



## **Evaluating the Short and Long Term Impacts of WRDC's Employment Assistance Services and Career Development Programming**

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***Evaluating the Short and Long Term Impacts of WRDC's Employment Assistance Services and Career Development Programming*** is a research project led by Women in Resource Development (WRDC) and funded by the NL Workforce Innovation Centre (NLWIC).

Established in 2017 by the Government of Newfoundland and Labrador and administered by College of the North Atlantic, NLWIC has a provincial mandate to provide a coordinated, central point of access to engage all labour market stakeholders about challenges, opportunities and best practices in workforce development. The Centre's goal is to promote and support the research, testing and sharing of **ideas** and models of **innovation** in workforce development that will positively **impact** employability, employment and entrepreneurship within the province's labour force and particularly underrepresented groups. Funding for NLWIC is provided by the Department of Immigration, Population Growth and Skills (IPGS) under the Canada-Newfoundland and Labrador Labour Market Development Agreement.

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## LIST OF FREQUENTLY USED ACRONYMS

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ARMS - Accountability and Resource Management System

CARF - Commission on Accreditation of Rehabilitation Facilities

CAWIC - Canadian Association of Women in Construction

CCDF - Canadian Career Development Foundation

CDSWG - Career Development Services Working Group

CEO - Chief Executive Officer

CES - Career & Employment Specialists

CNA - College of the North Atlantic

EAS - Employment Assistance Services

EI - Employment Insurance

ERC - Educational Resource Centre

IS - Income Support

ISL – Department of Immigration, Skills and Labour

KIIs - Key Informant Interviews

NATI - Newfoundland and Labrador Association of Technology and Innovation

NLWIC - Newfoundland and Labrador Workforce Innovation Centre

OAWA - Office to Advance Women Apprentices

OTT - Orientation to Trades and Technology

PRIME - Performance Recording Instrument for Meaningful Evaluation

PSA - Public Service Announcement

PSP - Post-secondary program

SPSS - Statistical Package for the Social Services

STEM - Science, Technology, Engineering and Math

TOTT - Techsploration-Orientation to Trades and Technology

WDIS - Workplace Diversity & Inclusion Specialists

WRDC - Women in Resource Development Corporation

## EXECUTIVE SUMMARY

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Created in 1997, Women in Resource Development Corporation (WRDC) is a provincial non-profit organization committed to increasing women's participation in trades and technology. With private and public funding, WRDC offers a variety of programs and services to address the challenges surrounding the attraction, recruitment, retention, and advancement of women in these careers. There is demand from women in Newfoundland and Labrador for information on skilled trades and technology training programs and employment opportunities. WRDC's Career & Employment Specialists (CES) are highly trained and have extensive experience in career development and employment assistance services (EAS) specific to these careers. In collaboration with College of the North Atlantic (CNA), WRDC has also offered two career development programs to help women make informed decisions about trades and technology careers: Orientation to Trades and Technology (OTT) and Techsploration-Orientation to Trades and Technology (TOTT). Over the past 20 years there has been an increase in the percentage of women working in skilled trades and technology. Despite the progress made, women continue to be underrepresented in these careers.

In 2018, WRDC received project funding from the Newfoundland and Labrador Workforce Innovation Centre (NLWIC). The purpose of this research and evaluation project was to determine the short and long term impacts of WRDC's EAS and career development programming. Specifically, whether WRDC's EAS and career development programming: i) enhance essential skills such as literacy and technological abilities, ii) increase employability in trades and technology, and iii) decrease barriers for women who want to work in trades or technology. To allow for an investigation into both short and long term education and employment outcomes, the sample for this research project included women who used WRDC's EAS and career development programming from 1999 to 2018. This research project used a mixed methods approach utilizing archival research of client enrollment records, key informant interviews (KIIs) with OTT and TOTT instructors, and a client survey as data sources.

Results from this research confirmed WRDC's programs and services decrease barriers for women who want to work in trades or technology. More specifically, research revealed WRDC clients:

- have increased interest in trades and technology;
- have increased awareness of and access to opportunities and supports for training and employment in trades and technology;
- have an accurate perception of trades and technology careers; and
- have expanded support networks.

Results from this research confirmed WRDC's programs and services enhance essential skills and increase employability in trades and technology. More specifically, research revealed WRDC clients:

- have enhanced essential skills and employment skills;
- have more positive attitudes about themselves, training, and employment;
- overcome barriers to accessing bridging, training, or post-secondary programs and employment in trades and technology; and
- are employed in trades, technology, or another field.

Results from this research confirmed WRDC's programs and services increase employability in trades and technology and decrease barriers for women who want to work in trades or technology. More specifically, research revealed:

- women enroll in and complete post-secondary training, suggesting a decrease in barriers associated with access to and retention in training opportunities;
- more women are employed and working in trades and technology occupations, suggesting a decrease in barriers associated with access to and retention in employment opportunities; and
- compared to when they first connected with the organization, WRDC long term clients earn higher incomes and fewer are receiving EI and/or IS; suggesting that they are more self-reliant and have increased socio-economic well-being.

Based on research findings and researchers' experiences throughout this research project, the organization should consider the following recommendations for WRDC's career development programs and services.

- Increase awareness among members of the general public.
- Increase focus on technology.
- Increase focus on connecting women with employment opportunities.
- Create a support network for current and past clients.
- Review data entry and record keeping protocols.
- Collect more feedback from OTT/TOTT instructors.

## INTRODUCTION TO WOMEN IN RESOURCE DEVELOPMENT CORPORATION

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Created in 1997, Women in Resource Development Corporation (WRDC) is a provincial non-profit organization committed to increasing women's participation in trades and technology. With private and public funding, WRDC offers a variety of programs and services to address the challenges surrounding the attraction, recruitment, retention, and advancement of women in these careers. The charitable arm, the Educational Resource Centre (ERC), was created in 2002, to provide hands-on learning and career exploration opportunities for younger women and girls in science, technology, engineering, and math (STEM).

The mandate of WRDC is to increase women's participation in trades and technology by:

- offering approved programs and services to raise awareness of, and provide linkages for, girls and women to trades and technology opportunities; and
- finding solutions to common issues affecting women which relate to entering and/or remaining in trades and technology careers.

Successfully increasing the participation of women in these fields requires a comprehensive “lifecycle” approach, supporting women at all points in the career cycle. WRDC’s key activities include:

- career exploration programs;
- career development and employment assistance services;
- recruitment and retention consultation and training for employers; and
- collaborating with key stakeholders such as training institutions, employers, labour unions, government departments and community groups to identify solutions to issues commonly identified by women in trades and technology.



Over the past 20 years, WRDC has positioned itself as a key partner for advancing gender equity in the workplace. WRDC Career & Employment Specialists (CES) have provided thousands of young girls and women throughout the province with the knowledge, resources and supports they need to make informed career choices, and successfully train and advance in STEM and skilled trades. WRDC Workplace Diversity & Inclusion Specialists (WDIS) have delivered training to hundreds of employers, provided linkages to skilled and qualified women, and worked directly with the operators, contractors, and sub-contractors of our province's natural resource projects. WRDC is creating a local diverse skilled workforce and supporting industry in their efforts to create and maintain inclusive workplaces.

## **WRDC'S EMPLOYMENT ASSISTANCE SERVICES & CAREER DEVELOPMENT PROGRAMMING**

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There is demand from women in Newfoundland and Labrador for information on skilled trades and technology training programs and employment opportunities. Through our Employment Assistance Services (EAS) Project, funded by the Government of Newfoundland and Labrador, Department of Immigration, Skills and Labour (ISL), WRDC's CES conduct outreach to women across the province, providing career coaching and employment assistance programs and services.

WRDC has significant reach to women across the province and is focused on providing customized supports to help them successfully pursue training and employment opportunities in trades and technology. WRDC's CES are highly trained and have extensive experience in career development and EAS specific to these careers. Located in St. John's, Clarenville, Stephenville and Happy Valley-Goose Bay, WRDC CES connect with women throughout the province, including those in rural, remote, urban, and Indigenous communities.

Providing women with exposure to different career possibilities, helping them enroll and succeed in training programs and assisting in job search activities are essential to increasing women's participation in trades and technology careers. WRDC's CES conduct outreach and provide customized services including career coaching, resume/portfolio preparation, labour market information research, assistance with applications for supports to attend skills development interventions, as well as provide knowledge and hands-on experiences through the completion of WRDC's career development programs. Table 1 provides details of WRDC's EAS delivered over the last four years. Numbers from 2019 - 2020 are lower compared to previous years. According to WRDC's Career Services Manager, WRDC's approach to client interaction has changed to more client-driven sessions and are more centered around the general

coaching side of career development rather than specific activities such as resume or job search activities. In accordance with best and emerging practices in career development, WRDC has evolved from a program centered to a client centered approach.

**Table 1: Number of WRDC EAS Activities and Clients from 2016 - 2020**

Number of...	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
active clients	342	269	420	375
clients who are EI eligible	204	137	69	45
new clients	170	153	126	120
clients receiving career coaching	330	260	250	222
career coaching sessions	1297	959	892	589
clients assisted in conducting labour market information research	209	176	132	42
labour market information research sessions	410	312	228	43
clients assisted in resume/portfolio preparation	141	100	97	55
resume/portfolio preparation sessions	208	127	106	60
clients assisted in applying for supports to attend skills development interventions	91	119	52	134
application for supports to attend skills development interventions sessions	164	156	54	134

In collaboration with College of the North Atlantic (CNA), WRDC has offered two career development programs to help women make informed decisions about trades and technology careers: Orientation to Trades and Technology (OTT) and Techsploration-Orientation to Trades and Technology (TOTT). Both OTT and TOTT introduce women to trades and technology opportunities that exist in Newfoundland and Labrador and were adopted from an established career development program delivered in British Columbia.

When women require additional information to make an informed decision about a career in trades or technology, WRDC CES complete an assessment to determine if the client would be a good candidate for the OTT program. OTT is a 16 week career development program for adult women, providing opportunities to explore and experience trades and technology occupations. WRDC's CES recruit, screen, and support candidates. Delivered in CNA campuses across the province, WRDC's OTT program increases the self-reliance of women through the successful attachment to trades and technology training programs and ultimately, employment in these fields. OTT provides critical support to women who are either attached to employment insurance or who are income support recipients.

Initially delivered over 24 weeks, the OTT program was revised to a 16 week delivery in 2010. OTT raises awareness that challenging, high-paying jobs in trades and technology are available and attainable

for women. The OTT program focuses on academic skills, work-related skills, personal and professional development skills, hands-on skill development, exploration of the natural resource sector, and career development. Participants also complete a workplace placement.

Since October 1999, WRDC has delivered a total of 86 OTT programs and four TOTT programs. According to WRDC records, 1028 women have completed OTT/TOTT. Employment insurance eligible women are funded through the Skills Development Program with ISL. In addition, WRDC receives funding from ISL's Community Partnerships Program to provide 17-18 seats per year for women receiving income support. Forty-four women have completed TOTT, a modified 13 week version of OTT targeting women between 17 and 22 years of age. TOTT was industry funded through the Hibernia and Hebron Projects. Due to recent economic conditions in the oil and gas sector, industry funding for the TOTT program has not been available since 2016.

## **BACKGROUND**

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Before providing details on the current research project, the following four topics will be discussed to provide a better understanding of the trades and technology environment and also, career development service delivery.

1. The underrepresentation of women in skilled trades and technology careers in Newfoundland and Labrador.
2. A discussion of some of the barriers to women working in trades and technology.
3. A summary of the types of career development services offered and the clients served throughout Newfoundland and Labrador.
4. An overview of emerging trends and best practices in career development delivery.

