

Goal Path Description for Practitioners and Learners – Apprenticeship

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Goal Path Description for Practitioners and Learners – Apprenticeship and Skills Training

What is the learner's goal?

The apprenticeship goal path description examines the connection between Literacy and Basic Skills (LBS) service provision and the transition to becoming an apprentice or entering into an occupation. This goal path description addresses options available to learners who wish to enter into a skilled trade or enter a specific occupation which requires the completion of a skills training program.

Apprenticeship and skills training programs are designed to provide learners with trade-specific skills and the qualifications required to work in a skilled trade. Both types of training share a similar purpose in their design and delivery. The occupation-specific training is applied and combines on-the-job training with related classroom instruction. Apprenticeship and skills training programs generally grant certificates that are industry recognized and are needed to enter a specific occupation.

This goal path is divided into two sections: apprenticeship (see Page 3) and skills training (see Page 15).

The Role of LBS Service Providers

LBS service providers help learners examine the benefits and opportunities in pursuing an apprenticeship or skills training goal, as well as review what is involved in the process. LBS service providers work with a learner to explore whether an apprenticeship or skills training 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. If apprenticeship or skills training is not a suitable goal, the LBS service provider should help the learner explore alternative options and/or other goal paths.

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

Key questions for choosing a skilled trade or skills training program:

1. What is the learner's goal?
 2. Has the learner already identified a goal with another agency? If not, the LBS service provider should support the learner in identifying a goal.
 3. What tools, resources, experiences and training does the learner already have to achieve this goal?
 4. What trade or occupation is the learner interested in pursuing?
 5. What is the learner's purpose and/or need for pursuing an apprenticeship and/or skills training program?
 6. What information does the learner already have about the apprenticeship process and/or skills training?
 7. Does the learner understand the time and effort required to enter and pursue a skilled trade and/or skills training program?
 8. Are there other program options that could prepare the learner for the identified goal?
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Goal Path Description for Practitioners and Learners – Apprenticeship

What is Apprenticeship?

Apprenticeship is on-the-job workplace training for those who want to pursue a career in the skilled trades. Apprenticeship training has often been termed “earning while learning”. An apprenticeship is a legal contract between the apprentice and the employer that is registered with the apprenticeship authority, namely the Ministry of Training, Colleges and Universities (MTCU) in Ontario. Once the apprentice has signed a registered training agreement, they will receive on-the-job training from the employer/sponsor and also participate in classroom-based trade-related theoretical and practical training (usually referred to as “in-school” training).

Apprenticeship training can range from two to five years in length, and generally requires three levels of in-school training during this period of time. Each level of in-school training is generally 8 weeks in length if taken full-time, but in-school training is also offered on a part-time, evening or one day per week basis. When the apprentice completes the required in-school and on-the-job training, they may be required to write an examination for the trade. Once the apprentice has completed the full program requirements for the trade, they receive a Certificate of Apprenticeship (C of A) and a Certificate of Qualification (C of Q). Once the apprentice receives the C of Q, they are known as a “journeyperson”.

A certified journeyperson is recognized as a qualified and skilled person in a trade and is entitled to the wages and benefits associated with that trade. Apprentices earn wages during their apprenticeship. For the construction trades, apprentices earn a percentage of a journeyperson’s rate which increases as each period of training is completed.

Learners may start their journey towards their apprenticeship goal at many different points. Although apprenticeship paths may vary, the step-by-step process below can provide an understanding of how a learner might achieve an apprenticeship goal:

Step One: Learner identifies a skilled trade as a vocational goal, including:

- understands what the academic requirements are for the goal and
- identifies potential employers or sponsors (this can include unions and sponsor groups) that will hire and/or be responsible for training.

Step Two: The Learner with assistance of staff at the MTCU Employment Ontario Apprenticeship Office determines what skills and credentials the learner has in relation to the requirements of the apprenticeship goal.

Step Three: Learner obtains the academic credentials, credits or equivalencies needed to pursue the apprenticeship goal.

