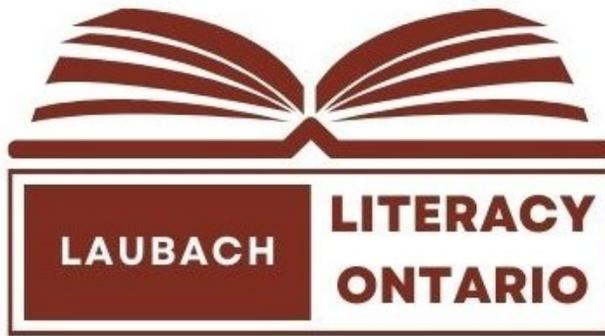




CREATING APPRENTICESHIP- FRIENDLY LBS SERVICES

Module 3: LBS and Apprenticeship Support





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Introduction

The need to train 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 apprentices – individuals who are considering apprentices, 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 a journeyman.

While LBS agencies are well positioned, not all LBS agencies feel prepared to support apprentices. 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 someone can select.

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

There are four modules:

- Apprenticeship and LBS - Understanding the Market Opportunity
- Preparing a Learner for Apprenticeship
- LBS and Apprenticeship Support
- Supporting Apprentices to Become Journeymen

This is **Module 3: LBS and Apprenticeship Support**. In this module, we will focus on how LBS agencies can support adult learners who have become apprentices and who need to build their skills to successfully complete their in-school programming.

Module Outcomes

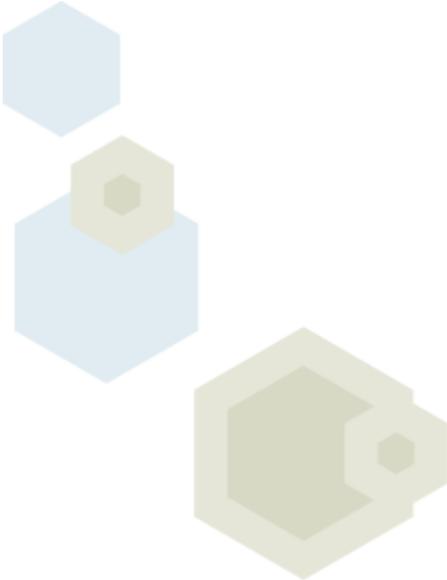
At the end of this module, you will be able to:

- Understand why apprenticeship is a good path for LBS.
- Plan for how to support apprentices in your program who are struggling with foundational skills related to apprenticeship.
- Identify assessment tools and resources that will support you in identifying skills gaps related to apprenticeship.
- Evaluate your practitioners' awareness of apprenticeship to support learners who are current apprentices.
- Select professional development opportunities to increase your practitioners' awareness of apprenticeship and how to support learners who are on the apprenticeship pathway.
- Analyze existing learning activities and curriculum related to apprenticeship and select appropriate materials for learners on the apprenticeship pathway.
- Describe the local apprenticeship landscape so we can access authentic documents.
- Identify wraparound supports that can support learners who are apprentices.

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 program to support learners who are apprentices.

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



Reality Check

Outcome	Knowledge, practices and tools my LBS Program already has	What else do we need to know?
Understand why apprenticeship is a good path for LBS.		
Plan for how to support apprentices in your program who are struggling with foundational skills related to apprenticeship.		
Identify assessment tools and resources that will support you in identifying skills gaps related to apprenticeship.		
Evaluate your practitioners' awareness of apprenticeship to support learners who are current apprentices.		
Select professional development opportunities to increase your practitioners' awareness of apprenticeship and how to support learners who are on the apprenticeship pathway.		
Analyze existing learning activities and curriculum related to apprenticeship and select appropriate materials for learners on the apprenticeship pathway.		
Describe the local apprenticeship landscape so we can access authentic documents.		
Identify wraparound supports that can support learners who are apprentices.		

Your LBS agency doesn't have to be responsible for serving adult learners who are currently apprentices 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 apprentices who are at higher levels, but what if learners are at Level 1 or a low-level 2?

Case Study

Addressing the needs of adult learners who are already registered as apprentices may seem like an overwhelming task for LBS practitioners. To show the application of theory to practice, we have included some case studies in our Creating an Apprenticeship-Friendly LBS System modules – both to show the variety of ways that LBS can support apprenticeship, but also to support LBS agencies to see how they could modify current practices or sharpen their focus to increase 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 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 are currently registered as apprentices.

Case Study: Norman Smith is currently registered as a Heavy Equipment Operator apprentice. He received a notice in the mail telling him he is eligible to do his first in-class session, fortunately offered locally. His employer expects Norman to take advantage of this opportunity.

Norman is nervous about going back to school. He did not do well in high school. He has a Grade 12, but always felt he was pushed through school. After the first two days of his eight-week in-class training, Norman knows he has some significant gaps in skills. He drops out of the program. After speaking with his employer, Norman contacts the local LBS agency to see if he can get some assistance.



