



Chatham-Kent Workforce Planning Board Apprenticeship Research CK and Program Evaluation

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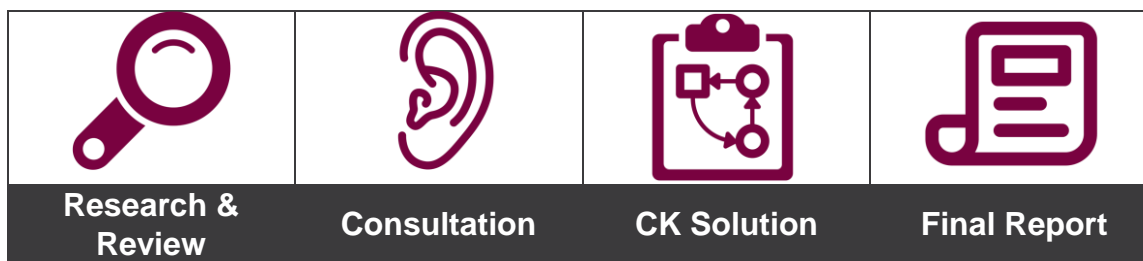
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Introduction

There are 105,943¹ residents and a labour force of 49,965² in the Municipality of Chatham-Kent. The Ministry of Training, Colleges and Universities Employment Ontario Client Data reports show there are currently 582 active apprentices in Chatham-Kent.

This report is intended to review successful apprentice support programs in Ontario, Canada and elsewhere to identify solutions for Chatham-Kent to support apprenticeship activity in the Municipality. It will consider programs that encourage completion of the apprenticeship program and support employers to participate in apprenticeship programming and recommend actions to increase the number of apprentices in Chatham-Kent.

The project consists of four phases including research and program review (including a literature review and in person research), consultation, best practice review and final recommendations.



Literature Review

Apprenticeship has long been considered one of the best learning programs for those wishing to learn a skill or trade. It is an investment in human capital and contributes to both national competitive advantage and the long-term well-being of workers (Sharpe and Gibson, 2005).

Apprenticeship combines on-the-job training and related classroom instruction under the supervision of a journey-level craft person or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation³. It is a contract between the apprentice and an employer in which the apprentice exchanges labour for practical training in a workplace environment.

¹ Statistics Canada Table 17-10-0084-01

² Statistics Canada 2016 Census

³ What is Apprenticeship? Washington State Department of Labour and Industries www.ini.wa.gov

While most of an apprentice's time is spent in the field, there is also a requirement for an academic component, usually consisting of four to eight-week blocks in a formalized learning environment.

Apprentices must find their own sponsors (employers). Apprentices having trouble finding a sponsor can start the process by enrolling in a college program. The college program provides foundational skills training and some colleges also assist the student with finding apprenticeship work. Workers who have been in the field or have significant work experience may opt out of the academic portion should they wish to challenge or pass the final examination independently. It is also possible to recognize previous experience through PLAR (Previous Learning Assessment and Recognition). Apprentices must 'sit' an examination for their chosen trade. The examination includes a written component. It does not necessarily include assessment of practical abilities. Trade qualification for employment is not mandatory in all trades.

Apprenticeship seeks to support and facilitate the transition for new job seekers from school to work in a highly complex and demanding environment. These experiential learning programs also address soft skills development. Enhancing apprenticeship programming has been identified as a key strategy to address the shortage of skilled tradespeople.

In their review of economic literature on training, Sharpe and Gibson (2005) describe the apprenticeship systems in Canada, Britain and the US as "market-driven", which means that the market conditions determine the supply of apprenticeships in contrast to the industry consensus models in Northern Europe. Sharpe and Gibson report that the Canadian educational system is oriented towards general rather than vocational education (which prepares individuals for work) and as a result, firms have much less commitment to supplying apprenticeship opportunities.

Although apprenticeship is the responsibility of the provincial government,⁴ apprenticeship is significant to both the federal and provincial governments. The Canadian and provincial governments have targeted the expansion of apprenticeship training and incentives, especially for youth (as cited in Halton Industry Education Council, 2015).

The benefits of apprenticeship include:

- Helping with the school-to-work transition and maintaining low youth unemployment.
- Providing opportunities to learn both technical and soft skills during training.
- Securing employment for individuals who have completed apprenticeship training.

⁴ education is within provincial jurisdiction

- Enabling a productive and adaptable workforce.
- Addressing employer needs by lowering hiring and training costs, lowering employee turnover and increasing productivity.
- Encouraging higher employment in skilled trades within the various sectors.⁵

The Chatham-Kent Workforce Planning Board is committed to working with its community partners to support and further enhance current apprenticeship programs within the Municipality of Chatham-Kent. The pathways into apprenticeship include the following:

- The traditional apprenticeship route (direct)
- Specialist High Skills Major program (a program that allows students in grade 11 and 12 to focus on a defined career path. Please see the “for more information” section for link to Ministry of Education website)
- Ontario Youth Apprenticeship Program (OYAP) - (a “school to work program” that helps students in grades 11 and 12 start their apprenticeship path through the in-school co-op program. Please see the “for more information” section for the link to the Ministry of Education’s OYAP information page)
- Dual credit programs (allow students to complete credits towards their Ontario Secondary School Diploma as well as a diploma, degree or apprenticeship certification. Please see the “for more information” section to learn more)
- Full time college programs
- Pre- apprenticeship programs
- Union or industry approved training.⁶

Many or all of these routes are available within the Municipality of Chatham-Kent.

In their research “The Apprenticeship System in Canada: Trends and Issues,” Sharpe and Gibson (2005) cite several barriers to apprenticeship. Those barriers include employment instability, negative perceptions of the trades, and the relatively young age of those entering apprenticeship (coupled with entry level wages and life demands). While there have been some changes in the statistical values recently, the trends identified above remain the same and continue to act as barriers.

Sharpe and Gibson (2005) made the following recommendations to improve the apprenticeship system:

- Increasing transparency and improving the preparedness of incoming apprentices.
- Laddering or integrating apprenticeship into the post-secondary system to improve the potential advancement of apprentices and the flexibility of their credentials.

⁵ Halton Industry Education Council, 2015

⁶ <http://www.skillsontario.com/pathways-to-apprenticeship>

- New programs targeting young apprentices.
- Financial incentives directed towards employers rather than students.
- Strengthening advisory committees, giving them responsibility to determine program content and promote apprenticeship within firms.
- Modularization or progressive credentialization policies with strong incentives for full completion of the apprenticeship program.

In a study looking at experiential learning through high school apprenticeship, Taylor and Watt-Malcolm (2007) focus on experiential learning opportunities within three different locations; school, learning centre and worksites. They concluded that “the institutional arrangements and features of different learning environments significantly influence their experiences and the quality of their apprenticeships.”

They identified challenges due to the academic and vocational divisions in the curriculum. Students at the learning centre failed to gain experience in dealing with the tensions rooted in power relationships on the job site. On the worksite, students were often required to make trade-offs on the job that limited their learning opportunities.