Step Four: Learner finds an employer/sponsor willing to hire and/or be responsible for training. One or more of the following routes apply:

- applies directly to an employer/sponsor;
- uses online resources (<http://www.tcu.gov.on.ca/eng/employmentontario/training/findingemp.html>), such as the Ontario Job Bank (<http://www.tcu.gov.on.ca/eng/employers/jobBank.html>)
- goes to a local Employment Ontario office or an Employment Service office where staff can help prospective apprentices connect with employers and/or
 - participates in a pre-apprenticeship program to gain skills which can be used to market themselves to potential employers.

Step Five: The Learner sets up an appointment with the provincial Ministry of Training, Colleges and Universities (MTCU) Apprenticeship Office staff to arrange apprenticeship registration.

Step Six: Completes apprenticeship training to become a certified “journey person” including:

- completes on-the-job and in-school apprenticeship training;
- has the appropriate documentation showing that training hours/time and competencies set by industry standard including the skills required for the trade have been completed and
- writes and passes a provincial qualification exam if one is required for the trade.

For more information, visit MTCU’s Employment Ontario training page at <http://www.tcu.gov.on.ca/eng/employmentontario/training/>.

For more information on specific skilled trades in Ontario, please review *Essentials Skills for Ontario’s Trades People* at <http://www.csc.essentialskillsgroup.com/?p=occup>.

Key Questions:

1. Has the learner identified a trade?
2. What kinds of skilled trades are in demand in the learner's community?
3. Who are the potential employer/sponsors in the learner's community who could be contacted regarding apprenticeship opportunities?
4. Where can a learner go for support in finding an employer/sponsor?
5. Does your LBS service provider have the relationships with other community partners that will be needed to prepare learners for apprenticeship? (e.g. Employment Service, employers, unions, colleges, etc.)

Who is eligible and what are the entrance requirements?**Apprenticeship and the Ontario College of Trades**

Apprenticeship training and trade certification are legislated in Ontario under the ***Ontario College of Trades and Apprenticeship Act, 2009 (OCTAA)***.

Under the legislation, the Ontario College of Trades has the mandate and powers to regulate all approved trades in Ontario, and perform standard regulatory functions such as:

- Issuing licenses and certificates of membership;
- Protecting the public interest through investigation and discipline mechanisms;
- Setting standards for training and certification;
- Conducting research and collecting relevant data to support future apprenticeship and certification policies;
- Removing barriers and increasing access for internationally trained workers.

An individual must be a member of the College's Apprentices Class to work as an apprentice in an Ontario apprenticeship program established by the College.

To be a member, an individual must hold a Registered Training Agreement (RTA) with the Ministry of Training, Colleges and Universities. For more information on Registered Training Agreements, visit the [ministry's website](#) or call the Employment Ontario Contact Centre (toll-free in Ontario at 1-800-387-5656; at

416-326-5656 in the Toronto area; TTY- service for the hearing impaired: 1-866-533-6339).

For more information on the Ontario College of Trades please access the following website:

<http://www.collegeoftrades.ca>

OCTAA applies to 156 trades that are divided into 4 sectors – construction, service, motive power and industrial. Most apprenticeship training falls under two models – Competency Based or Time-Based. The chart below illustrates the two models.

Competency-Based Model

- Completion of apprenticeship training standards based on competencies as prescribed by the Ontario College of Trades Trade Boards
- Applies generally to all industrial, service and motive power trades and some construction trades
- Apprenticeship contract is called a Registered Training Agreement (RTA)
 - Employer/Sponsor refers to a company or sponsor group who has entered into a Registered Training Agreement and has agreed to provide wages, workplace-based training and abide by ratios (journeypersons to apprentices)

Time-Based Model

- Completion of apprenticeship training standards based on hours established by regulation and the Ontario College of Trades Trade Boards.
- Applies generally to all construction trades
- Apprenticeship contract is called a Registered Training Agreement (RTA)
- Employer/Sponsor refers to a company or sponsor group who has entered into a Registered Training Agreement and has agreed to provide wages, workplace-based training and abide by ratios (journeypersons to apprentices)

Under OCTAA, trades have the following designations:

Compulsory Trades

Twenty-two (22) trades are designated as compulsory; only registered apprentices or holders of a Certificate of Qualification (commonly referred to as a license) may practice in that trade. Compulsory trades under OCTAA include: construction maintenance electrician, hoisting engineer, plumber, refrigeration and air- conditioning systems mechanic, sheet metal worker, steamfitter, automotive service technician, auto body repairer, truck & coach technician and hairstylist.

