



CREATING APPRENTICESHIP- FRIENDLY LBS SERVICES

Module 1: Apprenticeship and LBS
Understanding the Market Opportunity



Laubach Literacy Ontario



Laubach Literacy Ontario

Published by Laubach Literacy Ontario

<https://www.laubach-on.ca/>

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Canada 



Ontario 

This Employment Ontario project is funded by the Government of Canada and the Government of Ontario.

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Introduction

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 exams 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 in light of 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 1: Apprenticeship and LBS – Understanding the Market Opportunity**. 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:

- Describe the apprenticeship system
- Express reasons why LBS agencies could benefit from addressing apprenticeship as a goal path
- Learn why LBS is a good fit for apprentices
- Describe factors that are impacting the labour market and increasing the need for apprentices
- Perform a market analysis in your community
- Analyze the skills needs of the growing apprenticeship talent pool
- Identify apprenticeship stakeholders in your community
- Recognize how to work with apprenticeship stakeholders in your community
- State the required criteria for an LBS agency to serve the apprenticeship goal path
- Describe your agency's current strengths related to serving the apprenticeship goal path
- Evaluate if increasing your involvement in apprenticeship is a good fit for your agency
- Prepare your staff to develop a service for learners on the apprenticeship goal path
- Express one or more areas of development for your agency to increase its ability to respond to the needs of the apprenticeship goal path
- Describe apprenticeship's connection with the Skills for Success framework



Pre-Assessment

Before reviewing the module content, we encourage you to look at the outcomes below and consider if you and the staff at your agency are already well informed about this topic, if you think you'd like to know more about the topic, or if you think you have no need to learn more about the topic.

Module Outcome	We already know this	We'd like to know more about this	We don't need to know this
Describe the apprenticeship system			
Express reasons why LBS agencies could benefit from addressing apprenticeship as a goal path			
Learn why LBS is a good fit for apprentices			
Describe factors that are impacting the labour market and increasing the need for apprentices			
Perform a market analysis in your community			
Analyze the skills needs of the growing apprenticeship talent pool			
Identify apprenticeship stakeholders in your community			
Recognize how to work with apprenticeship stakeholders in your community			
State the required criteria for an LBS agency to serve the apprenticeship goal path			

Module Outcome	We already know this	We'd like to know more about this	We don't need to know this
Describe your agency's current strengths related to serving the apprenticeship goal path			
Evaluate if increasing your involvement in apprenticeship is a good fit for your agency			
Prepare your staff to develop a service for learners on the apprenticeship goal path			
Express one or more areas of development for your agency to increase its ability to respond to the needs of the apprenticeship goal path			
Describe apprenticeship's connection with the Skills for Success framework			



What is Apprenticeship?

To begin this module – the first of four on apprenticeship and Literacy and Basic Skills (LBS), it is appropriate to begin with a definition of apprenticeship. Many people might say apprenticeship is about learning on the job and working with your hands.

According to the Government of Ontario's [website](#) on apprenticeship:

“As an apprentice, you learn a skilled trade on the job. You work with and learn from experienced workers and get paid while you do it. You also learn in a classroom from instructors who know the trade. This may take place on a college campus or in a union training centre. For most trades, you work for a year and then switch to studying in class for eight to 12 weeks, either full or part-time. It takes between two to five years to complete an apprenticeship.”

The majority (85 percent) of apprenticeship training happens in a workplace under the supervision of skilled tradespeople; the remainder of an apprentice's time is spent completing in-school training, usually at a post-secondary institution such as an Ontario Community College.


The path of an apprentice begins when they enter into a contract with an employer who needs a skilled tradesperson. An apprentice must be employed to begin their apprenticeship and their employer must agree to apprentice them in a specific trade. The apprentice will be paid while they learn as this process is an agreement between the apprentice, their employer, and the Government of Ontario.

It sounds reasonably straightforward...until you realize how many trades there actually are in Ontario.

As of the time this module is being produced, there are 144 recognized trades with apprenticeship programs within Ontario. And those trades are divided into four different sectors: Construction, Industrial, Motive Power and Service. The Ontario Youth Apprenticeship Program, which works with students in high school who are interested in apprenticeship, has a good [chart](#) that separates the apprenticeship programs into the various sectors. If you don't work in one of these four sectors, you may wish to browse the chart to acquaint yourself with what kinds of apprenticeships fall under which sector.

Once you understand how many apprenticeship programs there are and which sectors they are associated with, the next thing to understand about apprenticeship is that trades can be classified as Red Seal or as compulsory/non-compulsory.

