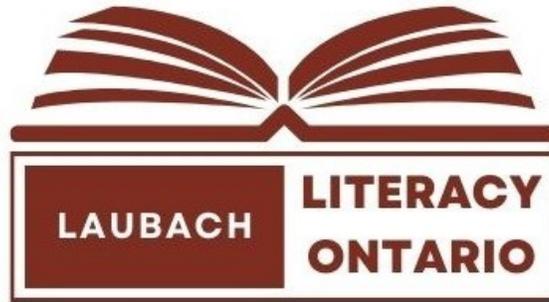




# CREATING APPRENTICESHIP- FRIENDLY LBS SERVICES

Module 2: Preparing a Learner for Apprenticeship





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# Introduction

New Homes And Condos / Homes

**RESCON: Skilled trades crisis is looming**

Richard Lyall  
Published Nov 12, 2021 · 3 minute read

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As the recovery from the pandemic takes hold, more skilled trades and workers with specialized skill sets will be needed to build infrastructure and much-needed housing.

The work force could see a 10,000 worker deficit in skilled trades; more young people are needed to pick up the tools.

The need to attract and retain apprentices has arguably never been higher. According to a recent article in the [Toronto Sun](#), our “workforce will see a 10,000-worker deficit in 56 nationally recognized Red Seal trades over the next five years, a scarcity that could be widened tenfold when 144 provincially regulated trades are added into the mix.”

Literacy and Basic Skills (LBS) agencies in Ontario are well positioned to support apprenticeship – individuals who are considering apprenticeship, individuals who are moving through the apprenticeship system and individuals who have completed the necessary in-school training and hours and are trying to pass their final exam to become journeypersons.

While LBS agencies are well positioned, not all LBS agencies feel prepared to support apprenticeship. The apprenticeship system in Ontario is complex. There are over 140 trades, divided into four sectors. There are multiple pathways into apprenticeship. Contextualizing learning activities – a hallmark of LBS – can seem overwhelming considering the sheer number of trades from which a learner can choose.

For the above reasons, Laubach Literacy Ontario (LLO) has developed a series of resources to support LBS agencies in increasing their capacity to support apprenticeship – with the goal of creating apprenticeship-friendly LBS services.

There are four modules:

- Module 1: Apprenticeship and LBS - Understanding the Market Opportunity
- Module 2: Preparing a Learner for Apprenticeship
- Module 3: LBS and Apprenticeship Support
- Module 4: Supporting Apprentices to Become Journeypersons

This is **Module 2: Preparing a Learner for Apprenticeship**. In this module, we will focus on how LBS agencies can support adult learners who are considering apprenticeship as their employment goal.

# Module Outcomes

At the end of this module, you will be able to:

- Understand how LBS can support adult learners in learning more about the apprenticeship system in Ontario.
- Identify how apprenticeship eligibility drives adult learners' participation in LBS.
- Identify organizations that can support foreign credential recognition in Ontario.
- Select and evaluate tools to assess adult learners' skills in relation to apprenticeship.
- Integrate language into adult learners' training plans that is specific to apprenticeship.
- Analyze existing learning activities and curriculum related to apprenticeship and select appropriate materials for learners on the apprenticeship pathways.
- Evaluate your agency's ability to support adult learners preparing for apprenticeship.
- Identify key partners and stakeholders that share your interest in preparing adult learners for apprenticeship.
- Plan for professional development for staff within your LBS agency to increase their knowledge of apprenticeship.
- Evaluate how Skills for Success impacts the apprenticeship pathway.
- Describe Pre-Apprenticeship and ways LBS can support Pre-Apprenticeship programming in Ontario.



# Before You Begin

Now that you know the outcomes associated with this module, it is an ideal time to look at what knowledge, practices and tools you may already be using in your LBS agency to prepare learners for apprenticeship.

We suggest you use the chart below to take stock of where your program is currently at.

Outcome	Knowledge, practices and tools my LBS Program already has	What else do we need to know?
Understand how LBS can support adult learners in learning more about the apprenticeship system in Ontario.		
Identify how apprenticeship eligibility drives adult learners' participation in LBS.		
Identify organizations that can support foreign credential recognition in Ontario.		
Select and evaluate tools to assess adult learners' skill in relation to apprenticeship.		
Integrate language into adult learners' training plans that is specific to apprenticeship.		
Analyze existing learning activities and curriculum related to apprenticeship and select appropriate materials for learners on the apprenticeship pathways.		

Outcome	Knowledge, practices and tools my LBS Program already has	What else do we need to know?
Evaluate your agency's ability to support adult learners preparing for apprenticeship.		
Identify key partners and stakeholders that share your interest in preparing adult learners for apprenticeship.		
Plan for professional development for staff within your LBS agency to increase their knowledge of apprenticeship.		
Evaluate how Skills for Success impacts the apprenticeship pathway.		
Describe Pre-Apprenticeship and ways LBS can support Pre-Apprenticeship programming in Ontario.		

The LBS program in Ontario has five goal paths, of which apprenticeship is one. Traditionally, the apprenticeship goal path is the least identified next-step destination by learners. To get started, do you know how many learners your agency supports annually who are on the apprenticeship goal path?

Note: Some learners may not identify apprenticeship as their goal because they are attending LBS programming to get a GED or an OSSD so that they can become an apprentice. Or their goal is to attend postsecondary skills-related programming to gain skills and experience to increase their chances of being hired by employers as an apprentice.



Compare your apprenticeship goal path numbers over the past five years:

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Number of learners on the apprenticeship goal path					

Are you seeing any trends? Increasing numbers? Decreasing numbers? Are the numbers holding steady?

Thoughts behind the trends:

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## Reality Check

Your LBS agency doesn't have to be responsible for increasing the number of adult learners moving into apprenticeship all on its own! If you don't serve very many learners on the apprenticeship goal path, is there another LBS agency in your community that does? If so, are there opportunities for partnership? For example, a local community college LBS program may do a great job of supporting learners who want to move into apprenticeship, but what if learners are at Level 1 or a low-level 2?

## Case Studies

Addressing the needs of adult learners who want to go into apprenticeship or who perhaps are already in the apprenticeship system can seem challenging to LBS practitioners. To move theory to practice, we have included some case studies in our *Creating Apprenticeship-Friendly LBS Services* modules. Our goals were to show the variety of ways that LBS can support apprenticeship and also to support LBS agencies to see how they could modify current practices or sharpen their focus to increase their support for those who would like to be or who currently are on the apprenticeship pathway.

In addition, we have decided to focus on how LBS agencies can increase their “apprenticeship-friendly” status by focusing on the five service functions.

- Information and referral
- Assessment
- Training plan development
- Training
- Evaluation and follow-up

We chose this format to demonstrate how the core work LBS agencies do can become the backbone of supporting another client group – in this case, adult learners who would like to become, or who have already become, an apprentice.

**Pre-Apprenticeship Training Programs** - Many communities have Pre-Apprenticeship training programs to help potential entrants to the apprenticeship system develop their job skills and trade readiness so that they will be prepared to find work as apprentices. Pre-apprenticeship programs are offered by different organizations such as colleges, other approved apprenticeship training deliverers and community agencies at various times throughout the year.

Programs are up to 40 weeks in duration and usually include the Level 1 apprenticeship in-school training, relevant safety training and a minimum of an 8-week work placement. Programs may also include trade readiness, employment preparation and academic upgrading.

There is no cost to participate in a Pre-Apprenticeship program. In addition, costs for textbooks, safety equipment and tools will be covered.

Pre-Apprenticeship training programs are open to a wide range of clients including:

- high school graduates
- early school leavers
- unemployed/underemployed youth and adults
- Employment Insurance (EI)/Non-EI Eligible
- Aboriginal peoples
- newcomers to Canada

To find out which Pre-Apprenticeship training programs are offered in your community, contact your local apprenticeship office or call the toll-free Employment Ontario Hotline at 1-800-387-5656, TTY (telephone service for the deaf) 1-866-533-6339 for the phone number and location of the apprenticeship office in your area.

We will look at two scenarios. The first scenario will address learners who come in with very little or no knowledge about apprenticeship but are looking for work or perhaps have come in with a vague idea that they want to explore apprenticeship, but they don't know much about the apprenticeship system.

The second scenario will look at how and when an LBS agency could partner with Pre-Apprenticeship programming in their community.

Both scenarios will demonstrate how LBS agencies can play a role in preparing adult learners for apprenticeship.

You may have seen adult learners in your program or in your community who are like the learners in the case studies we present!

For our first case study, we will look at an individual who comes to an LBS agency seeking to upskill for a particular apprenticeship.



### Case study #1:

Davey Jones would like to get an apprenticeship as an Auto Body Repairer. To do so, he will need a Grade 12. Currently, Davey only has Grade 9 and several credits from Grade 10. He has been out of school for nine years, working primarily labour positions.

Our second case study looks at an example of how LBS can support Pre-Apprenticeship programming.

### Case study #2:

A local union that has a Pre-Apprenticeship program has noticed some trends among applicants and wants to partner with a local LBS agency. They know there are lots of educational programs in the community, but the union staff don't feel they have the expertise to make accurate referrals. They are also wondering if there is anything else they can/should do to support incoming pre-apprentices.

# Information and Referral

Let's get started with the first of the five service functions: information and referral. All LBS agencies provide information and referral. According to the LBS Service Provider Program Guidelines:

Information and Referral services ensure that information about the LBS service provider's program is available to learners, clients, volunteers, other interested individuals and referring organizations... At this stage, the service provider will often conduct general literacy screenings of clients to determine if the LBS program is appropriate. LBS service providers also offer information and referrals to all Employment Ontario employment and training programs and services.

Source: [https://www.tcu.gov.on.ca/eng/eopg/publications/lbs\\_service\\_provider\\_guidelines.pdf](https://www.tcu.gov.on.ca/eng/eopg/publications/lbs_service_provider_guidelines.pdf)

## Check-In

Before we begin this part of the module, please take a moment to think about what your LBS agency is already doing around Information and Referral for learners who are interested in apprenticeship. Is there a series of intake questions you ensure are asked? Do you have up-to-date Labour Market Information (LMI) on which trades are in demand locally? Do you have any orientation materials for new (and seasoned) practitioners to support them in understanding the apprenticeship system in Ontario?

You may wish to reflect on what you know of the local apprenticeship "landscape." For example, do you know which trade unions have offices locally? Do you know when to refer learners and employers to the Ministry of Labour, Immigration, Training and Skills Development (MLITSD)? Are you familiar with methods to connect learners interested in apprenticeship with employers who have the need for apprentices?

You might want to use the following chart to think about what your agency is currently doing around Information and Referral.