## **UNDERREPRESENTATION OF WOMEN IN SKILLED TRADES AND TECHNOLOGY**

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Twenty years of transformative and innovative equity programming has resulted in groundbreaking numbers of women working on industrial worksites, from 1% female participation during the Hibernia construction in the late 1990's to a reported 9% female skilled trades workers on the Hebron project in 2016. The lessons learned and emerging practices that have contributed to this success can be applied to many industries and sectors where opportunities exist.



Despite the progress made, women continue to be underrepresented in skilled trades in our province and throughout Canada. According to a recent Labour Force Survey, in 2018, just 3.9% of those employed in the trades were women (Canadian Broadcasting Corporation, 2019). The construction industry is an important driver of the overall Canadian economy and currently employs 1 in 13 Canadian workers (BuildForce Canada, 2018). While women make up approximately 12.0% of construction employment, they only hold 4.0% of on-site occupations such as carpenters, bricklayers, and boilermakers (BuildForce Canada, 2018). Based on research conducted by WRDC, just 8.0% of building and construction trade union members in Newfoundland and Labrador are women (WRDC, 2019). The underrepresentation of women in trades is also reflected in apprenticeship numbers. The Registered Apprenticeship Information System data for 2017 indicates women represented 12.1% of the apprentice population in Canada and 11.9% in Newfoundland and Labrador (Canadian Apprenticeship Forum, 2018).

The technology and innovation sector in this province is also a key economic driver. According to the Newfoundland and Labrador Association of Technology and Innovation (NATI), Newfoundland and Labrador's technology sector employs more than 8,700 people locally and contributes more than \$1.6B to the economy each year. While this represents an already strong sector, there is great potential for growth. In January 2019, the Brookfield Institute (2019) reported, "there are serious participation and earnings disparities between men and women in technology. Men are four times more likely than women to be in a technology job". Women are also underrepresented in STEM related careers. Based on research conducted by Statistics Canada (2017), women make up only 22.0% of computer and information systems professionals and just 13.0% of civil, mechanical, electrical, and chemical engineers in Canada.

The labour market in Newfoundland and Labrador is changing. Occupation projections released by the Department of Finance in August 2019 forecast that the primary factor affecting employment opportunities in Newfoundland and Labrador over the next decade will be attrition, mostly from retirements (Government of Newfoundland and Labrador, ISL, 2019). One way to prepare for an aging workforce is to maximize the number of individuals available to contribute to the provincial workforce. Women are a critical labour supply and increasing women's representation in skilled trades and technology occupations in Newfoundland and Labrador's labour force is a key human resource strategy for addressing labour shortages.

## **BARRIERS FOR WOMEN WORKING IN SKILLED TRADES AND TECHNOLOGY**

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Women working and women trying to enter trades or technology sectors often face barriers that present unique challenges. For example, issues of unequal access to employment opportunities and a negative workplace culture have been consistently identified in WRDC's work as significant barriers to women's employment in these careers. Increasing awareness and understanding of the systemic barriers women in these sectors often face is key to both mitigating these challenges and supporting women's success in trades and technology careers.

### **Mobility and Child and Family Care Responsibilities**

Childcare responsibilities can be a barrier to employment for all women with children. Women face this challenge more acutely than men as they are more likely to be the primary care givers with a significant burden of housework and work around organizing family activities (Dabke et al., 2008; MacIsaac & Domene, 2014). Childcare responsibilities can be even more challenging for women working shift work or working a job that requires them to be mobile. Skilled trades workers are required to be highly mobile and willing to relocate to suit labour needs. Child and family care responsibilities act as obstacles to consistent work by reducing one's mobility. Researchers have indicated that "the transient nature of trades work is difficult for women with children and family commitments" (MacIsaac and Domene, 2014; Dabke et al. 2008). In 2019, WRDC conducted key informant interviews (KIIs) with 26 women who were either: i) training to work in building and construction trades (n = 1), ii) working in building and construction trades (n = 9), iii) or had previously worked in building and construction trades (n = 16). From that research it was determined that for many, childcare (42.3%, 11 of 26 women) and other family care responsibilities (69.2%, 18 of 26 women) impacted their access to work experience and skill development in building and construction trades (WRDC, 2019).

### **Opportunities for Advancement**

In the "Level Best Needs Assessment", the Canadian Association of Women in Construction (CAWIC) (2015) investigated the needs and challenges of women and employers working in the construction industry in Ontario, Alberta, and Newfoundland and Labrador. Employer partners highlighted that women, especially racialized women, face difficulties gaining experience because work opportunities are more likely to be offered to male family members and friends (CAWIC, 2015).

Results from KIIs conducted by WRDC concur with this finding. Almost one-half of women interviewed (46.2%, 12 of 26 women) report that opportunities for advancement in the sector have been

a challenge for them personally (WRDC, 2019). Men often have personal connections within the sector that they can use to their advantage for hiring and advancement. Women are less likely to have access to these informal resources, thus preventing them from gaining seniority in a similar timeframe and manner as men (WRDC, 2019). In short, men in the industry are facing fewer barriers and forming more personal connections that help them secure work.

ISACA (previously known as the Information Systems Audit and Control Association) is an international professional association focused on information technology governance. ISACA conducted a global survey of women in technology to uncover why women remain underrepresented in the technology field. Their findings highlight that leadership roles in the technology sector are male dominated. When asked about opportunities for professional growth, 75.0% of respondents stated their employer lacks a gender leadership development program (ISACA, 2017). ISACA also stated that 8 out of 10 women report their supervisors are male and just 8.0% report never experiencing gender bias in the workplace (ISACA, 2017).

## **Unwelcoming Work Environments**

While acknowledging that everyone working in the construction sector has difficulty finding acceptance when entering the workforce, women who participated in CAWIC's "Level Best Needs Assessment" reported feeling elevated difficulties in proving themselves worthy or capable (CAWIC, 2015). Women reported entering hostile or less than welcoming environments when they arrived at new job locations (CAWIC, 2015). This continues to be an issue for women working in this sector in Newfoundland and Labrador. Based on research conducted by WRDC, females are more likely than males to experience or witness harassment, discrimination and other disrespectful behaviors while working on worksites in the building and construction trades sector. Many women reported that the occurrence of workplace harassment (69.2%, 18 of 26 women) and the occurrence of workplace discrimination (57.7%, 15 of 26 women) has been a challenge for them (WRDC, 2019).

MacIsaac and Domene (2014) reported that the availability of washrooms, showers, and changerooms for tradeswomen is an important component of ensuring a welcoming environment. From WRDC's KIs, many women (76.9%, 20 of 26 women) reported unsuitable bathrooms, change rooms and other spaces as challenges while working on worksites in the building and construction trades sector (WRDC, 2019).

## Isolation

There can be a divide between workers from the local area and workers that relocate specifically for a job without any ties to the community. Fifty-five percent (55.0%) of female participants in the “Level Best Needs Assessment” had workplaces 25 kilometers or further away from their home (CAWIC, 2015). In the trades sector, women are often physically removed from their families, friends, and support networks. Nearly a quarter of female participants in CAWIC’s research reported being the only woman at their workplace (CAWIC, 2015). The literature highlights that remoteness and loneliness can make the construction sector a more challenging environment for women to work in long term. A study in Quebec found that women leave the construction industry more often than men, 10.0% and 2.0% respectively, due to poor relationships with colleagues, employers, or unions (CAWIC, 2015). Results from WRDC’s KIIs support this finding. Specifically, 22 of the 26 women (84.6%) interviewed reported that being away from family and friends has been a challenge for them while working in the building and construction trades sector, 20 of 26 women (76.9%) reported remoteness of jobsites and worksites as being a challenge and 10 of 26 women (38.5%) reported feeling isolated, for example, coworkers not talking to them or not being invited to social events as a challenge of working in the sector (WRDC, 2019).

## Lack of Mentors

According to ISACA, the most frequently mentioned barrier reported by women in technology is lack of mentors (ISACA, 2017). The same report also revealed that 87.0% of respondents said they are “somewhat or very concerned about the number of women in the technology sector” (ISACA, 2017). ISACA highlighted that limited networking opportunities and lack of a strong professional network contribute to the problem (ISACA, 2017). Results from WRDC’s KIIs support the importance of role models and mentors. When women were asked to identify what has improved their experience in the building and construction trades sector, someone took me under their wing and supported me (73.0%) and mentoring (58.0%) were selected by many informants (WRDC, 2019).

## CAREER DEVELOPMENT SERVICES OFFERED THROUGHOUT NEWFOUNDLAND AND LABRADOR

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To investigate access to career development services throughout Newfoundland and Labrador, WRDC researchers compiled a list of programs offered throughout the province. A list of service providers was compiled based on a list of organizations that received funding under the Community Partnerships Program from the Newfoundland and Labrador Government, ISL in 2015 - 2016 (Government of

Newfoundland and Labrador, ISL, 2015). Programs no longer in existence were removed and programs not funded by ISL were added to the list. To ensure the final list of programs was comprehensive, an internet search for additional organizations and programs was cross-referenced with referral pages on organization websites and consultations with WRDC's CES. In the end, a list of 180 employment assistance programs offered by 55 organizations within Newfoundland and Labrador was compiled. Appendix A provides an overview of each program. It is important to note that these organizations were not contacted for this research project, so this summary is based on publicly available information.

Organizations in Newfoundland and Labrador provide a range of career development services. A summary of the various types of services and the proportion of organizations that offer them is provided in Table 2. Most of the organizations offer services related to *skill development* (65.5%), which is defined as client learning, enhancing life and employability skills, and providing workshops or training sessions. More than one-half of the organizations provide opportunities for *work experience* (56.4%) and close to one-half offer *career/employment counselling* (45.5%).

**Table 2: Career Development Services Offered in Newfoundland and Labrador**

Service Type	Total Organizations (n = 55)	
	Number	Percentage*
Skill development (life/employability skills, workshops, sessions, learning, training)	36	65.5%
Work experience (job/work placement, internship, externship, volunteering, job shadowing)	31	56.4%
Career/employment counselling, employment assistance services	25	45.5%
Linkages (referrals, networking, connections)	18	32.7%
Wage subsidy	15	27.3%
Supported employment (monitoring, on the job training)	12	21.8%
Business development/management assistance, services, and resources (entrepreneurship, self employment)	11	20.0%
Funding (financial assistance, grants, loans)	8	14.5%
Mentorship	8	14.5%
School/training assistance/information	8	14.5%
Resources, resource center	8	14.5%
Provide information/presentations	7	12.7%
Certifications	7	12.7%
Other supports	3	5.5%
Employer education	2	3.6%

\*Note: Percentages exceed 100% as organizations offer multiple types of services

Forty-nine of the 55 organizations specified the client group that they serve (a summary is provided in Table 3). Most of these organizations (n = 22) offer services to *youth*. Other frequently mentioned clients include those with *disabilities or mental health concerns* (n = 17) and *students* (n = 13).

**Table 3: Client Groups Served by Organizations Offering Career Development Services in Newfoundland and Labrador**

Client Groups Served	Total Organizations (n = 55)	
	Number	Percentage*
Youth	22	40.0%
Those with disabilities or mental health concerns	17	30.9%
Students	13	23.6%
Self employed, business owners, entrepreneurs	9	16.4%
Low income, income support recipients	6	10.9%
Women	5	9.1%
Indigenous community	4	7.3%
Immigrants, refugees, newcomers	4	7.3%
Unemployed	4	7.3%
Non-profit organizations	4	7.3%
Small and medium businesses	3	5.5%
Community agencies	3	5.5%
Artists, writers	2	3.6%
Apprentices	2	3.6%
Offenders	1	1.8%
Not specified	6	10.9%

\*Note: Percentages exceed 100% as organizations offer services to multiple client groups

## EMERGING PRACTICES IN CAREER DEVELOPMENT

According to Hooley (2013), career development is essentially teaching individuals to be good at understanding themselves and the labour market, adept at making decisions and following through on them, and strongly engaging with learning and self reflection. It is a tool to support individuals through labour market and workforce changes. Emerging trends and best practices in career development delivery informs WRDC program delivery, ensuring the organization provides services and supports that best meet the needs of women interested in long term, meaningful careers in trades and technology.