APPRENTICESHIP IN ONTARIO




OYAP
ONTARIO YOUTH
APPRENTICESHIP PROGRAM

MOTIVE POWER	SERVICE	CONSTRUCTION	INDUSTRIAL
<ul style="list-style-type: none"> ◆ Agricultural Equipment Technician ◆ Alignment and Brakes Technician ◆ Auto Body and Collision Damage Repairer ◆ Auto Body Repairer ◆ Automotive Electronic Accessory Technician ◆ Automotive Glass Technician ◆ Automotive Painter ◆ Automotive Service Technician ◆ Heavy Duty Equipment Technician ◆ Marine Engine Technician ◆ Motive Power Machinist ◆ Motorcycle Technician ◆ Powered Lift Truck Technician ◆ Recreation Vehicle Technician ◆ Small Engine Technician ◆ Transmission Technician ◆ Truck and Coach Technician ◆ Truck-Trailer Service Technician ◆ Turf Equipment Technician <p>WHAT IS APPRENTICESHIP? Apprenticeship is a combination of on-the-job training and classroom learning that leads to a skilled trade credential.</p> <ul style="list-style-type: none"> • 90% in the workplace with an experienced skilled worker • 10% in school at an approved training centre, union hall or college • Apprentices follow training standards to become skilled in the trade <p>◆ Indicates a Red Seal Program ▲ Indicates a Designated Compulsory Trade* Trades that are not Compulsory are Voluntary Trades**</p> <p>*Compulsory Trade: a trade in which registration as an apprentice is legally mandatory. **Voluntary Trade: a trade in which certification is not legally required to practice the trade.</p>	<ul style="list-style-type: none"> ◆ Aboriginal Child Development Practitioner ◆ Agricultural — Dairy Herdsperson ◆ Agricultural — Fruit Grower ◆ Agricultural — Swine Herdsperson ◆ Appliance Service Technician ◆ Arborist ◆ Assistant Cook ◆ Baker ◆ Baker-Patisserie ◆ Chef ◆ Child and Youth Worker ◆ Child Development Practitioner ◆ Cook ◆ Developmental Services Worker ◆ Educational Assistant ◆ Electronic Service Technician ◆ Gemsetter/Goldsmith ◆ Hairstylist ◆ Horse Groom ◆ Horse Harness Maker ◆ Horticultural Technician ◆ Information Technology — Contact Centre Customer Service Agent ◆ Information Technology — Contact Centre Sales Agent ◆ Information Technology — Contact Centre Technical Support Agent ◆ Information Technology — Hardware Technician ◆ Information Technology — Network Technician ◆ Institutional Cook ◆ Micro Electronics Manufacturer ◆ Native Clothing and Crafts Artisan ◆ Network Cabling Specialist ◆ Parts Technician ◆ Retail Meat Cutter ◆ Saddlery ◆ Special Events Coordinator ◆ Utility Arborist 	<ul style="list-style-type: none"> ◆ Architectural Glass and Metal Technician ◆ Brick and Stone Mason ◆ Cement (Concrete) Finisher ◆ Concrete Pump Operator ◆ Construction Boilermaker ◆ Construction Craft Worker ◆ Construction Millwright ◆ Drywall Finisher and Plasterer ◆ Drywall, Acoustic and Lathing Applicator ◆ Electrician — Construction and Maintenance ◆ Electrician — Domestic and Rural ◆ Exterior Insulated Finish Systems Mechanic ◆ Floor Covering Installer ◆ General Carpenter ◆ Hazardous Materials Worker ◆ Heat and Frost Insulator ◆ Heavy Equipment Operator — Dozer ◆ Heavy Equipment Operator — Excavator ◆ Heavy Equipment Operator — Tractor Loader Backhoe ◆ Hoisting Engineer — Mobile Crane Operator 1 ◆ Hoisting Engineer — Mobile Crane Operator 2 ◆ Hoisting Engineer — Tower Crane Operator ◆ Ironworker — Generalist ◆ Ironworker — Structural and Ornamental ◆ Native Residential Construction Worker ◆ Painter and Decorator — Commercial and Residential ◆ Painter and Decorator — Industrial ◆ Plumber ◆ Powerline Technician ◆ Precast Concrete Erector ◆ Precast Concrete Finisher ◆ Refractory Mason ◆ Refrigeration and Air Conditioning Systems Mechanic ◆ Refrigerating Rodworker ◆ Residential (Low Rise) Sheet Metal Installer ◆ Residential Air Conditioning Systems Mechanic ◆ Restoration Mason ◆ Roofer ◆ Sheet Metal Worker ◆ Sprinkler and Fire Protection Installer ◆ Steamfitter ◆ Terrazzo, Tile and Marble Setter 	<ul style="list-style-type: none"> ◆ Bearings Mechanic ◆ Blacksmith ◆ Cabinetmaker ◆ Computer Numerical Control (CNC) Programmer ◆ Die Designer ◆ Draftsperson — Mechanical ◆ Draftsperson — Plastic Mould Design ◆ Draftsperson — Tool and Die Design ◆ Electric Motor System Technician ◆ Electrician (Signal Maintenance) ◆ Elevating Devices Mechanic ◆ Entertainment Industry Power Technician ◆ Facilities Mechanic ◆ Facilities Technician ◆ General Machinist ◆ Hydraulic/Pneumatic Mechanic ◆ Industrial Electrician ◆ Industrial Mechanic Millwright ◆ Instrumentation and Control Technician ◆ Light Rail Overhead Contact Systems Linesperson ◆ Locksmith ◆ Machine Tool Builder and Integrator ◆ Metal Fabricator (Fitter) ◆ Mould Designer ◆ Mould or Die Finisher ◆ Optics Technician (Lens and Prism Maker) ◆ Packaging Machine Mechanic ◆ Pattern Maker ◆ Pressure Systems Welder ◆ Process Operator — Food Manufacturing ◆ Process Operator — Power ◆ Process Operator — Refinery, Chemical and Liquid Processes ◆ Process Operator — Wood Products ◆ Railway Car Technician ◆ Relay and Instrumentation Technician ◆ Saw Filer/Fitter ◆ Surface Blaster ◆ Surface Mount Assembler ◆ Thin Film Technician ◆ Tool and Cutter Grinder ◆ Tool and Die Maker ◆ Tool and Gauge Inspector ◆ Tool/Tooling Maker ◆ Tractor-Trailer Commercial Driver ◆ Water Well Driller ◆ Welder

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APPRENTICESHIP IS POST-SECONDARY EDUCATION



This program is funded by the Government of Ontario



Red Seal trades are those that are recognized across Canada. According to the Red Seal Program:

The Red Seal Program, formally known as the Interprovincial Standards Red Seal Program, is a program that sets common standards to assess the skills of tradespeople across Canada. Industry is heavily involved in developing the national standard for each trade. It is a partnership between the federal government and provinces and territories, which are responsible for apprenticeship training and trade certification in their jurisdictions.

Tradespersons who have successfully passed the Red Seal examination receive a Red Seal endorsement on their provincial/territorial trade certificate. The Red Seal, when affixed to a provincial or territorial trade certificate, indicates that a tradesperson has demonstrated the knowledge required for the national standard in that trade. The Red Seal endorsement promotes excellence to employers, instills pride in skilled workers, and facilitates labour mobility.

Some of the better-known Red Seal trades include automotive service technician, electrician, hairstylist, and cook.

Trades in Ontario also have different requirements depending on whether they are compulsory trades or non-compulsory trades. In Ontario, there are 23 compulsory trades.

Compulsory trades can only be worked in by apprentices and licensed journeypersons. Some examples include plumber, electrician, steamfitter, and hairstylist. All compulsory trades have certifying exams. Skilled tradespeople in compulsory trades must renew their Certificate of Qualification each year.

Source: Skilled Trades Ontario

Opportunity in every skill

Skilled Trades Ontario is the one-stop shop for opportunities in the skilled trades, and the promotion of rewarding careers which support Ontario's economy.



Future Apprentices

Find out if the skilled trades are right for you.