Information and Referral	What our LBS program currently does to support information and referral for learners on the apprenticeship pathway
Intake questions specific to apprenticeship	
Up to date LMI on in-demand trades	
Orientation/professional development for LBS practitioners	
Understanding of the local apprenticeship “landscape”	
Knowledge of how and when a learner may contact MLITSD	
Understanding of how to connect learners interested in apprenticeship with employers	

## Providing Knowledge about Apprenticeship

With 140 plus trades, how much of an expert in apprenticeship do LBS practitioners need to be? The promotion of apprenticeship is not the sole responsibility of LBS programs. There are other Employment Ontario partners and community partners, not to mention local employers and trade unions and levels of government, who have a significant stake in apprenticeship. While all the responsibility does not fall on LBS agencies’ shoulders, LBS practitioners have a key role to play in supporting adult learners to develop their knowledge about apprenticeship.

What’s important to keep in mind is that the knowledge that LBS agencies can and should provide to potential apprentices relates directly to the skills and educational requirements that learners need to move forward. This module will also address other key partners in the community that you can rely upon, or refer to, for deeper or more comprehensive information about apprenticeship.

Tip: There are some good resources that LBS practitioners can use to develop their understanding of the apprenticeship system in Ontario:

Skilled Trades Ontario: <https://www.skilledtradesontario.ca/>

## Assisting Learners with Exploring an Apprenticeship

As was mentioned earlier, sometimes adult learners do come into adult literacy agencies with a general idea of an apprenticeship they would like to pursue. There are some key questions to review with adult learners at this stage to make sure that they understand all the steps that will be required for them to achieve their goal and that they understand fully the skills that they will need to be able to demonstrate during their apprenticeship.



Adults interested in apprenticeship will come to adult literacy with different goals. Some will come because they have to upgrade in order to prepare to take credits they need to meet the eligibility requirements of specific apprenticeships (could be Grade 10 or Grade 12). Some will find the path to getting their required credits is too long, and so they will look to obtain a GED or the Academic and Career Entrance (ACE) certification.



## Eligibility by Apprenticeship

Not everybody knows that some apprenticeships can be attained if you have less than a Grade 12 level of education. And some apprenticeships that require Grade 12 may require specific high school courses. And, of course, there can be a difference between the level of education that is required to go into a particular trade and the level of education that employers want people to have in order to sign them as apprentices. For example, you may not need a Grade 12 to go into construction apprenticeships, but you may find that some employers expect their apprentices to have a Grade 12.

It is important to address eligibility with learners so that they know how long it might take them to get the skills that they need to get into the apprenticeship they have chosen. With apprenticeships being so much in demand right now, adult

learners who have significant skills they need to acquire may be more attracted to apprenticeships that have a lower level of eligibility.

Note that learning they need to upgrade can come as a shock to would-be apprentices. They are usually very eager to start their apprenticeship. They will be in a hurry. Targeting their learning is very important – happily a hallmark of LBS!

Question: How do you know what level of formal education is required for each trade? Good sources of up-to-date information include your local MLITSD office and trade union websites. Another alternative is to contact [Skilled Trades Ontario](#).

## Questions to Add to Intake

Below are some questions you may wish to add to your intake process for adult learners who have apprenticeship as their goal – both those adult learners who are exploring apprenticeship and those who have a particular apprenticeship in mind.

We’ve also included some specific areas of knowledge that LBS practitioners may need to know about apprenticeship.

Exploring apprenticeship	Has a specific apprenticeship goal
Learners need to know...	Learners need to know...
What does the learner know about the apprenticeship system?	What trade or occupation is the learner interested in pursuing?
Why does the learner want to know more about the apprenticeship system? Presumably to get a job but possibly to prepare for further education/schooling...	What is the learner’s purpose and/or need for pursuing an apprenticeship and/or skills training program?
What information does the learner already have about the apprenticeship process and/or skills training?	What information does the learner already have about the apprenticeship process and/or skills training?
What tools, resources, experiences, and training does the learner already have to achieve this goal?	What tools, resources, experiences, and training does the learner already have to achieve this goal?

Exploring apprenticeship	Has a specific apprenticeship goal
Does the learner understand the time and effort required to enter and pursue a skilled trade and/or skills training program?	Does the learner understand the time and effort required to enter and pursue a skilled trade and/or skills training program?
Practitioners need to know...	Practitioners need to know...
What kinds of skilled trades are in demand in the learner's community?	What kinds of skilled trades are in demand in the learner's community?
Who are the potential employers or sponsors in the learner's community who could be contacted regarding apprenticeship opportunities?	Who are the potential employers or sponsors in the learner's community who could be contacted regarding apprenticeship opportunities?
Where can a learner go for support in finding an employer or sponsor?	Where can a learner go for support in finding an employer or sponsor?
Does your LBS service provider have the relationships with other community partners that will be needed to prepare learners for apprenticeship? (e.g., Employment Service, employers, unions, colleges)	Does your LBS service provider have the relationships with other community partners that will be needed to prepare learners for apprenticeship? (e.g., Employment Service, employers, unions, colleges)

## Resources to Support Practitioners

The connection between LBS and apprenticeship has been recognized for decades. As a result, there are already some good sources of information that practitioners can use to orient themselves to the trades in Ontario. Here are a few resources to get you started if this is an area of need for your organization.

**Remember:** It is not necessary to review ALL these resources. There are many demands on LBS agencies and practitioners. Choose one or two and discuss them with staff at a staff meeting. Or ask individual staff members to review individual resources and then each person can share what they've learned.



## PRACTITIONER ORIENTATION TO APPRENTICESHIP

To help practitioners understand the apprenticeship system and the role of LBS within it

Resource	How to find it	What's it good for?
<p><b>Skilled Trades Ontario Website</b> (an agency of the Ministry of Labour, Immigration, Training and Skills Development)</p>	<p>This resource is freely available at: <a href="https://www.skilledtradesontario.ca/">https://www.skilledtradesontario.ca/</a></p>	<p><b>GOLD STAR RESOURCE!</b></p> <p>This website shares critical information about 140+ trades in Ontario. It includes a wide variety of topics such as how to apply for an apprenticeship, quick facts on the apprenticeship system, success stories, the certification process, links to the Training Certification Standards and Curriculum for each trade and more.</p>
<p><b>Skilled trades Website</b> (Ministry of Labour, Immigration, Training and Skills Development)</p>	<p>This resource is freely available at: <a href="https://www.ontario.ca/page/skilled-trades">https://www.ontario.ca/page/skilled-trades</a></p>	<p>This website is designed to provide an overview of the skilled trades in Ontario and includes information about the trades, financial supports, and how to apply.</p>
<p>Essential Skills for Ontario's Tradespeople Website (College Sector Committee for Adult Upgrading)</p>	<p>This resource is freely available at: <a href="https://en.esot.essentialskillsgroup.com/">https://en.esot.essentialskillsgroup.com/</a></p>	<p>This website overviews the essential skills needed for 53 red seal trades. It also shares online assessments, customized learning plans and links to additional resources.</p>
<p>Skilled Trades and Apprenticeship Resources for LBS (QUILL Learning Network)</p>	<p>This resource is freely available at: <a href="https://sites.google.com/view/apprenticeship-resources/general-information-and-resources">https://sites.google.com/view/apprenticeship-resources/general-information-and-resources</a></p>	<p>This website links to adult literacy resources and projects across the province that help LBS learners prepare for a career in the skilled trades.</p>

## PRACTITIONER ORIENTATION TO APPRENTICESHIP

To help practitioners understand the apprenticeship system and the role of LBS within it

Resource	How to find it	What's it good for?
<p>Goal Path Description for Practitioners and Learners – Apprenticeship (Ministry of Labour, Immigration, Training and Skills Development)</p>	<p>This resource is freely available at: <a href="https://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Apprenticeship_Oct_11.pdf">https://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Apprenticeship_Oct_11.pdf</a></p>	<p>While this is an older resource, it defines apprenticeship within the LBS system and delineates between apprenticeship and other skills training.</p>
<p><b>LBS Resource Forum – Apprenticeship Goal Path</b> (Laubach Literacy Ontario and Community Literacy of Ontario)</p>	<p>This resource is freely available at: <a href="https://lbsresourcesandforum.contactnorth.ca/">https://lbsresourcesandforum.contactnorth.ca/</a></p>	<p>The LBS Resource Forum provides an annotated resource library, organized by goal path, including the topic of apprenticeship.</p>
<p><b>Apprenticeship Live Binder</b> (Literacy Link South Central)</p>	<p>This resource is freely available at: <a href="http://www.livebinders.com/play/play?id=1955776">http://www.livebinders.com/play/play?id=1955776</a></p>	<p>The Live Binder houses apprenticeship information and resources for literacy practitioners. Its goal is to provide instructors with information and resources that build their capacity to work with students who have apprenticeship as a career goal.</p>
<p><b>Apprenticesearch.com</b> (Halton Industry Education Council)</p>	<p>This resource is freely available at: <a href="https://apprenticesearch.com/">https://apprenticesearch.com/</a></p>	<p>This site shares information on apprenticeship in Ontario and provides descriptions of 140+ skilled trades.</p>

## PRACTITIONER ORIENTATION TO APPRENTICESHIP

To help practitioners understand the apprenticeship system and the role of LBS within it

Resource	How to find it	What's it good for?
Spotlight on Skilled Trades Videos (Workforce Windsor Essex)	This resource is freely available at: <a href="https://www.workforcewindsorsex.com/trades-videos/">https://www.workforcewindsorsex.com/trades-videos/</a>	This series of videos shares the stories of four apprentices who work in the four trades sectors: <ul style="list-style-type: none"><li>• Construction</li><li>• Industrial</li><li>• Motive Power</li><li>• Service</li></ul>
Apprenticeship and the Skilled Trades through the lens of Literacy and Basic Skills (Community Literacy of Ontario)	This resource is freely available at: <a href="https://www.communityliteracyofontario.ca/wp/wp-content/uploads/CLOs-Apprenticeship-and-the-Skilled-Trades-Report-March-2022.pdf">https://www.communityliteracyofontario.ca/wp/wp-content/uploads/CLOs-Apprenticeship-and-the-Skilled-Trades-Report-March-2022.pdf</a>	This research report looks at the challenges, strategies, strengths, and success stories related to LBS programs and apprenticeship.



## Case Studies

Let's take a moment to think about how Information and Referral impacts our two case studies.

### Case Study #1: Information and Referral

Davey Jones would like to get an apprenticeship as an Auto Body Repairer. To do so, he will need a Grade 12. Currently, Davey only has Grade 9 and several credits from Grade 10. He has been out of school for nine years, working primarily labour positions.