Check-In

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 actually apprentices? In Module 1, we asked if agencies could identify how many learners identify the apprenticeship pathway. Here, we will be more focused. We're not talking about adult learners who are exploring apprenticeship or who want to upgrade to become part of a specific trade. We're talking about adult learners who have already begun training in an apprenticeship, but who are struggling to pass the in-school part of their training.

Is your agency currently supporting any adult learners in this situation? If so, how many? With what success? If not, why not? Because apprentices in your area do not struggle with their in-school training? Do other LBS agencies work with this client group?

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

Check-In

Before we begin this part of the module, please take a moment to think about what your LBS agency is already doing or can do around information and referral for learners who are currently registered as apprentices. Are there intake questions you ensure are asked? 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 where to look for more specific information on individual trades?

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 who are currently registered as apprentices
Intake questions specific to learners who are registered as apprentices	
Knowledge of where to look for trade-specific information	
Orientation/professional development for LBS practitioners	
Understanding of the local apprenticeship “landscape”	

Get the Word Out

As was stated earlier, one of the roles of LBS when it comes to Information and Referral is to ensure that information about your agency is available to referring organizations. This role is a little easier to understand how to operationalize when you think about other LBS agencies, Employment Services agencies, and Ontario Works offices. But how do you get individuals who are currently doing an apprenticeship to know about your agency and how you can support them?

When it comes to supporting apprentices, there are a couple of target audiences:

- Trade unions
- Training delivery agencies
- Employers

So, to begin, do you know which trade unions are represented in your local geographic area? And if you do know which trade unions are represented, do you have any idea what kinds of training they provide to their members? If not, this is a good place to start, but you probably don’t have to start from scratch. Your regional literacy network and/or planning boards may already have compiled a list of apprenticeship stakeholders in your region. Or they may already have contacted local trade unions.

What’s important is that the trade unions know that LBS agencies exist, they know why they would want to contact an LBS agency, and they have current contact information at hand. Again, reaching out

to local trade unions might be something better done collectively by LBS agencies – to reduce the number of times local trade unions are contacted by LBS and to ensure consistent messaging.

Tip: If you'd like to make sure LBS agencies are on trade unions' radar, suggest a conversation about this at your Literacy Service Planning table!

It's not exactly the mandate of LBS agencies to reach out directly to employers. Very few LBS agencies would have the resources and connections to go out and meet with employers. Our suggestion here is for LBS agencies to be strategic in reaching out to employers. What does strategic look like? Think about organizations that have a mandate to reach out to employers, such as Planning Boards, Chambers of Commerce, and other employer associations such as Canadian Manufacturers and Exporters. These types of organizations are in frequent contact with their members (i.e., employers) and they will be well versed in issues confronting their members, such as a lack of apprentices, or a lack of movement among apprentices towards becoming journeypersons.

Much like reaching out to trade unions, while it's possible for a single LBS agency to do this kind of outreach to employers all on their own, it would be preferable – a better use of resources and more impactful – for LBS to do this collectively and in partnership with their regional network and/or Planning Boards.

Prepare Practitioners

It won't be sufficient for just the Executive Director or upper management of your LBS agency to be familiar with the apprenticeship system and local apprenticeship stakeholders. Realistically, all LBS staff should have some knowledge of apprenticeship so that they can do effective information and referral.

To work with learners who are currently apprentices, practitioners need to have some basic knowledge. They will need to know the basics about the apprenticeship system in Ontario, as well as some basic information on the educational requirements and expectations of each trade. The training standards for each trade are available online through [Skilled Trades Ontario](#). For information on educational requirements, contact your local Ministry of Labour, Immigration, Training and Skills Development (MLITSD) office.

Skilled Trades Ontario offers a lot of information that is of great value to literacy practitioners. They provide detailed information about the in-school sessions that an apprentice for a particular trade will need to do and they also provide training standards from which LBS practitioners can glean important information about the skills that an apprentice will need to succeed in those in-school sessions. Remember, LBS programs exist to build foundational skills, not the highly technical skills that are associated with each trade. And LBS practitioners do not need to be experts in apprenticeship. Rather it's a matter of figuring out what information LBS practitioners really need to know to support apprentices in being successful with their in-school training.

Working with apprenticeship is not a new concept for LBS. The good news is that many resources and tools have already been developed to help LBS practitioners enhance their understanding of the apprenticeship system and the points in an apprentice’s journey where accessing LBS support can be very beneficial.

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 of these resources. There are many demands on LBS agencies and practitioners. Choose one or two and discuss them 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?
Skilled Trades Ontario Website (Government of Ontario)	This resource is freely available at: https://www.skilledtradesontario.ca/	GOLD STAR RESOURCE! 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.
Essential Skills for Ontario’s Tradespeople Website (College Sector Committee for Adult Upgrading)	This resource is freely available at: https://en.esot.essentialskillsgroup.com/	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.