Current Apprentices

What you need to know to start and complete your apprenticeship.

In Ontario, there are 121 non-compulsory trades. Some examples of non-compulsory trades include cook, industrial electrician, and child development practitioner. You do not need to be a registered apprentice or a certified journey person to work in a non-compulsory trade. However, some non-compulsory trades offer certifying exams and Certificates of Qualification.

Source: [Skilled Trades Ontario](#)



Framing Apprenticeship

The apprenticeship system plays a significant role in Ontario’s workforce development because of the impact that skilled trade occupations have on people’s lives – shelter, transportation, health, and well-being.

The Literacy and Basic Skills (LBS) program, both by its current design and through its evolution, serves many types of learners in many ways. For this reason, LBS is perhaps best thought of as a platform rather than a specific program. A platform is a system that enables programs to be delivered and to intersect with other programs. LBS service providers deliver different programs using the LBS platform. This feature of LBS enables the quick development of new programs for different types of learners.

Apprenticeship has long been seen as an important goal path for LBS learners. It became formally recognized as such with the introduction of the *Ontario Adult Literacy Curriculum Framework*. However, there have been few programs specifically developed for apprentices and those who wish to start an apprenticeship.

Over the past several years, a more formal integration process seems to have begun. The Call for Proposals for Pre-Apprenticeship programs explicitly encourages apprenticeship stakeholders to develop a relationship with their local adult literacy network/adult literacy programs to increase the strength of both their proposals and the calibre of the support they provide to pre-apprentices.

This resource was designed to help LBS service providers better understand the market opportunity for developing new programs to increase the number of learners on the apprenticeship goal path. Think of this as your guide to starting or expanding your apprenticeship support services. This resource will help you analyze the market potential in your community, identify the right program for your organization, and give you practical tips for developing a program that adheres to the [LBS Service Provider Guidelines](#), building local referral partnerships and program with the new Skills for Success framework.

This section on the apprenticeship system and how it works is just the tip of the proverbial iceberg. The College Sector Committee (CSC) has developed a 4-6 hour course called [Apprenticeship 101: Exploring Apprenticeship in Ontario](#). This course is a free, self-directed online course for LBS learners and service providers interested in learning more about the apprenticeship training system in Ontario.

ACE
ADULT COMMUNITY EDUCATION

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Apprenticeship 101

Exploring Apprenticeship in Ontario

Apprenticeship 101 is a free, self-directed online course for LBS learners and service providers interested in learning more about the apprenticeship training system in Ontario.

This course is designed to be completed in 4 to 6 hours.*

Register Now → Already a user? Sign in

*Your progress is saved as you move through the course. If you can't complete the course in one session, you can log out and come back to it any time. You have up to 30 days to complete the course. After 30 days your account will be deactivated, but you can register again if you wish.

Who Should Use this Resource?

We envision several different audiences for this resource. LBS leaders should use this guide to identify and evaluate the opportunities to serve learners in the apprenticeship goal path. It will also help them prepare their staff to build and deliver the service.

LBS practitioners may want to review parts of this guide alongside their team leaders to better understand how apprenticeship fits into the five components of the LBS program (Information and Referral, Assessment, Training Plan Development, Training and Follow-up).

Supervisors of LBS providers (for example, Principals, Deans and Boards) may wish to read parts of this guide to inform their strategic planning and oversight of their LBS program.



Why LBS Is a Good Fit for Apprentices

Not all LBS learners come to an LBS agency with a clearly defined goal. They may, instead, have a general idea of improving their skills and looking for employment/better employment. One of the premises for this series of modules is that LBS practitioners may be able to play a stronger role in providing information about apprenticeship to adult learners who are not yet decided on their goal path and who may not know much, if anything, about the skilled trades.

The most compelling reason for why LBS is a good fit for apprentices is that apprenticeship IS one of the five LBS goal paths. Historically, it has been the least utilized goal path for LBS, but the sheer need for apprentices in the Ontario labour market landscape will likely increase the number of people looking to upskill so they can enter the trades. And LBS programs need to be ready.

Adult Literacy Programs and Regional Literacy Networks are now operating within a Service System Manager (SSM) environment. While apprenticeship does not currently seem to be a specific outcome for SSMs or the employment programs they contract with, there is significant emphasis on retention for SSM clients. As a result, employment programs will need to be able to refer to support services that will enable their clients to stay employed for at least a year.

Consider, too, that some of the primary target groups that have historically come to LBS programs are changing. LBS programs are seeing more immigrants/newcomers and fewer unemployed individuals. LBS agencies have also seen a shift in demographics as far as gender goes. Most communities are serving more women than men, but we know that most individuals who are in the trades are men. LBS program staff need to forecast where learners will be coming from over the next three to five years.

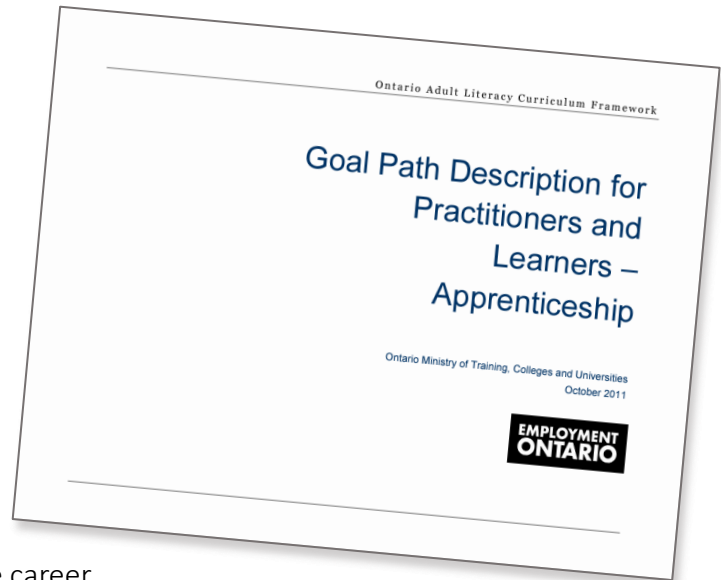
Another recent change that LBS managers need to consider as far as marketing to apprentices goes is the cessation of the GED. The GED is coming to an end in May 2024. GED preparation has been a major focus for some LBS agencies that will now need to change direction, redefine their place in the community and update their marketing approaches accordingly.