Voluntary Trades

Individuals can legally work in the trade without being registered or licensed. Examples include: tool & die maker, general machinist, baker, horticulturist, brick & stone mason and drywall finisher & plasterer.

Certificates are issued at the completion of the full apprenticeship training program requirements for all trades. They are:

1. Certificate of Apprenticeship (C of A): Proves that an apprentice has successfully completed the in- school and on-the-job requirements.
2. Certificate of Qualification (C of Q): Shows that an apprentice has passed the trade certification exam (where applicable). The certificate is issued once the exam is passed.
3. Red Seal Endorsement: **Where available, the Interprovincial Red Seal examination is the certification examination.** Apprentices and skilled tradespersons who successfully pass the Red Seal certification examination are issued a Certificate of Qualification with a Red Seal endorsement. The Interprovincial Standards Red Seal Program acknowledges their competence and ensures recognition of their certification throughout Canada without further examination. The Red Seal endorsement represents a standard of excellence for industry.

Transition into apprenticeship for an adult is supported by colleges, school boards and unions.

Role of LBS Service Providers

Literacy and Basic Skills (LBS) service providers should work with learners to identify necessary supports, tools and information for the learner's desired apprenticeship goal. If possible, LBS service providers help

learners identify how they will obtain the required language proficiency or required supports such as note takers, assistive devices, etc.

Before learners can be registered as apprentices, they must show evidence of having the required secondary school credits, certificate or diploma. These may include an Ontario Secondary School Diploma (OSSD), a high school equivalency, such as, Academic and Career Entrance (ACE) or General Educational Development (GED) Certificate, or other recognized equivalency as accepted by the Ministry of Training Colleges and Universities (MTCU). Some apprenticeship goals may not require the completion of a high school diploma or equivalency, though few trades require less than grade 10 education. LBS service providers should support learners toward the initial transition and ensure that the learners are able to navigate the system and choose the most effective path to get to their goal.

For further information, please visit College Sector Committee for Adult Upgrading's (CSC) website at <http://www.acedistancedelivery.ca>.

Key Questions:

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

10. What are the access routes for the learner's apprenticeship goal in the community?

How are achievements for this goal recognized?

Apprenticeship

Achievement of this goal is recognized once the apprentice has completed the full program requirements for the trade, receives a C of A and a C of Q, and they are known as a journeyperson.

Role of LBS Service Providers

LBS service providers prepare learners by providing them with the necessary literacy and basic skills, which in turn will support an effective transition to their apprenticeship goals.

Key Questions:

1. What are the qualifications and certificates that are recognized by local community industry, employers, unions and sponsor groups?
2. Does the learner understand the time and effort to complete the C of A and C of Q?

What are the learner's options for apprenticeship?

Apprenticeship

Apprenticeship programs can range from two to five years in length and generally require three levels (Level 1, Level 2 and Level 3) of in-school training during this period of time:

- Each level of in-school (classroom) training is generally 8 weeks in length if taken full-time.
- In school (classroom) training may also be available in some communities on a part-time basis.

Entering apprenticeship training

There are many ways to access and enter apprenticeship training. These routes into apprenticeship include the following:

- Finding an employer who will hire and agree to train the person as an apprentice in a trade. This is the traditional route into apprenticeship. Most trades require an Ontario Secondary School Diploma (OSSD), General Education Development (GED), Academic Career Entrance Certificate (ACE) or other recognized Grade 12 equivalent for entry. A few trades require a minimum of Grade 8 or 10 or equivalent for entry.
- Entering into a union-sponsored and initiated apprenticeship known as a Sponsor Group. The

Sponsor Group holds the Registered Training Agreement, rather than an individual employer.

- Participating in an MTCU-approved pre-apprenticeship program. Each pre-apprenticeship program has clearly defined admission requirements and is designed to provide trade training to prepare for an apprenticeship. Many pre-apprenticeship programs include academic upgrading for candidates who do not possess their OSSD or equivalent.
- Participating in a dual credential program funded by MTCU, known as a Co-op Diploma Apprenticeship Program (CODA): These programs allow students/apprentices to pursue both a college diploma and an apprenticeship at the same time. For further information on Co-op Diploma Apprenticeship Programs, please enquire at your local community college to request information on CODA programs that may be offered.