PRACTITIONER ORIENTATION TO APPRENTICESHIP

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

<p>Skilled Trades and Apprenticeship Resources for LBS (QUILL Learning Network)</p>	<p>This resource is freely available at: https://sites.google.com/view/apprenticeship-resources/general-information-and-resources</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>
<p>Goal Path Description for Practitioners and Learners – Apprenticeship (Ministry of Training, Colleges, and Universities)</p>	<p>This resource is freely available at: https://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Apprenticeship_Oct_11.pdf</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>LBS Resource Forum – Apprenticeship Goal Path (Laubach Literacy Ontario and Community Literacy of Ontario)</p>	<p>This resource is freely available at: https://lbsresourcesandforum.contactnorth.ca/</p>	<p>The LBS Resource Forum provides an annotated resource library, organized by goal path, including the topic of apprenticeship.</p>
<p>Apprenticeship Live Binder (Literacy Link South Central)</p>	<p>This resource is freely available at: http://www.livebinders.com/play/play?id=1955776</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>Apprenticesearch.com (Halton Industry Education Council)</p>	<p>This resource is freely available at: https://apprenticesearch.com/</p>	<p>This site shares information on apprenticeship in Ontario and provides descriptions of 150+ skilled trades.</p>

PRACTITIONER ORIENTATION TO APPRENTICESHIP

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

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

Supporting Apprentices with In-School Preparation

Since LBS is often a starting point for adult learners – a step during which they prepare for their next step or goal – we don't often think about the role of LBS in supporting apprenticeship for success in their in-school sessions. These learners are already apprentices, so what else can LBS do?

Why is it important?

LBS agencies provide upgrading services to many adult learners who have a Grade 12 or more in terms of formal education. But just because you have a designation, or a certificate does NOT mean that you have the corresponding level of skills. The same holds true in apprenticeship where individuals have signed on as apprentices and may do very well until they must do their in-school sessions.

Every trade requires an apprentice to do in-school sessions – usually blocks of time where the apprentice does approximately 8 weeks of full-time school. The apprentice may have to leave their community to access the training if, for example, the training is only offered at a few locations (or one) in Ontario. The way that the in-school sessions are delivered can vary. Some are full-time and in person. Some are part time and in person. Training can also be delivered online or, at times, be a combination of in person and online.

The point is that participating in these in-school sessions (whether they are in person or online) can be very different than what an apprentice has been doing on the job. And being in an academic environment again, sometimes after having been away from such an environment for many years, can be a difficult adjustment. Often skills that may have been learned in high school have become rusty due to disuse. Or perhaps they were never learned in the first place. Once attending in-school sessions, the expectation is that apprentices will build upon what they supposedly learned. This is not always a realistic expectation.

Completion rates

Sometimes there is a lot of fanfare around the number of people each year who sign as apprentices. There is a significant need for tradespersons, so this is good news. What is less obvious and rarely shared is that the completion rates for apprenticeship – that is, the number of people who complete their apprenticeship training and go on to become licensed journeypersons – is much lower than most people think. Of the four sectors – construction, motive power, industrial and service – the provincial rates of completion hover at or just above 50%.

There can be a multitude of reasons why apprentices do not complete their apprenticeships. But we know that some apprentices do not complete their apprenticeship because they struggle with the in-school sessions that are mandatory for completion. This is where LBS agencies can be a huge support.

Types of skill building

The apprenticeship system in Ontario has over 140 trades. Surely, LBS practitioners cannot be expected to be knowledgeable about all of them? Happily, the answer is “no.” LBS agencies are in the business of building foundational skills – not teaching individuals how to do the highly technical things associated with specific trades.

The types of skills that LBS agencies need to be able to assess for and upgrade/support apprentices include, but are not limited to:

- Numeracy
- Communications – reading and writing
- Soft skills
- Digital literacy

Sound familiar? And while each trade may have some specific types of numeracy associated with it, there are core groups of math skills (fractions, conversions, measurement) that LBS programs can focus on.

Questions

Here are some potential questions that an LBS practitioner doing intake with an apprentice may wish to ask:

1. What is the trade that you are currently apprenticing in?
2. Have you attended any in-school sessions so far as part of your apprenticeship?
3. If so (and assuming that they did not successfully complete), did you receive any feedback on skill areas that you need to further develop?
4. Do you know if you will be doing your in-school session full time, part time, a combination, or online?
5. If your session will be online, how do you feel about your digital skills?
6. When you were in school or involved in other educational programs, did you ever need or have learning supports or accommodations suggested to you?

Case Study: Information and Referral

Norman Smith is currently registered as a Heavy Equipment Operator apprentice. He received a notice in the mail telling him he is eligible to do his first in-class session, fortunately offered locally, but online. His employer expects Norman to take advantage of this opportunity.