Some parts of Ontario are experiencing and will continue to experience significant population growth which will make their task of analyzing the local market a bit easier. Other parts of Ontario will not experience the same population growth. In areas where population growth is not as significant, good relationships with apprenticeship stakeholders could represent a significant portion of annual learner targets. In addition, the apprenticeship system is already supported by robust marketing that comes from different sources such as government, labour unions, and Training Delivery Agents. Historically, LBS agencies cannot afford to spend much of their core funding on marketing so there may be opportunities for LBS agencies to leverage marketing for apprenticeship. Once relationships and programs have been developed and delivered once, there is potential for repeat business as labour unions and Training Delivery Agents (TDAs) bring in new pre-apprentices and apprentices cyclically. Furthermore, apprentices may need support from LBS at more than one point along their journey, so the possibility to serve the same individual in two different calendar years makes this group an efficient type of learner from a performance management framework standpoint.

With good planning and coordination, the LBS system can leverage successful relationships and programs with apprenticeship stakeholders by identifying good practices and scaling up existing programs across Ontario.

Learners who are already attending an LBS agency are demonstrating soft skills – time management, a positive attitude, work ethic, etc. – and many will learn even more about soft skills because of training they are taking in the LBS program (communication skills, how to work as part of a team, conflict resolution, problem-solving, etc.) Soft skills are in demand throughout the labour market, and apprenticeship is no exception. Adult learners who can demonstrate soft skills will be attractive to employers looking for apprentices.

Besides soft skills, LBS is a good fit for apprentices because most adult learners need a Gr. 12 or its equivalent to enter a skilled trade. Some trades, like construction trades, only require a Gr. 10, although Gr. 12 might be encouraged. The point here is that apprenticeship may be a more easily attainable career goal for some adult learners than getting a Gr. 10 or Gr. 12 and then going on to do 1-4 more years of postsecondary training and THEN looking for work.



The OALCF Goal Path Description for Practitioners and Learners - Apprenticeship states:

“LBS service providers help learners examine the benefits and opportunities in pursuing an apprenticeship goal, as well as review what is involved in the process. LBS service providers work with a learner to explore whether an apprenticeship goal is appropriate to the learner’s needs and abilities, is feasible within the learner’s means, and is achievable in the learner’s community.”

This sounds good in theory. However, apprenticeship is unclear for many LBS practitioners. After all, there are over 140 different apprenticeships spanning four sectors. It can be overwhelming for practitioners who may be concerned that they do not have in-depth knowledge on every apprenticeship in Ontario. As we stated earlier, LBS already has access to tools and information to support apprentices in all five service functions: information and referral, assessment, training plan development, training, and evaluation/follow-up.

Community Literacy of Ontario (CLO) has developed an excellent series of resources called [Apprenticeship Answers](#). *Apprenticeship Answers* is a series of six resources to help a learner prepare to become an apprentice. Each booklet is a fillable PDF:

1. Apprenticeship Answers: Exploring Apprenticeship
2. Apprenticeship Answers: How do I Become an Apprentice?
3. Apprenticeship Answers: Skills for Apprenticeship Success
4. Apprenticeship Answers: By the Numbers
5. Apprenticeship Answers: Working as an Apprentice
6. Apprenticeship Answers: Putting Your Best Foot Forward

So, LBS could be a good pipeline to the apprenticeship system.



Why LBS Needs Apprentices to Meet Deliverables

LBS programs have seen disruption to their regular inflow of learners in the last few years. For a variety of reasons, it is reasonable to forecast that programs will continue to experience lower demand from traditional LBS learners throughout the 2020s. An aging population, higher high school graduation rates and expected lower unemployment will each erode the pool of traditional LBS learners: younger adults, early school leavers and people experiencing unemployment.

To counter these trends, LBS programs have been attracting and will continue to need to attract new clients using a mix of new programming, changed delivery models, different referral partners and refined messaging. A largely untapped market are apprentices and people who might like to become apprentices. The great news about this untapped market is that it's already an LBS goal path, so service providers should find it easier to fit these clients into the existing LBS system.

Why Apprentices Need LBS

Becoming an apprentice can be a long process and it's not as well defined as other forms of post-secondary training. Both the duration and the complexities create unintentional barriers on the path to completing an apprenticeship. This resource identifies some of the more common barriers and provides a plan for supporting learners to overcome them.

The modernization of apprenticeship has involved significant digitization. Not all people who are interested in apprenticeship have the digital skills they need both to register as an apprentice or to manage the increasing tasks involving digital devices on the job and in the classroom.

The following chart identifies some of the known areas of support that LBS agencies can provide to apprentices and apprenticeship stakeholders. We encourage you to reflect – on your own, with other staff or at a Literacy Service Planning meeting – about what your program is currently doing or could be doing to provide support in these areas.

Areas of Support	Role for LBS	What my LBS agency is doing/has done in this area
Recognition of credentials	To support LBS learners, pre-apprentices, and apprentices in having their credentials recognized for equivalency	
Attainment of credentials	To assist LBS learners, pre-apprentices, and apprentices in gaining the credentials they need (Grade 10, Grade 12, or their equivalence) to enter the trades	
Support with foundational skills	To build foundational skills (reading, writing, numeracy, digital and soft skills)	
Support with in-school	To provide support to apprentices who are struggling to pass in-school segments of their apprenticeship	
Support with successful exam completion	To share exam preparation strategies with apprentices	

Why the Ministry Needs LBS

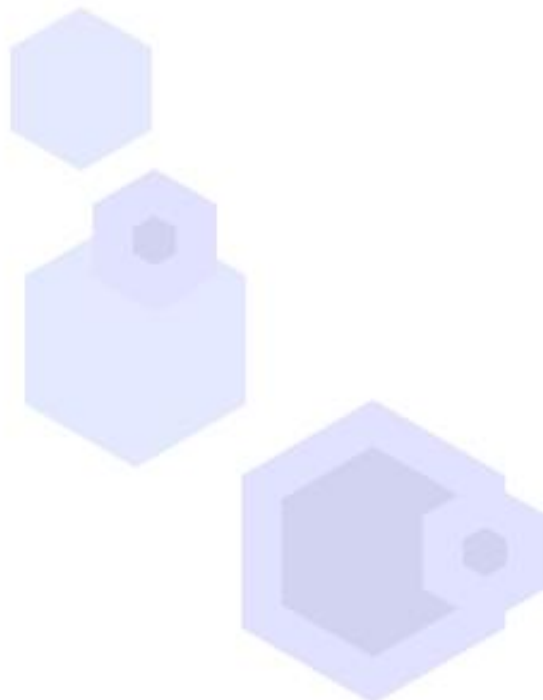
The Ontario government is continuing to modernize and evolve the skilled trades and apprenticeship system by way of their Skilled Trades Strategy. Its objectives are to increase apprentice registrations and completions, reduce the stigma related to careers in the skilled trades, simplify the apprenticeship system and encourage participation.