Many pre-apprenticeship programs offer academic upgrading for candidates who do not possess their OSSD or equivalent.

Pre-Apprenticeship Training Programs

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

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

There is no cost to participate in a pre-apprenticeship program. In addition, costs for text books, safety equipment and tools will be covered.

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

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

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

There are numerous skilled trades and associated training programs which are delivered by colleges, local unions, employers and/or other institutions. Entrance requirements will vary based on the skilled trade, program and training provider. It is important that the learner understands the requirements of the desired skilled trade and set a realistic goal. For more information please visit the Essentials Skills for Ontario's Skilled Tradespeople, where you will find a list of all the skilled trades and the associated Essential Skill profiles and training providers at <http://www.csc.essentialskillsgroup.com/?p=occup>.

Role of LBS Service Providers

An LBS service provider should support and help the learner to explore apprenticeship options available in the community and understand what academic credentials are necessary for a skilled trade. Entrance into apprenticeship for any learner can be a complex process. LBS service providers should understand who in their community can provide the appropriate type of information to the potential apprentice. An appropriate referral will follow.

Key Questions:

1. What are the programming options that align with the learner's needs?
2. What delivery modes might be suitable for the learner (evenings, weekends, online, etc.)? Are they available in the community?
3. Could the learner benefit by taking a pre-apprenticeship training program? Are pre apprenticeship programs available in the learner's community?

Are there any additional requirements?

Apprenticeship

Potential apprentices need to consider whether they have the skills, qualities, credentials and aptitudes

necessary for the different trades and then determine which route will suit their circumstances. Next, potential apprentices must consider whether or not their skills will be adequate for passing the various examinations along the way. For instance, mathematics is critical for most trades. Although potential apprentices may meet all of the standards for the on-the-job and technical portions of the apprenticeship, there is also a need to pass the in-school portions and the C of Q exam.

Most skilled trades require a certain level of physical capabilities and mental preparedness. Learners should understand the requirements for their specific apprenticeship goal. For more information on the physical demands of individual skilled trades, please visit the National Occupational Classification (NOC) descriptions at <http://www5.hrsdc.gc.ca/noc/english/noc/2006/SearchIndex.aspx>.

Many skilled trades require:

- a driver's licence – licence class will depend on the type of skilled trade
- Workplace Hazardous Materials Information System (WHMIS) certification
- occupational tools – specific tools will depend on the skilled trade

Many skilled trades demand a certain level of language proficiency. It is important that the learner contacts the training provider to obtain information on the language entry requirements or the language proficiency assessment used.

Role of LBS Service Providers

LBS service providers should inform the learner of other community, provincial and Employment Service agencies who have the ability to assess whether the learner has the skills, qualities and aptitudes necessary for the trade.

Key Questions:

1. Does the learner fully understand and appreciate all the additional requirements and potential impacts of the specific apprenticeship training? (length of time commitment, potentially reduced wages, First Aid, etc.)
2. Does the learner need accessibility or disability supports? If so, who should be contacted in the learner's community? (Ontario Disability Support Program, community college, and/or other community based

services)

3. Does the learner's desired skilled trade demand knowledge of another language in order to practice?
4. Is the in-school portion of the apprentice training program available in the learner's first language?

What are the cost and required supports? Are Government supports available?

Apprenticeship

As a new apprentice is registered with the Ministry of Training, Colleges and Universities he/she automatically becomes a member of the Ontario College of Trades. A yearly \$60 membership fee is required payable by the apprentice to the Ontario College of Trades.

Apprentice fees for in-class instruction vary based on the length of training for the trade and in a few cases the trade itself.

Fees for in-class instruction are about \$400 for eight weeks of instruction. There will usually be three of these instruction periods required during the apprenticeship, for a total cost of about \$1,200.

A fee of \$150 is also required to write the Certification of Qualification exam.

There is no cost to participate in a Pre-Apprenticeship Training project.

Cost of tools depends on the skilled trade the apprentice is entering. Newly registered apprentices can access loans for tools through MTCU. For more details on loans available to apprentices, please visit MTCU's *Loans for Tools* program at <http://www.tcu.gov.on.ca/eng/training/apprenticeship/loantool.html>.