Information and Referral – Consider adding these questions to the intake for Davey:

1. What is your purpose and/or need for pursuing an apprenticeship and/or skills training program?
2. What information do you already have about the apprenticeship process and/or skills training?
3. What tools, resources, experiences and training do you already have to achieve this goal?
4. Do you understand the time and effort required to enter and pursue a skilled trade and/or skills training program?

### Case Study #2: Information and Referral

A local union that has a Pre-Apprenticeship program has noticed some trends among applicants and wants to partner with a local LBS agency. They know there are lots of educational programs in the community, but they don't feel they have the expertise to make accurate referrals. They are also wondering if there is anything else they can/should do to support incoming pre-apprentices.

Information and Referral – Consider asking these questions of the local union:

1. What are you seeing among applicants that makes you think you have a need to make referrals to LBS?
2. What do you know about your applicants' educational backgrounds?
3. Do you do any types of testing during your intake process (like a basic math or measurement test)?

4. What information do you already have about local programming?
5. Do you understand the time it can take for pre-apprentices to upgrade? Be prepared to provide scenarios.

## Your Agency's Next Steps

Now that you have learned a bit more about how to tailor your Information and Referral methods and have tools to support someone preparing for apprenticeship, let's review.

What does my agency need to learn about apprenticeship?	What does my agency need to learn about pre-apprenticeship?
Intake questions specific to apprenticeship	
Up to date LMI on in-demand trades	
Orientation/professional development for LBS practitioners	
Understanding of the local apprenticeship "landscape"	
Knowledge of how and when a learner may contact MLITSD	
Understanding of how to connect learners interested in apprenticeship with employers	

What are the next steps for your agency? To make the work achievable, are there 2-3 things you might want to work on?

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## Assessment

A hallmark of LBS is the contextualization of assessment to reflect the goal that an adult learner has, and apprenticeship is no exception.

Practitioners are assessing for two things. First, they are assessing an LBS learner’s actual knowledge of apprenticeship, the apprenticeship system, and what is required to become first an apprentice, and then a licensed journeyman. Secondly, once a learner has articulated a goal related to a particular apprenticeship, LBS practitioners need to be able to assess an adult learner’s skills in relation to the skills that they will need to be able to demonstrate in that trade.



# Check-In

Where does your LBS agency currently stand when it comes to assessing incoming learners for competency related to the apprenticeship goal path?

Assessment area	What our LBS agency currently does
Understand the types of skills that are required for apprenticeship and the levels these skills need to be demonstrated at	
Have one or more LBS assessments specific to building knowledge about the apprenticeship system in Ontario	
Have one or more LBS assessments specific to assessing skills needed for various types of apprenticeship	
Identify previous learning experiences and required supports and consider how these experiences and supports will continue through the apprenticeship pathway	
Support new learners who need to get foreign credentials assessed	

## What to Assess in Apprenticeship

As in all assessment for LBS, context matters. The more an LBS practitioner knows about a particular trade or sector of trades, the more accurately they can assess for the skills that matter in that trade or sector.

As was mentioned earlier, often, when an adult learner comes to an LBS agency for support in skill building and they have their eye on an apprenticeship, they are in a hurry to get on to that next step. They will want to upgrade as quickly as possible so they can begin their apprenticeship. So, again, the more targeted a practitioner can be in identifying the skills that a learner in this position needs, the more efficiently these skills can be built.

Math is one of the area’s most often identified in conjunction with skill building for apprenticeship. Obviously, the trades require skills in other areas, but math is one area in which skills that haven’t been used regularly can become rusty. And basic math such as fractions, measurement, and conversion from one unit to another are skills that are transferrable to a broad number of trades.

But the trades, like all other types of jobs, are quickly identifying soft skills as an area for development in apprentices. Much like the federal government has increased recognition for soft skills in [Skills for Success](#) – the rebrand of what used to be known as the Essential Skills.

The new Skills for Success were announced early in 2021. Refer to the following chart for a quick review of what changed:

Essential Skills	Skills for Success
Reading	Reading
Document use	Numeracy
Numeracy	Writing
Writing	Digital
Computer use	Problem solving
Thinking	Communication
Oral communication	Collaboration
Working with others	Adaptability
Continuous learning	Creativity and innovation

The point here is that there is a greater emphasis on soft skills in the new Skills for Success than there were under the Essential Skills framework – a nod to the growing importance of soft skills in our workplaces and in our communities. It has been noted in the [Skills for Success implementation guidance: Final report](#) that:

“...apprentices may lack key social-emotional and employability skills to be proactive mentees who can take charge of their own t and make the most of their apprenticeship. The apprenticeship curricula place a heavy emphasis on technical and vocational skills training, leaving apprentices to look elsewhere to develop other critical skills – including Problem Solving, Adaptability and Creativity and Innovation – to become effective mentees and contributing members of the workplace during their apprenticeship.”

Arguably, soft skills are a dimension of skills that should be assessed for those adult learners who are exploring or who have already identified an apprenticeship they’d like to upgrade for.

Not all LBS staff may be aware that there are four apprenticeship sectors:

- Construction
- Industrial
- Motive Power
- Service

While you need soft skills in any job you do, there are some service sector trades that most people don’t even realize are part of the trades – and they require a lot of soft skills, such as:

- Child development practitioner
- Child and youth worker
- Developmental services worker
- Educational assistant
- Contact centre customer service agent
- Special events coordinator

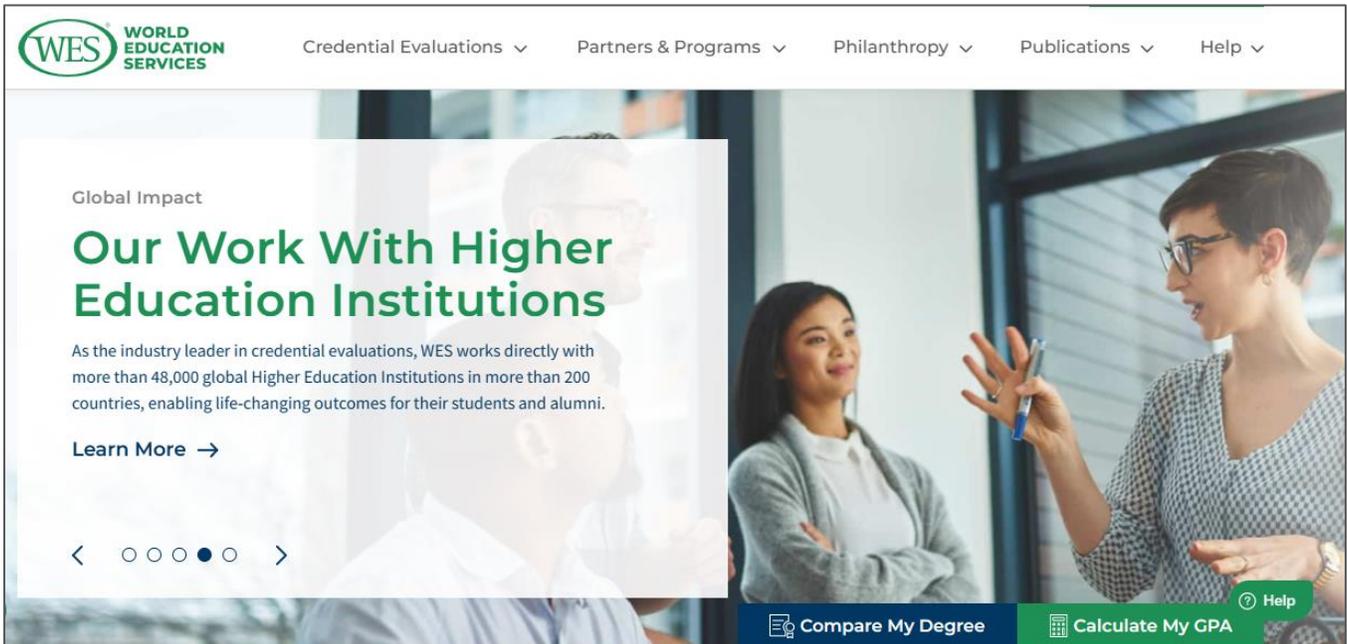
## Learning Supports

During assessment, it is expected that LBS practitioners will ask adult learners about their preferred learning style or that they will support adult learners in determining their learning style(s) if learners are unaware. This is also an ideal time to talk to adult learners about any learning supports they may have been offered or accessed through previous time spent in education.

Some adult learners may say they were on an Individual Education Plan (an IEP) while they were in school. If so, while it is doubtful, they still have copies of such documents, it can be helpful to talk to

these learners about why they were on an IEP and what sorts of accommodations or learning supports they may have been offered and found helpful.

All apprenticeships require some time spent in-class – in a more formal learning environment. It is estimated that apprentices will spend about 85% of their time learning on the job and about 15% of their time in more formal learning – whether that learning be in class, online or a combination of both. If adult learners are aware of learning supports they received in the past and why they received them, they will be in a better position to ask for such supports both when they do their in-class sessions and when they write final exams.



## Foreign Credential Recognition

Due to Ontario's constricted labour market and other world events, Ontario is fast becoming a destination of choice for immigrants. Many immigrants come to Canada with significant work histories and skills, but sometimes getting these skills recognized can be difficult. LBS, particularly with the recent inclusion of immigration into the Ministry of Labour, Immigration, Training, and Skills Development (MLITSD), may well see an increase in the number of adult learners who are looking for foreign credential recognition alongside the development of language skills.

LBS organizations cannot evaluate foreign credentials, but there are several organizations that can. We suggest first contacting Skilled Trades Ontario - <https://www.skilledtradesontario.ca/> - and looking under the “Experienced workers” tab. If it is determined that an adult learners previously obtained academic credentials need to be assessed (and this would be determined by MLITSD), then there are a couple of organizations to contact. In fact, supporting adult learners in accessing these organizations is a good example of a wraparound support that LBS agencies can and do provide.

[World Education Services \(WES\)](#) – located in Toronto. There are fees associated with this service and it can take some time for the evaluation of credentials to take place.

[International Credential Service of Canada \(ICAS\)](#) – located in Guelph. Again, there are fees associated with this service and it can take some time for the evaluation of credentials to take place.

Note: there may be other local organizations that can assess foreign credentials, but WES and ICAS are quite widely known and accessible even if you don't live in Toronto or Guelph.

Please see News and Updates for information about how the COVID-19 pandemic is affecting ICAS' operations.

ICAS

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**Do you need to know how your international education compares to education in Canada? ICAS can help.**

ICAS provides reports that help employers, education institutions, immigration officials and community agencies understand the education you completed outside Canada.