The unspoken but widely understood objective is to develop a coherent workforce development system. Part of good system stewardship is identifying and addressing gaps or weaknesses. From a 5,000-metre view some of the gaps are hard to see, but small gaps can be just as troubling to the functioning of a system as large gaps. Many of these small gaps are just coming into focus now and it's become apparent that LBS has the tools to address those gaps.

Why Apprenticeship Stakeholders Need LBS

It's obvious that the people and organizations that work in and alongside the apprenticeship system are passionate about skilled trades. They feel a connection to apprentices because, often, they were an apprentice themselves. The need for skills upgrading for some of their members is not news to some of our apprenticeship stakeholders. They are aware that some of their incoming pre-apprentices and some of their apprentices have gaps in their foundational skills. Where they struggle is in knowing what to do about these skills gaps. As trainers, they are very comfortable talking about the technical skills that relate to their apprenticeships, but they are far less comfortable talking to their members about foundational skills, nor do they have the time to get to know the local educational landscape. This is an area in which LBS agencies and regional networks can support apprenticeship stakeholders by using their knowledge of educational pathway planning, pre-requisites, credential attainment and wraparound supports.

If your local stakeholders struggle or don't have time to get to know local educational partners and who they could/should refer to under what circumstances, you might ask yourself what happens to those pre-apprenticeship and other applicants who don't yet have the educational credentials or skills they need to be successful in apprenticeship. Many of these same individuals have experience working with their hands. There's a reason they're interested in apprenticeships. However, the first educational barrier they hit might be enough to turn them away from their intention to become an apprentice. It's clear that Ontario can't afford to lose anybody who is interested in apprenticeship, especially when supports exist to help these individuals in gaining the pre-requisites and the skills they need.



How to Become a Registered Apprentice

While LBS agencies and agency staff are not responsible for registering or signing apprentices, we thought it would be helpful to at least outline the process that someone must go through to become a registered apprentice. While what follows here may seem like a series of easy steps, the actual process is rarely as straightforward as it sounds. In addition, much of the process has now become digitized – part of the Ministry’s efforts to modernize the apprenticeship system. Digitization can make some processes more efficient and effective, but it can also make some processes much more difficult for individuals who may not have strong digital literacy skills.

A learner would follow these steps to start their apprenticeship training.

1. Find an employer. To be registered as an apprentice you must have an employer who is able to provide you with on-the- job training.
2. Contact the Ministry of Labour, Immigration, Training and Skills Development (MLITSD) office.
 - MLITSD will provide a form called “Application for Apprenticeship Training.”
 - Apprentice and employer will need to fill out this application form.
 - Apprentice will need to attach proof of SIN, education, and age with application form.
 - Using the application form, MLITSD will create a document called the “Training Agreement.”
3. Sign the training agreement.
 - If the apprentice has previous hours to put towards their training, please discuss this during this process.
 - This document will be signed by the apprentice, employer and MLITSD.
 - At the time of registration, the employer and apprentice will be asked their preference for training institution and format of training. This can be delivered in block release training which is typically 8 - 10 weeks in a row or day release offered weekly for 40-50 days per year.
4. Apprentice to pay Skilled Trades Ontario
 - This will activate the training agreement.
 - Pay your Skilled Trades Ontario fee within 90 days or you will have to re-do steps 2 and 3.
 - Pay annually to keep the agreement active or will have to re-do steps 2 and 3.
5. Apprentice is now registered.
 - MLITSD will send an "Offer of Classroom Training" to the apprentice approximately 120 days prior to the start of the first level of in-school training. Apprentices with a valid Offer of Classroom training should follow the steps to register for trade school with the training delivery agency.

Progressing Through an Apprenticeship

Getting signed on as an apprentice is only the beginning of the apprenticeship journey, although finding an employer willing to take on a learner as an apprentice can be a difficult hurdle to overcome. Once an apprentice is signed, apprenticeship programs can range from two to five years in length and during that time the apprentice receives wages based on their skills. The wages of an apprentice increase as they acquire skills and gain competency in their particular trade.

Apprentices generally complete two to three levels of in-school training during this period, depending on their chosen trade. Level 1- Basic, Level 2- Intermediate, and Level 3- Advanced. This is considered the Certificate of Apprenticeship (C of A). These in-school training sessions are another intersection point where apprentices may need support from LBS agencies in order to pass.

When apprentices complete an Ontario apprenticeship program in a trade that has a certifying exam, they write a government exam to receive a *Certificate of Qualification* (C of Q). Once the apprentice receives a certificate, they are known as a journeyman.

Pathways to Apprenticeship

The LBS Program has five pathways. Apprenticeship can be confusing to LBS practitioners because there is no single path to apprenticeship – there are many. Some are targeted to people of different ages, some to people who have varying levels of credentials and some to people who are more knowledgeable about or who have more contacts in apprenticeship. We explore some of these pathways below.

Traditional Apprenticeship

A person seeking an apprenticeship is responsible for finding an employer who will sponsor them. The employer and apprentice register with the Employment Ontario Apprenticeship office. After registration is complete, the apprenticeship training period officially begins. Apprentices and journeymen in some disciplines are currently required to become a member of Skilled Trades Ontario. The in-class portion of apprenticeship training typically starts one year after working with an employer.

Ontario Youth Apprenticeship Program

High school students can begin an apprenticeship while still attending school. To do so, they must register for co-operative education and the Ontario Youth Apprenticeship Program (OYAP). OYAP is a school-to-work program specifically developed to help high school students make a smooth transition directly into their post-secondary apprenticeship program. Students in grades 11 and 12 (grade 10 where applicable) can explore apprenticeship occupations through co-operative education.