There are many government-funded apprenticeship programs available through access to apprenticeship scholarship(s) and employer signing bonuses.

For more information please contact your closest Minister of Training Colleges and Universities apprenticeship offices. Contact information for your local apprenticeship office can be found at <http://www.findhelp.ca/mtcu/appoff.html>

Role of LBS Service Providers

LBS service providers should provide the learners with the necessary supports, tools and information so that they are able to contact the appropriate bodies to determine the cost and supports that are applicable to the learner's prospective apprenticeship program.

Key Questions:

1. What are the financial resources the learner will require?
2. What government financial supports are available for apprenticeship?
3. Is the learner on income support? If so, is an apprenticeship an eligible activity? Is Employment Ontario's Second Career a potential option for the learner? (For more information please review the Second Career website at http://www.tcu.gov.on.ca/eng/secondcareer/?cm_sp=onsite-ads_-footer_-second-career)
4. What are the expectations for apprentices having their own tools for their prospective trade?
5. Are there any additional costs for accessing available apprenticeship programs?
6. What agencies need to be contacted to gather information on financial and other available supports?

Goal Path Description for Practitioners and Learners – Skills Training

Skills Training Summary

What is Skills Training?

Skills training programs are designed to provide participants with job-specific skills. There are many skills training program providers. Programs vary in length, ranging from a few hours to several weeks or months. Generally, however, these programs do not exceed a 52-week period or an academic year (a period of 8 months). Many skills training programs grant certificates recognized by a specific professional body (e.g. Personal Support Worker, Truck Diver, Security Guard, etc.).

Key Questions:

1. Has the learner identified a specific occupational goal which requires skills training?
2. Is the desired occupation in demand in the learner's community?
3. Is the appropriate skills training program available in the learner's community?
4. Is there a need for a referral to an Employment Service provider so that they can help the learner to identify an appropriate skills training program?

Who is eligible and what are the entrance requirements?

Before a learner can enter a skills training program, it may be necessary for them to complete the Academic and Career Entrance (ACE) certificate, GED, OSSD or the needed secondary school credit(s), high school equivalency, and/or pass an entrance test which will meet entry prerequisites. Many skills training programs may not require high school diploma or equivalency. A learner may be accepted, as a mature student if they possess the recognized work experience and/or are able to pass an entry test/exam.

Role of LBS Service Providers

LBS service providers should work with learners to identify the necessary supports, tools and information. This includes finding a program offered in the learner's language (French, English or American Sign Language) where possible. If not possible, LBS service providers help the learner identify how to obtain the required language proficiency or required supports such as note takers, assistive devices, etc.

Key Questions:

1. What are the academic requirements for the learner to enter the desired skills training program?
2. What was the learner's highest level of academic achievement and what upgrading or refreshing of competencies are needed in order to succeed in the skills training program?
3. Does the learner have a high school diploma or the equivalent?
4. Does the learner have a school transcript? What is missing? (e.g. current grades, adequate admission requirements, etc.)
5. Where has the learner achieved previous credits? (e.g. in province, out of province, in another country)
6. How long has the learner been out of school?
7. Does the learner have the skills, including the necessary second-language skills, qualities and aptitude for the desired skills training program?
8. What is the learner's timeframe for achieving this goal and is it appropriate?
9. What are the available access routes for the learner's desired skills training program?

How are achievements for this goal recognized?**Skills Training**

The learner will gain entry and complete the skills training program. After trainees have completed a skills

training program, they will receive a certificate of completion which can help them get a job.

Role of LBS Service Providers

LBS service providers prepare learners by providing them with the necessary literacy and basic skills, which in turn will support an effective transition to the skills training goal.

Key Questions:

1. Will a skills training program help the learner achieve the occupational goal?
2. What further skills and/or literacy development does the learner need?
3. Does the learner's desired skills training program need any additional qualifications to enter?

What are the learner's options for skills training?

Skills Training

There are a variety of skills training program options: before enrolling in a program, a learner must identify and have a clear career/occupational goal in mind. There are variety of skills training program providers, which include:

- private career colleges
- colleges of applied arts and technology
- community-based programs
- school board programs

Fees, eligibility, entrance and language requirements vary based on institution, type of program and program duration. Individuals can contact training providers for information and to find out about available supports.