It is worth mentioning that the field is a “late comer to the evidence-based party” (Redekopp, Bezanson, & Dugas, 2015). In 2007, the Forum of Labour Market Ministers created the Career Development Services Working Group (CDSWG) to ensure coordination and information sharing at

regional and pan-Canadian levels (Bezanson, O'Reilly, & Magnusson, 2009). According to the CDSWG, there was no comprehensive pan-Canadian database of the sector, its hiring practices, needs of clients served etc. Thus, the CDSWG was unable to identify and promote best practices and enhance the quality and effectiveness of services. In 2008, the Canadian Career Development Foundation (CCDF) was awarded a contract to map the career development sector across Canada. Bezanson, O'Reilly, and Magnusson (2009) conducted practitioner and agency/manager surveys with representatives of major service providers from all provinces across Canada. In summary, research revealed career development approaches differ across locations, organizations, and clientele. There are inconsistencies in job titles, entry requirements, opportunities for professional development, the language used, records kept, and clients served (Bezanson, O'Reilly, & Magnusson, 2009; Redekopp, Bezanson, & Dugas, 2015). For example, service providers may be referred to as career practitioners, career professionals, employment specialists, or career counsellors while services may be classified as employment assistance, career counselling, career guidance, or career coaching.

One priority identified by Bezanson, O'Reilly, and Magnusson (2009) was to utilize more competency frameworks to increase coherence in the sector. One example of a competency framework is Quality Standards. In 2010, Bezanson and Plant conducted a study of how Quality Standards are used by career development providers in Canada. To provide a snapshot of frontline practices, researchers interviewed 15 representatives responsible for delivery and/or administration of contracts with other providers. According to Bezanson and Plant (2010) a Quality Standard is a statement of the expected level of performance to be achieved. For career development, Quality Standards include three areas of focus: (i) client outcomes and its tracking (ii) service delivery and its monitoring and (iii) qualifications and competencies of service providers. Bezanson and Plant (2010) report that while Quality Standards related to service outcomes are emphasized, more attention needs to be directed toward standards for service delivery and service providers. Emerging trends and best practices for these three areas of focus will be discussed in the following sections.

## **Client Outcomes and Its Tracking**

Typically, client outcomes are reported as: (i) whether a client is employed or unemployed, (ii) the nature of employment, and (iii) whether training or education is being pursued. Such outcomes align with policy makers' and funders' interests: economic factors such as sustainable employment and long term savings to benefit programs (Redekopp, Bezanson, & Dugas, 2013). However, as mentioned by Redekopp, Bezanson, and Dugas (2015), immediate employment is not necessarily quality or sustainable

employment and admission to training programs is not equal to successful completion of said program. While acknowledging these factors are essential, service providers describe them as insufficient; suggesting a need to incorporate more qualitative outcomes that better reflect individualized client needs, progress, and successes (Bezanson & Plant, 2010; Redekopp, Bezanson, & Dugas, 2013).

The CDSWG defined client outcomes as changes within the client such as learning, employability, or changes in personal attributes. Researchers have conducted common indicator studies to identify appropriate indicators that can be tracked across different client populations and service delivery methods while also defining service effectiveness, in terms of its ability to change clients. Redekopp, Bezanson, and Dugas (2015) investigated possible outcome indicators while field testing a data management tool, Performance Recording Instrument for Meaningful Evaluation (PRIME) using 12 offices across two provinces. Practitioners delivered services for 12 to 16 weeks, recording client and intervention details (a total of 44 practitioners and 418 clients participated). Surveys were completed by both practitioners and clients at the start and end of the intervention period.

Indicators of client outcomes include personal attributes of the client, competencies in employability dimensions, education, and employment. In terms of education and employment, Redekopp, Bezanson, and Dugas (2015) suggest tracking more in-depth indicators such as status, type, and fit (detailed in Table 4). Here, employment fit demonstrates finding work that matches one's personal needs (Redekopp, Bezanson, & Dugas, 2015). In terms of personal attributes, Redekopp, Bezanson, and Dugas (2015) focused on clients' self-esteem, self-management and self-awareness, other employment challenges (i.e. personal responsibility and openness to change), and access to positive support systems. In addition to improving after 12 to 16 weeks of career development service delivery, researchers note that clients with higher levels of these attributes were more likely to move from an unemployed to employed status (either part-time to full-time, unemployed to part-time, or unemployed to full-time) (Redekopp, Bezanson, & Dugas, 2015). According to Redekopp, Bezanson, and Dugas (2015), five employability dimensions are required for stable employment: career decision making skills, work search skills, skill enhancement capacity, pre-employability/job readiness skills, and employment maintenance skills. Each of these dimensions impact a person's employability and career path differently. Career decision-making skills equip the individual with certainty in their educational and employment goals/path. Work search skills are key for finding employment opportunities and thus help clients to gain employment. Skill enhancement capacity and pre-employability/job readiness skills are core skills for work and self-management and competencies that are of interest to employers. Finally, employment maintenance skills are key to keeping jobs over time. After 12 to 16 weeks of career development service delivery, Redekopp,



Bezanson, and Dugas (2015) reported client improvements in all five employability dimensions. Thus, clients were learning and strengthening these competencies.

In summary, this study revealed that career development services are likely to improve client's competencies in all five employability dimensions while also improving all four personal attributes presented. Furthermore, these improvements increased the likelihood of finding and/or increasing employment. Redekopp, Bezanson, & Dugas (2015) suggest utilizing more in-depth employment and education records and using personal attribute assessments and employability dimension assessments as these factors have predictive value on client outcomes.

**Table 4: Traditional and Suggested Client Outcome Indicators**

Outcome Category	Traditional Outcome Indicators	Suggested Outcome Indicators
Employment/ Education Status	Employed or unemployed	Employed or unemployed
	In training or not pursuing training	In training or not pursuing training
		Neither but making significant progress or Neither nor making significant progress
Employment/ Education Type	Full-time	Full-time
	Part-time	Part-time
		Casual
Employment/ Education Fit		Skills
		Qualifications
		Cost of living needs
Employability Dimensions		1. Career decision making skills
		2. Work search skills
		3. Skill enhancement capacity
		4. Pre-employability/job readiness skills
		5. Employment maintenance skills
Personal Attributes		1. Self esteem
		2. Self-management and self-awareness
		3. Other employability challenges i. Personal responsibility ii. Openness to change
		4. Access to positive support systems

## Service Delivery and Its Monitoring

Clients are influenced by a variety of internal and external factors that impact outcomes in different ways. Specifically, inputs (factors that affect what a client requires to achieve outcomes) and processes (activities or services that are linked to client outcomes) (Redekopp, Bezanson, & Dugas, 2015).

As stated in Redekopp, Bezanson, and Dugas (2013) “we have great difficulty improving services because we do not know what works, and we do not know what works partially because we do not have a set of common, differentiated metrics by which to measure inputs, processes, or outcomes”. In terms of the forms of delivery used, Redekopp, Bezanson, and Dugas (2015) report that practitioners mostly delivered face-to-face, one-to-one employment counselling focusing on employability dimensions, with work search being the most addressed. However, there has not been an in-depth analysis on all forms of delivery and thus there is limited understanding and no definitive conclusion of what “good service” consists of (Bezanson & Plant, 2010). With more consistency in the field and more practitioners applying the same standards and tracking the same factors, the field will be in a better position for a more rigorous investigation into such areas. Redekopp, Bezanson, and Dugas (2015) suggest recording the mode of contact, duration of service, and type of intervention as these factors are likely to have predictive value of client outcomes.

As mentioned previously, Bezanson and Plant (2010) conducted a series of KIIs with 15 career development service providers to obtain descriptions of delivery practices. Since service delivery standards are often implicit rather than explicit, providers who incorporate more standards in their practice are considered to deliver high quality and innovative services (Bezanson & Plant, 2010). For example, one service provider described Labour Market Development Agreements as minimal contract compliance and incorporate more standards and guidelines in their overall management strategies and practice.

Another approach to service delivery is ensuring services meet labour market requirements and client needs. Bezanson and Plant (2010) describe a provider’s focus on tailored workforce development through matching employer demand, education available, training available, and job seeker supply. It is critically important to match education and training supports and programs to skills requirements in industries that offer employment opportunities. Skills shortages and an under skilled workforce will compromise economic development, and training must be done to fill future job vacancies. It is important to provide accurate career and training information to help individuals move toward the skills that will be needed.

In terms of client needs, considering each client’s individual needs in career development delivery is a shift from a program centered to a client centred approach. According to Condon, Fichera, and Dreilinger (2003), this involves using the client’s preferences and interests and identifying what the job seeker can do. This approach meets the client where they are and works with them to help them get to where they want to be. Bezanson and Plant (2010) describe client centered approaches as innovative and

comprehensive. Over the past 5 to 7 years, WRDC has shifted from a program centered to a more client centered approach and has incorporated PRIME into regular data collection and client service delivery practices. According to WRDC's Career Services Manager, switching to a client centered approach involves streamlining the process of client assessment and assistance, viewing career development as more holistic than fragmented, and putting more emphasis on a client-led process. Essentially, it is not simply using a standard check list with each client. WRDC's Career Services Manager highlights that "clients are the experts on their lives and the service providers' role is not to say 'we're going to work on a resume', 'you're going to apply for school', or 'you're going to see what jobs are in the area' but rather to form a helping, respectful relationship with the client to determine what their real need is".

Lastly, practitioner and client satisfaction are also becoming a key element in the delivery of services. Bezanson and Plant (2010) note opportunities for professional development and practitioner satisfaction with their work and workplace are necessary precursors to both quality service and client growth. After 12 to 16 weeks of services, clients who had more positive relationships with their service provider were more likely to improve in all four personal attributes measured and four of five employability dimensions (all except skill enhancement) (Redekopp, Bezanson, & Dugas, 2015).

## **Qualifications and Competencies of Service Providers**

In terms of qualifications, while service providers are formally well-educated and come to the field with diverse work experience in a variety of settings, they often do not have specialized formal career development training (Bezanson, O'Reilly, & Magnusson, 2009). Minimum requirements often include a 2-year diploma or university degree and a number of years of related experience; however, specialized career development expertise and membership to professional associations are largely not included in job requirements (Bezanson, O'Reilly, & Magnusson, 2009; Bezanson & Plant, 2010). On the other hand, Bezanson and Plant (2010) highlight some providers do use Quality Standards and guidelines extensively in their job descriptions and hiring practices.

Researchers recommend increasing professionalism through provincial and territorial certification programs for service providers, increased usage of competency frameworks such as the Standards and Guidelines for Career Development and the Blueprint for LifeWork Designs, and improving availability of and access to training and professional development opportunities in the field (Bezanson, O'Reilly, & Magnusson, 2009; Bezanson & Plant, 2010).

As part of increasing professionalism in the field, it is also recommended that service providers hold a diploma in Career Development and be a certified practitioner (Bezanson & Plant, 2010) as the

certification process is expected to involve training in ethics and guidelines as put forth by CCDF. A number of years ago, WRDC revised job descriptions to include certification as a Career Development Practitioner as a requirement. In cases where practitioners are not certified, WRDC works with the individual to identify and participate in training opportunities, such as those offered by CCDF. At the present time, there is no certification board in Newfoundland and Labrador; thus, practitioners must be certified through other provinces. Lack of certification boards reduces the ability to fully professionalize the field as practitioners have reduced access to opportunities for professional development. WRDC has four CES, two are certified and two are working toward certification.