Participation in this program provides high school students with a head start on their desired apprenticeship, while completing their Ontario Secondary School Diploma. Students can become registered apprentices and start working towards becoming a certified journeyman in a skilled trade. They receive credit for the skills they gain while with their employer during the apprenticeship period.

A successful OYAP placement could lead to paid employment and completing their apprenticeship after graduation.

Dual Credit Programs

Students enrolled in dual credit programs participate in post-secondary courses and apprenticeship training, earning dual credits that count toward both their high school diploma and their post-secondary diploma, degree, or apprenticeship certification. Students who need learning opportunities outside of high school would benefit from a college or apprenticeship experience. Students can:

- Earn high school credits while studying at a local college or taking apprenticeship training.
- Gain experience that will help them with their post-secondary education or apprenticeship.
- Get a head start on learning and training for their future careers.

For more information, contact your OYAP Coordinator or your high school guidance counsellor. Visit the School College Work Initiative for more information on dual credit courses and programs they offer.

College Full-time Certificate and Diploma Programs

Many of Ontario's Colleges of Applied Arts and Technology offer certificate and diploma programs related to skilled trades. These programs require successful completion of secondary school (or equivalent) and can take one to three years to complete.

Most programs include practical hands-on training and may include a workplace component. A college graduate in a skilled trade area may be successful in marketing themselves to an employer willing to register them as an apprentice.

College Part-time Certificate Programs

Many colleges offer part-time courses or programs that are geared to train individuals who wish to gain more trade specific skills but are unable to attend school on a full-time basis. By gaining trade specific skills, a college graduate may be successful in marketing themselves to an employer willing to register them as an apprentice.

Pre-apprenticeship Programs

These programs provide training in a specific trade to help prepare for apprenticeship and are generally fewer than 52 weeks in length. Pre-Apprenticeship Programs offer academic upgrading for candidates that do not possess their grade 12 or equivalent, which is the academic entry level in most trades. In addition, it offers introductory theoretical and practical training, Level 1 in-school apprenticeship training in a specific trade, as well as a work placement component to gain hands-on experience. Organizations offering these programs often assist with job placement. Hours spent in pre-apprenticeship training can be credited towards the overall apprenticeship training if the individual decides to sign on as an apprentice.

Union or Industry Approved Training

Some unions or trade associations run their own training centres and hold Contracts of Apprenticeship with the apprentice rather than the employer. Intake can be selective and may take place only at certain points in the calendar year.

Internationally-trained Candidates/Persons with Previous Experience

If you have more than five years experience working in a trade from outside of Canada, you may want to pursue your Certificate of Qualification. Many Ontario colleges offer pre-certification courses that allow you to write or re-write your certification exam if you feel you need to update your knowledge.



Building General Knowledge about Apprenticeship

You may need to increase your and your staff's awareness and knowledge about the apprenticeship system in Ontario. This section of the module provides suggestions and tools for staff professional development about the general aspects of apprenticeship. Modules 2 – 4 include resources for staff professional development about each of the specific areas of support included in this resource.

Using Local Experts

You can invite local experts to give presentations about the apprenticeship system. The Employment Ontario apprenticeship office (more commonly referred to as the local MLITSD office) can deliver presentations upon request. This may be a good initiative for your local Regional Network to coordinate.

Cultivate an Internal Champion/Expert

Nominate a staff member as the apprenticeship lead for your organization. This person would be responsible for keeping up to date on provincial and local apprenticeship information. A list of important websites to track is included in the resource section of this module.

SKILLS FOR SUCCESS LITERACY RESOURCES

SKILLED TRADE OCCUPATIONS

Explore a world of opportunities in the skilled trades and help your learners discover exciting career options.

Community Literacy of Ontario (CLO)



- [Apprenticeship in Manufacturing](#)
- [Getting Ready for a Career as an Automotive Service Technician](#)
- [Skills for Success in the Service Sector](#)
- [Working in a Professional Kitchen](#)

Laubach Literacy Ontario (LLO)

- [Ken the Heavy Equipment Operator](#)
- [Get Set for Personal Support Worker \(PSW\)](#)
- [Tyler the Roofer](#)

Collège Boréal/COFA

- [Charpenterie et Électricité](#)
- [Aide-enseignant et Praticien de la petite enfance](#)



The Ontario Association of Adult and Continuing Education School Board Administrators (CESBA)

- [Child Development Practitioner Apprenticeship](#)

For more Skills for Success resources, [click here](#)

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Deliver a Training Session for Staff

Covering the basics of the apprenticeship system can be done in as little as 30 minutes. Make it part of your next staff meeting or Lunch and Learn. Check out these resources to get started!

- [Apprenticeship Intro Infographic Digital.pdf - Google Drive](#)
- [Apprenticeship Skills Infographic Digital.pdf - Google Drive](#)
- [Apprenticeship Occupations Infographic Digital.pdf - Google Drive](#)

You may be surprised to find how many resources already exist that illustrate and support the relationship between LBS and apprenticeship. The challenge can be finding these resources as they come from many different sources. Here are two places you can find many resources on LBS and apprenticeship:

- [The Literacy Resources and Discussion Forum](#)
- [The Skills for Success Community of Practice Site](#)

We encourage you to take some time to review the apprenticeship resources on each of these sites. Select two or three resources you think will add to your agency's knowledge of apprenticeship.

SKILLS FOR SUCCESS LITERACY RESOURCES

SKILLS FOR APPRENTICES

Discover the skills essential for apprenticeship success with the resources below. Help your learners improve these abilities, ensuring they are ready for their future careers.



College Sector Committee for Adult Upgrading (CSC)

- [Writing for Trades and the Workplace](#)
- [Communication and Collaboration for Trades and the Workplace](#)
- [Reading for Trades and the Workplace](#)
- [Measuring Length](#)
- [Numeracy and Problem Solving for Trades and the Workplace](#)
- [Perimeter and Area \(Rectangles and Triangles\)](#)
- [Digital Skills and Adaptability for Trades and the Workplace](#)
- [Operations with Fractions](#)

The Ontario Association of Adult and Continuing Education School Board Administrators (CESBA)

- [Soft Skills for Apprenticeship](#)
- [Trades Math Essentials](#)



For more Skills for Success resources, [click here](#)

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Market Analysis

While there's a general need for more LBS programming for apprentices throughout the province, it would be helpful to understand the potential local demand for services. This will help you decide what type of service to provide and who to target with your service.