Private Career Colleges

Private Career Colleges (PCC) are independent businesses that prepare students for a specific job or give them specific skills. There are more than 500 registered private career colleges in Ontario (some of which offer programs in French).

PCCs are often an option for individuals who:

- need specific job skills to join the workforce
- have academic qualifications and want to add to their practical skills to become more competitive in the job market

PCCs offer certificate programs in many fields such as:

- business
- health services
- applied arts
- information technology
- electronics
- customer services
- trades

Before enrolling in a PCC, a learner should ensure the college is in good standing with the Ministry of Training Colleges and Universities. LBS providers and learners can search for a private career college through the Ministry of Training, Colleges and Universities website at <http://www.tcu.gov.on.ca/pepg/audiences/pcc/searchpcc.html>.

For more information on the level of certification, admissions requirements, duration and qualifications awarded visit Ontario Qualifications Framework (OQF) at <http://www.tcu.gov.on.ca/pepg/programs/oqf/>.

Colleges of Applied Arts and Technology (CAAT)

CAATs offer a variety of certificate and skills training programs that are one year or less in duration. Certificate programs provide individuals with vocational skills that are needed for employment. Individuals can search for certificate programs through the College of Applied Arts and Technology's website at <http://www.ontariocolleges.ca/ontcol/home.html>. This site offers information on program time tables as well as availability and eligibility requirements. In addition, this site provides links to specific college program web sites.

Many CAATs offer certificate programs that do not require a high school diploma or equivalency for entrance. If a high school diploma or equivalency for entrance is a requirement, learners who do not have this credential

may be able to access the program as a mature student by demonstrating relevant work experience or specific skills and/or by passing an entrance test. Learners should contact the appropriate college program administrator for more information.

Community-Based Training

Community-based skills training providers offer training programs within a community context. Programs may provide a certificate upon completion. In addition, many community-based training organizations offer vocational and career assessment. Individual organizations have different specializations in industry/subject areas and clients they serve. Some examples are:

- office administration
- health care
- receptionist
- accounting
- supply chain
- early childhood care
- trades
- food and beverage service
- customer service

Learners can visit an EO Employment Service provider to find out what community-based training opportunities exist in their community (<http://www.tcu.gov.on.ca/eng/search.asp>)

School Board Training

Many adult schools offer skills training programs. Programs may be co-op, credit-based or employment training focused. Below are some examples:

- customer service/cashier
- call centre representative

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- hairstylist/beautician
 - health care/nurse's aide /personal support worker
 - early childhood educator/ early childhood assistant
 - medical secretary
 - office assistant
 - pharmacy assistant
 - pre-apprenticeship
 - security

Programs may provide a certificate upon completion. Learners can contact the local School Board's Continuing Education Department for information on the programs being offered, admission requirements as well as duration and schedules.

Role of LBS Service Providers

An LBS service provider should support and help the learner to explore the skills training options available in the community and what academic credentials are necessary. LBS service providers should be aware of the opportunities available and have an understanding of how skills training links with local employment opportunities.

Key Questions:

1. What skills training program and provider would best assist the learner to achieve the occupational goal?
2. What are the skills training programming options available in the learner's community that match the learner's needs in terms of language requirements, scheduling and proximity?
3. What are the general requirements of the skills training program in the learner's community or region?
4. What delivery modes might be suitable for the learner? (e.g. part time, full time, distance education, on-

line, etc.)

Are there any additional requirements?

Many skills training programs require a certain level of education, technical skills, competencies and/or physical capabilities. It is important for learners to fully understand these factors when making decisions about skills training.

To transition into and manage skills training coursework, it is necessary for a learner to have certain levels of communication and language proficiency. A learner may be asked to write a language proficiency test. It is important that the learner contacts the specific skills training program and/or institutional department to obtain information on the language entry requirements and the language proficiency assessment used.

Role of LBS Service Providers

Assist the learner in identifying whether there are additional requirements and provide referrals for any applicable supports and/or services.

Key Questions:

1. Does the learner know the potential physical and/or mental requirements of the desired skills training program?
2. Are there any specific resources, tools and/or equipment needed to enter into the learner's desired skills training program?
3. Does the learner need accessibility or disability supports? If so, whom should you contact at the postsecondary institution, *Ontario Disability Support Program* (ODSP) and/or other community services?
4. Does the learner have accessibility requirements that may influence training options?