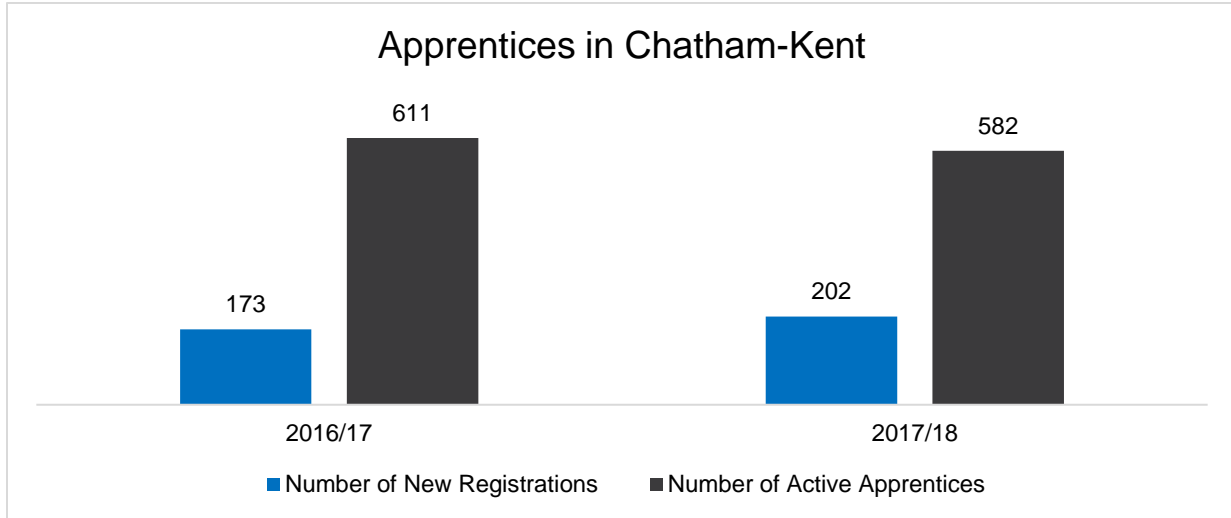
The authors provided the following recommendations for apprenticeship programs:

- Allow participation in multiple communities of practice inside and outside of the workplace.
- Allow broad access to learning in terms of tasks, knowledge and location.
- Ensure there is a structured, gradual transition with increasing complexity, monitoring progress and facilitation of transfer of skills to the work.
- Provide time for access to a range of qualifications, and time to reflect and learn off the job.
- Ensure recognition of and support for apprentices’ status as learners.

The development of social skills such as problem solving, conflict resolution and communication skills, along with literacy and numeracy skills, are themes throughout the literature. Support for the development of these skills contributed to the apprentices’ feelings of success. Gospel and Fuller (1998) suggest that apprenticeship training should be incorporated into existing HR strategies to ensure its importance to existing business.

Apprenticeship in Chatham-Kent

There were 582 active apprentices in Chatham-Kent for the 2017/18 fiscal year, down slightly from 611 in 2016/17.

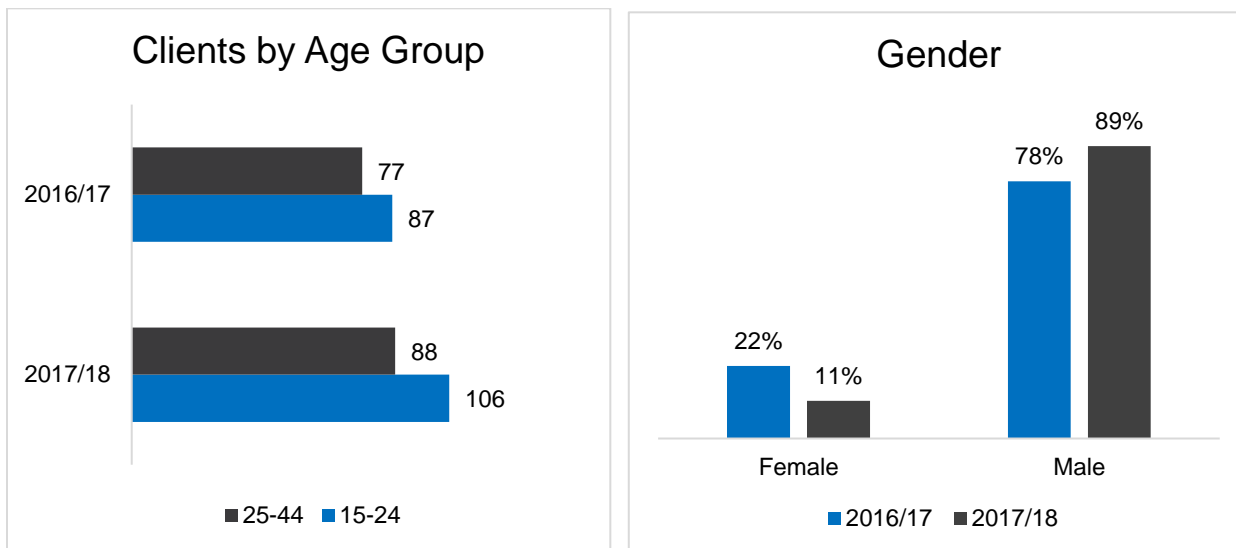


Source: Ministry of Training, Colleges and Universities Employment Ontario Client Data

The number of new apprentices is up from 173 in 2016/17 to 202 in 2017/18. There were 48 Certificates of Apprenticeship awarded in 2017/18 and 49 issued in 2016/17.

There were 13 individuals who participated in modular training in 2016/17 and 24 in 2017/18. (Modular training refers to training that is broken down into sections for ease of delivery)

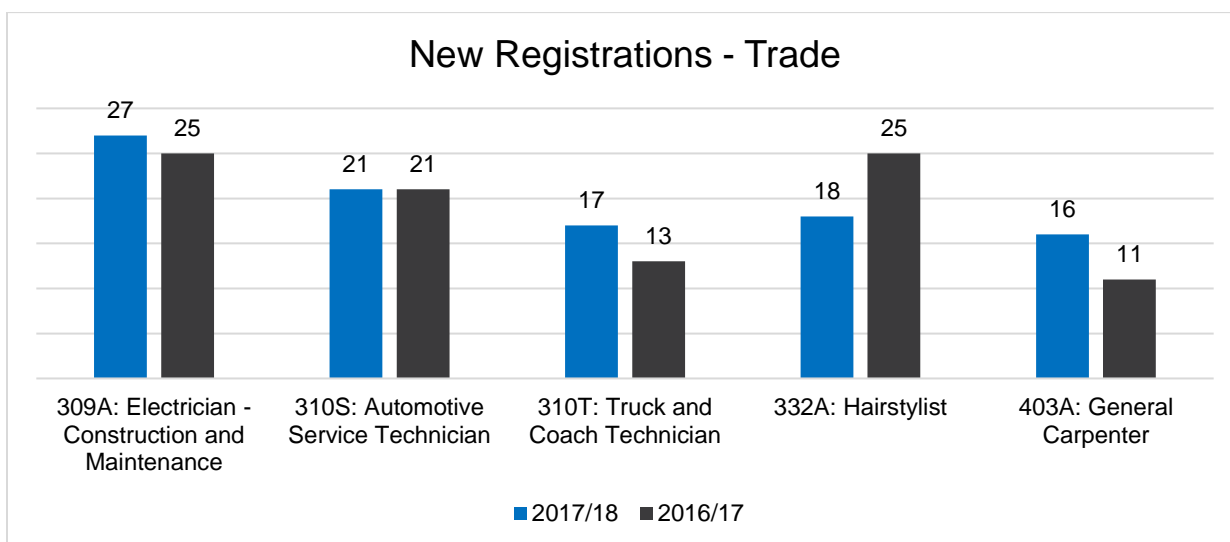
In 2017/2018 the average age of apprenticeship clients was 27. There were 106 apprenticeship clients age 15 to 24 compared to 88 age 25 to 44 (the number of clients age 45 and older was suppressed due to low numbers and confidentiality requirements). The apprentices were predominantly male at 89 percent of all apprentices.



Source: Ministry of Training, Colleges and Universities Employment Ontario Client Data

The majority of new registrants have completed high school when they enter the apprenticeship program. The number of registrants with high school education jumped from 66 percent in 2016/17 to 84 percent in 2017/18.

In Chatham-Kent, the majority of new registrants are beginning apprenticeships in five main areas: electrician-construction and maintenance, automotive service technician, truck and coach technician, hairstylist and general carpenter.



Source Ministry of Training, Colleges and Universities Employment Ontario Client Data

Previous research by the Chatham-Kent Workforce Planning Board indicates that the key issues facing apprenticeship in Chatham-Kent are:

- failing to retain apprentices,
- limitations on the ratio of apprentices to journeypersons,
- communication gaps between employers and apprenticeship partners and
- systemic challenges such as employer recognition of tenure over employee skills.

Some of these challenges are beyond the scope of local agencies; however, the Chatham-Kent Workforce Planning Board along with their partners have an opportunity to influence the number of apprentices in the community by increasing the numbers of individuals entering into apprenticeship programs, assisting in developing the skills needed to complete an apprenticeship program and providing the supports needed to complete the final examination phase.