In addition to practitioner certification, providers can also pursue program or organization certifications. Bezanson and Plant (2010) report that eight providers involved in their study were Commission on Accreditation of Rehabilitation Facilities (CARF) certified<sup>1</sup>; a certification which is reviewed every three years. Such accreditations show that facilities, programs, and services meet internationally accepted standards. Procedures for certification are rigorous and require internal examination of programs and business practices, on-site inspection, and a written report requiring that any areas needing improvement are addressed within a specified period (Bezanson & Plant, 2010).

## **EVALUATING THE SHORT AND LONG TERM IMPACTS OF WRDC'S EAS AND CAREER DEVELOPMENT PROGRAMMING**

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### **Past Evaluations of WRDC Programs and Services**

In 2013, an evaluation of WRDC's OTT program was conducted to determine whether program deliveries met specified objectives. Namely, the study investigated whether women who had participated in the program went on to pursue training and employment in trades or technology. In addition, the research gauged participant satisfaction with OTT and documented recommendations for future offerings and WRDC services. Through this evaluation, it was determined that the OTT program is very successful. The overwhelming majority (98.5%) indicated that the OTT program was helpful for them. A significant number went on to further their education (71.9%) with 67.0% of these individuals pursuing education in trades or technology. Approximately half of the participants in the sample were employed at the time, with 19.4% working in a non-traditional occupation. Thus, it seems that many women furthered their

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<sup>1</sup> According to their website, CARF is an independent, non-profit accreditor of health and human services. Through accreditation, CARF assists service providers in improving the quality of their services, demonstrating value, and meeting internationally recognized organizational and program standards. For more information, go to <http://www.carf.org/home/>

education in non-traditional fields after completing OTT. Due to time and resource constraints, limitations of this research include a low number of contact attempts and limited or missing contact information.

In 2015, an evaluation of WRDC's EAS was conducted. The evaluation focused on women who used WRDC's services between April 1<sup>st</sup>, 2014 and March 31<sup>st</sup>, 2015. The purpose of this evaluation was to i) determine which services under the EAS banner clients are using, ii) assess client satisfaction with EAS, iii) measure employment and education outcomes for recent EAS clients, iv) determine how clients are learning about WRDC's services and v) capture client demographic information. Satisfaction levels were high for all services assessed. In terms of outcomes, over a third of the sample reported beginning a trade or technology training program, and over one-half of the women were employed. The primary limitation of this evaluation is that it was unable to assess the effectiveness of EAS in terms of employability outcomes over the long term. Also, the evaluation focused on clients who had used WRDC's EAS over a 12 month period.



## Current Research Project

In 2018, WRDC received funding from the Newfoundland and Labrador Workforce Innovation Centre (NLWIC) to conduct a comprehensive evaluation assessing the short and long term impacts of WRDC's EAS and career development programming. This research project allowed more time for data collection and used a variety of promotional and research methods to maximize response rates. The

sample for this research project included women who used WRDC's EAS and career development programming from 1999 to 2018, allowing for an investigation into both short and long term education and employment outcomes.

The NLWIC, administered by CNA, has a provincial mandate to provide a coordinated, central point of access to engage all labour market stakeholders about challenges, opportunities, and best practices in workforce development. The Centre's goal is to promote and support the research, testing and sharing of ideas and models of innovation in workforce development that will positively impact employability, employment, and entrepreneurship within the province's labour force and particularly under-represented groups. Funding is provided by ISL under the Canada-Newfoundland and Labrador Labour Market Development Agreement.

WRDC is also a partner in a Community-Based Research Project with the CCDF. The 3 year research project also funded by NLWIC titled, Evidence for Community Employment Services: A Collaborative Regional Approach includes six local community partners that provide career development and employment services. The goal of this project is to enable employment services to provide tailored and timely interventions that result in the best employment outcomes for clients, communities, and government<sup>2</sup>.

## RESEARCH METHODOLOGY

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The purpose of this research project is to determine whether WRDC's EAS and career development programming: i) enhance essential skills such as literacy and technological abilities, ii) increase employability in trades and technology, and iii) decrease barriers for women who want to work in trades or technology. This research project used a mixed methods approach utilizing archival research of client enrollment records, KIIs with OTT and TOTT instructors, and a client survey as data sources.

### Archival Research: Client Enrollment Records

#### *Design*

Since the OTT program was piloted in 1999, WRDC has had a long-standing relationship with CNA. WRDC partnered with CNA on this research project since a significant proportion of WRDC's clients enroll in post-secondary training at the college. Enrollment data from CNA was used to investigate WRDC client enrollment and completion of post-secondary training programs.

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<sup>2</sup> For more information, go to <http://www.nlwic.ca/research-support-projects/funded-projects/>

## *Data Collection*

CNA has used two different data software systems; the Legacy System was used for data storing until 2005 when the college then transitioned to PeopleSoft. This research project provided the resources needed to acquire enrollment data from CNA's Legacy System. Enrollment data was mined from these two data sources. WRDC provided CNA with a list of clients to include in the data mining and CNA provided enrollment data for all WRDC clients who enrolled in programs at CNA. Specifically, all OTT and TOTT records and all other CNA course enrollment records for WRDC clients. CNA provided WRDC with a data file consisting of 1348 clients who enrolled in OTT, TOTT, and/or other CNA programs.

## *Data Analysis*

CNA's software transition from the Legacy System to PeopleSoft resulted in some incomplete or missing student data between the 2004 and 2005 academic years. Specifically, the program completion status. For reporting purposes, this information was classified as "unknown". All data analysis was conducted by WRDC researchers using SPSS (Statistical Package for the Social Sciences).

## **KIIs with OTT/TOTT Instructors**

### *Design and Sampling*

WRDC conducted KIIs with OTT/TOTT instructors to identify program successes and areas for improvement. The discussion guide is presented in Appendix B. A list of OTT/TOTT instructors was created by WRDC's research team. This list included contacts provided by CNA, information found through reviewing historic OTT/TOTT final reports, and contacts provided by WRDC's Chief Executive Officer (CEO) and CES. The final OTT/TOTT instructor contact list consisted of 67 instructors.

### *Recruitment*

Phone numbers were not available for any of the instructors and no contact information was on file for 19 instructors. The majority of contacts (n = 48) had an email address on file (primarily CNA work emails). WRDC's CEO sent a recruitment email<sup>3</sup> to provide information about the research project and request their participation. Five emails were undeliverable because of inactive or incorrect email addresses. WRDC used LinkedIn in an attempt to connect with instructors who did not have a valid email address on file. WRDC's Research Assistant followed-up with instructors who did not respond to the initial email to encourage participation.

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<sup>3</sup> Recruitment emails used for this research project are available to share upon request.



## Data Collection

Interviews were conducted from November 12<sup>th</sup> to November 22<sup>nd</sup>, 2019. All participants completed a consent form prior to participating in the interview. Interviews took approximately 20 to 25 minutes to complete. In total, 13 interviews were completed, resulting in a participation rate of 30.2%.

## Profile of Respondents

As shown in Table 5, most of those interviewed were *coordinating or lead instructors* (61.5%) and close to one-half (46.2%) were involved with 6 or more OTT/TOTT programs. Thus, interviews were conducted with instructors who have extensive experience and knowledge to reflect on. Notably, many instructors interviewed were involved with programs at CNA's Bay St. George campus and there were no instructors involved with programs at the Happy Valley-Goose Bay or Labrador West campuses.

**Table 5: OTT/TOTT Instructor Profile**

	Number of Instructors (n = 13)
<b><i>Which of the following describes the functions you performed while being involved with OTT/TOTT?*</i></b>	
Coordinating/lead instructor	8
Professional development (PD) instructor	6
Trades instructor	5
Another type of instructor	5
Guest speaker	2
Technology instructor	1
<b><i>Approximately how many OTT/TOTT programs have you been involved with?</i></b>	
1	1
2 to 5	6
6 to 10	4
More than 10	2
<b><i>At which CNA campuses have you been involved with OTT/TOTT?*</i></b>	
Bay St. George	7
Corner Brook	5
Seal Cove	2
Prince Philip Drive - St. John's	1
Ridge Road - St. John's	1
Burin	1
Grand Falls	1

\*Note: Multiple responses accepted



## WRDC's Career/EAS Client Survey

### *Design*

The survey was designed to gather feedback from clients who have used WRDC's EAS over the past 20 years and to investigate WRDC's impact on client's skills and employability. WRDC researchers consulted with WRDC's CEO and CES on survey content and question wording. The survey included both open and closed-ended questions and the final survey is presented in Appendix C.

At the end of the survey, respondents were provided with an opportunity to provide their contact information to stay connected with WRDC. As an incentive for participating, survey respondents were also provided with an opportunity to enter their name into a prize draw. At the end of the data collection period, a random draw was done for one \$500 Visa Gift Card.

### *Sample Frame Development*

The survey was intended for all past WRDC EAS clients. The survey sample frame is a list of clients that WRDC has worked with over the past 20 years. This list was compiled from multiple sources; specifically, ARMS (Accountability and Resource Management System), WRDC electronic and paper records, and client lists from previous WRDC research.

WRDC CES used ARMS to record client demographic and intervention information from 2000 to 2005 and again from 2008 onward. ARMS is a "web-based system designed to meet the tracking and reporting requirements of government funded service providers relating to employment, training, labour market development, apprenticeship, and social/community development"<sup>4</sup>. Client information was extracted from ARMS to create the sample frame. Duplicate entries were removed based on first name, last name, date of birth, email address, phone number, and address or location. Records with contact information and/or the most identifying information were kept. In cases where clients had the same name but different email addresses, all records were kept.

WRDC researchers attempted to compile information for clients who interacted with WRDC in 2006 and 2007, during the time when using ARMS was not a requirement. Electronic and paper CES records were reviewed to find client names, phone numbers, and email addresses. WRDC researchers also reviewed a contact list from a survey conducted in 2014 where respondents provided their contact information. This list was cleaned by removing duplicate entries based on first name, last name, and phone number.

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<sup>4</sup> For more information, go to <https://armsonline.ca>

The file from ARMS and the file containing electronic and paper records were combined to create the survey sample frame. Duplicate entries were removed based on first name, last name, phone number, and email address as these were the only fields both sources had in common. During this process, information from both sources were merged to create one record for each client. The final sample frame consisted of 2479 client names: 563 contacts had only a telephone number on file, 312 contacts had only an email address on file, 944 had both a telephone number and email address on file and 660 contacts did not have any contact information on file.

### *Promotion and Recruitment*

A variety of promotional methods were used to recruit past EAS clients to participate in the survey. Examples of tools used are presented in Appendix D.

*Survey Postcards.* Two survey postcards were created. The postcards were used as a promotional tool when connecting with clients and partners. WRDC staff shared these postcards at events and displayed them at local businesses and community centres throughout the province. For example, WRDC WDIS distributed postcards at conferences and WRDC training sessions.

*Public Service Announcement.* A public service announcement (PSA) was shared with radio stations throughout Newfoundland and Labrador. In September, October, and November 2019, the PSA was sent to the following radio stations and platforms:

- CBC Group (onthego@cbc.ca; wam@cbc.ca; newfoundlandmorning@cbc.ca; morningshow@cbc.ca; labradormorning@cbc.ca; cbrookradio@cbc.ca),
- Coast 101.1,
- OZ FM,
- Rogers (Community Billboard Channel – Online form), and
- Stingray Digital Group of Companies (KIXX Country, VOCM, Big Land, KRock, Hits FM).