What are the costs and required supports? Are Government supports available?

Skills Training

Cost of skills training programs vary based on institution, type of program and program duration.

For learners interested in skills training, there are many government supports. For more information visit the following sites:

1. Ontario Works <http://www.mcass.gov.on.ca/en/mcass/programs/social/ow/>
2. Ontario Disabilities Supports Program <http://www.mcass.gov.on.ca/en/mcass/programs/social/odsp/>

Second Career <http://www.tcu.gov.on.ca/eng/secondcareer/>

3. Ontario Student Assistance Program
<https://osap.gov.on.ca/OSAPPortal/en/PostsecondaryEducation/OSAP/index.htm>
4. There are also many other bursaries and scholarships available.

For learners who need items such as safety gear or a uniform, financial assistance may be available. ODSP recipients and eligible members may receive funding through the Employment and Training Start Up Benefit. For more information on this program, please visit

http://www.mcsc.gov.on.ca/en/mcss/programs/social/directives/directives/ODSPDirectives/income_support/9_1_ODSP_ISDirectives.aspx

Role of LBS Service Providers

LBS service providers should provide learners with the necessary supports, tools and information so that they are able to contact the appropriate agencies and departments to determine the cost and supports that are applicable to the learners' prospective occupational goal.

Key Questions:

1. What are the financial resources the learner will require?
2. What government financial supports are available for a skills training program?
3. Is the learner on income support?
4. What skills training programs are eligible activities for a learner who is receiving income support?
5. Is Employment Ontario's Second Career a potential Skill Training resource option? (For more information please review the Second Career website at
http://www.tcu.gov.on.ca/eng/secondcareer/?cm_sp=onsite-ads_-_footer_-_second-career

Key Resources for Apprenticeship and Skills Training

What assessment tools and learner resources are used for apprenticeship and skills training?

Assessment Tools used for Apprenticeship and Skills Training

- Test of Workplace Essential Skills (TOWES), for more information on TOWES visit <http://www.towes.com/en/products--services/towes-assessments/towes-assessments>.
- Canadian Adult Achievement Test (CAAT), for more information on CAAT visit http://www.flemingc.on.ca/index.cfm/go/service/sub/admissions_mature.cfm.
- Essential Skills for Ontario's Tradespeople (ESOT), for more information visit <http://en.esot.essentialskillsgroup.com/>

Role of LBS Service Providers

The *OALCF Selected Assessment Tools* provides a sampling of assessments and resources available to practitioners and assessors.

To review the *OALCF Selected Assessment Tools* please visit http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_Assessment_Tools_Mar_11.pdf.

To find an appropriate collection of learning materials, please visit the *OALCF Resources* page of the OALCF website at <http://www.tcu.gov.on.ca/eng/eopg/oalcf/tools-and-resources.html>.

To review the *OALCF Selected Learning Materials List: Identified by Academic Upgrading Service Providers* http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_LMs_AU_Mar_11.pdf

For more information on skilled trades and Essential Skills, visit SkillPlan BC at <http://www.skillplan.ca/>.

How do I know what information, referral and supports a learner needs?

Learner goal attainment is closely linked to the quality of supports they receive. Supports contribute to learners' persistence in LBS programming and can be organized under five types: financial/material, academic, health, employment, and social skills.

Role of LBS Service Providers

Service coordination requires LBS service providers to refer their learners to the necessary programs and supports available in the community. It is the responsibility of the LBS service providers to provide learners with the appropriate information and referral.

Key Questions:

1. Do you have the necessary information to determine which support(s) and/or referral(s) are needed?
2. What supports does the learner need? (e.g. child care, transportation, learning disability assessment, physical accommodation, etc.). Does the learner need to improve English or second-language skills?
3. Has the learner already accessed any of the necessary supports?
4. What referrals are needed for apprenticeship or skills training transitioning? When should they be accessed?
5. What other community programs or agencies could possibly help learners achieve their apprenticeship or skills training goal?
6. What forms of government supports or programs could help learners achieve their goal(s)?
7. Are there any issues or potential areas of concern for the learner which may need to be assessed by another agency?