Information and Referral: Norman is nervous about going back to school. He did not do well in high school. He has a Grade 12, but always felt he was pushed through school. After the first two days of his eight-week in-class training, Norman knows he has some significant gaps in skills. He drops out of the program. After speaking with his employer, Norman contacts the local LBS agency to see if he can get some assistance.

Norman shares that he is not very confident in his digital skills. In fact, he does not even have a computer at home. A friend brought over a laptop to help Norman at least participate in the two days of online, in-class training he attended. In addition, Norman reveals that he was on an IEP in school because he had trouble concentrating. He has never formally been diagnosed with ADD or ADHD, but he was offered extra time for tests. He has also always had difficulty with math.

Your Agency's Next Steps

Now that we've done some exploration around what information and referral can look like when an LBS agency is working with apprentices, it's time to reflect. Based on the areas identified in the left-hand column, what are some things that you think you may do well and what are some things that you think you may want to do better?

Areas for Supporting Apprentices	My LBS Agency's Strengths and Weaknesses
<p>We are clear on when and how our LBS agency can support adult learners who are currently apprentices.</p>	
<p>We have had or plan to have discussion(s) at Literacy Service Planning Groups to hear what other LBS agencies are doing/wish to do to support adult learners who are currently apprentices.</p>	
<p>Our practitioners understand apprenticeship and feel confident about how they can support current apprentices.</p>	
<p>We have identified some key messages about how our support would benefit apprentices who are struggling with in-school completion.</p>	
<p>We have identified X number of trade unions/groups to approach to highlight our services.</p>	

Assessment

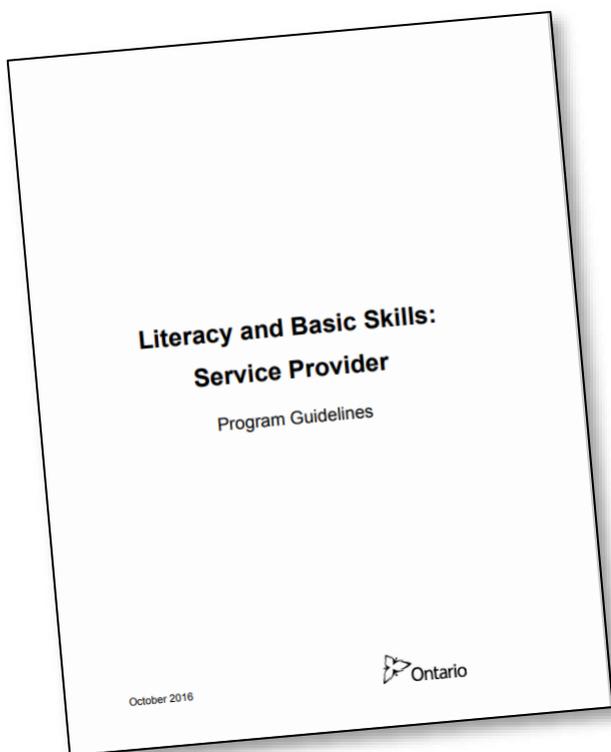
Assessment is the second LBS service that we are going to address in this module. Many years ago, the Ministry of Labour, Immigration, Training and Skills Development (MLITSD) decided to implement a Common Assessment Strategy. This strategy does not mean that there would be a single tool that LBS agencies used to assess a learner's skills. Rather, it meant that LBS practitioners would use a variety of assessment tools depending on a learner's pathway and that those tools would be understood across a community so that adult learners are not reassessed unnecessarily.

It is our Ministry's expectation that LBS agencies will have specific assessment tools that they use for learners who are on the apprenticeship pathway. Your agency may have such tools, or it may not. But don't panic! The good news is that there are several assessment tools that have already been developed and used in LBS for learners on the apprenticeship pathway. Before we talk about specific tools though, let's do a quick review of what assessment entails.

Assessment gathers information about a learner's knowledge, skills, behaviours and abilities. It forms a critical part of everyday activities in a literacy program, as decisions are made on how to best meet learner needs. Assessment includes a range of approaches, from information procedures to standardized tests. Assessments are conducted at intake, during programming, and when learners complete the learner plan.

Source: [Literacy and Basic Skills: Service Provider – Program Guidelines](#)

We can see from the definition above that assessment is about more than just determining the skills that a learner has.



Check-In

In this section of the module, we encourage you to take a moment to think about where your LBS agency is at when it comes to assessing learners who are currently apprentices. And since apprenticeship tends to be the least identified pathway for LBS learners, it's OK if you haven't spent very much time thinking specifically about assessment materials for apprenticeship.

Where does your LBS agency currently stand when it comes to assessing incoming learners for skills related to a particular trade?