Apprenticeship Programs for Review

There are a number of examples of programs across Canada and one with an overseas lens (specifically in the UK) focused on increasing the number of individuals completing apprenticeship programs including those aimed at apprenticeship promotion, retention and employer supports. This section provides a high-level overview of eight programs (in alphabetical order):

1. Apprenticeship Hub, Liverpool City Region Apprenticeship Hub, UK
2. Community Skills Support (CASSO Project), Literacy Link South Central Program, London, Ontario
3. Flexibility and Innovation in Apprenticeship Technical Training Pilot Projects, Canadian Apprenticeship Forum, Various post-secondary institutions
4. Hammer Heads Program; Central Ontario Building Trades, Toronto, Ontario
5. Mentorship Strategy, Automotive Sector Council of Nova Scotia
6. Ontario Adult Apprenticeship Program (OAAP) Journeyperson and Apprenticeship Trainer Coaching and Mentorship Workshops, The Centre for Skills Development & Training, Halton, Ontario
7. SkillPlan, BC Construction Industry Skill Improvement Council
8. Student Mentorship Program, Newfoundland and Labrador: Advanced Education, Skills and Labour

APPRENTICESHIP HUB	
Background	<p>The Liverpool City Region Apprenticeship Hub provides impartial advice and guidance in the following areas:</p> <ul style="list-style-type: none"> • Where to find local apprenticeship and traineeship vacancies, • Support documents for apprenticeship application forms,

	<ul style="list-style-type: none"> Information on apprenticeship vacancies within a 10-mile radius of the individuals.
Objective	Offer support and information to those seeking apprenticeships
Partners	Unavailable
More info:	http://www.apprenticeshiphub.org.uk/support-we-provide/

COMMUNITY SKILLS SUPPORT (CASSO PROJECT)	
Background	<p>The Community Apprenticeship Skills Support (CASS) Project⁷ was a three-year poverty reduction project for individuals receiving support through the Ontario Works or Ontario Disability Support Program. The program was developed with three target groups in mind: persons with disabilities, young single males and immigrants who have been in the country over five years.</p> <p>The program is designed to assist individuals to move out of poverty and transition through adult literacy, employment services, apprenticeship and into a career. Supports included an apprenticeship support case lead, educational interview and upgrading, learning disability assessment, employment service support, help with apprenticeship paperwork and process, employer engagement and in-school and work placement support.</p>
Objective	Poverty reduction
Partners	ATN Access Inc., The Elgin, Middlesex, Oxford Workforce Planning and Development Board, The Employment Sector Council.
More Info:	https://www.llsc.on.ca/local-poverty-reduction-fund-project-communi

FLEXIBILITY AND INNOVATION IN APPRENTICESHIP TECHNICAL TRAINING PILOT PROJECTS	
Background	The federal government's Flexibility and Innovation in Apprenticeship Technical Training (FIATT) program is funding 10 pilots to experiment with online learning, upfront training, mobile labs and/or simulator training. The FIATT pilot projects share goals linked to common apprenticeship barriers, emphasizing the applicability and importance of the initiative.
Objective	<ul style="list-style-type: none"> Help apprentices progress and complete their training. Reduce waitlists, time away from the workplace and the number of weeks on Employment Insurance (EI).

⁷ The pilot ended in December 2018

	<ul style="list-style-type: none"> • Create access to hands-on training, especially for rural and Northern apprentices, through simulators and mobile training units. • Engage apprentice learners, instructors, employers and/or underrepresented groups in online training. • Support apprentice learning and skills development.
Partners	<p>The following post-secondary institutions are conducting pilot programs through this initiative: British Columbia Institute of Technology (BCIT), Collège Boreal and Lambton College, New Brunswick Community College (NBCC), Nova Scotia Community College (NSCC), Operating Engineers Training Institute of Ontario (OETIO), Portage College, Red Deer College, Saskatchewan Polytechnic, Thompson Rivers University, Yukon College.</p> <p>The Lambton College program was initially expected to begin in early 2019. It will now begin in the fall of 2019.</p>
More Info:	http://caf-fca.org/news-events/current-initiatives

HAMMER HEADS	
Background	Hammer Heads is a 12-week comprehensive skills development program that introduces youth to several different construction trades while developing skills important to successful, long-lasting careers in construction. The program is comprised of safety training, hands-on skills development, mentoring and coaching. There is significant Union support.
Objective	Train and place under-resourced and aboriginal youth into registered apprenticeship careers.
Partners	BOLT, Concert Properties, Dickies, Frontier College, Kodiak, Ontario Construction Secretariat, Stanley DeWalt, Toronto Argos, Toronto Employment and Social Services, Toronto PC, Toronto Marlies, Toronto Rock, Tridel, Workers Health and Safety Centre, YMCA
More Info:	http://hammerheadsprogram.com/

MENTORSHIP STRATEGY	
Background	The Mentorship Strategy is focused on mentoring to assist with teaching and learning skills in the workplace. The program provides two streams of programming targeting apprentices and employers.

	Apprentices and pre-apprentice program participants receive training in learning through workplace mentorship as part of the program curriculum. Experienced tradespersons and employers can access workshops on teaching and learning in the workplace and a suite of supporting resource materials.
Objective	Assist with learning and teaching skills in the workplace
Partners	Nova Scotia Community College, Automotive Sector Council of Nova Scotia
For More Info:	https://apprenticeship.nsc.ca/mentoring/apprentice.htm

ONTARIO ADULT APPRENTICESHIP PROGRAM (OAAP) JOURNEYPerson AND APPRENTICESHIP TRAINER COACHING AND MENTORSHIP WORKSHOPS

Background	The Ontario Adult Apprenticeship Program provides hands on support for apprentices and employers in millwrighting, machining, industrial, electrical and tool and die trades. The program acts as a broker between adult apprenticeship candidates and employers. Participants are adult students who have participated in pre-apprenticeship programs seeking apprenticeship opportunities. The program supports mentors and industry employers, strengthening their workplace skills training through free Journeyperson and Apprenticeship Trainer Coaching and Mentoring workshops.
Objective	Increase the number of qualified journey people. Support mentors and industry employers to help strengthen workplace skills training
Partners	Ontario Centre for Workforce Innovation (OCWI), Halton District School Board.
For More Information:	http://thecentre.on.ca/About-Us/News/Journeypersons-and-Apprenticeship-Trainer-Workshop

SKILLPLAN

Background	<p>SkillPlan is an initiative of the BC Construction Industry Skill Improvement Council. The organization develops workshops and training materials to improve the essential skills of current or potential workers in the construction and mining industries.</p> <p>SkillPlan provides workshops for tradespeople on essential skills improvements (math, study skills and test taking), communications support, plain language writing as well as on the job mentorship. A</p>
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	sister program, MentorMatters, provides training programs targeted at the trainee and mentor in the mining industry.
Objective	Assist with essential skills and mentorship programs in the construction and mining industries.
Partners	BC Construction Industry Skill Improvement Council.
More Info:	http://www.skillplan.ca

STUDENT MENTORSHIP PROGRAM	
Background	<p>The Student Mentorship program brings students and mentors together to develop the skills, knowledge, attitudes, and connections students need as they transition into the world of work. Employers match the student with an industry professional related to the student's field of study.</p> <p>The mentor provides guidance and support to the student in career development and work-life balance, while creating opportunities for them to learn about the workplace. The program provides a subsidy to assist employers to create paid mentoring opportunities in the agriculture, aquaculture, oil and gas, and technology sectors for post-secondary students.</p>
Objective	provide supportive mentor/mentee relationships
Partners	Unavailable
More Info:	http://www.aesl.gov.nl.ca/students/mentorship.html

Program Evaluation

This section provides a more detailed review and evaluation of a short list of programs to assess their application in Chatham-Kent.