*Newsletters.* The survey was advertised in electronic newsletters. The survey postcard was featured in an electronic newsletter sent out by NLWIC and an electronic newsletter sent out by the Community Employment Collaboration.

*WRDC Online Recruitment Initiative.* A webpage was created to promote the survey. Those visiting WRDC's website were able to view survey information and access an external link to the survey page to complete the survey. While this webpage was live, there were a total of 1,070 unique page views (that is, the number of sessions in which the page was viewed at least once).

*Social Media Campaign.* Throughout the data collection period WRDC used social media (Twitter, Facebook, and LinkedIn) to promote the survey. This was a critical task as 26.6% of the survey sample frame had no contact information on file.

*Digital Impressions Campaign.* WRDC worked with Stingray Group Inc. (Stingray) to implement a four week targeted digital impressions advertising campaign. The campaign launched on October 7<sup>th</sup>, 2019, and ran until November 3<sup>rd</sup>, 2019, targeting women in Newfoundland and Labrador ages 18 to 65 years. Stingray dropped a pixel on WRDC's website, wrdc.ca, to track the internet habits of clients. This data was used to serve ads on frequently visited and top-performing websites such as Women's Health, Allrecipes, Kijiji, CBC, and AccuWeather. This activity generated a total of 161,850 impressions, with 206 clicks, yielding a click-through rate (CTR) of 0.13%.

*Collaboration with Partners.* Throughout the data collection phase, WRDC worked with many different partners to help promote the survey. Specifically trades and technology employers, non-profit and community organizations, and other individuals connected with WRDC<sup>5</sup>.

*Trades and Technology Employers -* Through WRDC's Labour Market Partnerships Project, funded by the Government of Newfoundland and Labrador, ISL, WRDC works closely with operators, contractors, and small and medium sized businesses throughout Newfoundland and Labrador to review and assess their organizational diversity/inclusion policies and practices and provide recommendations and tools to enhance their efforts. WRDC compiled a list of such employer partners. Since employees could be past clients of WRDC, employers were asked to promote the survey by emailing their staff and displaying where employees gather a provided promotional poster. In total, emails were sent to 8 employer representatives (average opens = 50.0%, average link clicks = 12.5%).

*Non-Profits and Community Organizations -* A similar email was sent to non-profit organizations throughout Newfoundland and Labrador. The email included a poster and organizations were asked to display the poster where employees gather in addition to sharing the information with their clients. In total, 61 emails were sent to this group (average opens = 23.0%, average link clicks = 5.4%).

WRDC connected with The Office to Advance Women Apprentices (OAWA). OAWA was created in Newfoundland in 2009 with a mandate of increasing employment opportunities for females in the skilled trades and has a "registry database of female tradespersons<sup>6</sup>." WRDC works closely and extensively with OAWA to support WRDC clients. After connecting with OAWA's Executive Director to explain the

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<sup>5</sup> Recruitment and promotional emails used for this research project are available to share upon request

<sup>6</sup> For more information, go to <http://www.womenapprentices.ca/>

research project, the organization emailed WRDC's survey postcard to all those registered in their database and shared the postcard on their Facebook page.

*Personal Email Addresses* - WRDC also has an electronic list of personal email addresses on file for individuals who have opted to join WRDC's network to stay connected. This database was sent an email advising them of the survey and asking them to share the survey link with others who have used WRDC's programs and services. In total, 828 emails were sent to this network (average opens = 32.7%, average link clicks = 4.8%).

*Email Survey Invitations to Clients/Direct Email*. Survey invitation emails were sent throughout the data collection period to all clients with an email address in the sample frame. Email invitations were sent from both a WRDC Research and a WRDC Info email address. Follow-up emails were also sent by WRDC CES. Each client with an email address on file received one survey invitation and two reminder emails from WRDC<sup>7</sup>. In total, 1185 emails were sent to clients and 11.7% (n = 139) of those emails were undeliverable.

*Telephone Calling*. From the sample frame, WRDC created a list of clients who had a telephone number but no email address on file. This call list included 559 clients and 97 clients had multiple telephone numbers on file. Those contacts who already completed the survey (n = 4) were excluded from this list. WRDC's research team called all clients on the list between October 29<sup>th</sup> and December 3<sup>rd</sup>, 2019 to tell them about the online survey and collect their current email address. Those who provided an email address were sent the survey invitation. A very small number of clients stated that they did not have access to a computer. In those cases, WRDC offered to deliver the survey over the telephone as a one-on-one interview. Two clients completed the survey over the phone with WRDC's Research Assistant. Call results are presented in Table 6.

**Table 6: Call Results for Clients with Only a Phone Number on File**

Call Result	Number	Percentage
Number not in service, wrong number, fax number	306	54.7%
No answer, not available, busy line	158	28.3%
Survey invitation sent	45	8.0%
Male	25	4.5%
Refused	20	3.5%
Cannot recall using WRDC services	2	0.4%
Completed survey over the telephone	2	0.4%
Duplicate record	1	0.2%
<b>TOTAL CLIENTS</b>	<b>559</b>	<b>100%</b>

<sup>7</sup> Recruitment emails used for this research project are available to share upon request.

WRDC also created a list of clients with both an email address and phone number on file. These clients were initially sent a survey invitation from the WRDC Research email account. This call list included 773 clients and 286 clients had multiple telephone numbers on file. Those contacts who already completed the survey (n = 171) were excluded from this list. Between December 4<sup>th</sup> and December 18<sup>th</sup>, 2019 WRDC's research team called clients on the list to remind them of the survey. Call results are detailed in Table 7.

**Table 7: Call Results for Clients with Both an Email Address and Phone Number on File**

Call Result	Number	Percentage
No answer, not available, busy line	408	52.8%
Number not in service, wrong number, fax number	236	30.5%
Survey invitation re-sent	122	15.8%
Cannot recall using WRDC services	4	0.5%
Refused	3	0.4%
<b>TOTAL CLIENTS</b>	<b>773</b>	<b>100%</b>

### *Data Collection*

*Pre-Test.* Prior to full-scale data collection, a pre-test was conducted to ensure an efficient and effective flow of information and to confirm survey length. Three WRDC clients came into the St. John's office and completed the online survey on April 24<sup>th</sup> and April 29<sup>th</sup>, 2019. Clients were asked to identify questions that were unclear or difficult to understand. For their time, each received a \$25.00 VISA Gift Card. No changes were made to the survey as a result of the pre-test.

*Online Delivery.* The survey was hosted on SurveyMonkey. The online survey was launched after the pre-test and data collection was conducted from April 30<sup>th</sup>, 2019 to February 4<sup>th</sup>, 2020. The survey took approximately 18 to 20 minutes to complete.

*Face-to-Face Community Delivery.* WRDC's Research Assistant travelled with the CES for the Labrador region to Nain from May 12<sup>th</sup> to May 17<sup>th</sup>, 2019 and Hopedale from June 16<sup>th</sup> to June 20<sup>th</sup>, 2019 to deliver the survey face-to-face to WRDC clients in the community. WRDC provided clients with transportation to the hotel where survey delivery was conducted. Face-to-face community delivery of the survey supported participation from clients with limited or no access to an internet connection. This activity also helped to ensure survey results are representative of WRDC's client base in Labrador. A total

of eight surveys were completed during the trips to Nain and Hopedale. In addition to survey delivery, WRDC was able to connect with community partners to gather updates on clients who had relocated.

### *Data Checks and Analysis*

Throughout the data collection phase, data checks were regularly conducted to confirm skip patterns were working as intended and to ensure a particular question or set of questions were not being consistently skipped (which would suggest unclear question wording). WRDC researchers also reviewed verbatim comments at various stages to identify any survey issues being reported.

In total, 330 surveys were completed, and 65 surveys were removed because they were completed by individuals who were not WRDC EAS clients. That is, they did not participate in WRDC group sessions, meet one-on-one with WRDC staff, or participate in OTT or TOTT. With a total of 265 completed surveys the response is 10.7%. All data analysis was conducted using SPSS. A statistician from an outside agency created SPSS syntax that was used extensively during the data analysis phase.

### *Profile of Respondents*

The demographic profile of survey respondents is presented in Table 8. Almost all respondents (99.3%) are *female* and many (77.7%) are between the ages of *25 and 44 years*. Fifty-two respondents (19.6%) identify as *Indigenous*, 18 identify as a *visible minority* (6.8%), and 7 identify as an *immigrant* (2.6%). Thirty-five respondents (13.2%) consider themselves to be a *person with a disability*.

It is important to note that results presented throughout this report are unweighted. The survey population is a very specific group and actual population statistics are unavailable. Furthermore, these respondents may not be representative of all WRDC clients. WRDC researchers attempted to connect with all individuals included in the sample frame (census approach) however; it was recognized by the organization that the sample frame was not an exhaustive list and did not include accurate contact information for many clients. As a result, this study also used convenience sampling.

**Table 8: Respondent Demographic Profile**

Demographics	Percentage (n = 265)
<b><i>Do you consider yourself to be?</i></b>	
Female	99.3%
Non-binary/third gender/fluid/2Spirit	0.8%
<b><i>Which of the following broad age categories do you belong to?</i></b>	
18 to 24 years	7.7%
25 to 34 years	42.3%
35 to 44 years	35.4%
45 to 54 years	12.3%
55 years of age or older	2.3%
<b><i>Do you identify as any of the following? -Percentages indicate those who said 'Yes'-</i></b>	
An Indigenous person	19.6%
An immigrant	2.6%
A visible minority	6.8%
A person with a disability	13.2%



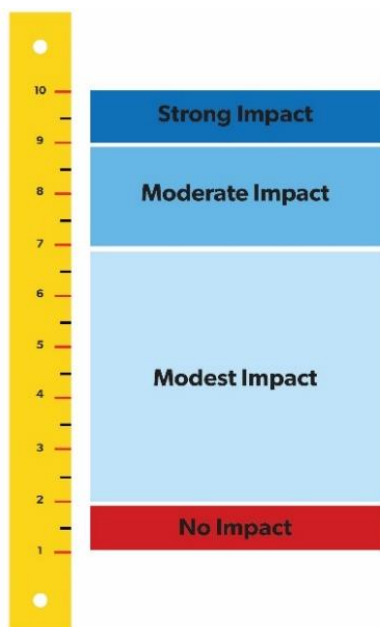


## DETAILED RESEARCH FINDINGS

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To define the scope and ensure this research project would best assess WRDC's EAS and career development programming, WRDC researchers first consulted with WRDC's CEO and CES to develop a program logic model (Appendix E). The logic model summarizes WRDC EAS activities and highlights the expected impacts of those activities. The program logic model was used to guide the development of the data collection tools and the organization of this report.

In order to assess the impact of WRDC's programs and services, respondents were asked to rate the extent to which their participation increased or improved their knowledge, skills, and attitudes using a 10 point scale. On this scale, where 1 is *not at all* and 10 is *a great deal*, higher ratings reflect more impact. As detailed in the following graphic, ratings of 9 or 10 signify strong impact while a rating of 1 signifies no impact at all. Ratings of 7 or 8 indicate moderate impact and ratings between 2 to 6 indicate modest impact.



This report will frequently focus on top two (T2) scores which is the percentage of respondents who provided a rating of 9 or 10. One of the benefits of using a 10 point scale is it offers the ability to calculate mean scores. Mean scores are reported to demonstrate the average rating provided by respondents. It is also important to note that throughout this report results may not add up to 100% because of rounding.