Need an **Assessment?**

Applying to a **College in Ontario?**

Applying for **Immigration to Canada?**

Returning **Applicant?**  
Upgrade or Update your ICAS Report

Applying for **Registration with BCCNM?**  
BC College of Nurses & Midwives

## Working with Pre-Apprenticeship Programs

If you are working with a Pre-Apprenticeship program, the approach you take to assessment may be different. You may not assess in exactly the same way that you would if an adult learner walked into your program and identified apprenticeship as their goal. One of the main reasons you may take a different approach is that there may not be the same amount of time for assessment. Often, individuals in Pre-Apprenticeship programming are taking such programming full-time and some may be working before or after their Pre-Apprenticeship programming. Time is valuable.

You may ask yourself if it's necessary to do a full-blown LBS assessment. We suggest asking the Training Delivery Agent (TDA) or the trade union running the Pre-Apprenticeship program if they do any diagnostic assessment as part of their intake process. For example, do they ask applicants to do a

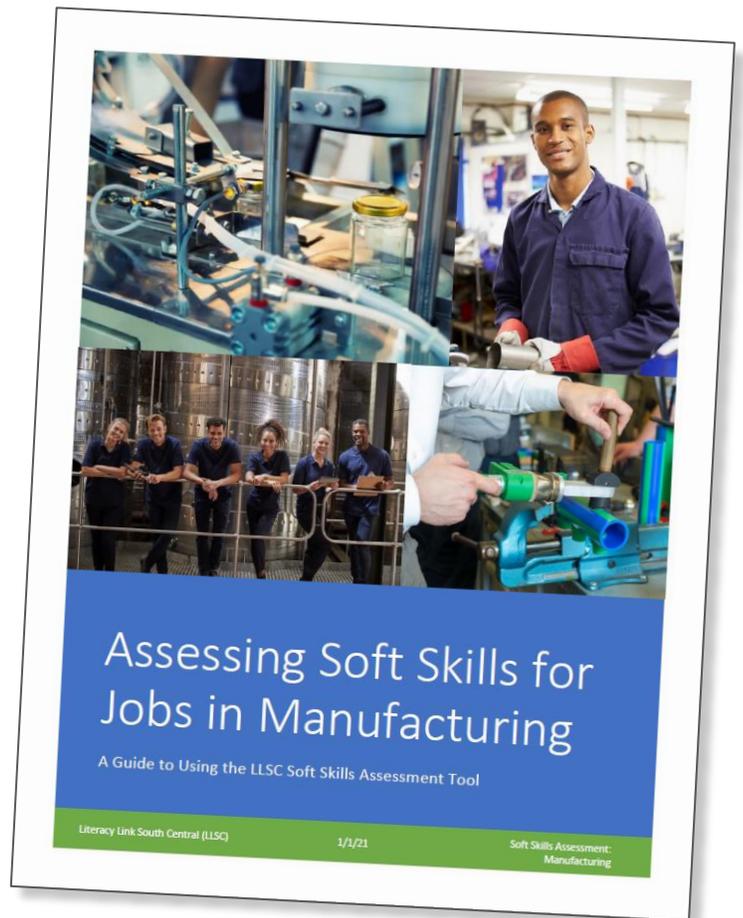
math assessment, given that math is often an area of need for new or pre-apprentices? If they do, it's better to access those results than to administer another math assessment.

Some domains to keep in mind include:

- Reading
- Writing
- Math
- Digital literacy
- Soft skills

One approach that has been used to work with pre-apprentices is a more exploratory tool called an “Educational Interview” or a “Skills Check-In.” The word assessment can be intimidating, so if you frame the discussion as more of an interview or a conversation, pre-apprentices may feel more at ease.

Soft skills can be a bit trickier to assess. Here is a tool, aptly named the [Soft Skills Assessment Tool](#), from Literacy Link South Central, that you may wish to investigate. Individuals rate themselves on 24 questions that correspond to eight soft skills and then there is a scoring rubric.



Project READ has also developed a resource called [Learning with Swagger](#). This “Strategy Guide” was created to provide strategies to enhance learner soft skills and to link to the Ontario Adult Literacy Curriculum Framework (OALCF). Once scoring results are obtained from the Assessment Tool,” strategies for areas identified as needing strengthening can be implemented.

## Tools to Use

We have identified two applications for assessment. First, how do you assess how much an adult learner actually knows about the apprenticeship system? Second, how do you assess a learner’s actual skill levels in relation to the skills they will need for a particular trade or sector of trades?

Fortunately, the LBS system in Ontario has been thinking about how and where it intersects with the apprenticeship system for quite some time, so there are already some good tools and resources in existence. And many more are on the horizon, thanks to the Skills for Success initiative in Ontario in which apprenticeship is one of five areas of interest.

## Assessing for a Learner's Knowledge about Apprenticeship

Learners will come to LBS agencies with varying levels of knowledge about apprenticeship. Just because an adult learner says they are interested in the trades or in a particular trade does not mean that they are fully aware of the apprenticeship system in Ontario.

Here is a resource known as the [CASSPort](#). It stands for Community Apprenticeship Skills Support, and it was designed to ask learners (and maybe even LBS practitioners) a series of questions about apprenticeship. You may wish to use this resource with learners who identify apprenticeship as their goal to determine how familiar they are with the apprenticeship system.

If a learner identifies a particular trade, for example – Automotive Body Repairer – you could also search for the National Occupational Classification (or NOC) to get more detailed information about the skills that will be required for this trade.

Here are some additional tools that you may find useful. Again, this is not an exhaustive list, but rather a place to get started.



## ASSESSING LEARNERS FOR APPRENTICESHIP

Tools and resources to assess learner knowledge of apprenticeship and their skills related to apprenticeship

Resource	How to find it	What's it good for?
<p><b>Common Assessment for the OALCF Goal Paths: Apprenticeship</b> (Literacy Northwest)</p>	<p>This resource is available freely online at:  <a href="https://learningnetworks.ca/wp-content/themes/lnw/files/LNW-CommonAssessment/CA%20OALCF%20Goal%20Paths%20Resource%20Package/APPRENTICESHIP%20SECTION.pdf">https://learningnetworks.ca/wp-content/themes/lnw/files/LNW-CommonAssessment/CA%20OALCF%20Goal%20Paths%20Resource%20Package/APPRENTICESHIP%20SECTION.pdf</a></p>	<p>This resource provides LBS agencies with tools and information needed to:</p> <ul style="list-style-type: none"> <li>• adapt/develop an assessment strategy that describes what tools are used for the purpose (initial, ongoing, exit), goal path and when an assessment is done</li> <li>• adapt/develop a process used for assessment results to inform overall agency targets</li> <li>• support agency efforts to fully implement the OALCF</li> <li>• help ensure integrity and accurate assessment results that support appropriate learner referrals</li> <li>• support efficient and effective program planning and delivery</li> <li>• help the smooth transition of learners' goal completions</li> </ul>
<p><b>Supporting Apprenticeship Completions: Exam Preparation Resources for the Certificate of Qualification Writer</b> (Mid North Network)</p>	<p>This resource is available freely online at:  <a href="https://northernliteracynetworks.ca/supporting-apprenticeship-completions-exam-preparation-resources-for-the-certificate-of-qualification-writer/">https://northernliteracynetworks.ca/supporting-apprenticeship-completions-exam-preparation-resources-for-the-certificate-of-qualification-writer/</a></p>	<p>This resource offers contextualized Certification of Qualification preparation for the following trades: electrician, industrial mechanic millwright, plumber, general carpenter and automotive service technician.</p>
<p><b>Live Binder – Assessment and Screening Resources</b> (Literacy Link South Central)</p>	<p>This resource is available freely online at:  <a href="https://www.livebinders.com/play/play?id=1955776">https://www.livebinders.com/play/play?id=1955776</a></p>	<p>This section of Live Binder shares a variety of resources related to assessment and screening in apprenticeship.</p>

## ASSESSING LEARNERS FOR APPRENTICESHIP

### Tools and resources to assess learner knowledge of apprenticeship and their skills related to apprenticeship

Resource	How to find it	What's it good for?
<b>Live Binder – Preparing to Write Certificate of Qualification Exams</b> (Literacy Link South Central)	This resource is available freely online at: <a href="https://www.livebinders.com/play/play?id=1955776">https://www.livebinders.com/play/play?id=1955776</a>	This section of Live Binder shares resources related to supporting and preparing people to write certificate of qualification exams.
<b>Essential Skills Self Assessment for the Trades</b> (Human Resources and Skills Development)	This resource is available freely online at: <a href="https://www.canada.ca/en/service/s/jobs/training/initiatives/skills-success/tools/self-assessment-trades.html">https://www.canada.ca/en/service/s/jobs/training/initiatives/skills-success/tools/self-assessment-trades.html</a>	This checklist identifies essential skills strengths and areas for improvement. It includes statements that describe common trades-related tasks.
<b>Skilled Trades and Apprenticeship Resources for LBS – ASSESSMENT RESOURCES</b> (QUILL Network)	This resource is freely available at: <a href="https://sites.google.com/view/apprenticeship-resources/general-information-and-resources">https://sites.google.com/view/apprenticeship-resources/general-information-and-resources</a>	This website has strong links to a wide variety of assessment resources under the ASSESSMENT RESOURCES section.
<b>FAST – Foundational Assessment for Skilled Trades</b> (Simcoe Muskoka Workforce Development Board)	This resource is freely available at: <a href="https://readyfortrades.ca/">https://readyfortrades.ca/</a>	FAST is based on the program known as Evaluating Academic Readiness for Apprenticeship Training. This website offers skills assessments for 25 trades.



## Key Questions to Add to Assessment

1. What are the qualifications and certifications needed for the learner's apprenticeship goal?
2. What are the academic requirements for the learner to achieve an apprenticeship goal?
3. What is the learner's highest level of academic achievement and what upgrading or refreshing of skills and knowledge are needed to succeed in the apprenticeship goal?
4. Does the learner have an OSSD or the equivalent?
5. Does the learner have the required educational transcripts? Does the learner have evidence of other educational achievements?
6. Where did the learner achieve the credits? (e.g., in province, out of province, in another country)
7. How long has the learner been out of school?
8. Does the learner have the skills, including the necessary second-language skills, qualities, and aptitude for the desired skilled trade?
9. What is the learner's timeframe for achieving this goal and is it appropriate to the learner's needs?
10. What are the access routes for the learner's apprenticeship goal in the community?

## Case Studies

### Case Study #1: Assessment

Davey Jones would like to get an apprenticeship as an Auto Body Repairer. To do so, he will need a Grade 12. Currently, Davey only has Grade 9 and several credits from Grade 10. He has been out of school for nine years, working primarily labour positions.

**Assessment:** Given that Davey has been out of school for nine years and working mostly labour positions, the LBS instructor who did his assessment researched the NOC description for an Auto Body Repairer in Canada to make Davey's assessment more specific. They also worked with Davey to get a copy of his high school transcript so they could see how many credits Davey needs (compulsory and elective) so they can talk to Davey about how he can go about getting his Grade 12 or equivalency as quickly as possible.