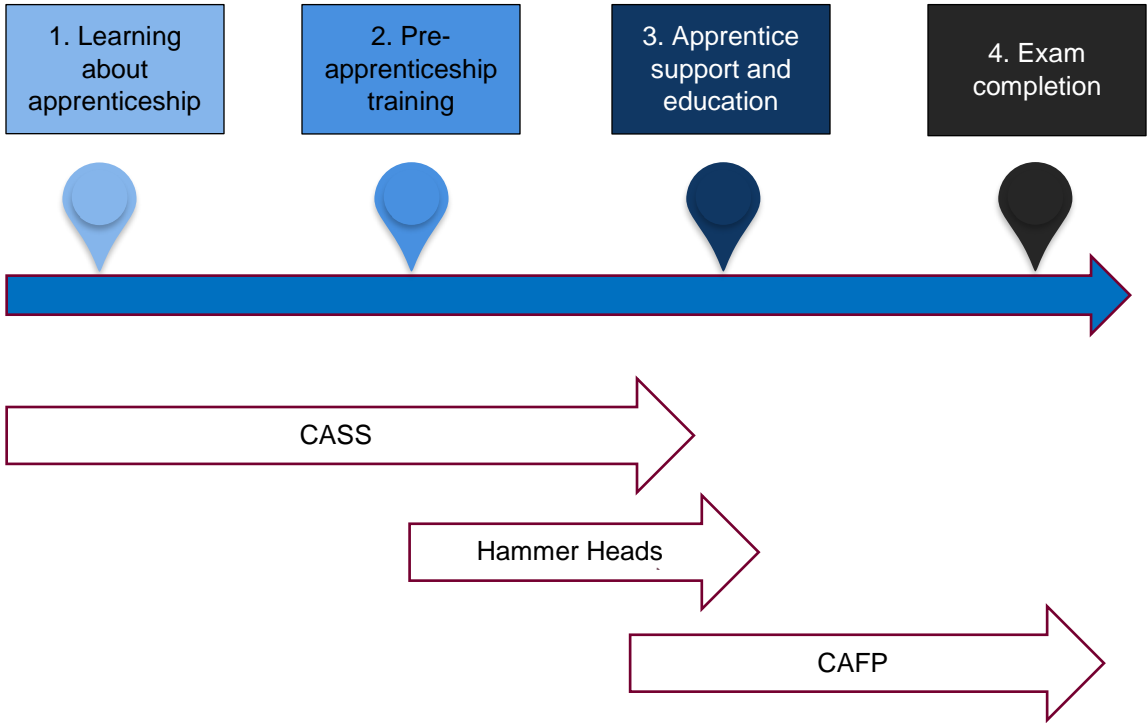
The following three programs were selected for further review:

- Hammer Heads Skills Development Program, Toronto, ON
- Community Apprenticeship Skills Support (CASS) Project, Literacy Link South Central Program, London, ON
- Canadian Apprenticeship Forum Pilot (CAFP) Projects, College Boréal and Lambton College

The review of these programs focuses on the structure, philosophy, and outcome of the program, and does not imply agreement or endorsement of any. The programs selected for review are all based in Ontario and, because of that, are more likely to comply with provincial regulations.

Each of the three programs evaluated provides supports at different stages of the apprenticeship process. These programs can provide insights on improvements or new offerings that could help to increase the number of apprentices in Chatham-Kent and support greater completion of the apprenticeship program.

APPRENTICESHIP PHASES:





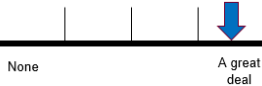
The CASS and Hammer Heads programs are both designed to meet the needs of a specific demographic. CASS was developed to introduce and support individuals living in poverty to consider opportunities in the trades. The Hammer Heads program was developed for youth from non-conventional backgrounds. The CASS and CAFP programs are both pilot projects while the Hammer Heads program has been in operation for seven years.

Program Comparison

	Community Apprenticeship Skills Support (CASS)	Hammer Heads	Canadian Apprenticeship Forum Pilot Project
Purpose	<ul style="list-style-type: none"> • Introduce the idea of apprenticeship to individuals who may not have previously considered it. • Provide ongoing support for the apprentice through all stages of the process 	<ul style="list-style-type: none"> • Provide an intensive pre-apprenticeship training program. • Provide regular follow-up through the first year to ensure a smooth integration into the apprenticeship program for its participants. 	<ul style="list-style-type: none"> • Reduce the classroom portion requirements by providing a condensed online program.
Target Group	<ul style="list-style-type: none"> • Young men not employed and not in training • Immigrants in Canada for over five years with less than grade 12 education • Individuals with disabilities 	<ul style="list-style-type: none"> • Under-resourced youth age 18 to 25 in the GTA. 	<ul style="list-style-type: none"> • Lambton College apprenticeship students.
Program Offering	<ul style="list-style-type: none"> • Participants work with case managers that are trained “specialists” in regards to the working of the apprenticeship system • Clients complete targeted assessments and are offered educational/learning supports (including Soft skills training) 	<ul style="list-style-type: none"> • 3 month pre-apprenticeship program. • Additional life skills and work specific training and certifications • Job experiences with partner businesses and unions 	<ul style="list-style-type: none"> • carpentry apprenticeship program condensed from an eight-week block program to a four-week “in class” program with the remaining program available online over 12 weeks. • Technology supports provided to students • Exam preparation class (or in some cases, week) offered for all apprenticeship students.

Duration	3 Year pilot	3 month pre-apprenticeship program	four-week condensed practical program with the remaining program available online over 12 weeks.
Successes	<ul style="list-style-type: none"> Final report pending 	<ul style="list-style-type: none"> 95% success rate. 380/400 students have completed at least one year of apprenticeship. 	<ul style="list-style-type: none"> Has not been started yet.
Partners	<ul style="list-style-type: none"> The Employment Sector Council, Workforce Planning and Development Board, Ontario Works, Literacy Link South Central labour reps and employer reps. 	<ul style="list-style-type: none"> Central Ontario Building Trades, an organization made up of 25 trade unions 	<ul style="list-style-type: none"> Lambton College, College Boréal, Ministry of Training, Colleges, and Universities
Phases of Apprenticeship Represented	<ol style="list-style-type: none"> Learning about apprenticeship Pre apprenticeship training Apprentice support and education 	<ol style="list-style-type: none"> Pre-apprenticeship training Apprentice support and education 	<ol style="list-style-type: none"> Apprentice support and education Exam completion
Program Status	<ul style="list-style-type: none"> A three-year pilot project was completed in December 2018. The final report is expected in early 2019. 	<ul style="list-style-type: none"> The program has been operational for seven years. 	<ul style="list-style-type: none"> As it is a very new delivery model that has not yet been reviewed, the outcome of the condensed classroom time has yet to be determined. The first group of apprentices will begin the new program in September 2019. The exam preparation courses have already been proven successful. Lambton College's apprenticeship exam pass rate has increased from 60 percent to between

			85 and 90 percent with the implementation of the exam preparation course.
Application for Chatham Kent	<p>The model brings together various social agencies to work together to support clients' needs and coordinate the supports necessary to complete the apprenticeship program. It uses existing agencies and provides them with additional training and expertise to better support their clients.</p> <p>It requires a commitment from existing agencies to act as resources for other agencies. It also requires participating agencies to become more open with the other agencies. No additional staffing resources are required.</p> <p>Chatham-Kent may be eligible for funding to roll out a similar program with local agencies. The research completed by the Chatham-Kent Workforce Planning Board Report on Soft Skills Training completed in 2017 may be helpful in establishing the partners for this program.</p>	<p>This program would be difficult to replicate in Chatham-Kent. There is not an equivalent to the Central Ontario Building Trades in Chatham-Kent to provide the financial and employment opportunities.</p> <p>The program's success is due in part to the high level of individual attention and support each participant receives from an initial needs assessment to regular feedback and transportation to training sites. The staffing, one-on-one consultation, transportation and in-kind support from trade unions would require significant financial resources to implement in Chatham-Kent.</p>	As it is a very new delivery model that has not yet been reviewed, the outcome of the condensed classroom time has yet to be determined. The first group of apprentices will begin the new program in September 2019.
Ability to implement			

Potential to increase/adopt/complete			
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The Changing Environment for Apprenticeship in Ontario

The provincial government released Ontario’s Apprenticeship Strategy⁸ in February 2018. The strategy consisted of five pillars:

1. Promote apprenticeship
2. Support and retain apprentices
3. Engage and support employers and sponsors
4. Increase participation of under-represented groups
5. Update the apprenticeship system through digital enhancement.