## Connecting with WRDC

Respondents were asked to identify how, when, and why they connected with WRDC. The majority (63.4%) first heard about the organization through either *word of mouth (from friends or family)* (38.5%) or *from another organization/counsellor* (24.9%). Slightly more than 40.0% first connected with WRDC between *5 and 9 years ago* while an additional 34.7% connected with the organization *within the last 4 years*. Close to one-quarter (23.8%) first connected with WRDC *10 or more years ago*. These numbers suggest that the survey has good representation from clients who have connected with WRDC at different points in time over the past 20 years. Respondents were also asked to identify from a list or in their own words reasons they were seeking career or employment services from WRDC. The top three reasons respondents connected with WRDC include: *to get a job* (45.3%), *to attend training* (42.6%) and *to do more skilled work* (41.1%).

## WRDC's Programs and Services Activities and Short Term Impacts

The following results are organized by activities and impacts from the logic model. That is, short term impacts for program activities investigated.

### WRDC's Group Sessions

The first section of the survey included questions about WRDC group sessions. In this section, respondents were reminded that WRDC offers presentations, information sessions, and other events to women across the province to increase awareness of opportunities in trades and technology.

#### *Participation in WRDC's Group Sessions*

Respondents were asked to identify, from a list, which WRDC group session(s) they attended. As detailed in the following graph, 68.7% attended an *information session*<sup>8</sup> and 41.5% attended a *career/job fair, employer/industry information session*<sup>9</sup>. Fourteen percent (n = 37) reported that they did not attend any of the described sessions and thus were not asked additional questions about WRDC group sessions.

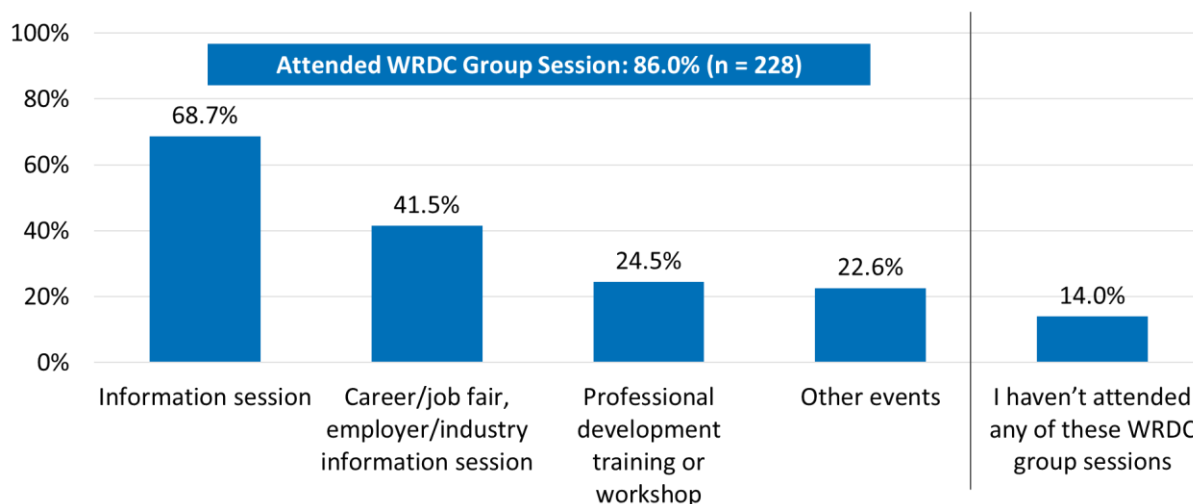
Those who attended a WRDC group session (n = 228) were asked to rate overall how beneficial those sessions were to them. Almost all respondents (96.9%, n = 221) rated WRDC group sessions as being either *very beneficial* (50.0%) or *beneficial* (46.9%). Very few respondents (n = 5, 2.2%) rated group sessions as *not at all beneficial*.

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<sup>8</sup> Described to respondents as a session to learn about opportunities in trades and technology, WRDC's programs and services, career or employment services, OTT, or TOTT.

<sup>9</sup> Described to respondents as a session to learn about careers, training, or job opportunities; employers may or may not accept resumes for future or current job openings.

**Q: Which of the following WRDC group sessions have you attended? (n = 265)**  
 - Percentages indicate those who said 'yes' -

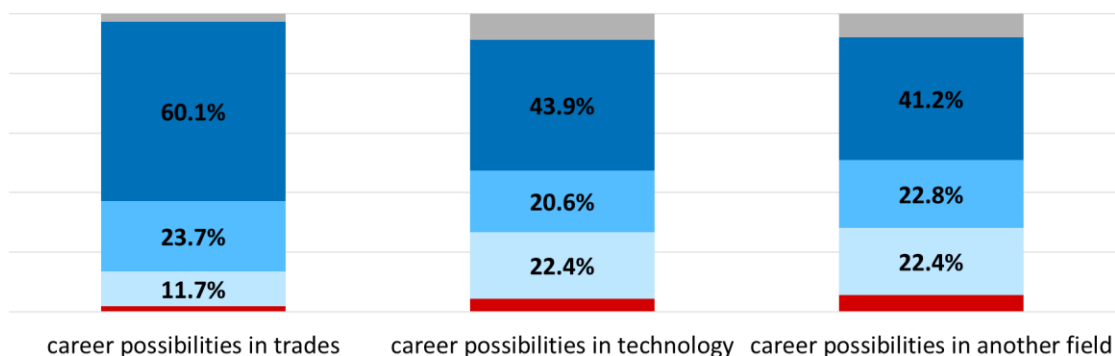


### *Awareness of Career Possibilities, Training Programs, Jobs Available, and Supports Available in Trades, Technology, and Another Field*

Respondents were asked to rate the extent to which WRDC's group sessions increased their awareness (knowledge) of career possibilities, training programs, jobs available, and supports available. Ratings were provided using a scale of 1 to 10, where 1 is *not at all* and 10 is *a great deal*.

*Career Possibilities.* The following graph details results for the extent to which WRDC's group sessions increased awareness (knowledge) of career possibilities in trades, technology, and another field. The T2 score is highest for career possibilities in trades (60.1%) and almost one-half (48.7%) provided a rating of 10. Approximately 4 out of every 10 provided a T2 score for career possibilities in technology (43.9%) and another field (41.2%). These results indicate that for many, WRDC group sessions had a strong impact, increasing awareness of career possibilities in trades, technology, and another field. The higher T2 score for career possibilities in trades suggests WRDC group sessions had more impact in this area. Furthermore, compared to career possibilities in trades (11.7%), more respondents provided ratings between 2 and 6 for career possibilities in technology (22.4%) and another field (22.4%); indicating these sessions were more likely to have a modest impact in both areas. Almost all participants experienced an increase in awareness of career possibilities as very few reported that WRDC's group sessions had no impact at all (that is, provided a rating of 1).

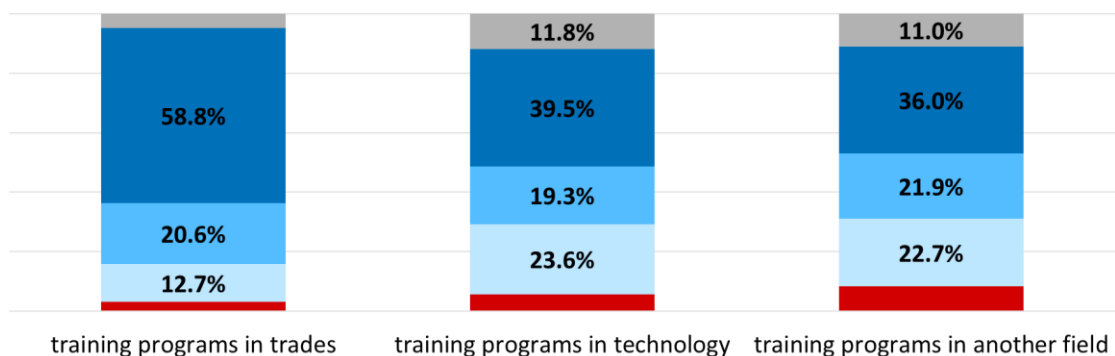
**Q: To what extent did WRDC's group sessions increase your awareness (knowledge) of...?**  
 - Only asked to those who attended a WRDC group session (n = 228) -



Rating	1	2-6	7-8	9-10	NA/NR
Level of Impact	None	Modest	Moderate	Strong	

*Training Programs.* In terms of training programs, the T2 score is highest for training programs in trades (58.8%) and almost one-half (46.9%) provided a rating of 10. Fewer provided a T2 score for training programs in technology (39.5%) and another field (36.0%). These results indicate that for more than one-third, WRDC group sessions had a strong impact, increasing awareness of training programs in trades, technology, and another field. The higher T2 score for training programs in trades suggests WRDC group sessions had more impact in this area. Approximately 20.0% provided ratings of 7 or 8, indicating that this service had a moderate impact, in terms of increasing awareness of training programs, on an equivalent percentage of respondents. Few reported that WRDC's group sessions had no impact on their awareness.

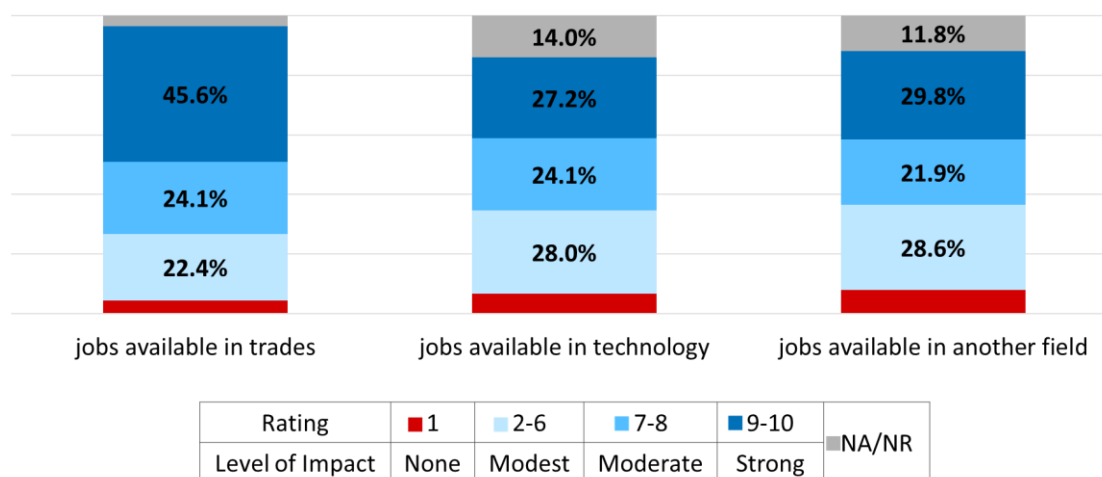
**Q: To what extent did WRDC's group sessions increase your awareness (knowledge) of...?**  
 - Only asked to those who attended a WRDC group session (n = 228) -



Rating	1	2-6	7-8	9-10	NA/NR
Level of Impact	None	Modest	Moderate	Strong	

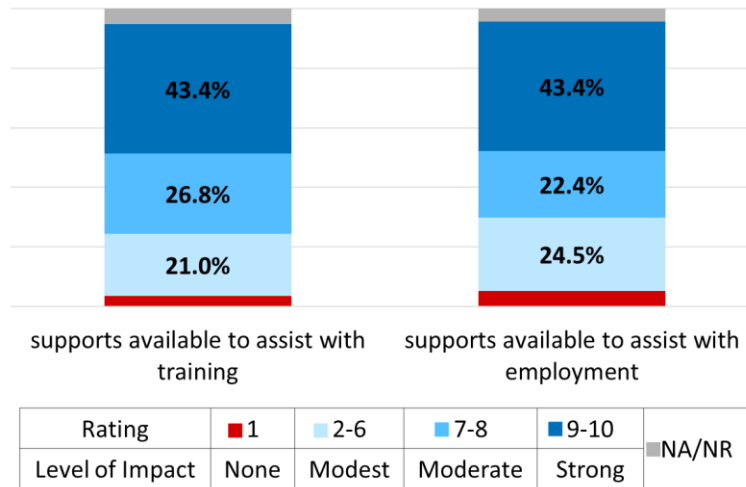
*Jobs Available.* In terms of jobs available, as shown in the graph, the T2 score is highest for jobs available in trades (45.6%). Fewer provided a T2 score for jobs available in technology (27.2%) and another field (29.8%). Comparing ratings for increased awareness of career possibilities, training programs, and jobs available in trades, more respondents provided ratings between 2 and 6 for WRDC’s group sessions increasing awareness of jobs available in trades (22.4% compared to 11.7% and 12.7%); suggesting this service was more likely to have a modest impact in this area.

