

Literacy Links to Apprenticeship

As a person continues along the path towards a successful apprenticeship, there are several times where literacy skills are required. This resource profiles the touch points where a person might experience literacy challenges and who's there to offer support and referral options. Examples are provided of how Ontario's free Literacy and Basic Skills programs can help someone through these challenges.

Preparing to Become an Apprentice in the Skilled Trades		
Action (referral point)	Who's Involved	Examples of How Literacy and Basic Skills Programs Can Help
Explore apprenticeship	<ul style="list-style-type: none"> • Potential apprentices • Employment service providers • Community supports/service providers • High school and college guidance counsellors • Employers • Parents, partners, other family and friends 	<ul style="list-style-type: none"> • Build computer skills needed to explore the skills, supports and education needed for a chosen apprenticeship • Provide activities to use the internet to search, locate, and use information • Assess if the person has the skills (such as math, computer use, and understanding documents) and ability to learn during their apprenticeship • Develop a learning plan that supports the growth and strengthening of an apprentice's essential skills for use on the job and in school • Help someone become more confident in returning to a learning environment so they can succeed in a classroom setting • Help a person to prepare for successful completion of their high school diploma, GED or Academic and Career Entrance (A.C.E.) certificate, if required for their apprenticeship • Provide academic and personal management skills (self-management/direction; technical mathematics such as geometry, pre-functions, and pre-calculus; communications; science) through the Academic & Career Entrance Program (A.C.E.), as needed for their apprenticeship



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Preparing to Become an Apprentice in the Skilled Trades (continued)		
Action (referral point)	Who's Involved	Examples of How Literacy and Basic Skills Programs Can Help
Attend pre-apprenticeship programs	<ul style="list-style-type: none"> • Intake/registration staff • Training instructors • Job developers • Employers 	<ul style="list-style-type: none"> • Establish short-term goals and learning strategies • Assess and upgrade essential skills for success in the classroom and any work placement, tailored to the specific program • Provide relevant activities such as using automotive booking sheet to determine how many appointments they have for the week; estimating the cost of repairs; calculating total menu items using percentages to get totals and complete charts for planning
Find an employer/sponsor	<ul style="list-style-type: none"> • Employers • Employment counsellors • Job developers • Unions 	<ul style="list-style-type: none"> • Build computer skills needed to participate in the job search process (examples: researching employment opportunities, emailing and communicating with potential employers) • Help with understanding, reading and writing documents involved in the job search and interview process • Develop soft skills such as problem solving, critical thinking and time management skills commonly requested by employers • Teach proper grammar in oral and written work to assist with a successful interview process and probationary work period • Provide activities such as creating a safety sign in the workplace; writing a brief instruction describing a simple procedure for the workplace; preparing an invoice calculating unit costs, subtotal, taxes, and total • Refer to an employment agency for resume development and job search support



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During Registration		
Action (referral point)	Who's Involved	Examples of How Literacy and Basic Skills Programs Can Help
Register as an apprentice with the Ministry of Training, Colleges and Universities (MTCU). This includes using the online portal.	<ul style="list-style-type: none"> MTCU frontline staff involved in the registration process Employers Job developers 	<ul style="list-style-type: none"> Assess if the person has the skills and supports needed to succeed at learning in class and training on the job Upgrade skills to work towards high school diploma completion or GED, if required for their apprenticeship Offer Academic and Career Entrance (A.C.E.) certificate which is an equivalent to Grade 12 for purposes of entering post-secondary college and apprenticeship programs Build computer skills necessary for communicating clearly online, and for completing online applications and registration processes
Join a trade union	<ul style="list-style-type: none"> Staff Other members 	<ul style="list-style-type: none"> Build specific skills through the use of trade-related materials Increase confidence in using math Build skills that contribute towards the completion of academic requirements to succeed in apprenticeship Provide activities such as calculation of: angles to construct stairs; volumes for concrete work; quantity of paint for renovations; service size for homes and buildings for wiring; and linear pipe expansion for installing plumbing pipes Provide task-based activities to read a construction contract between a contractor and an owner Build skills to advance into industry management positions