The plan included a series of recommended short-term and longer-term initiatives in support of the pillars.

A new government was elected in Ontario in June 2018. Following the election, the webpage for Ontario’s Apprenticeship Strategy has been modified. The page now states that “this page was published under a previous government and is available for archival and research purposes.”

In October 2018, the new government announced plans to modernize the apprenticeship program and wind down the Ontario College of Trades, the body previously responsible for monitoring and administering apprenticeship in the province.⁹ A revised model for skilled trade and apprenticeship regulation will be announced in spring 2019.

A joint release from the Ontario College of Trades and the Ministry of Training Colleges and Universities on November 29, 2018 announced the following immediate changes to the apprenticeship program:

- Changes to the journey person to apprentice ratios to 1:1 for 33 construction trades (previous ratios were higher, depending on the trade, and had required as many as 3 journey persons to each apprentice.)
- A moratorium on trade classification and reclassifications
- An intent to remove 24 low-volume trades

⁸ <https://www.ontario.ca/page/stronger-apprenticeship-system-ontario-ontarios-apprenticeship-strategy>

⁹ <https://news.ontario.ca/maesd/en/2018/10/open-for-business-modernizing-ontarios-apprenticeship-system.html>

The release further outlined the government’s commitment to continue to

- register training agreements,
- assess employer eligibility,
- administer Certificate of Qualification exams and
- maintain legal requirements for valid credentials in the interim.

Implementing Ontario’s Apprenticeship Strategy Locally¹⁰

The following series of tables reviews the five pillars and associated initiatives outlined in Ontario’s Apprenticeship Strategy released under the previous provincial government in February 2018. This table identifies opportunities to deliver or leverage these programs locally. The tables also include references to the three programs that feature for case studies in this report.

Promote Apprenticeship

	Provincial Program Only	Local Support Potential	Case Study Application
Short-Term			
Review OYAP and propose clear pathways and better transitions from secondary school.	X		N/A
Increase number and kind of experiential learning opportunities in skilled trades for students in elementary and secondary school.		Host local employer tours in cooperation with local school boards	N/A
Longer-Term			
Support expansion of experiential learning for elementary, secondary and adult learners.		Expand co-op placements for employers and local school boards	
Provide ongoing professional development for educators.		Host local educator professional development sessions on apprenticeship	

¹⁰ Despite the provincial government’s plans to modernize the apprenticeship program, many of the initiatives outlined in Ontario’s Apprenticeship Strategy have the potential to increase the number of entrants and successful completions of an apprenticeship regardless of the regulatory environment.

Explore credential mapping between apprenticeship and degree programs.	X		CASS
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Support and Retain Apprentices

	Provincial Program Only	Local Support Potential	Case Study Application
Short-Term			
Help apprentices connect to training opportunities and find an employer sponsor, help employers find apprentices.		Local employment Ontario initiatives, hosting apprenticeship info fairs and job fairs	CASS
Improve skills assessment for apprentices up front and provide opportunities to upgrade their skills.		Provide pre-apprenticeship assessment services	Hammer Heads, CASS
Develop a customer service strategy with end to end customer service for apprentices and employers.	X		
Longer-Term			
Make it easier for apprentices to access in-class learning with standard wait times for training, online training options and support for apprentices in rural and remote communities.		Potential for St. Clair College to expand offering	CAFP Lambton
Review apprenticeship seat-purchase process.	X		
Improve support for apprentices to prepare for exams.		Potential for St. Clair College to expand offering	CAFPP Lambton

Engage and Support Employers and Sponsors

	Provincial Program Only	Local Support Potential	Case Study Application
Short-Term			
Transform apprenticeship training tax credit.	X		
Expand use of employer consortium models to support participation of small and medium businesses in apprenticeship training.		Establish local employer group for small and medium businesses	
Longer-Term			
Launch regional sectoral hiring and training strategies that can help address skills and labour shortages.	X		
Develop continuing education programs to help journeypersons keep their skills current to meet evolving needs of employers, workforce and the economy.	X		

Increase Access for Under-represented Groups

	Provincial Program Only	Local Support Potential	Case Study Application
Short-Term			
Provide financial bonus for employers who train an apprentice from an underrepresented group.	X		
Reach underrepresented groups through planned outreach and marketing activities.		Work with Employment Ontario Partner clients – establish super advocates	CASS
Launch working group and community of practice to find other ways to support and retain		Work with Employment Ontario Partners	CASS

apprentices from underrepresented groups.			
Longer-Term			
Explore expanding the OYAP program to increase access from underrepresented groups.	X		
Explore redesign of the pre-apprenticeship training program to better reach and successfully place participants from underrepresented groups.		Work with St. Clair College and Employment Ontario Partners	Hammer Heads
Develop resources to support employers and sponsors in creating a welcoming and inclusive atmosphere for under-represented groups.		Potential role for Local Immigration Partnership, Employment Ontario Partners	
Set up a mentorship program for participants from under-represented groups.		Potential role for Local Immigration Partnership, Employment Ontario Partners	

Update the Apprenticeship System Through Digital Enhancement

	Provincial Program Only	Local Support Potential	Case Study Application
Short-Term			
Launch an apprenticeship web portal as a one-stop location for all apprenticeship information and resources.		Promote links to provincial web portal via local employment partners and CK WPB site	
Post a list of provincially recognized training providers online to support apprentices.		Promote links to provincial web portal via local employment	

		partners and CK WPB site	
Launch a skilled trades sector to provide province-wide and regional information on apprenticeship opportunities and job prospects.		Promote links to provincial web portal via local employment partners and CK WPB site	
Longer-Term			
Simplify apprenticeship application process.		Assist individuals to complete apprenticeship application	CASS
Expand digital services to support apprentices offering digital log books exam preparation support, in-class schedules and registration and online customer service.		Promote links to provincial digital services, Potential for St. Clair College to adopt more online supports	CAFP Lambton

Community Stakeholder Consultation

The overall findings of the consultations can be grouped into seven general categories and are highlighted as follows:

Cooperation between Agencies	<ul style="list-style-type: none"> assemble a network of the individuals and agencies involved in the broadest level of apprenticeship. This proposed “apprenticeship network” would focus on helping to promote apprenticeship, working together to address challenges, finding supports for individual apprentices as required, and providing referrals to appropriate supports. The stakeholders expressed support for the establishment of “super advocates” (referred to as case managers in the CASS case study). get job developers from different agencies to work together to leverage programs and networks, which was based on a previous model used by Job Connect and Ontario Works.
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	<ul style="list-style-type: none"> • currently working to help clients find connections to employers for vacant positions. Some stakeholders suggested that with the shift in the labour market, more employers may be open to hiring individuals without a previous connection to their operation. • more cooperation and agreement on appropriate supports and programs to increase apprenticeship programming. <p>Several noted the change in their services because of changing workforce conditions. While Employment Ontario service providers were previously so busy with job seekers that much of their time was devoted to “finding jobs” for a diverse group of individuals, it is now focused on finding individuals with the appropriate skills to fill employer needs and developing those skills with their clients. This represents a shift to the Job Match model (looking at employers needs and matching with existing clients) as opposed to a more traditional Job Development model (where the skills of the job seeker are marketed to employers)</p> <ul style="list-style-type: none"> • meetings focused on apprenticeship that happen on a regular basis would improve their effectiveness in attracting apprentices and addressing barriers faced by individuals.
Exam Prep	<ul style="list-style-type: none"> • general consensus regarding the challenges of the final exams. The exam preparation course is now a mandatory component of apprenticeship programs.¹¹ • Some concern that there was not a direct correlation between exam preparation classes and the outcome of the exams. Although some academic institutions monitored their pass rates as part of their performance indicators, others reported they did not. The failure rate has decreased slightly due to the exam preparation course but is still an area of concern. There were also some reported discrepancies between the exam preparation program and the exam content.