The assessor also learned that Davey had been on an IEP while he was in school and that, as a result, he was given extra time to do tests.

## Case Study #2: Assessment

A local union that has a Pre-Apprenticeship program has noticed some trends among applicants and wants to partner with a local LBS agency. They know there are lots of educational programs in the community, but they don't feel they have the expertise to make accurate referrals. They are also wondering if there is anything else they can/should do to support incoming pre-apprentices.

**Assessment:** This local union does, in fact, do a math diagnostic with incoming pre-apprentices. The union agreed to share the results of these math diagnostics with you, the LBS program. They have also agreed to have you come on site during the Pre-Apprenticeship program and have offered you a private space at which you can meet with pre-apprentices one-on-one to do a Skills Check-In. They agree to send the Soft Skills Assessment Tool to pre-apprentices ahead of the Pre-Apprenticeship program. They provide you with the math diagnostics and the soft skills self-assessments ahead of time. You score the self-assessments and put them together with each pre-apprentice's math results and with the registration form the trade union requests pre-apprentices to fill out by hand. Now you feel like you have some good information to use to conduct the Skills Check-Ins. You notice that of the 20 pre-apprentices who completed the math diagnostic, 11 of them scored 6 or less out of 12. This is a concern.

## Your Agency's Next Steps

Does your agency have any assessment tools that are specific to apprenticeship?

Now that you have learned a bit more about how to tailor your information and referral methods and have tools to support someone preparing for apprenticeship, what are the next steps for your agency?

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# Training Plan Development

Every LBS learner requires a training plan. The development of training plans is highly individualized, but there can be times (like in Pre-Apprenticeship programming) when such a development may apply to more than one individual. But more on that later!

LBS service providers develop a learner plan that describes the learner's goal path and includes the learning activities, resources, and assessment tools that prepare a learner for transitioning to apprenticeship or skills training.

You have hopefully already identified one or more assessment tools you can integrate for learners who identify apprenticeship as their goal. As part of assessment, it's important to be able to attach one or more milestones to the work you are doing to support learners with apprenticeship goals. When the milestones were first developed, there weren't very many to choose from for the apprenticeship pathway. However, late in fiscal 2021/2022, MLITSD invested additional funds into the development of milestones and culminating tasks. In 2023/2024, these new milestones and culminating tasks will be made available to LBS agencies and practitioners.

It is expected that as part of developing a training plan you will identify resources and learning activities. We will discuss some resources and learning activities specific to apprenticeship in the next section of this module.

And since you will have asked learners about their primary learning style(s) and any additional learning support they have had in the past or think they will need in future learning, you can identify this information in the training plan.

Likewise, if you need additional information (transcript results or the results of foreign credential evaluation), you can make note of this information in the training plan. It could also be that an adult learner needs to do a bit more work to determine a trade they would like to pursue. If this is the case, perhaps a referral to a local Employment Service provider would be beneficial (and worth noting in the training plan).



## Timing

As was mentioned earlier, adult learners who are preparing for apprenticeship, particularly those who have entered or wish to enter Pre-Apprenticeship programs, may have some specific timelines for upgrading their skills that need to be taken into account. While every LBS training plan will have a reference to length of expected time for programming, this part of the training plan may have consequences for those on the apprenticeship pathway.



## Check-In

Training Plan area	What our LBS agency currently does
How do you estimate the amount of time it might take for a would-be apprentice or someone in pre-apprenticeship to build their skills?	
How familiar are you with the skills that would-be apprentices and individuals in pre-apprenticeship might need?	
How prepared are you to begin to align training needs with available resources, tools and curricula for the apprenticeship pathway?	
How familiar are the LBS staff in your agency with training supports and accommodations that can be made for apprentices – for in-class training and for the writing of final apprenticeship exams?	

## Case Studies

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The assessor also learned that Davey had been on an IEP while he was in school and that, as a result, he was given extra time to do tests.

**Training Plan Development:** In developing a training plan for Davey, you learn that Davey has an uncle who is willing to take him on as an Auto Body Repairer apprentice, but who would like to do so in approximately a year. Your local college delivers in-class training for Auto Body Repairers, and you contact them to find out what kinds of additional supports they could offer Davey when it is time for him to do his in-class training. You ask how long it takes for this support to be activated when someone inquires about them. You have discovered that Davey has a total of 14 credits.

### Case Study #2: Training Plan Development

A local union that has a Pre-Apprenticeship program has noticed some trends among applicants and wants to partner with a local LBS agency. They know there are lots of educational programs in the community, but they don't feel they have the expertise to make accurate referrals. They are also wondering if there is anything else they can/should do to support incoming pre-apprentices.

This local union does, in fact, do a math diagnostic with incoming pre-apprentices. The union agreed to share the results of these math diagnostics with you, the LBS program. They have also agreed to have you come on-site during the Pre-Apprenticeship program

and have offered you a private space at which you can meet with pre-apprentices one-on-one to do a Skills Check-In. They agree to send the Soft Skills Assessment Tool to pre-apprentices ahead of the Pre-Apprenticeship program. They provide you with the math diagnostics and the soft skills self-assessments ahead of time. You score the self-assessments and put them together with each pre-apprentice's math results and with the registration form the trade union requests pre-apprentices to fill out by hand. Now you feel like you have some good information to use to conduct the Skills Check-Ins. You notice that of the 20 pre-apprentices who completed the math diagnostic, 11 of them scored 6 or less out of 12. This is a concern.

**Training Plan Development:** Given how many pre-apprentices are struggling with math, you discuss with the trade union the feasibility of developing and delivering a Math Booster. The trade union agrees that they would like pre-apprentices to be more skilled with the math associated with the trade, and they ask you what the next steps are. You decide to make this a topic of conversation at your next Literacy Service Planning meeting. The regional network puts out a provincial request to see if any other LBS programs have math curriculum based on math required for Auto Body Repair. Two sets of curricula are found, and the trade union is willing to bring in an LBS provider for 2 hours a day/2 days a week for 4 weeks to help those pre-apprentices who need to build their math skills.

As all the pre-apprentices will be working on the same math program, you will have some common elements for a training plan template, including associated milestones and the length of programming. You will just have to tailor training plans for background information, learning supports, and other referrals which might be required.

## Your Agency's Next Steps

Now that you have learned a bit more about how to tailor your learning plan development to support someone preparing for apprenticeship, what are the next steps for your agency?

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# Training

This section of the module is about training – the heart of what LBS agencies do. More specifically, it is about resources designed to support adult learners on the apprenticeship pathway.

LBS practitioners will need to consider the skills that an individual will require to successfully prepare for apprenticeship, learning activities that can be accessed to promote apprenticeship, and curriculum and other resources that may already be packaged for apprenticeship within LBS. And while it's still early to be connecting all LBS activities specifically with Skills for Success – given that the framework is still being developed – we know that soft skills are increasingly being identified for success within apprenticeship.

If you would like to know more about the Skills for Success, you may choose to review the [Research report to support the launch of Skills for Success: Structure, evidence, and recommendations \(Final Report\)](#). While this report is not specific to apprenticeship (except in a few areas), it provides a good overview of why the Skills for Success were developed and how the developers envision the Skills for Success being applied.

The screenshot shows the Skills for Success website. At the top, there is the Government of Canada logo and a search bar. Below the logo is a 'MENU' dropdown. The breadcrumb trail reads: [Canada.ca](#) > [Jobs and the workplace](#) > [Training](#) > [Job training initiatives](#). The main heading is 'Skills for Success', followed by a sub-heading 'Skills for Success provide Canadians with everyday skills needed for work, learning and life. Improving them will help you succeed in today's and tomorrow's workplace.' To the right of the text is a circular graphic with various icons representing different skills. Below this is a 'Getting started' section with three cards: 'Learn about the Skills' (Discover the skills you need for work and daily life...), 'Skills assessment' (Find tools to assess gaps in your skills.), and 'Skills training' (Find tools to improve your skills.).

## Check-In

Before we talk about existing activities and resources, we suggest you take a few minutes, possibly at a staff meeting with the instructor(s) in your program, to think about what learning activities and resources you currently have within your program.

Areas of Apprenticeship - Learning Activities and Resources	What is currently happening in our program?
Do you have any resources that identify skills specific to apprenticeship?	
Do you have any resources that identify learning activities or tasks specific to apprenticeship?	
Do you have any resources that identify curriculum specific to apprenticeship?	
Regarding the above, how are these resources organized in your program? Are they all in one place?	
Do you have a strategy and an associated budget to increase the apprenticeship resources in your program?	
Do you have resources that identify skills, learning activities and curriculum by apprenticeship sector (i.e., Construction, Industrial, Motive Power and Service)?	
Do you know where to go to request and/or access apprenticeship resources?	

## Resources

Here, we will look at individual skills, learning activities and resources related to training. Our goal is to introduce LBS agencies to some of the resources that exist, not to provide an exhaustive list. You may have additional excellent resources for learners who are on the apprenticeship pathway. It is likely that over the coming year, thanks to the Skills for Success initiative, that efforts will be made to pull together resources on apprenticeship into one location, which will make subsequent resource collection much easier to do.

If you don't already have any or very many materials related to apprenticeship, that's okay. Maybe you don't have a lot of learners who come to you with the goal of apprenticeship. It is likely though, given the increasing focus on apprenticeship and the need for apprentices in the labour market, that you will see more in the coming years.

And remember: LBS focuses on foundational skills. You don't need to have resources related to every aspect of every trade. You may find that it's possible (and desirable) to look for resources that address clusters of skills. For example, it's unlikely that the construction trade is the only one that needs apprentices to convert from one unit of measurement to another.



## Individual Skills

We will begin with a listing of individual skills that may be required for apprenticeship. The list in the table below was taken from [Common Assessment for the OALCF Goal Paths: Apprenticeship](#), produced by Literacy Northwest.



For more on additional individual skills, remember you can refer to the National Occupational Classification. Another excellent resource is the Apprenticeship Standards that are associated with each trade. For example, you can find the [Apprenticeship Standards for Auto Body Repairer](#) (and all the other trades in Ontario) on the Skilled Trades Ontario website.