Apprenticeship and Skills Training Key Development Skills

Learners need to develop all six OALCF competencies (*Find and Use Information, Communicate Ideas and Information, Understand and Use Numbers, Use Digital Technology, Manage Learning and Engage with Others*) to achieve their goals. The Key Development Skills below list the specific skills a learner needs to develop for an apprenticeship or skills training goal. These skills were drawn from goal path-specific research and development projects conducted in Ontario.

To review the six competencies in the OALCF please visit http://www.tcu.gov.on.ca/eng/eopg/programs/lbs_oalcf_overview.html

Self-Management Key Development Skills

- meets attendance expectations
- shows commitment to the program
- demonstrates motivation
- shows determination to succeed
- stays on task
- shows the ability to multi-task and the level of maturity appropriate for adult learning

- sets well-defined, realistic goals
- sets short-term goals and follows through
- meets both program and self-imposed deadlines
- demonstrates time management, in and out of class
- manages workload with outside commitments
- demonstrates ownership of learning needs
- shows willingness to spend time getting help outside of class
- shows self-reliance
- exhibits self-confidence, especially to grasp new concepts
- demonstrates self-discipline
- possesses self-awareness related to readiness for next steps of learning, testing, etc.
- demonstrates initiative
- works independently
- works with distractions
- “ask the right questions” - a willingness to take ownership and request assistance when they are stuck on a problem or task
- shows persistence
- strives for constant improvement
- radiates a positive attitude; sees challenges as opportunities for positive self-development
- predisposes to work both independently and as a team member
- demonstrates interpersonal skills with peers, i.e. group support
- uses organizational skills
- shows familiarity with college services
- uses good study skills

Academic Key Development Skills

- reads, interprets and proceeds with minimal support
- asks questions which are based on higher cognitive thinking
- uses quantitative thinking
- masters math skills over and above Essential Skills Numeracy
- demonstrates good algebra skills
- tackles postsecondary-type math questions successfully
- grasps formula manipulation – this demonstrates cognitive ability
- demonstrates reading comprehension – e.g. reads and follows instructions to successful completion of the task

- follows and carries out instructions especially from several sources – able to synthesize and integrate
- reads a several page article or text with no clear organization; then demonstrates understanding, reads and extracts information, and comments on that information
- uses proper grammar in oral and written work
- uses correct sentence structure
- demonstrates high level of organization, coherence, and unity in writing
- demonstrates essay writing skills
- uses correct documentation skills
- writes technical report or essay, proofreads and submits first draft without questions
- locates, organizes, analyzes, and documents information for essays/reports
- synthesizes information from various sources
- delivers oral presentations by effectively summarizing text and sources, paraphrasing and quoting sources
- goes “above and beyond”, i.e. asks questions to take learning further
- uses critical thinking skills
- demonstrates problem solving skills
- grasps abstract concepts
- achieves success on unit tests
- answers the question being asked
- completes demonstration activities with minimal or no support
- applies learning to own life, i.e. transfer skills and knowledge
- demonstrates technological proficiency in order to survive in a technology-based learning environment, e.g. MS Office applications

Math and Science: Many skilled trades and skills training programs require the successful completion of specific math and science courses. Learners must ensure they successfully complete any required accredited courses.

Additional Key Development Skills

- ensures attendance: regular, consistent, punctual
- sets goals and accomplish them
- demonstrates commitment to the program and to goals
- shows ownership for goals, sets timelines and benchmarks to determine/assess progress
- 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

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- reasons not to continue along on the journey
 - participates in class
 - prepares to work in group: successfully getting the project completed, dealing with non-contributing members
 - find and use information
 - manages personal life – ability to manage both personal and academic life
 - solves problem proactively , following through to resolution
 - achieves academic levels beyond the necessary Essential Skill Levels for the chosen profession
 - proves supports are in place: social, housing, and financial (Ontario Works, OSAP, EI, etc.)
 - manages and stabilizes personal life including health, child care, transportation, finances
 - resolves transportation issues
 - demonstrates familiarity with college systems, database, and facilities
 - exudes excitement about the “next step”
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Apprenticeship and Skills Training Community Notes

LBS service providers can use this section to enter community related information for the apprenticeship goal path including contact information, specific program entrance requirements, costs, program registration dates, etc.