**Q: To what extent did WRDC’s group sessions increase your awareness (knowledge) of...?**  
**- Only asked to those who attended a WRDC group session (n = 228) -**



*Supports Available.* WRDC group sessions have a comparable impact on awareness of supports available to assist with training and employment as an equal proportion provided a T2 score (43.4%). Close to one-half (47.8% and 46.9% respectively) provided ratings of either 7 or 8 or between 2 and 6, indicating WRDC’s group sessions are equally likely to have a moderate to modest impact in these areas. Few reported that this service had no impact on their awareness of supports available in both areas.


**Q: To what extent did WRDC's group sessions increase your awareness (knowledge) of...?**  
**- Only asked to those who attended a WRDC group session (n = 228) -**



*Short Term Impact of WRDC's Group Sessions on Awareness.* Table 9 details T2 and mean scores summarizing the extent to which WRDC's group sessions increased awareness (knowledge) of career possibilities, training programs, jobs available, and supports available in trades, technology, and another field. WRDC group sessions increased awareness of all areas assessed. While the level of impact ranges from moderate to modest, more than one-quarter provided a T2 score highlighting a strong impact for these participants. With mean scores ranging from 7.1 to 8.6 for 9 of the 11 areas, WRDC group sessions had a moderate impact on awareness for most areas. This service had the greatest impact on career possibilities in trades and training programs in trades. More than one-half (60.1% and 58.8% respectively) provided a rating of 9 or 10 and these areas also received the highest mean scores (8.6 and 8.4 respectively). While mean scores indicate WRDC group sessions had a moderate impact on these two areas, T2 scores highlight this service had a strong impact on more than one-half of respondents.



**Table 9: Extent to which WRDC's Groups Sessions Increased Awareness of Career Possibilities, Training Programs, Jobs Available, and Supports Available in Trades, Technology and Another Field**

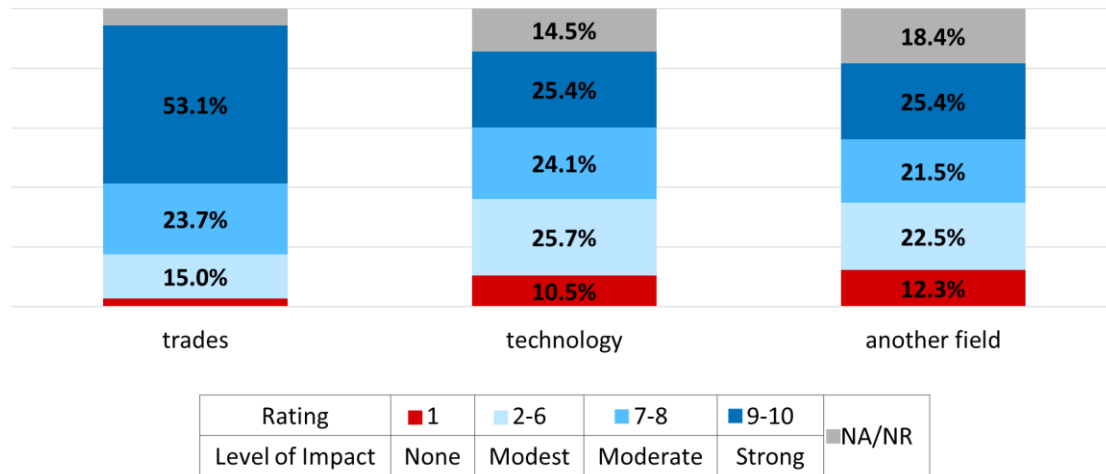
Areas Assessed	T2 Scores	Mean Scores	Impact on Awareness
Career possibilities in trades	60.1%	8.6	More Impact
Training programs in trades	58.8%	8.4	
Jobs available in trades	45.6%	7.7	
Career possibilities in technology	43.9%	7.6	
Supports available to assist with training	43.4%	7.8	
Supports available to assist with employment	43.4%	7.5	
Career possibilities in another field	41.2%	7.4	
Training programs in technology	39.5%	7.4	
Training programs in another field	36.0%	7.1	
Jobs available in another field	29.8%	6.9	Less Impact
Jobs available in technology	27.2%	6.8	

- ❖ *Key Finding: Those who participate in WRDC's group sessions have increased awareness of opportunities and supports for training and employment in trades, technology, and other fields. This service had the greatest impact on increasing awareness of career possibilities in trades and training programs in trades.*

### *Interest in Trades, Technology, and Another Field*

Using the same 10 point scale where 1 is *not at all* and 10 is *a great deal*, respondents were asked to rate the extent to which WRDC's group sessions increased their interest in trades, technology, and another field. The T2 score is highest for interest in trades (53.1%) and almost one-half (45.2%) provided a rating of 10. Fewer respondents provided a T2 score for interest in technology (25.4%) and another field (25.4%). These results indicate that for at least one-quarter, WRDC group sessions had a strong impact, increasing interest in trades, technology, and another field. The higher T2 score for interest in trades suggests WRDC group sessions had more impact in this area. Approximately 20.0% provided ratings of 7 or 8 for increased interest in trades, technology, and another field; suggesting WRDC group sessions had a moderate impact on an equivalent percentage of respondents. WRDC group sessions had a modest impact on more respondents' interest in technology (25.7%) and another field (22.5%) compared to trades (15.0%). In addition, a higher proportion of respondents selected *not applicable* or did not respond when asked about increasing interest in technology (14.5%) and another field (18.4%) compared to increasing interest in trades (5.7%) and more respondents selected a rating of 1 (*not at all*), (10.5% and 12.3% compared to 2.6% respectively).

**Q: To what extent did WRDC's group sessions increase your interest in...?**  
**- Only asked to those who attended a WRDC group session (n = 228) -**



*Short Term Impact of WRDC's Group Sessions on Interest.* The following table summarizes T2 scores and mean scores for the extent to which WRDC's group sessions increased interest in trades, technology, and another field. WRDC group sessions increased interest in all areas assessed. While the level of impact ranges from moderate to modest, more than one-quarter provided a T2 score highlighting a strong impact for these participants. With a mean score of 6.5, WRDC group sessions had a modest impact on interest in technology and another field. This service had the greatest impact on interest in trades as more than one-half (53.1%) provided a rating of 9 or 10 and this area received the highest mean scores (8.2).

**Table 10: Extent to which WRDC's Group Sessions Increased Interest in Trades, Technology, and Another Field**

Areas Assessed	T2 Scores	Mean Scores	Impact on Interest
Interest in trades	53.1%	8.2	More Impact
Interest in technology	25.4%	6.5	Less Impact
Interest in another field	25.4%	6.5	

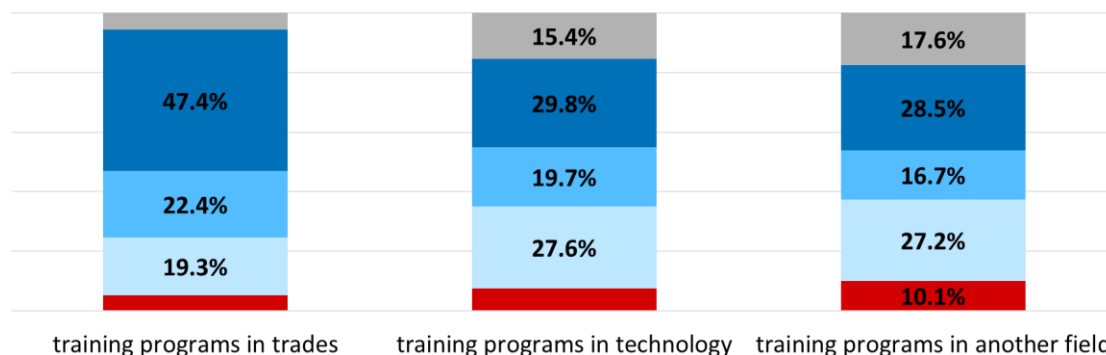
❖ *Key Finding: Those who participate in WRDC's group sessions have an increased interest in trades, technology, and other fields. This service had the greatest impact on increasing interest in trades.*

## Access to Training Programs, Jobs Available, and Supports Available in Trades, Technology, and Another Field

The survey also assessed the extent to which WRDC's group sessions increased access to (being able to participate in) training programs, jobs available, and supports available.

**Training Programs.** The following graph summarizes the results for training programs. Almost one-half (47.4%) of those who attended a WRDC group session provided a rating of 9 or 10 when asked to what extent those sessions increased their access to training programs in trades (39.9% provided a rating of 10). Fewer respondents provided a T2 score for access to training programs in technology (29.8%) and another field (28.5%). These results indicate that for at least one-quarter, WRDC group sessions had a strong impact, increasing access to training programs in trades, technology, and another field. The higher T2 score for access to training programs in trades suggests WRDC group sessions had more impact in this area. WRDC group sessions had a modest impact on more respondents' access to training programs in technology (27.6%) and another field (27.2%) compared to trades (19.3%). Few reported that WRDC's group sessions had no impact. More respondents did not provide a rating when asked about training programs in technology (15.4%) and training programs in another field (17.6%), compared to training programs in trades (5.7%).