Assessment area	What our LBS agency currently does
Understand the types of skills that are required for individual trades and the levels these skills need to be demonstrated at	
Have one or more LBS assessments specific to assessing skills needed for trades in Ontario	
Identify previous learning experiences and required supports and consider how these experiences and supports will impact an apprentice for their in-school completion	

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.

When an adult learner comes to an LBS agency for support in skill building and they are an apprentice, they may have a specific timeline for upgrading and 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 learning 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 adults may say they were on an Individual Education Plan (IEP) while they were in school. If so, while it is doubtful they still have copies of such documents, it can be ideal 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 go to write final exams.

Assessment Tools

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?
Common Assessment for the OALCF Goal Paths: Apprenticeship (Literacy Northwest)	This resource is available freely online at: https://learningnetworks.ca/wp-content/themes/lnw/files/LNW-CommonAssessment/CA%20OALCF%20Goal%20Paths%20Resource%20Package/APPRENTICESHIP%20SECTION.pdf	<ul style="list-style-type: none">• This resource provides LBS agencies with tools and information needed to:• 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• adapt/develop a process used for assessment results to inform overall agency targets

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?
		<ul style="list-style-type: none"> • support agency efforts to fully implement the OALCF • help ensure integrity and accurate assessment results that support appropriate learner referrals • support efficient and effective program planning and delivery • help the smooth transition of learners' goal completions
<p>Supporting Apprenticeship Completions: Exam Preparation Resources for the Certificate of Qualification Writer (Mid North Network)</p>	<p>This resource is available freely online at: https://northernliteracynetworks.ca/supporting-apprenticeship-completions-exam-preparation-resources-for-the-certificate-of-qualification-writer/</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>Live Binder – Assessment and Screening Resources (Literacy Link South Central)</p>	<p>This resource is available freely online at: https://www.livebinders.com/play/play?id=1955776</p>	<p>This section of Live Binder shares a variety of resources related to assessment and screening in apprenticeship.</p>
<p>Live Binder – Preparing to Write Certificate of Qualification Exams (Literacy Link South Central)</p>	<p>This resource is available freely online at: https://www.livebinders.com/play/play?id=1955776</p>	<p>This section of Live Binder shares resources related to supporting and preparing people to write certificate of qualification exams.</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?
Essential Skills Self-Assessment for the Trades (Human Resources and Skills Development) Employment and Social Development Canada (ESDC)	This resource is available freely online at: https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools/self-assessment-trades.html	This checklist identifies essential skills strengths and areas for improvement. It includes statements that describe common trades-related tasks.
Skilled Trades and Apprenticeship Resources for LBS – ASSESSMENT RESOURCES (QUILL Network)	This resource is freely available at: https://sites.google.com/view/apprenticeship-resources/general-information-and-resources	This website has strong links to a wide variety of assessment resources under the ASSESSMENT RESOURCES section.
FAST – Foundational Assessment for Skilled Trades (Simcoe Muskoka Workforce Development Board)	This resource is freely available at: https://readyfortrades.ca/	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 skills needed for the learner's trade?
2. How long has the learner been out of school?
3. What is the learner's timeframe for achieving this goal and is it appropriate to the learner's needs?

Case Study: Assessment

Norman Smith is currently registered as a Heavy Equipment Operator apprentice. He received a notice in the mail telling him he is eligible to do his first in-class session, fortunately offered locally, but online. His employer expects Norman to take advantage of this opportunity.

Norman is nervous about going back to school. He did not do well in high school. He has a Grade 12, but always felt he was pushed through school. After the first two days of his eight-week in-class training, Norman knows he has some significant gaps in skills. He drops out of the program. After speaking with his employer, Norman contacts the local LBS agency to see if he can get some assistance.

Norman shares that he is not very confident in his digital skills. In fact, he does not even have a computer at home. A friend brought over a laptop to help Norman at least participate in the two days of online, in-class training he attended. In addition, Norman reveals that he was on an IEP in school because he had trouble concentrating. He has never formally been diagnosed with ADD or ADHD, but he was offered extra time for tests. He has also always had difficulty with math.

Assessment: As is to be expected, after assessment you know that Norman's math skills are very low. He struggles with anything more than basic addition, subtraction, multiplication, and division. He also needs to work on his general reading and writing skills, including reading comprehension. After discussing soft skills, Norman says he would like to work on time management and on conflict resolution.



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 tools to supporting someone preparing for apprenticeship, what do you think the next steps are for your agency?

Learner Plan Development

Every LBS learner requires a training plan. You have hopefully already identified one or more assessment tools you can integrate for learners who are currently apprentices. 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 supports they have had in the past or think they will need in future learning, you can identify this information in the training plan.

Timing

As was mentioned earlier, adult learners who are currently apprentices 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 Study: Learner Plan Development

Norman Smith is currently registered as a Heavy Equipment Operator apprentice. He received a notice in the mail telling him he is eligible to do his first in-class session, fortunately offered locally, but online. His employer expects Norman to take advantage of this opportunity.