Apprenticeship Goal Path	Comp. & Level	KEY DEVELOPMENT SKILLS: The Key Development Skills below list the specific skills a learner needs to develop for an apprentice or skills training goal. These Skills were drawn from <u>goal path-specific research and development projects</u> conducted in Ontario.
Self-Management Key Development Skills	E.1	Meets attendance expectations
	E.3	Shows commitment to the program
	E.3	Demonstrates motivation
	E.3	Shows determination to succeed
	E.2	Stays on task
	E.3	Shows the ability to multi-task and the level of maturity appropriate for adult learning
	E.3	Sets well-defined, realistic goals
	E.1	Sets short –term goals and follows through
	E.3	Meets both program and self-imposed deadlines
	E.3	Demonstrates time management, in and out of class
	E.3	Manages workload with outside commitments
	E.3	Demonstrates ownership of learning needs
	E.3	Shows willingness to spend time getting help outside class
	E.3	Shows self-reliance
E.3	Exhibits self-confidence, especially to grasp new concepts	

Apprenticeship Goal Path	Comp. & Level	KEY DEVELOPMENT SKILLS: The Key Development Skills below list the specific skills a learner needs to develop for an apprentice or skills training goal. These Skills were drawn from <u>goal path-specific research and development projects</u> conducted in Ontario.
	E.3	Demonstrates self-discipline
	E.3	Possesses self-awareness related to readiness for the next steps of learning, testing, etc.
	E.1	Demonstrates initiative
	E.1	Works independently
	E.1	Works with distractions
	E.2	“Asks the right questions” – a willingness to take ownership and request assistance when they are stuck on a problem or task
	E.3	Shows persistence
	E.3	Strives for constant improvement
	E.3	Radiates a positive attitude; sees challenges as opportunities for positive self-development
	E.3	Predisposes to work both independently and as a team member
	F	Demonstrates interpersonal skills with peers, i.e., group support
	E.2	Uses organizational skills
	E.2	Shows familiarity with college services
	E.2	Uses good study skills

Apprenticeship Goal Path	Comp. & Level	KEY DEVELOPMENT SKILLS: The Key Development Skills below list the specific skills a learner needs to develop for an apprentice or skills training goal. These Skills were drawn from <u>goal path-specific research and development projects</u> conducted in Ontario.
Academic Key Development Skills	A1.3	Reads, interprets, and proceeds with minimal support
	B1.2	Asks questions which are based on higher cognitive thinking
		Uses quantitative thinking
	C1.3 C2.3 C3.3 C4.3	Masters math skills over and above Essential Skills Numeracy
		Demonstrates good algebra skills
	C1.3 C2.3 C3.3 C4.3	Tackles post-secondary math questions successfully
		Grasps formula manipulation demonstrating cognitive ability
	A1.2	Demonstrates reading comprehension – e.g., reads and follows instructions to successful completion of the task
	A1.3	Follows and carries out instructions especially from several sources-able to synthesize and integrate
	A1.3	Reads a several page article or text with no clear organization; then demonstrates understanding, reads and extracts information, and comments on that information.

Apprenticeship Goal Path	Comp. & Level	KEY DEVELOPMENT SKILLS: The Key Development Skills below list the specific skills a learner needs to develop for an apprentice or skills training goal. These Skills were drawn from <u>goal path-specific research and development projects</u> conducted in Ontario.
	B1.2 B2.2	Uses proper grammar in oral and written work
	B2.2	Uses correct sentence structure
	B2.3	Demonstrates high level of organization, coherence, and unity in writing
	B2.3	Demonstrates essay writing skills
	B2.3	Uses correct documentation skills
	B2.3	Writes technical report or essay, proofreads, and submits first drafts without questions
	A1.3 B2.3	Locates, organizes, analyzes, and documents information for essay/reports
	A1.3	Synthesizes information from various sources
	B1.3	Delivers oral presentations by effectively summarizing text and sources, paraphrasing and quoting sources
	E.3	Goes “above and beyond”, i.e. asks questions to take learning further
	E.3	Uses critical thinking skills
	E.3	Demonstrates problem solving skills

Apprenticeship Goal Path	Comp. & Level	KEY DEVELOPMENT SKILLS: The Key Development Skills below list the specific skills a learner needs to develop for an apprentice or skills training goal. These Skills were drawn from <u>goal path-specific research and development projects</u> conducted in Ontario.
	E.3	Grasps abstract concepts
		Achieves success on unit tests
	B1.2	Answers the questions being asked
	E.2 E.3	Completes demonstration activities with minimal or no support
	E.2 E.3	Applies learning to own life i.e., transfer skills and knowledge
	D.3	Demonstrates technological proficiency in order to survive in technology-based learning environment, e.g., MS Office Applications
	E.1	Ensures attendance; regular, consistent, punctual
	E.3	Sets goals and accomplishes them
	E.3	Demonstrates commitment to the program and goals
	E.3	Shows ownership for goals; sets timelines and benchmarks to determine/assess progress
	E.3	Shows commitment to results; success in the trades requires that apprentices develop a genuine sense of care for the work they do; they need to be passionate about what they do; otherwise, they will find reasons not to continue along the journey
	E.3	Participates in class

Apprenticeship Goal Path	Comp. & Level	KEY DEVELOPMENT SKILLS: The Key Development Skills below list the specific skills a learner needs to develop for an apprentice or skills training goal. These Skills were drawn from <u>goal path-specific research and development projects</u> conducted in Ontario.
	F	Prepares to work in group: successfully getting the project completed, dealing with non –contributing members
	A1.2	Finds and uses information
	E.3	Manages personal life – ability to manage both personal and academic life
	E.3	Solves problems proactively, following through to resolution
		Achieves academic levels beyond the necessary Essential Skills Levels for the chosen profession

## Learning Activities

A well-known resource for learning activities in LBS is the [Task-Based Activities for LBS website](#). All of the activities on this site have been aligned to the Ontario Adult Literacy Curriculum Framework (OALCF) and are organized by stream, goal path and level. It is a fully searchable database that contains activities (available in Microsoft Word and PDF). And since apprenticeship is one of the five goal paths, you can go to this site to just search for activities that relate to apprenticeship. For example, there are currently 152 tasks on this portal that have been designated as being related to apprenticeship!

## Curriculum Resources

When it comes to training, LBS agencies think about individual learners as well as groups of learners. Any curriculum can be used for individuals to work their way through, but curricula can also be used to expose learners to apprenticeship, especially for those learners who come to LBS agencies without a specific trade in mind or perhaps with the general idea of gaining employment.

There may be more we can do in LBS to support adult learners in finding out more about the apprenticeship system. The good news here is that by building math for apprenticeship (measurement, fractions, etc.), we are also preparing learners for many other types of jobs or activities they will experience in daily life.

If you are working with a Pre-Apprenticeship program, you will be working with a group of individuals, so using a set of curricula is appropriate. Even more appropriate would be to use curricula that has been developed in consultation with stakeholders from the apprenticeship system – whether those stakeholders are instructors at trade unions or other partners. Since Rome wasn't built in a day, it may not be feasible to develop curriculum from scratch, but you could offer training using existing curriculum and then ask for feedback. It would be far more realistic to modify the existing curriculum than it would be to develop something brand new.

You may not have learners who are all at the same level in a Pre-Apprenticeship program.

Tip: Work with another local LBS agency. One agency can deliver the training and staff from another agency can work with learners who have lower levels of skills and who may need more support. The good thing about this approach is that it respects where individual learners may be at, but there is no need to divide the group of pre-apprentices into “higher level” and “lower level.”



Here is a select list of curricula in LBS that supports the apprenticeship pathway.

Curriculum for the Apprenticeship Pathway		
Resource	How to find it	What's it good for?
<b>Curriculum – Various Topics</b>		
<b>Apprenticeship Answers</b> (Literacy Link Niagara)	This resource is available freely online at: <a href="http://www.literacylinkniagara.ca/wp-content/uploads/Apprenticeship-Answers-Curriculum.pdf">www.literacylinkniagara.ca/wp-content/uploads/Apprenticeship-Answers-Curriculum.pdf</a>	This curriculum explores apprenticeship with LBS learners. It reviews the apprenticeship system in general and builds foundational skills needed for successful apprenticeships. It is 65 pages long and has three units. <ul style="list-style-type: none"> <li>• To become an apprentice</li> <li>• Life as an apprentice</li> <li>• Life as a journey person</li> </ul>
<b>Bridging the Employment Gap</b> (Simcoe/Muskoka Literacy Network)	This resource is available freely online at: <a href="https://literacynetwork.ca/resources/bridging-the-employment-gap/">https://literacynetwork.ca/resources/bridging-the-employment-gap/</a>	Various occupational curricula were developed as part of the “Bridging the Employment Gap” series, including: <ul style="list-style-type: none"> <li>• Clerical</li> <li>• Kitchen Help</li> <li>• Janitorial</li> <li>• Retail</li> </ul>
<b>Construction Curriculum</b>		
<b>Essential Skills in Construction: Resources</b>	This resource is freely available at: <a href="https://www.constructionessentialskills.ca/en/resources">https://www.constructionessentialskills.ca/en/resources</a>	This curriculum identifies Essential Skills needed in construction.

## Curriculum for the Apprenticeship Pathway

<p><b>Exploring Construction Trades</b> (Literacy Link South Central)</p>	<p>This resource is available freely online at: <a href="https://irp-cdn.multiscreensite.com/1a9192fe/files/uploaded/LBS%20Apprenticeship%20cirr%20construction.pdf">https://irp-cdn.multiscreensite.com/1a9192fe/files/uploaded/LBS%20Apprenticeship%20cirr%20construction.pdf</a></p>	<p>This 67-page module was developed to help learners explore the construction trades. This module is written at OALCF Levels 1-2 and incorporates a variety of competencies and tasks.</p>
<p><b>Trading Up: Getting Ready for a Hairstyling or Electrical Apprenticeship</b> (Project Read Literacy Network)</p>	<p>This resource is available freely online at: <a href="https://projectread.ca/pdf/TradingUp.pdf">https://projectread.ca/pdf/TradingUp.pdf</a></p>	<p>The goal of the Assessment of Apprenticeship Candidates Project is to adapt the existing Project READ LBS Referral Assessment package for use with two identified apprenticeship trades in co-operation with the appropriate industries.</p>
<p><b>Industrial Curriculum</b></p>		
<p><b>Apprenticeship in Manufacturing</b> (Literacy Link South Central)</p>	<p>This resource is available freely online at: <a href="https://irp-cdn.multiscreensite.com/1a9192fe/files/uploaded/Apprenticeship%20in%20Manufacturing%20DTP.pdf">https://irp-cdn.multiscreensite.com/1a9192fe/files/uploaded/Apprenticeship%20in%20Manufacturing%20DTP.pdf</a></p>	<p>This 13-page curriculum focuses on the basics of apprenticeships in manufacturing. Topics included are Manufacturing: It's Made for You, Essential Skills for Manufacturing, and Apprenticeship in Manufacturing.</p>
<p><b>Motive Power Curriculum</b></p>		
<p><b>Exploring Automotive Trades</b> (Literacy Link South Central)</p>	<p>This resource is available freely online at: <a href="https://irp-cdn.multiscreensite.com/1a9192fe/files/uploaded/LBS%20Apprenticeship%20Cirr%20Auto.pdf">https://irp-cdn.multiscreensite.com/1a9192fe/files/uploaded/LBS%20Apprenticeship%20Cirr%20Auto.pdf</a></p>	<p>This 65-page module was developed to help learners explore automotive trades. This module is written at OALCF Levels 1-2 and incorporates a variety of competencies and tasks related to this trade.</p>