Applied to LBS services for apprentices, market analysis is the process of evaluating and examining the dynamics, characteristics, and potential of a market. This involves collecting and analyzing registration data about market trends, existing apprenticeship pathways, other support services, and other relevant factors that affect the local supply and demand of services for apprentices.

Performing a market analysis helps LBS service providers to make informed decisions by identifying opportunities and threats within their community. It provides insights into client preferences, referral patterns, and market size, allowing service providers to develop effective marketing strategies, make programming decisions and evaluate overall positioning within the community.

Market Analysis: A market analysis studies the attractiveness and the dynamics of a special market within a special industry.

Market analysis is a critical component of market research and helps service providers assess the viability of starting new services in their community. It may also be used by funders to evaluate the potential need for this service.

Conducting a Market Analysis

Before we jump in to demonstrating how to conduct a market analysis, we encourage you to take a moment to reflect on what you already know about apprenticeship and LBS in your community. If you work with other LBS staff, this may be a good activity to do at a staff meeting.

What do you already know?

How did you find out about it? Through your local Workforce Planning Board(s)? Community meetings? Discussions at Literacy Service Planning meetings? Via information provided by your regional network? At the provincial Community of Practice for apprenticeship? Training sessions locally, regionally, or provincially?

What has happened because of this information? Did you (or another local LBS agency) build a program? Develop some marketing strategies? Begin a new partnership?



To conduct a market analysis for an apprentice support service, you may choose to follow these steps:

Step	Actions	Tips	Next Steps
1. Identify your target market	Determine who your ideal clients are, such as apprenticeship stakeholders, individuals, or referral partners, as well as their training needs.	Map out the local apprenticeship system. Do this as an LSP.	
2. Evaluate the size of the market	Determine the size of the potential market for your training services, including the number of potential clients and the overall demand for training in your target community.	Look up the number of active apprentices, new registrations, and other demographic data for your community. (Your Planning Board(s) receives this data annually.) Identify the number of pre-apprenticeship projects funded in the current fiscal year.	
3. Analyze your competitors	Identify other training service providers in your community and evaluate their strengths, weaknesses, programming, marketing strategies, and target clients. This analysis will help you determine your competitive advantage and develop strategies to differentiate your training services.	This is not always a matter of competition. Consider how you can augment or complement an existing service.	
4. Assess the demand for your training services	Conduct surveys, focus groups or interviews with potential clients to understand their training needs, preferences and willingness to participate in your services.		

Step	Actions	Tips	Next Steps
5. Analyze market trends	Research current trends and developments in the apprenticeship system and how they may impact the demand for your training services. This includes identifying changes in regulations and economic conditions.	<p>Keep track of <i>new developments</i> made by industry leaders, such as Skilled Trades Ontario.</p> <p>Watch if employers are entering or expanding in your community as this could increase the demand for apprentices in related trades.</p>	
6. Determine programming and marketing strategies	Based on your analysis, develop programming strategies that are desirable. Develop marketing strategies that reach your target clients effectively, such as online advertising, social media campaigns or referrals.		
7. Create a plan	Based on your market analysis, create a business plan that outlines your objectives, strategies, and tactics to attract and retain clients and sustain your new apprentice service.		

By conducting a thorough market analysis, you will gain insights into the demand for your training services, the competitive landscape, and market trends. This information will help you develop effective strategies to position your training services, attract clients and succeed in the market.

Market Segmentation

Once you've performed your market analysis, you should have a good sense of the overall opportunities for apprenticeship support services in your community. However, as a service provider you likely have limited capacity to address the entire market opportunity. Your next step is to conduct a market segmentation analysis. Market segmentation is the process of dividing a larger market into smaller groups of clients with similar needs or characteristics. By identifying different segments, service providers can develop targeted marketing strategies to meet the unique needs and preferences of each group. More likely, it will mean you will choose which group you intend to develop services for.

Market segmentation is a crucial aspect of market analysis because it enables service providers to:

- Understand the unique needs and preferences of each client segment
- Develop tailored marketing strategies for each client segment
- Create services that meet the specific needs of each client segment

By conducting market segmentation analysis, service providers can better understand their target clients and create more effective marketing campaigns. Segmentation can be based on demographic, geographic or behavioral factors, depending on the specific market and service being analyzed.

Let's look at an example of one approach to a market segmentation analysis for apprentice support services.



Target Market	Characteristics / Needs	Segments	Segment Attractiveness	Profile	Marketing Strategies
Non-apprentices interested in the skilled trades	<ul style="list-style-type: none"> • Confused about apprenticeship system • Can't find a sponsor • Lack a qualification • Don't know which trade they're best suited for • Too busy working to bother 	Individuals who lack a credential required for registration (especially a grade 12 diploma)	Medium. Our community is around the provincial average for high school graduation rate.	May not be academically inclined More likely male	Promote access to trades as opposed to academic skills
		Individuals who don't know how or where to register as an apprentice	High. In our survey of 20 LBS learners and 20 Employment Services clients, over 70% reported that no one had ever told them how to start an apprenticeship.	May require more coaching	Deliver strong I & R services Develop a readiness course Partner with job counsellors to support career exploration
		Individuals who can't find a sponsor	Low. This is a real barrier, but not an area of expertise for this LBS service provider.	Might need more work experience Poor job search skills	Partner with pre-apprenticeship programs and Training Centres that serve as sponsors

To summarize, here are the steps included in the above table:

1. Identify the target market: Determine the overall market that you want to segment. In our example, our target market was individuals with some interest in pursuing a skilled trade, but who are not currently registered apprentices.
2. Understand their characteristics, needs and behaviours. We begin to understand this target group by collecting data gathered through surveys, focus groups, interviews or secondary sources such as research reports. In our example, we talked to apprenticeship stakeholders, employment counsellors and job seekers and learned about common reasons why people don't register for an apprenticeship.
3. Identify potential segments: Analyze the data to identify potential segments based on factors such as demographics, behavior or geographic location. In our example, we chose to segment based on the primary barrier to starting an apprenticeship. We recommend further segmenting your market based on trade/cluster of trades or demographic factors.
4. Evaluate segment attractiveness: In this step you judge the potential size, growth potential and demand for each segment. This analysis will help you prioritize which segments to target.
5. Profile each segment: Develop a profile for each segment based on their characteristics, needs and behaviours. This will help you understand how to position your service to appeal to each segment.
6. Develop marketing strategies: Develop marketing strategies tailored to each segment. This may include developing targeted advertising, partnerships, and service features to appeal to each segment.
7. Test and refine: Test your marketing strategies and refine them based on feedback from clients and market data.