¹¹ The delivery of the program is mandatory. Apprentices can choose to attend the exam preparation program at a cost of \$50.

- apprentices stated that after they feared they could lose their job if they were not successful on their exams. In some cases, this fear was a roadblock that prevented them from taking the exam and completing their apprenticeship.

It was also suggested that some apprentices were not exposed to all areas of their specific trade in their work experience. These individuals may have a great deal of experience in some areas of the trade and very little in others. This inconsistency in training presents challenges for the apprentice writing the exam as their experiential learning does not include all elements covered in the exam. The Ontario Electrical League is piloting the Support Ontario Youth Apprentices (SOYA) program to address this problem. SOYA will provide apprentices with a variety of opportunities in the trade through a coordinated effort of many employers.

There are several other challenges related to the examinations. Older apprentices are sometimes challenged to pass exams as they are out of practice in taking tests. Some of the stakeholders reported that there is a stigma in trades about asking for help or an “accommodation” and apprentices are therefore hesitant to access the supports they need to successfully complete the examination.

Some stakeholders reported that the certification exam is written in a format with syntax that some apprentices find difficult to understand. In some cases, they said the syntax was not consistent with the language used within the trade itself.

One person gave an example in the heating and cooling trade. The apprentices couldn’t understand the language used in the exam in order to complete the math. They recommended that during the exam prep program that helping the apprentice to learn how to read and interpret the questions that they would see during the exam would be an asset. This might assist in increasing the pass rate.

The preparation classes also got mixed reviews by the stakeholders. The stakeholders were not critical of the concept but rather cited challenges with the differences that emerge based on teaching and facilitation styles and personalities.

<p>Strategies for Ensuring Apprenticeship Success</p>	<p>Many of those consulted agreed that there were opportunities to employ more strategies to ensure success of apprentices.</p> <p>There was overall support for the advanced assessment for all apprentices in literacy, numeracy and general learning styles and challenges to best support the apprentices.</p> <p>The stakeholders were able to identify some of the existing resources available, but suggested that better coordination with programs and a forum for sharing information and problem solving for apprentice’s needs would ultimately be helpful to the apprentice.</p> <p>The stakeholders emphasized the importance of ensuring those individuals counselling prospective apprentices had up to date and accurate information to share with students and job seekers. In one example, a high school student reports he was advised by the counsellors that he didn’t need any senior math credits to start his apprenticeship. When he applied to become a mechanic, however, he learned that he did require a grade 12 math credit to complete his apprenticeship and had to go back to school.</p> <p>It would be beneficial to provide teachers and guidance counselors with ongoing professional development to learn about what is required in the field or on the shop floor (or know where to access that information) to ensure they have the correct information to share with potential apprentices about the required skills and courses they need to be successful.</p> <p>The stakeholders noted the challenge in accessing apprenticeship training in Chatham. Transportation to St. Clair College in Windsor was reported as a barrier for some students. The stakeholder from St. Clair noted that in their experience, individuals who have difficulty getting to the college for training will also have challenges getting to the employers’ worksite to complete their apprenticeship.</p> <p>The stakeholders stated that they were in support of providing pre-apprenticeship programs. St. Clair College is currently exploring the potential for a 17-week pre-apprenticeship program which will include help to find a first job. This pilot program would</p>
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include free tuition, free books and free tools for eligible students. The students would have to cover their own living expenses for the 17-week period. Within existing pre-apprenticeship programs there is opportunity to assess numeracy, literacy and assist in assessing the appropriate resources to ensure student learning success. As this delivery model is still in development, it is unknown if the course hours and offerings would work around the student's work schedule.

The smaller numbers of apprentices in Chatham-Kent mean that the individual support (as provided in both the CASS and Hammer Heads programs) is feasible, although it would require additional funding. As pointed out by one of the stakeholders, even a small number of clients stably employed in the trades, would make a positive impact on the trades community in Chatham-Kent, allowing for a continued information exchange, and allowing employers to take on more contracts.

Overall, there was consensus that the new ratio of one journeyperson to one apprentice as mandated by the new provincial government is a positive move. The previous ratio of three journeypersons to one apprentice made it more challenging for small employers (employing 5-20 people) to take on apprentices.

An apprenticeship program can take a long time to complete. The majority of apprentices complete their apprenticeship in their mid to late twenties. The apprentice's personal life can change significantly during the time from the beginning of an apprenticeship to its completion. The extended time away from work to complete training, coupled with the changing life events presents challenges for apprentices. While attending school, employment income is affected and the lack of income can be a barrier to completion.

Some stakeholders suggested a variety of learning modalities to address the apprentice's family and financial responsibilities. Those learning modalities might include changes to the delivery systems used in apprenticeship (block learning, on-line learning, variety of experiential learning opportunities as well as the length of "block learning times") as positive ways to support completion rates. One employer stated that "a variety of both on-line and

	<p>block release is worth considering. Learning happens not only in formal instruction but in off-times with other apprentices during the learning block.”</p> <p>Some of those consulted reported that the experience for some apprentices can be very narrow. Specifically it was reported that some electricians may do commercial work and have very little experience in residential work in their role. Broadening their experience to include both residential and commercial would be beneficial.</p> <p>Several stakeholders who participated in the consultation proposed a formal tracking system that all apprenticeship network members could access to share case files and be able to understand what the client has completed to date.</p> <p>Historically the starting age in many trades has been quite low (late teens, early 20’s) and many experienced journeypersons begin retiring around age 50. This dynamic puts pressure on the system with growing demand for apprentices and a decrease in the number of journeypersons available to support them.</p> <p>The stakeholders recognized that while providing additional resources would be a challenge they reported that they felt strongly that positively navigating that first year of apprenticeship was critical to the apprentice’s overall success. Stakeholder report that as they are starting out and learning, apprentices often are not as confident in the early stages of their training. Regular check-ins during the first year would help the apprentice gain a greater confidence level. (Hammer Heads continues its support for a full year on the job).</p>
<p>Initiating Apprenticeship/ Awareness of Apprenticeship Opportunities</p>	<p>Chatham-Kent could explore to encourage more people to enter the trades using</p> <ul style="list-style-type: none"> • social media, • expanding experiential programs, • continuing to target specific underrepresented groups such as women and • updating the videos showing apprenticeship in Chatham-Kent.

<p>Changing Provincial Mandate</p>	<p>Many stakeholders commented on the current uncertainty of the future of the apprenticeship program. The stakeholders indicated that the apprenticeship strategy developed under the previous government showed some promise. They were optimistic that the changes coming to the program would be positive.</p>
<p>Educations Role in Apprenticeship</p>	<p>All stakeholders reported that the education sector has a significant role to play in promoting and providing access to apprenticeship. The stakeholders said that a student’s education of and exposure to the trades should begin in elementary school.</p> <p>They said that from their past relationships with teachers and guidance counselors, they believe that they would benefit from more education on the opportunities for apprentices. They said that age old stereotypes need to be challenged with parents and educators. Some of the old perceptions that need to be challenged include that the trades are for those who perform at a lower academic level and that they pay lower wages.</p> <p>Some stakeholders reported that guidance teachers often do not have enough information on how to support students wishing to become apprentices. They would benefit from additional information on those trades most in demand, the local employers and sectors who employ them, and the educational requirements to pursue them. They also could use more support on how to connect students with employers who are looking for apprentices. They recommended that a coaching opportunity be explored to work closely with students and help set them up for success on the job.</p> <p>They noted that Chatham-Kent has made great strides in the number of OYAP students going on to apprenticeship. This growth can be attributed to the success in apprenticeship awareness days, construction days, manufacturing days and women in skilled trades events happening in Chatham-Kent to name a few. They do note however, that there is always an opportunity for continued growth.</p> <p>They stated that another important role for education occurs in providing assessment of the students prior to apprenticeship. Determining a person’s interest and skills, previous history, support from family and values would help them explore solid</p>