## Curriculum for the Apprenticeship Pathway

### Service Curriculum

<p><b>Exploring Food Trades</b> (Literacy Link South Central)</p>	<p>This resource is available freely online at: <a href="https://irp-cdn.multiscreensite.com/1a9192fe/files/uploaded/LBS%20Apprenticeship%20cirr%20Food.pdf">https://irp-cdn.multiscreensite.com/1a9192fe/files/uploaded/LBS%20Apprenticeship%20cirr%20Food.pdf</a></p>	<p>This module was developed to help learners explore food trades. It is written at OALCF Levels 1-2 and incorporates a variety of competencies and tasks.</p>
<p><b>Trading Up: Getting Ready for a Hairstyling or Electrical Apprenticeship</b> (Project Read Literacy Network)</p>	<p>This resource is available freely online at: <a href="https://projectread.ca/pdf/TradingUp.pdf">https://projectread.ca/pdf/TradingUp.pdf</a></p>	
<p><b>Food Counter Attendants &amp; Kitchen Helpers</b> (Community Literacy of Ontario)</p>	<p>This resource is available freely online at: <a href="https://www.communityliteracyofontario.ca/wp/wp-content/uploads/Food-Services-Curriculum-April-7-2019-FINAL.pdf">https://www.communityliteracyofontario.ca/wp/wp-content/uploads/Food-Services-Curriculum-April-7-2019-FINAL.pdf</a></p>	<p>This 282-page curriculum supports learners to build their skills in food preparation. It contains 6 units.</p>
<p><b>Health Care Preparation</b> (Community Literacy of Ontario)</p>	<p>This resource is available freely online at: <a href="https://www.communityliteracyofontario.ca/wp/wp-content/uploads/Healthcare%20Prep%20-%20Learner%20Workbook%20-%202019%20-%20FINAL.pdf">https://www.communityliteracyofontario.ca/wp/wp-content/uploads/Healthcare%20Prep%20-%20Learner%20Workbook%20-%202019%20-%20FINAL.pdf</a></p>	<p>This 118-page curriculum supports learners to build their skills in health care preparation. It contains 8 units.</p>
<p><b>Warehouse Worker and Material Handler Curriculum</b> (Community Literacy of Ontario)</p>	<p>This resource is available freely online at: <a href="https://www.communityliteracyofontario.ca/wp/wp-content/uploads/Warehouse-Curriculum-Jan-14-2021-FINAL.pdf">https://www.communityliteracyofontario.ca/wp/wp-content/uploads/Warehouse-Curriculum-Jan-14-2021-FINAL.pdf</a></p>	<p>This curriculum is designed to support learners to build their skills and learn about employment as a warehouse worker / material handler. It contains 7 modules and is 307 pages long. This module is articulated to the OALCF and is written at Level 2.</p>

## Curriculum for the Apprenticeship Pathway

<b>Landscape and Grounds Maintenance Worker Curriculum</b> (Community Literacy of Ontario)	This resource is available freely online at: <a href="https://www.communityliteracyofontario.ca/wp/wp-content/uploads/Landscaping%20Curriculum%20-%20Feb%205%202020.pdf">https://www.communityliteracyofontario.ca/wp/wp-content/uploads/Landscaping%20Curriculum%20-%20Feb%205%202020.pdf</a>	This 327-page curriculum is divided into 7 sections and supports LBS learners to explore landscaping and grounds maintenance. It aligns with the OALCF.
<b>Trades Math Workbook</b> (Employment and Social Development Canada)	This resource is available freely online at: <a href="https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools/trades-math.html">https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools/trades-math.html</a>	The workbook is divided into four sections: #1 Measurement and calculation, #2 Money math, #3 Scheduling, budgeting and accounting, #4 Data analysis.

Tip: Use your LBS support organizations – regional and provincial – as sources of tools, resources and curriculum. Also, with the Skills for Success initiatives, there will be more focus on getting all these great resources in one place!



# Case Studies

## Case Study #1: Training

Davey Jones would like to get an apprenticeship as an Auto Body Repairer. To do so, he will need a Grade 12. Currently, Davey only has Grade 9 and several credits from Grade 10. He has been out of school for nine years, working primarily labour positions.

Given that Davey has been out of school for nine years and working mostly labour positions, the LBS instructor who did his assessment researched the NOC description for an Auto Body Repairer in Canada to make Davey's assessment more specific. They also worked with Davey to get a copy of his high school transcript so they could see how many credits Davey needs (compulsory and elective) so they can talk to Davey about how he can go about getting his Grade 12 or equivalency as quickly as possible. Davey is very weak in math and he has no idea what soft skills are. The assessor also learned that Davey had been on an IEP while he was in school and that, as a result, he was given extra time to do tests.

In developing a training plan for Davey, you learn that Davey has an uncle who is willing to take him on as an Auto Body Repair apprentice, but who would like to do so in approximately a year. Your local college delivers in-class training for Auto Body Repair, and you contact them to find out what kinds of additional supports they could offer Davey when it is time for him to do his in-class training. You ask how long it takes for this support to be activated when someone inquires about them. You have discovered that Davey has a total of 14 credits. While Davey doesn't need to finish upgrading his skills in the next month, he is anxious to see improvement. You tell Davey that you estimate he will need about six months to get his skills to where they need to be.

**Training:** Davey needs to build his math skills. He is especially nervous about fractions and converting from one system to another (e.g., Metric to Imperial) or within a system (metres to centimetres). He would also like to find out more about soft skills and how he can strengthen the soft skills that matter the most to employers. You set him up with some math activities and with some training designed to augment soft skills.

## Case Study #2: Training

A local union that has a Pre-Apprenticeship program has noticed some trends among applicants and wants to partner with a local LBS agency. They know there are lots of educational programs in the community, but they don't feel they have the expertise to make accurate referrals. They are also wondering if there is anything else they can/should do to support incoming pre-apprentices.

This local union does, in fact, do a math diagnostic with incoming pre-apprentices. The union agreed to share the results of these math diagnostics with you, the LBS program. They have also agreed to have you come on-site during the Pre-Apprenticeship program and have offered you a private space at which you can meet with pre-apprentices one-on-one to do a Skills Check-In. They agree to send the Soft Skills Assessment Tool to pre-apprentices ahead of the Pre-Apprenticeship program. They provide you with the math diagnostics and the soft skills self-assessments ahead of time. You score the self-assessments and put them together with each pre-apprentice's math results and with the registration form the trade union requests pre-apprentices to fill out by hand. Now you feel like you have some good information to use to conduct the Skills Check-Ins. You notice that of the 20 pre-apprentices who completed the math diagnostic, 11 of them scored 6 or less out of 12. This is a concern.

Given how many pre-apprentices are struggling with math, you discuss with the trade union the feasibility of developing and delivering a Math Booster. The trade union agrees that they would like pre-apprentices to be more skilled with the math associated with the trade, and they ask you what the next steps are. You decide to make this a topic of conversation at your next Literacy Service Planning meeting. The regional networks put out a provincial request to see if any other LBS programs have math curriculum based on math required for Auto Body Repair. Two sets of curricula are found, and the trade union is willing to bring in an LBS provider for 2 hours a day/2 days a week for 4 weeks to help those pre-apprentices who need to build their math skills.

As all the pre-apprentices will be working on the same math program, you will have some common elements for a training plan template, including associated milestones and the length of programming. You will just have to tailor training plans for background information, learning supports, and other referrals which might be required.

**Training:** The Math Booster is brought into the local union. Any pre-apprentice who scored lower than 7 out of 12 on the math diagnostic is strongly encouraged to take it. Some pre-apprentices need more support with math than they can get out of the 16-hour program, so the LBS instructor who delivers the training refers them for extra support to local LBS agencies. Given the recognition in Skills for Success that apprenticeship programming is heavy on technical training, but does not address soft skills, the local union would like two webinars to be offered on communication and teamwork. All pre-apprentices are expected to attend.

## Your Agency's Next Steps

Now that we have addressed some of the training resources and considerations for learners who are preparing to become apprentices, we encourage you to take a moment to think about any steps you may wish to take to bolster your program in this area. Remember though – just choose one or two areas, if you choose any at all! The goal is to make continuous improvement achievable, not overwhelming.

Areas of Apprenticeship - Learning Activities and Resources	What next steps might we take in this area?
Do you have any resources that identify skills specific to apprenticeship?	
Do you have any resources that identify learning activities or tasks specific to apprenticeship?	
Do you have any resources that identify curriculum specific to apprenticeship?	
Regarding the above, how are these resources organized in your program? Are they all in one place?	

Do you have a strategy and an associated budget to increase the apprenticeship resources in your program?	
Do you have resources that identify skills, learning activities and curriculum by apprenticeship sector (i.e., construction, industrial, motive power and service)?	
Do you know where to go to request and/or access apprenticeship resources?	

## Evaluation/Follow Up

Evaluation and follow up are important for all goal paths. In addition to the usual “follow up in 3, 6 and 12 months” questions, and since LBS is still in the beginning stages of making systemic linkages with the apprenticeship system, there may be an opportunity to add a couple of questions to the usual questions LBS agencies are expected to ask learners.

For example, you want to know if the training you provided was:

- Adequately contextualized – this is a question you could ask of learners and of local trade unions/organizations.
- Effective – did the learner(s) and/or trade unions/organizations feel the training was effective?

Also, if you are working with a Pre-Apprenticeship program (or local trade union/organization), you may wish to ask them if they found the process of determining individual pre-apprenticeship needs and programming needs to be efficient.

## Check-In

Does our LBS agency have any questions that we ask of exiting learners who are specifically preparing for apprenticeship? If so, what do you ask? If not, why not? Would this information be useful to you?

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## Case Studies:

### Case Study #1: Evaluation/Follow-Up

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In developing a training plan for Davey, you learn that Davey has an uncle who is willing to take him on as an Auto Body Repair apprentice, but who would like to do so in approximately a year. Your local college delivers in-class training for Auto Body Repair, and you contact them to find out what kinds of additional support they could offer Davey when it is time for him to do his in-class training. You ask how long it takes for this support to be activated when someone inquires about them. You have discovered

that Davey has a total of 14 credits. While Davey doesn't need to finish upgrading his skills in the next month, he is anxious to see improvement. You tell Davey that you estimate he will need about six months to get his skills to where they need to be.