By conducting a market segmentation analysis, service providers can identify the most attractive client segments and develop tailored programming and marketing strategies to meet their unique needs. This analysis can help service providers increase customer satisfaction, improve service offering, and ultimately, improve outcomes.

Partnerships, Planning, and Coordination

This module is an invitation to understand the market opportunity associated with apprenticeship. Now that you understand the market opportunity in your community better and what specific opportunities might exist for your LBS agency, it's an ideal time to consider partnerships, planning and coordination.

The first step is to identify local apprenticeship stakeholders in your community. Do you know who they are? How many union locals are in your community? How many pre-apprenticeship programs? How many Training Delivery Agents? If you're not sure where to start, ask the Workforce Planning Board(s) in your area.

What is a Training Delivery Agent (TDA)? A TDA is a ministry approved training provider (usually a local college or private institution) that has skilled tradespeople qualified to deliver the "in-school" Apprenticeship Training Standards for a specific trade.

Ideally, the apprenticeship stakeholders in your community are mapped out – not just for your LBS agency, but for all LBS agencies in your community as LBS and apprenticeship is a topic that should be discussed at Literacy Service Planning tables. Much like with Workplace Literacy, apprenticeship partners probably don't want to be approached by multiple LBS agencies. A more united, coordinated approach will not only be more professional, but it will also enable all LBS agencies to thoughtfully consider the extent that they wish to be involved in apprenticeship and to leverage their individual areas of expertise to support apprenticeship stakeholders and their members.

If your regional literacy network is not yet active in apprenticeship, you may wish to ask them to make apprenticeship an agenda topic for Literacy Service Planning.

Connection to Skills for Success

The LBS Program was fortunate to receive federal funding from 2022-2024 for Skills for Success. And apprenticeship is a key part of Skills for Success.

The Ministry of Labour, Immigration, Training and Skills Development (MLITSD) defined five areas of focus under Skills for Success:

- Workplace Literacy
- Working with Underrepresented Groups
- Digital Literacy
- Better Jobs Ontario Assessments
- Apprenticeship

Employers were consulted widely during the development of the new Skills for Success and numerous references to apprenticeship were made which identified broad opportunities for LBS agencies. One of those areas is soft skills. Soft skills are taught in every LBS agency in Ontario, but seeing soft skills such as collaboration and problem solving explicitly stated in Skills for Success foundational documents demonstrates their importance.

“Employers often cite Communication, Collaboration, and Problem Solving to be the key skills they look for in their employees. However, the formal apprenticeship system places more emphasis on the development of technical skills, leaving apprentices to look elsewhere to develop these “people” skills critical to their work on jobsites. Such soft and social-emotional skills gaps represent a critical need from the employer perspective.”

Source: *Skills for Success Implementation Guidance Final Report*

Research further suggests that “employers may not have the time to address the drastically uneven quality of mentorship on job sites. While some journeypersons are well-prepared to take on mentoring roles, many lack the ‘soft’ and social-emotional skills (e.g., Communication and Collaboration) to be effective teachers on the job.”

A lot of time, effort, and resources have been applied to digitizing the apprenticeship pathway – applying to become an apprentice, finding an employer or sponsor, and even building skills.

Areas of Digitization for Apprenticeship	Impact on LBS Programs
Online application process	Supporting pre-apprentices in navigating and completing tasks to complete the application
Finding an employer or sponsor	Supporting Ontario Youth (SOY) and Apprenticesearch.com
Building foundational skills	Groups like SkillPlan and the Excellence in Manufacturing Consortium (EMC) are offering online training, certifications, and micro-credentials

Post Self-Assessment

Now that you have finished this module, we invite you to review the module outcomes and to think about what you have learned, what you wish to learn more about and to think about those areas that you may originally have determined you did not need to know more about.

Module Outcome	We already know this	We'd like to know more about this	We still don't need to know this
Describe the apprenticeship system			
Express reasons why LBS agencies could benefit from addressing apprenticeship as a goal path			
Learn why LBS is a good fit for apprentices			
Describe factors that are impacting the labour market and increasing the need for apprentices			
Perform a market analysis in your community			

Module Outcome	We already know this	We'd like to know more about this	We still don't need to know this
Analyze the skills needs of the growing apprenticeship talent pool			
Identify apprenticeship stakeholders in your community			
Recognize how to work with apprenticeship stakeholders in your community			
State the required criteria for an LBS agency to serve the apprenticeship goal path			
Describe your agency's current strengths related to serving the apprenticeship goal path			
Evaluate if increasing your involvement in apprenticeship is a good fit for your agency			
Prepare your staff to develop a service for learners on the apprenticeship goal path			
Express one or more areas of development for your agency to increase its ability to respond to the needs of the apprenticeship goal path			
Describe apprenticeship's connection with the Skills for Success framework			

Were there any changes in the pre- and post-assessment? Things you thought you knew about, but maybe you didn't? Things you learned? Things you didn't think you needed to know, but perhaps have reassessed?

Conclusion

We hope that you found reviewing this module to be an effective use of your time. The labour market is changing, and LBS agencies need to think about how to modify and enhance some of their services to meet the evolving needs of groups of learners. It may not be necessary for every LBS agency to move in the direction of supporting apprentices, but that's a discussion to have at Literacy Service Planning meetings. And if you are the only LBS agency in your community, you may find you need to create apprenticeship-friendly LBS services.

In Modules 2 through 4, we explore three areas in which LBS agencies can target support for apprentices – for pre-apprentices, for apprentices who are working to get through their in-class studies and for apprentices who are struggling to pass their final exams so that they can become journeypersons.

While there are numerous resources to support LBS agencies working with apprenticeship, more are surely on the horizon as the Ministry and other apprenticeship stakeholders come to further appreciate the upgrading and upskilling support LBS agencies can bring to Ontario's apprenticeship system.





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