	<p>career goals and help them successful transition from secondary to post-secondary studies.</p>
<p>Addressing Employers Needs</p>	<p>Several stakeholders noted that the entry to apprenticeship jobs presented the biggest barriers for some apprentices. Some stakeholders said there were not enough jobs for apprentices in Chatham-Kent while others said there were plenty of jobs but the available candidates did not have the skills, experience, work ethic or social skills needed to be the “right fit” for that employer.</p> <p>Some felt that there was significant challenge in getting the first job for apprentices and because of it, entrance into a formal apprenticeship program was not guaranteed immediately. In some cases, apprentices had to wait three to six months for a space in the level one classes.</p> <p>The stakeholders said there were challenges identifying and matching the employer needs for various types of apprenticeship. Individuals who were not coming right out of school often had real difficulty finding an employer to take them on and found it difficult to navigate the system without knowing all of the supports that were available to them.</p> <p>In a small community like Chatham-Kent, it was reported in consultation that personal and professional connections play a significant role in finding an employer. As some of the consultations revealed, many of the apprentices had a family connection to their employer. Others indicated this situation was gradually changing.</p> <p>Some stakeholders recommended providing incentives to participate in the apprenticeship program. Some employers are already strong advocates participating in apprenticeship info fairs and events.</p> <p>In some communities, unions are big supporters of the trades; however, the scale of Chatham-Kent is too small for this to truly resonate.</p>

Recommended Actions

Apprenticeship in Ontario is undergoing great change. These recommendations were developed with an understanding that local efforts will need to adapt to the changes in program delivery, funding and administration expected from the province in 2019. These recommendations are focused on actions that can be implemented locally and will support the apprentices, employers, program delivery agencies and service organizations to adapt to the changing environment and achieve greater outcomes for all parties.

#1 Establish a Local Apprenticeship Network

There are a variety of agencies and organizations working with students, job seekers and others interested in pursuing and completing an apprenticeship. Establishing a Local Apprenticeship Network would provide a forum for the various apprenticeship stakeholders to coordinate their activities and ensure all members are informed on the latest developments and opportunities for apprenticeship programming.

The network would apply a “no wrong door” philosophy where a prospective apprentice could be referred to the appropriate resource or agency and support via any member of the network.

The membership should include the Chatham Kent Workforce Planning Board, Employment Ontario agencies, the Ministry of Training Colleges and Universities, school boards, post-secondary education, unions, employers, business associations, Chatham-Kent Economic Development, Chambers of Commerce and other interested parties.

The Chatham-Kent Apprenticeship Network mandate should include:

- Quarterly meetings with all apprenticeship stakeholders.
- Planning and collaborating on apprenticeship awareness events and experiential learning programs.
- Tracking apprenticeship enrollment and progress throughout the apprenticeship process.
- Referring apprentices to member agencies for supports as required.
- Holding service coordination meetings to determine appropriate support for individual apprentices.
- Providing training and information updates on apprenticeship programs and requirements for member staff.
- Supporting schools and their students entering the trades.
- Providing teaching and learning opportunities for employers and apprentices.
- Identifying and sharing information on demand for various trades.
- Connecting prospective apprentices with employers.

The CKWPB should play a leadership role in establishing the Apprenticeship Network with the goal of creating a board of directors responsible for the ongoing governance of the Apprenticeship Network and program delivery.

#2 Establish Apprentice-Centered Program Delivery

Even with the broad changes to apprenticeship anticipated in Ontario in 2019, there are many initiatives that could be implemented in Chatham-Kent to provide a more supportive environment for apprentices. The focus of this goal is to Increase the number of individuals who successfully completed the program through pre-apprenticeship assessment and training with a suite of services and program modifications as they undergo the apprenticeship program. The following recommendations will create a supportive environment for those interested in apprenticeship and those in the apprenticeship program.

Pre-Apprenticeship:

1. Provide assessments of all apprentices on entry into the system identifying literacy, numeracy and test writing skills and providing appropriate supports to increase the potential to successfully complete the classroom and exam components of the program.
2. Provide pre-apprenticeship training in soft skills, WHIMS, first aid, fall arrest, CPR, working at heights and others as identified by the Apprenticeship Network. Follow the progress of the St. Clair College pre-apprenticeship training in Windsor to identify areas for adoption in Chatham-Kent.
3. Build on existing entry-way networks for apprenticeship. Provide speakers on apprenticeship opportunities, provide information on apprenticeship for guidance counsellors, host apprenticeship job fairs and 'speed dating' type events, host parent/student events. Build on the success.

During Apprenticeship:

1. Establish an advocate/case manager/mentor or Apprenticeship Network member to follow up personally with the all apprentices regularly (especially in the first year) to answer questions, make connections and refer to supports as required.
2. Provide supports for employers to facilitate their training roles through train the trainer programs.
3. Provide regular updates and host information meetings on apprenticeship for employers as the program evolves.
4. Explore the potential for incentives for employers to take on general labourers before they begin the apprenticeship program.
5. Establish advocates or case managers to hold regular meetings with apprentices – providing personal connections to the appropriate individuals or agencies.

Before Examination:

1. Provide exam writing supports and workshops in conjunction with the final apprenticeship exam preparation programs.

#3 Promote Trades as a Viable Career Path

Promoting the trades is a shared responsibility. Chatham-Kent educators, employers, Employment Ontario Agencies and other stakeholders can leverage provincial and trade-specific programming to ensure their message is received locally. Experiential training and local promotions provide an opportunity for Chatham-Kent students and other residents to learn about the employment opportunities in their community.

1. Engage Apprenticeship Network in awareness activities for greater coordination of apprenticeship awareness activities.
2. Leverage provincial resources and website.
3. Explore opportunities to mitigate liability concerns and expand experiential opportunities with local employers.
4. Expand high school and elementary experiential learning activities (high school co-op program, elementary school tours, hands on tech camps, job and info fairs).
5. Consider updated video and social media content for local promotion of careers in trade.

Appendix A

Community Apprenticeship Skills Support (CASS)

Clients/Target:

- Young men not employed and not in training
- Immigrants in Canada for over five years with less than grade 12 education
- Individuals with disabilities

Originally intended for three specific groups, the vast majority of program participants were men and women with identified or suspected disabilities which were, in order of prevalence, mental health and physical.

The program administrators determined that the youth they had originally expected to participate in the program expressed that they had difficulty with the long-term commitment required for an apprenticeship program. They also found that the children of immigrant families who were also initially targeted for the program were predisposed to careers in professional careers as opposed to trades.

Program Offering: A steering committee of various social service agencies in the London area including: The Employment Sector Council, Workforce Planning and Development Board, Ontario Works, Literacy Link South Central, labour and employer representatives.

Service agencies and their clients received additional information on the opportunities in apprenticeship through various workshops and trade events.

Case managers were selected from the existing staff of three of the participating service agencies. These case managers received additional training to become more knowledgeable about apprenticeship and act as resources to their clients and other support staff and agencies. The case managers helped agencies prepare to work with clients and map out the apprenticeship process.

Clients completed three assessments through the program:

- Essential skills (by Ontario Trades)
- Employment Readiness

- ApprentKnow Assessment

Clients received education and soft skills training targeted to their demonstrated needs based on the results of the various assessments. The program also encouraged the various agencies to work more collaboratively to identify and address their clients' challenges as they went through the apprenticeship program. Client files were shared online using a secure database to provide all appropriate agencies with access to their clients' data.

Through this pilot, Literacy Link South Central determined that the various agencies didn't have a fulsome understanding of what each other did and did not always look for solutions to their clients' needs outside their individual agencies. They also determined that the various client service workers were not always well informed on apprenticeship.

Over the course of the pilot, the case managers reported that they felt that they became more knowledgeable of the process, and that they were better able to support the specific needs of the targeted client groups to help them successfully enter and complete an apprenticeship.

Apprenticeship Phase: One through Three. This program focused on clients progressing from exploring apprenticeship through to beginning the apprenticeship program with four steps:

1. Intake
2. Orientation
3. Self-identify
4. Meetings with the case manager to track client progress

Program Status: A three-year pilot project was completed in December 2018. The final report is expected in early 2019.