Norman is nervous about going back to school. He did not do well in high school. He has a Grade 12, but always felt he was pushed through school. After the first two days of his eight-week in-class training, Norman knows he has some significant gaps in skills. He drops out of the program. After speaking with his employer, Norman contacts the local LBS agency to see if he can get some assistance.

Norman shares that he is not very confident in his digital skills. In fact, he does not even have a computer at home. A friend brought over a laptop to help Norman at least participate in the two days of online, in-class training he attended. In addition, Norman reveals that he was on an IEP in school because he had trouble concentrating. He has

never formally been diagnosed with ADD or ADHD, but he was offered extra time for tests. He has also always had difficulty with math.

As is to be expected, after assessment you know that Norman’s math skills are very low. He struggles with anything more than basic addition, subtraction, multiplication, and division. He also needs to work on his general reading and writing skills, including reading comprehension. After discussing soft skills, Norman says he would like to work on time management and on conflict resolution.

Learner Plan Development: You believe it will take Norman almost a year to prepare for success the next time he can do his first in-class session. Norman plans to attend your program once a week for 2.5 hours.

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?

Training

The focus of the LBS program is the literacy instruction delivered to adult learners. All other LBS services support the training service. Learners not only acquire the skills, but also demonstrate the ability to use their newly acquired competencies for meaningful tasks.

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.

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 apprentices. It is likely that over the coming year, thanks to the Skills for Success initiative, efforts will be made to pull together resources on apprenticeship into one location, which will make subsequent access to resources much easier.

If you don't already have any or very many materials related to apprenticeship, that's OK. Maybe you don't have a lot of learners who come to you that are already registered as apprentices. It is likely though, given the focus on apprenticeship and the urgent 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 or 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. To the right is the Apprenticeship Training Standard for a Heavy Equipment Operator (Excavator)

Skills to Develop

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

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 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
	E.3	Demonstrates self-discipline
	E.3	Possesses self-awareness related to readiness for the next steps of learning, testing, etc.

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.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
	Academic Key Development Skills	A1.3
B1.2		Asks questions which are based on higher cognitive thinking
		Uses quantitative thinking

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.
	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.
	B1.2 B2.2	Uses proper grammar in oral and written work
	B2.2	Uses correct sentence structure

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.
	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
	E.3	Grasps abstract concepts
		Achieves success on unit tests
	B1.2	Answers the questions being asked

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.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
	F	Prepares to work in group: successfully getting the project completed, dealing with non –contributing members
	A1.2	Finds and uses 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.
	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 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 provides 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!

The screenshot shows the website interface for 'Task-Based Activities for LBS'. At the top, there is a blue header with the logo and text in both English ('Task-Based Activities for LBS') and French ('Activités axées sur les tâches pour l'AFB'). Below the header, there are navigation tabs for 'Anglophone', 'Deaf', 'Native', and 'Francophone', along with a search bar. The main content area includes a sidebar with 'Activities by:' filters for 'GOAL PATH' and 'LEVELS', a 'Tweets from @tba4lbs' section, and a 'What's New?' section with a post titled 'Accessing and Using Digitized and Interactive Tasks' dated Friday, December 23, 2022.

Sources for Curriculum

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?
Curriculum – Various Topics		
Apprenticeship Answers (Literacy Link Niagara)	This resource is available freely online at: www.literacylinkniagara.ca/wp-content/uploads/Apprenticeship-Answers-Curriculum.pdf	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"> • To become an apprentice • Life as an apprentice • Life as a journey person
Bridging the Employment Gap (Simcoe/Muskoka Literacy Network)	This resource is available freely online at: https://literacynetwork.ca/resources/bridging-the-employment-gap/	Various occupational curricula were developed as part of the “Bridging the Employment Gap” series, including: <ul style="list-style-type: none"> • Clerical • Kitchen Help • Janitorial • Retail
Construction Curriculum		
Essential Skills in Construction: Resources	This resource is freely available at: https://www.constructionessentialskills.ca/en/resources	

Curriculum for the Apprenticeship Pathway

Resource	How to find it	What's it good for?
Exploring Construction Trades (Literacy Link South Central)	This resource is available freely online at: https://irp-cdn.multiscreensite.com/1a9192fe/files/uploaded/LBS%20Apprenticeship%20crr%20construction.pdf	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.
Trading Up: Getting Ready for a Hairstyling or Electrical Apprenticeship (Project Read Literacy Network)	This resource is available freely online at: https://projectread.ca/pdf/TradingUp.pdf	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.
Industrial Curriculum		
Apprenticeship in Manufacturing (Literacy Link South Central)	This resource is available freely online at: https://irp-cdn.multiscreensite.com/1a9192fe/files/uploaded/Apprenticeship%20in%20Manufacturing%20DTP.pdf	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.
Motive Power Curriculum		
Exploring Automotive Trades (Literacy Link South Central)	This resource is available freely online at: https://irp-cdn.multiscreensite.com/1a9192fe/files/uploaded/LBS%20Apprenticeship%20Crr%20Auto.pdf	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.
Service Curriculum		

