety equipment, workshop with trade employers)
- 6 What services were most useful in helping you find employment and succeeding at your job?
- 7 How, if at all, could any of the services at <insert community organization> be improved?
- 8 Are there services or training opportunities that you would like to see at <insert organization> that were not available to you?
- 9 When was the last time you were in contact with <insert organization>? Do you still participate in any services?
- 10 Are there any additional comments you would like to make?

Demographic Profile

1 Please indicate how long you have been in Canada?

2 Can you please tell me what age group you belong to?

5 to 19 years of age

25 to 34 years of age

45 to 54 years of age

20 to 24 years of age

35 to 44 years of age

55+ years of age

3 Please indicate your ethnic background:

South Asian

Latin American

Korean

Visible Minority not
included elsewhere

Chinese

Arab

Japanese

Black

Southeast Asian

Multiple Visible
Minority

Filipino

West Asian



**Canadian
Apprenticeship Forum-
Forum canadien sur
l'apprentissage (CAF-FCA)**

116 Albert Street, Suite 812

Ottawa, Ontario K1P 5G3

Tel: (613) 235-4004

Fax: (613) 235-7117

info@caf-fca.org

www.caf-fca.org