Application for Chatham-Kent: The model brings together various social agencies to work together to support clients' needs and coordinate the supports necessary to complete the apprenticeship program. It uses existing agencies and provides them with additional training and expertise to better support their clients.

It requires a commitment from existing agencies to act as resources for other agencies. It also requires participating agencies to become more open with the other agencies. No additional staffing resources are required.

Chatham-Kent may be eligible for funding to roll out a similar program with local agencies. The research completed by the Chatham-Kent Workforce Planning Board Report on Soft Skills Training completed in 2017 may be helpful in establishing the partners for this program.

Ability to implement



Potential to increase adoption/completion



Hammer Heads

Clients/Target: Hammer Heads was designed for under-resourced youth age 18 to 25 in the GTA. Participants learn about the program through agency referral and word of mouth. Program participants are screened for program suitability and their motivation to complete the program.

Program Offering: Hammer Heads is a three-month pre-apprenticeship program. It provides participants with the life skills, soft skills and any required education (e.g. GED, Grade 12 math or Grade 12 physics) to support their successful integration and completion of the apprenticeship program. The program also includes additional work specific certifications such as forklift, fall arrest, working at heights, safety, first aid and health training.

Hammer Heads receives significant financial and in-kind support from the Central Ontario Building Trades, an organization made up of 25 trade unions. At the completion of the Hammer Heads program, the participants are each offered an apprenticeship with one of the participating unions.

Apprenticeship Phase: Two to Three. Pre-apprenticeship through apprentice support.

Program Status: The program has been operational for seven years. There are five dedicated staff delivering the program: Executive Director, Executive Assistant, program coordinator, receptionist and field representative.

In October 2018, the Ministry of Training, Colleges and Universities requested a review of the Hammer Heads program in response to allegations that program participants were subjected to “abusive language, racial slurs and intimidation.”¹² The outcome of the review has not yet been determined.

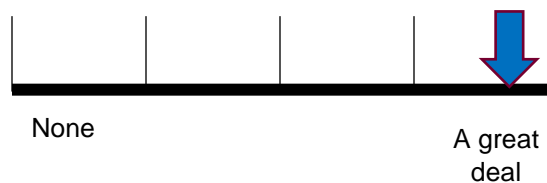
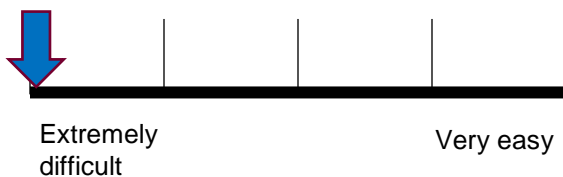
Implementation Potential: This program would be difficult to replicate in Chatham-Kent. There is not an equivalent to the Central Ontario Building Trades in Chatham-Kent to provide the financial and employment opportunities.

¹² Toronto Star: October 25, 2018 <https://www.thestar.com/news/gta/2018/10/24/province-reviewing-independent-probe-of-construction-trades-boot-camp.html>

The program's success is due in part to the high level of individual attention and support each participant receives from an initial needs assessment to regular feedback and transportation to training sites. The staffing, one-on-one consultation, transportation and in-kind support from trade unions would require significant financial resources to implement in Chatham-Kent.

Ability to implement

Potential to increase apprenticeship adoption/completion



Impact potential to increase apprenticeship adoption/completion: Hammer Heads reports strong outcomes for their participants with a reported 95 percent success rate. Of the 400 program participants, 380 have completed at least one year of apprenticeship. Forty-seven program alumni have gone on to purchase homes as a result of their successful completion of the apprenticeship program.

Hammer Heads attributes part of their success to the stringent screening process for individuals who are motivated and committed to following through with the program. While this screening ensures the participants are successful, it does limit the number of program entrants.

Canadian Apprenticeship Forum Pilot Project

Clients/Target: This program is available for Lambton College apprenticeship students. The condensed classroom training will be offered, initially in the carpentry program. It is projected that the program will be expanded to other trades following a successful completion and evaluation of the pilot program. The exam preparation program was initially offered to electrical apprentices but has since been expanded to all Lambton College apprenticeship students as recently required by the province.

Program Offering: Lambton College has reformatted its carpentry apprenticeship program from an eight-week block program to a four-week condensed practical program with the remaining program available online over 12 weeks. Participating students will receive an iPad loaded with information and tutorials to use through the program, which use the Desire to Learn (D2L) software. Lessons will be posted on Fridays with an on-

line forum held each Wednesday evening. (College Boréal will offer a similar program in French). Lambton College also has a fully equipped mobile trailer which is able to be used to deliver the program remotely.

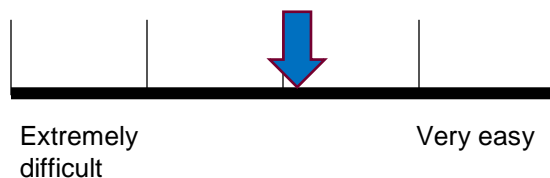
Lambton College also offers an exam preparation class (or in some cases, week) for all apprenticeship students.

Apprenticeship Phase: The program covers phases three and four, education and exam preparation.

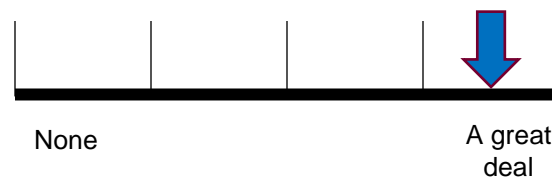
Implementation Potential: Shorter in-class teaching requirements are more aligned with the learning style of the typical apprenticeship student. They also are more supportive of the lifestyle and family obligations of older students.

Chatham-Kent's local community college, St. Clair College, may consider reviewing its current apprenticeship program model and delivery to adopt the Lambton College model. The additional week of in-class training would result in additional teaching time and possible restructuring of instructor compensation. If this delivery model (with shorter in-class teaching time) proves to be successful, the outcome could be that the physical location of the host college may become less of a barrier for apprenticeship students.

Implementation Ease apprenticeship



Potential to increase adoption/completion



Impact potential to increase apprenticeship adoption/completion: As it is a very new delivery model that has not yet been reviewed, the outcome of the condensed classroom time has yet to be determined. The first group of apprentices will begin the new program in September 2019.

The exam preparation courses have already been proven successful. Lambton College's apprenticeship exam pass rate has increased from 60 percent to between 85 and 90 percent with the implementation of the exam preparation course.

Lambton-Kent District School Board/ OYAP	Nicole Beuckelare
CSC Providence École Secondaire de Pain Court	Roch Frappier
CK Employment & Social Services	Polly Smith
Employers	Aarkel Tool and Die Inc Accurcast Inc Autoliv Charron Transport Ltd Chatham Bowlerama Chatham Mazda Cottingham Tire Dajcor Aluminum Ltd Dave's Fixit Shop Devolder Farms Inc Environmental Services Inc Five Start Tool and Tie GWS Tube Forming Solutions Inc Honey Electric Henry Heyink Construction Huron Construction Hydro One Kerr Farms Limited Laliberte Collison Inc Mylen Postma Heating and Cooling Russell Tool and Die Swain Brothers Transit Trailer Limited Victory Ford Lincoln Sales Ltd Wallaceburg Collision
MTCU Lead	Susan Larabee
MTCU	Employment Training Consultants
St. Clair College Apprenticeship Manager	Richard Lauzon
St. Clair College former Apprenticeship Manager	Sue McLellan
Apprentice	John Nyugen
Adult Language and Learning	Tracy Callaghan
Goodwill Career Centre	Michelle Repuski

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For more information:

Specialized High Skills Majors:

http://www.edu.gov.on.ca/morestudentsuccess/SHSM.html?gclid=Cj0KCQiAtbnjBRDBARIsAO3zDI ArtBYWIAAdiD9njeUOocVo8TXRNvSQHbr2WWx6yly8H31YID6NNYAaAiKrEALw_wcB

Ontario Youth Apprenticeship Program

<https://oyap.com/en/index.cfm>

Dual Credit Program:

<http://www.edu.gov.on.ca/morestudentsuccess/dualcredit.html>