Curriculum for the Apprenticeship Pathway

Resource	How to find it	What's it good for?
Exploring Food Trades (Literacy Link South Central)	This resource is available freely online at: https://irp-cdn.multiscreensite.com/1a9192fe/files/uploaded/LBS%20Apprenticeship%20cirr%20Food.pdf	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.
Trading Up: Getting Ready for a Hairstyling or Electrical Apprenticeship (Project Read Literacy Network)	This resource is available freely online at: https://projectread.ca/pdf/TradingUp.pdf	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.
Food Counter Attendants & Kitchen Helpers (Community Literacy of Ontario)	This resource is available freely online at: https://www.communityliteracyofontario.ca/wp/wp-content/uploads/Food-Services-Curriculum-April-7-2019-FINAL.pdf	This 282-page curriculum supports learners to build their skills in food preparation. It contains 6 units.
Health Care Preparation (Community Literacy of Ontario)	This resource is available freely online at: https://www.communityliteracyofontario.ca/wp/wp-content/uploads/Healthcare%20Prep%20-%20Learner%20Workbook%20-%202019%20-%20FINAL.pdf	This 118-page curriculum supports learners to build their skills in health care preparation. It contains 8 units.
Warehouse Worker and Material Handler Curriculum (Community Literacy of Ontario)	This resource is available freely online at: https://www.communityliteracyofontario.ca/wp/wp-content/uploads/Warehouse-Curriculum-Jan-14-2021-FINAL.pdf	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.

Curriculum for the Apprenticeship Pathway

Resource	How to find it	What's it good for?
Landscape and Grounds Maintenance Worker Curriculum (Community Literacy of Ontario)	This resource is available freely online at: https://www.communityliteracyofontario.ca/wp/wp-content/uploads/Landscaping%20Curriculum%20-%20Feb%205%202020.pdf	This 327-page curriculum is divided into 7 sections and supports LBS learners to explore landscaping and grounds maintenance. It aligns with the OALCF.
Trades Math Workbook (Employment and Social Development Canada)	This resource is available freely online at: https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools/trades-math.html	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, there will be more focus on getting all these great resources in one place!

Case Study: Training

Norman Smith is currently registered as a Heavy Equipment Operator apprentice. He received a notice in the mail telling him he is eligible to do his first in-class session, fortunately offered locally, but online. His employer expects Norman to take advantage of this opportunity.

Norman is nervous about going back to school. He did not do well in high school. He has a Grade 12, but always felt he was pushed through school. After the first two days of his eight-week in-class training, Norman knows he has some significant gaps in skills. He drops out of the program. After speaking with his employer, Norman contacts the local LBS agency to see if he can get some assistance.

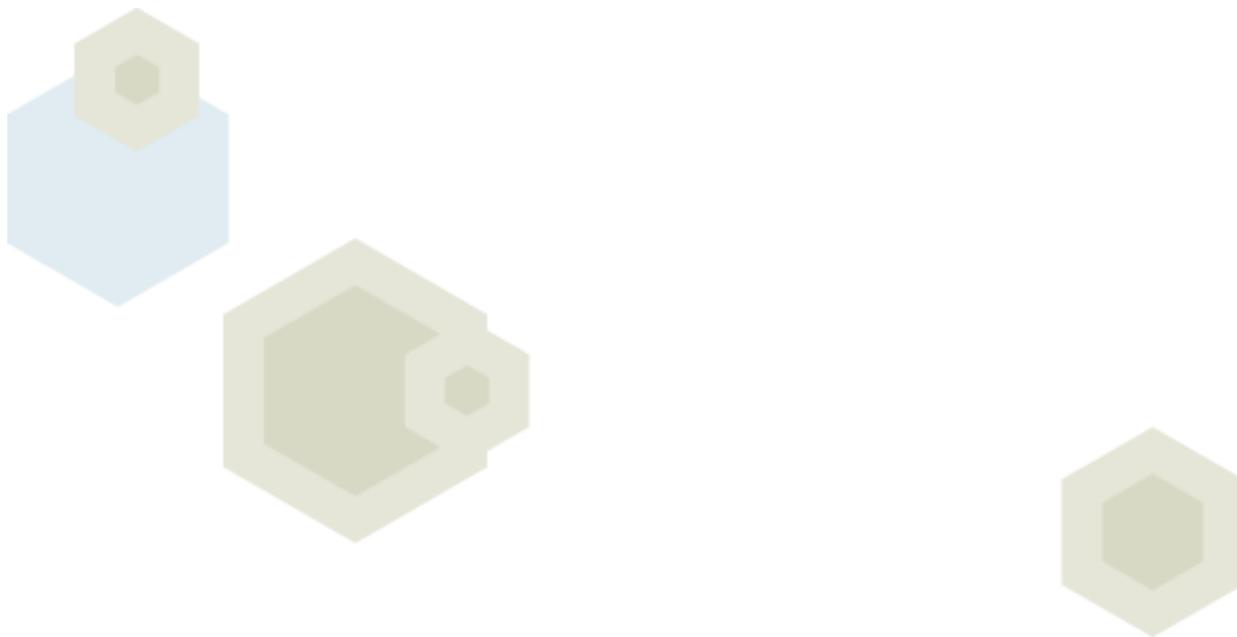
Norman shares that he is not very confident in his digital skills. In fact, he does not even have a computer at home. A friend brought over a laptop to help Norman at least participate in the two days of online, in-class training he attended. In addition, Norman