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In School		
Action (referral point)	Who's Involved	Examples of How Literacy and Basic Skills Programs Can Help
Transition out of high school - When a student is leaving high school and is interested in pursuing an apprenticeship or continuing with an apprenticeship goal currently underway	<ul style="list-style-type: none"> • Guidance counsellors • Teachers • OYAP staff • Co-op teachers • Parents, partners, other family and friends • Employers 	<ul style="list-style-type: none"> • Assess if the student has the skills to succeed at learning in class and training on the job in their trade • Determine if other supports or accommodations are needed for in-class success • Help determine if students have the supports, soft skills, and labour market information needed to succeed • Increase skills to communicate clearly with employers, coworkers and customers • Refer to an employment agency for resume development and job search support
Attend Training Delivery Agent – providing the in-class portion of apprenticeship <ul style="list-style-type: none"> • 10-15% of an apprenticeship is in-class learning • generally, 2-3 levels, with each level lasting 8-12 weeks 	<ul style="list-style-type: none"> • Intake/registration staff • Training instructors Apprentices 	<ul style="list-style-type: none"> • Establish short-term goals and learning strategies • Assess and upgrade essential skills for success for the in-class portion, including for calculating measurements, estimating, and analyzing data • Provide activities such as reading blueprint notes to find information about products, installation and processes and other details to meet codes and engineering specifications • Provide task-based activities such as writing reports or case notes on tasks performed and observations about clients

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On the Job		
Action (referral point)	Who's Involved	Examples of How Literacy and Basic Skills Programs Can Help
Work onsite 85-90% of an apprenticeship is paid, on-the-job training	<ul style="list-style-type: none"> Employers Unions Apprentices 	<ul style="list-style-type: none"> Build written skills to complete reports, documents and inventory lists Build reading skills to understand contracts, policy codes, and mandatory workplace training initiatives such as WHMIS Increase ability to find and use information needed to complete a task in a procedure manual or through online research Increase confidence in math skills used on the job such as measuring, estimating, converting, calculating and budgeting
During Exams		
Prepare to write the Certificate of Qualification (C of Q) exam or Red Seal exam	<ul style="list-style-type: none"> MTCU Apprentices 	<ul style="list-style-type: none"> Establish learning and study strategies Increase confidence in test-taking Assess the apprentice's essential skills needed to write the Certificate of Qualification Upgrade essential skills that were challenging in the in-school portion Provide activities to calculate and to convert units of measure Develop test taking skills, such as multiple-choice tests
Re-write the Certificate of Qualification exam or Red Seal exam	<ul style="list-style-type: none"> MTCU Apprentices 	<ul style="list-style-type: none"> Identify if challenges with exam are related to lack of essential skills Design a strategic learning plan to build necessary skills Improve test-taking skills, such as taking multiple-choice tests Increase confidence in skills and learning with the goal to try the exam again

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Post Apprenticeship		
Action (referral point)	Who's Involved	Examples of How Literacy and Basic Skills Programs Can Help
Experience challenges from changes in the workplace after successfully completing the apprenticeship	<ul style="list-style-type: none"> • Journeypersons • Employers 	<ul style="list-style-type: none"> • Increase confidence in computer use and digital technology • Use workplace materials and resources to assess challenges • Develop a targeted learning plan to increase required skills
Decide to change careers or advance careers after successfully completing the apprenticeship	<ul style="list-style-type: none"> • Journeypersons • Employment service providers • Temporary agencies • Management • Small business associations 	<ul style="list-style-type: none"> • Explore academic and essential skill requirements of potential new positions • Provide activities to calculate a budget and use a spreadsheet program or to adjust a project schedule to accommodate delays, such as for management positions • Refer to an employment agency for resume development and job search support

For further information on how literacy links to Apprenticeship in your area, please contact your Regional Literacy Network: <https://learningnetworks.ca/>



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Note: The views expressed in this report are the views of Literacy Link South Central and Tri-County Literacy Network and do not necessarily reflect those of the Province.



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