Davey needs to build his math skills. He is especially nervous about fractions and converting from one system to another (e.g., Metric to Imperial) or within a system (metres to centimetres). He would also like to find out more about soft skills and how he can strengthen the soft skills that matter the most to employers. You set him up with some math activities and with some training designed to augment soft skills.

**Evaluation/Follow-Up:** After almost seven months, Davey feels he has upgraded his math skills and learned about soft skills, how to improve them, and how to talk about them with his uncle or any other employer he may work with. At exit, Davey shares that he was glad to learn math within the context of the trades.

## Case Study #2: Evaluation/Follow-Up

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This local union does, in fact, do a math diagnostic with incoming pre-apprentices. The union agreed to share the results of these math diagnostics with you, the LBS program. They have also agreed to have you come on-site during the Pre-Apprenticeship program and have offered you a private space at which you can meet with pre-apprentices one-on-one to do a Skills Check-In. They agree to send the Soft Skills Assessment Tool to pre-apprentices ahead of the Pre-Apprenticeship program. They provide you with the math diagnostics and the soft skills self-assessments ahead of time. You score the self-assessments and put them together with each pre-apprentice's math results and with the registration form the trade union requests pre-apprentices to fill out by hand. Now you feel like you have some good information to use to conduct the Skills Check-Ins. You notice that of the 20 pre-apprentices who completed the math diagnostic, 11 of them scored 6 or less out of 12. This is a concern.

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agrees that they would like pre-apprentices to be more skilled with the math associated with the trade, and they ask you what the next steps are. You decide to make this a topic of conversation at your next Literacy Service Planning meeting. The regional networks put out a provincial request to see if any other LBS programs have math curriculum based on math required for Auto Body Repair. Two sets of curricula are found, and the trade union is willing to bring in an LBS provider for 2 hours a day/2 days a week for 4 weeks to help those pre-apprentices who need to build their math skills.

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**Evaluation/Follow-Up:** After the Math Booster and soft skills webinars have been completed, you seek feedback from the pre-apprentices and from the local union. The pre-apprentices are very satisfied with the Math Booster. Some say they would have appreciated the opportunity to work through the exercises on their own due to their busy schedules. However, many reported increased confidence in attending their first in-school session and said they feel they would have struggled with their first in-school session if they hadn't done this math upgrading. As far as soft skills go, most were unfamiliar with the term initially, but noted they could see how soft skills apply not just at work, but when they are at home with family and friends or out in the community. All could see how improved soft skills would benefit the workplace.

After getting feedback from the local union, you decide to increase the amount of time spent on measurement in the Math Booster. The local union would also like to add a webinar on adaptability to the next intake of pre-apprentices.

## Your Agency's Next Steps

Now that you have learned a bit more about how to tailor your evaluation/follow-up to support someone preparing for apprenticeship, what are the next steps for your agency?

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## Key Partners

As we discussed earlier in this module, LBS agencies are stakeholders in apprenticeship, but they are not the only stakeholders. Employment Services and Workforce Planning Boards are also stakeholders and there may be opportunities for LBS agencies to work collaboratively with them to support individuals working towards apprenticeship. Workforce Planning Boards can be a valuable source of local Labour Market Information on which trades are most in demand in your local area. And they have strong connections with local employers and can obtain direct feedback from employers on the need for apprenticeship as well as barriers to attracting or supporting apprentices.

## Unions and Training Delivery Agents

Not all LBS agencies are aware of the unions and training delivery agents in their local area. Again, Workforce Planning Boards can be a good source of information here. And it's not necessary for each LBS agency to reach out to ALL of the unions and trade delivery agents in their area. In fact, it might be preferable for outreach efforts to be discussed at Literacy Service Planning meetings and for outreach to employers, unions and training delivery agents to be coordinated.

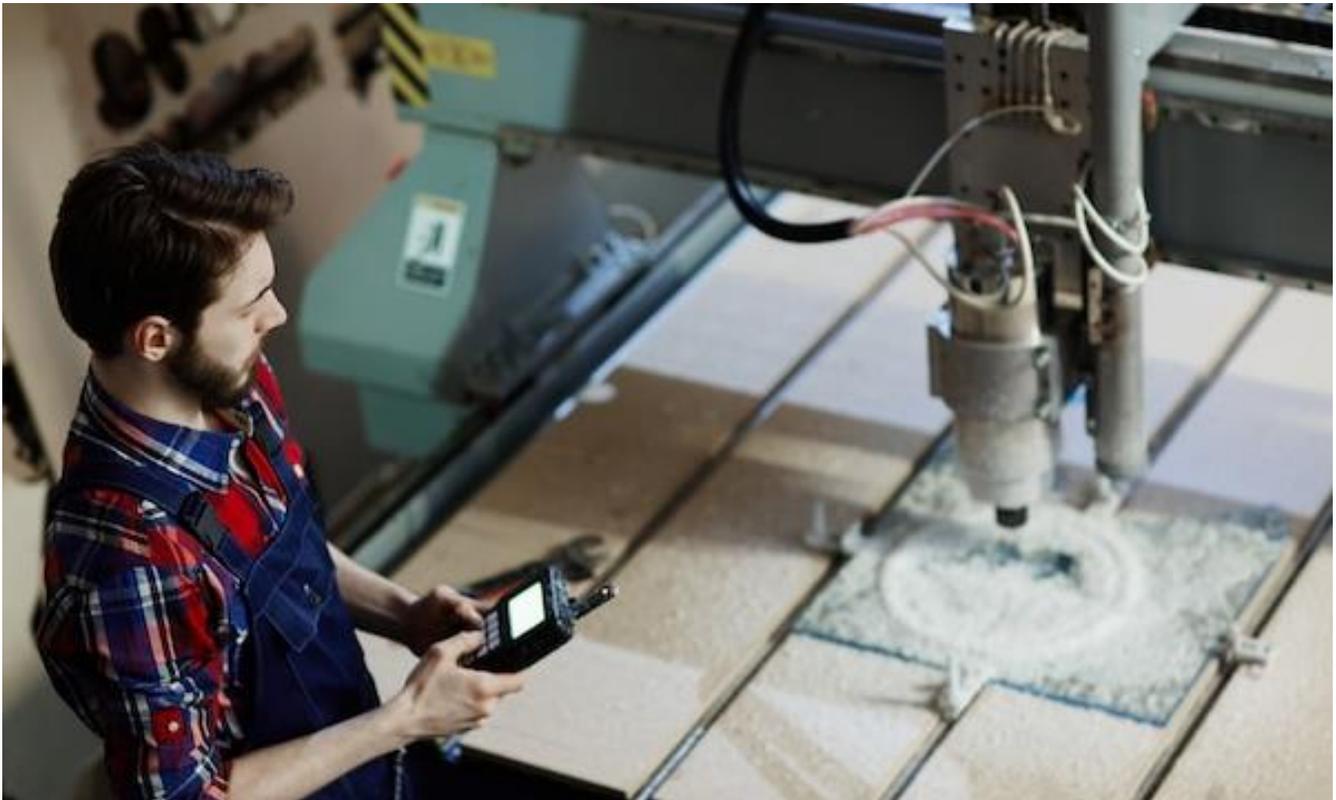
## MLITSD

Obviously, the Ministry of Labour, Immigration, Training and Skills Development (MLITSD) is a key partner in apprenticeship. Employment and Training Consultants (ETCs) in your area may be knowledgeable about eligibility requirements for specific trades.

Tip: Contact your local MLITSD office to see which ETCs have responsibility for apprenticeship.

## Local Apprenticeship Groups

Some areas of the province have formed Local Apprenticeship Groups which bring together stakeholders such as LBS, Employment Services, Planning Boards, Ontario Youth Apprenticeship Program (OYAP), and Ministry representatives. It might be worthwhile seeing if you have one in your area. Or, in light of the Skills for Success initiative, under which Apprenticeship has been highlighted as an area of interest, perhaps a committee of LBS agencies has been, or could be struck, in your area.



## Professional Development for Practitioners

We have discussed that not all LBS practitioners may feel knowledgeable about the apprenticeship system in Ontario or how to adequately support adult learners who are exploring apprenticeship as a goal.

### Sample Training Plan for an Agency

LBS agencies have many responsibilities and adult learners who have a variety of goals. It may seem difficult to think about professional development that is specific to a goal path. Here is a template you may wish to use to make professional development around apprenticeship specific and achievable.

Area to explore	Why?	A place to start	Is this a good idea for our agency?
<p>Develop an understanding of what the apprenticeship system in Ontario is and what it looks like</p>	<p>So that practitioners feel comfortable talking to adult learners about apprenticeship</p>	<p>Skilled Trades Ontario website  <a href="https://www.skilledtradesontario.ca/">https://www.skilledtradesontario.ca/</a></p>	
<p>Further staff knowledge about where and how apprenticeship and LBS intersect</p>	<p>So that practitioners understand that there are multiple ways that LBS agencies can support apprenticeship</p>	<p><a href="#">The “A” Word Video Series</a> (3)  Videos, slide decks, and transcripts</p> <ol style="list-style-type: none"> <li>1. Building the capacity of service providers to support their clients when working in the skilled trades is one of their goals.</li> <li>2. What clients need to know about pursuing a career in the skilled trades.</li> <li>3. Ontario’s Apprenticeship system</li> </ol> <p>The pathways into, and through, what can seem to be a complex system – and how understanding each of our roles in that system can create a solid foundation for apprentices working their way throughout it.</p> <p><a href="#">Literacy Links to Apprenticeship</a>: 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.</p>	

Area to explore	Why?	A place to start	Is this a good idea for our agency?
Get or add to our assessment materials for apprenticeship	It is expected that if an LBS agency serves learners on the apprenticeship pathway, the agency will have contextualized assessment materials to do so	Refer to the assessment section of this module.	
Get or add to our assessment resources (tools, learning activities and curricula)	To make the learning in our program as contextualized and relevant as possible in keeping with a learner-centred approach	Refer to the training section of this module.	

## Conclusion

In *Module 2: Preparing a Learner for Apprenticeship*, our goal has been to highlight ways in which LBS agencies can increase their knowledge of apprenticeship in Ontario and to use that knowledge in working with adult learners who are exploring apprenticeship as their goal. Apprenticeship is only one of five goal paths for LBS agencies. It's not possible for an LBS agency to devote all of its time and resources to building the apprenticeship pathway, but whether you find a new resource to support your practitioners, review a new assessment resource to determine its applicability, or find a few more learning activities or curricula that are specific to apprenticeship or to in-demand trades in your area, you will have taken some concrete steps towards an LBS-friendly apprenticeship system.