reveals that he was on an IEP in school because he had trouble concentrating. He has never formally been diagnosed with ADD or ADHD, but he was offered extra time for tests. He has also always had difficulty with math.

As is to be expected, after assessment you know that Norman's math skills are very low. He struggles with anything more than basic addition, subtraction, multiplication, and division. He also needs to work on his general reading and writing skills, including reading comprehension. After discussing soft skills, Norman says he would like to work on time management and on conflict resolution.

You believe it will take Norman almost a year to prepare for success the next time he can do his first in-class session. Norman plans to attend your program once a week for 2.5 hours.

Training: You set Norman up with some workbooks on fractions and see if your regional network can find any apprenticeship-related curriculum related to reading, writing and comprehension. You also seek out training materials on the discrete development of soft skills.



Your Agency's Next Steps

Now that we have addressed some of the training resources and considerations for learners who are currently 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 apprentices
- Effective – did the apprentice feel the training was effective?

Is it also possible/desirable to make this a topic of conversation at an LSP. What might be some advantages? Could it be useful when thinking about progress towards increasing the number of learners preparing for apprenticeship not just within a single agency, but across a community? Who else might be interested in this type of information? Local trade unions? Maybe as a community you have been supporting a half a dozen Heavy Equipment Operators who really valued your service. You could then take this information to a local trade union with the intent of developing a more formalized relationship.

Check-In

Does our LBS agency have any questions that we ask of exiting learners who are already on the apprenticeship pathway but who are upgrading to succeed in their in-class programming? If so, what do you ask? If not, why not? Don't you think this information might be useful to you? Maybe you just never thought of asking these questions before?

Case Study: Evaluation/Follow-Up

Norman Smith is currently registered as a Heavy Equipment Operator apprentice. He received a notice in the mail telling him he is eligible to do his first in-class session, fortunately offered locally, but online. His employer expects Norman to take advantage of this opportunity.

Norman is nervous about going back to school. He did not do well in high school. He has a Grade 12, but always felt he was pushed through school. After the first two days of his eight-week in-class training, Norman knows he has some significant gaps in skills. He drops out of the program. After speaking with his employer, Norman contacts the local LBS agency to see if he can get some assistance.

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As is to be expected, after assessment you know that Norman's math skills are very low. He struggles with anything more than basic addition, subtraction, multiplication, and division. He also needs to work on his general reading and writing skills, including reading comprehension. After discussing soft skills, Norman says he would like to work on time management and on conflict resolution.

You believe it will take Norman almost a year to prepare for success the next time he can do his first in-class session. Norman plans to attend your program once a week for 2.5 hours.

You set Norman up with some workbooks on fractions and see if your regional network can find any apprenticeship-related curriculum related to reading, writing and comprehension. You also seek out training materials on the discrete development of soft skills.

Evaluation/Follow-Up: When you follow up with Norman, he tells you how much he appreciated your agency's support. He is enrolled in his first in-class session for the second time, and he feels much more optimistic about his ability to succeed. In addition,

with Norman's new knowledge of soft skills in the workplace, he has impressed his employer. Norman tells you that there is another apprentice in the company who he recently referred to LBS!

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?



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 to ensure that outreach to employers, unions and training delivery agents is 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 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 both 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 https://www.skilledtradesontario.ca/</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>The “A” Word Video Series (3)</p> <p>Videos, slide decks, and transcripts</p> <ol style="list-style-type: none"> 1. Building the capacity of service providers to support their clients when working in the skilled trades is one of their goals. 2. What clients need to know about pursuing a career in the skilled trades. 3. Ontario’s Apprenticeship system <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 through it.</p> <p>Literacy Links to Apprenticeship: 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 3: LBS and Apprenticeship Support, our goal has been to highlight ways in which LBS agencies can support adult learners who are currently apprentices. 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. However, 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 some concrete steps towards an LBS-friendly apprenticeship system.