**Q: To what extent did WRDC's group sessions increase your access to (being able to participate in)...? - Only asked to those who attended a WRDC group session (n = 228) -**



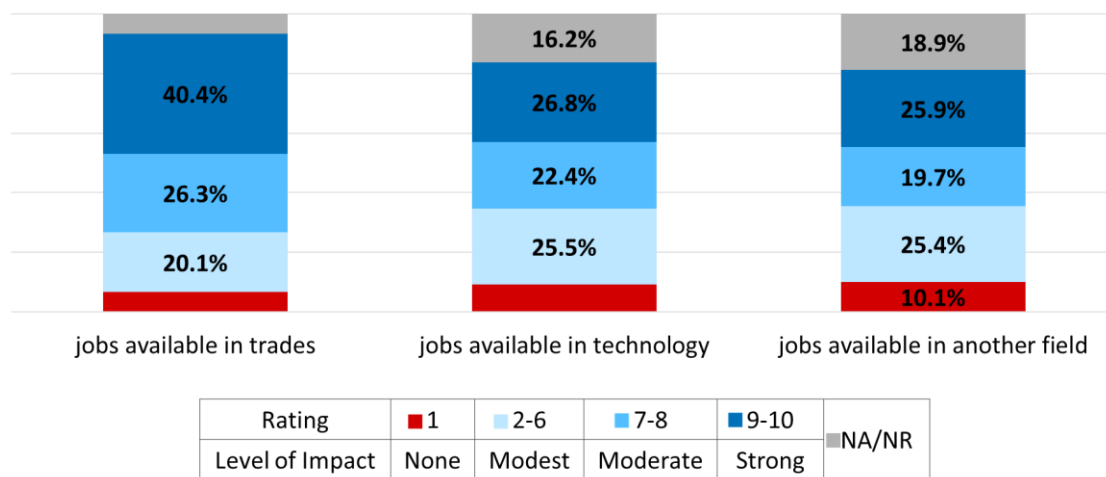
Rating	1	2-6	7-8	9-10	NA/NR
Level of Impact	None	Modest	Moderate	Strong	

**Jobs Available.** The T2 score is highest for jobs available in trades (40.4%) and approximately one-third (31.1%) provided a rating of 10. Fewer respondents provided a T2 score for jobs available in



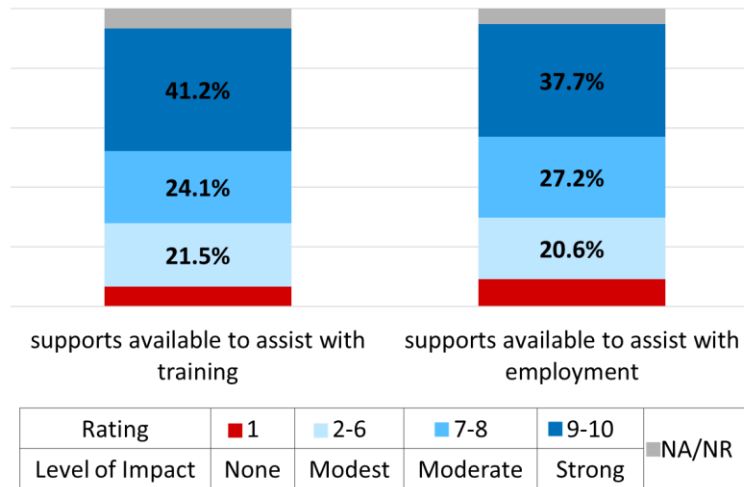
technology (26.8%) and another field (25.9%). These results indicate that for at least one-quarter, WRDC group sessions had a strong impact, increasing access to jobs available in trades, technology, and another field. The higher T2 score for jobs available in trades suggests WRDC group sessions had more impact in this area. Between 20.0% and 25.0% provided ratings between 2 and 6 when asked about increased access to jobs available in trades (20.1%), technology (25.5%), and another field (25.4%); suggesting WRDC group sessions had a modest impact on a comparable percentage of respondents. In terms of *not applicable* or no response, 18.9% fall into this category for jobs available in another field and 16.2% fall into this category for jobs available in technology.

**Q: To what extent did WRDC's group sessions increase your access to (being able to participate in)...? - Only asked to those who attended a WRDC group session (n = 228) -**



*Supports Available.* WRDC group sessions have a comparable impact on access to supports available to assist with training and employment. Slightly more respondents provided a T2 score for supports available to assist with training (41.2%) compared to supports available to assist with employment (37.7%). Few reported that this service had no impact on their access to supports available to assist with training (6.6%) and employment (9.2%).


**Q: To what extent did WRDC's group sessions increase your access to (being able to participate in)...?**  
**- Only asked to those who attended a WRDC group session (n = 228) -**



*Short Term Impact of WRDC's Groups Sessions on Access.* Table 11 details T2 and mean scores for the extent to which WRDC group sessions increased access to training programs, jobs available, and supports available in trades, technology, and another field. WRDC group sessions increased access to all areas assessed. While the level of impact ranges from moderate to modest, more than one-quarter provided a T2 score highlighting a strong impact for these participants. With mean scores ranging from 7.2 to 7.8, WRDC group sessions had a moderate impact on one-half of the areas assessed. This service had the greatest impact on training programs in trades as close to one-half (47.4%) provided a rating of 9 or 10 and this area also received the highest mean score (7.8). While the mean score indicates WRDC group sessions had a moderate impact in this area, the T2 score highlights this service had a strong impact on close to one-half of respondents.



**Table 11: Extent to which WRDC's Group Sessions Increased Access to Training Programs, Jobs Available, and Supports Available in Trades, Technology, and Another Field**

Areas Assessed	T2 Scores	Mean Scores	Impact on Access
Training programs in trades	47.4%	7.8	More Impact
Supports available to assist with training	41.2%	7.4	
Jobs available in trades	40.4%	7.4	
Supports available to assist with employment	37.7%	7.2	
Training programs in technology	29.8%	6.9	
Training programs in another field	28.5%	6.5	Less Impact
Jobs available in technology	26.8%	6.6	
Jobs available in another field	25.9%	6.5	

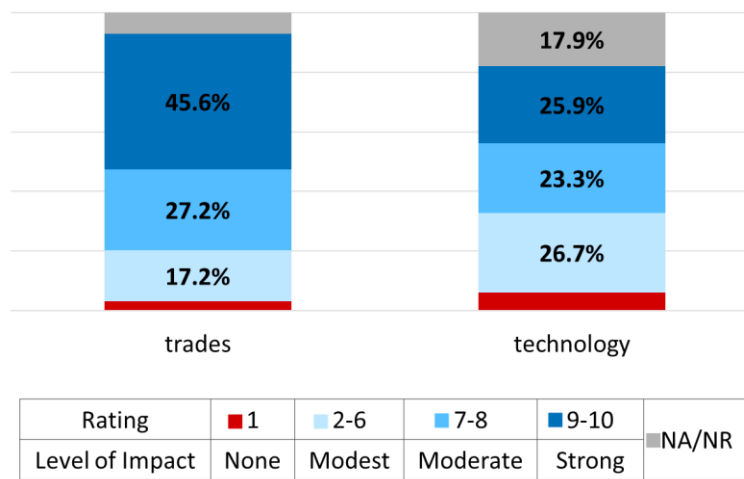
- ❖ *Key Finding: Those who participate in WRDC's group sessions have increased access to opportunities and supports for training and employment in trades, technology, and other fields. This service had the greatest impact on increasing access to training programs in trades.*

### *Accurate Perception of Trades and Technology Careers*

Respondents were asked to rate the extent to which WRDC's group sessions provided an accurate perception of working in trades and technology. Results are detailed in the following graph. In terms of trades, 45.6% provided a T2 score and 36.0% provided a rating of 10 and for technology 25.9% provided a T2 score. These results indicate that for at least one-quarter, WRDC group sessions had a strong impact on accurate perceptions of working in trades and technology. The higher T2 score for trades suggests WRDC group sessions had more impact in this area. WRDC group sessions had a modest impact on accurate perceptions of working in technology for more respondents (26.7% compared to 17.2%). Few fall in the *not applicable* or no response category for trades (7.0%) compared to 17.9% for technology.



**Q: To what extent did attending WRDC's group sessions provide an accurate perception of working in...?**  
 - Only asked to those who attended a WRDC group session (n = 228) -



*Short Term Impact of WRDC's Group Sessions on Providing an Accurate Perception of Working in Trades and Technology.* Table 12 details T2 scores and mean scores for the extent to which WRDC group sessions provided an accurate perception of working in trades and technology. WRDC group sessions provided an accurate perception of working in both fields; however, this service had more impact on accurate perceptions of working in trades than technology.

**Table 12: Extent to which WRDC's Group Sessions Provided an Accurate Perception of Working in Trades and Technology**

Areas Assessed	T2 Scores	Mean Scores	Impact on Accurate Perceptions
Accurate perception of trades	45.6%	8.0	More Impact
Accurate perception of technology	25.9%	6.8	Less Impact

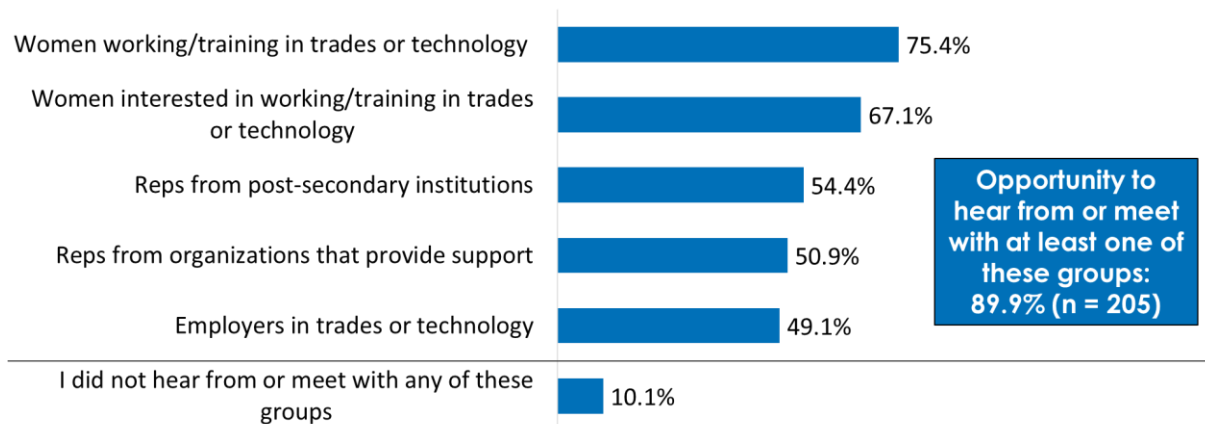
- ❖ *Key Finding: For those who participate, WRDC's group sessions provide an accurate perception of working in trades and technology. This service had more impact on perceptions of working in trades.*

## Support Networks

Respondents were provided with a list and asked to select which groups they had the opportunity to meet or hear from through participation in WRDC's group sessions. Respondents were most likely to select *women working or training in trades or technology* (75.4%) and *women interested in*

working/training in trades or technology (67.1%). Approximately one-half selected: *representatives from post-secondary institutions* (54.4%), *representatives from organizations that provide support such as community organizations, government departments, safety associations or unions* (50.9%) and *employers in trades or technology* (49.1%). Just 10.1% (n = 23) did not report having the opportunity to meet or hear from any of these groups.

**Q: Did participating in WRDC's group sessions provide you with opportunities to hear from or meet...?**  
 - Only asked to those who attended a WRDC group session (n = 228) -  
 Percentages indicate those who said 'yes'



Those who reported that they had an opportunity to meet or hear from various groups through WRDC's group sessions were asked to identify how those people impacted their career path. Respondents were provided with both a list to choose from and space to provide verbatim responses. The four most frequently mentioned responses include: *I learned about jobs available* (55.6%), *I learned about training programs* (52.7%), *my network expanded* (42.9%), and *inspired me to pursue a career in trades* (41.5%).





**Q: How did these people impact your career path?**

- Only asked to those who attended a WRDC group session and heard/met with various groups (n = 205) -



- ❖ *Key Finding: Many who participate in WRDC's group sessions have an expanded support network that is most likely to include women working/training in trades or technology and women interested in working/training in trades or technology.*

### Summary of Short Term Impacts of WRDC's Group Sessions

- The vast majority (86.0%, n = 228) attended a WRDC group session. Close to 7 out of every 10 respondents attended an *information session*. Almost all (96.9%) rated WRDC group sessions as being either *very beneficial* (50.0%) or *beneficial* (46.9%).
- More than one-half provided T2 scores for increased awareness of career possibilities in trades (60.1%), awareness of training programs in trades (58.8%), and interest in trades (53.1%); indicating that WRDC's group sessions had a strong impact in these areas for more than one-half of respondents.
- WRDC group sessions had a moderate impact on all trades related areas assessed with mean scores ranging from 8.6 to 7.4. In the case of technology and another field, WRDC group sessions had a modest impact on most areas with the exception of awareness of career possibilities and training programs in technology (7.6 and 7.4) and also, awareness of career possibilities and training programs in another field (7.4 and 7.1) where moderate impacts were noted.
- WRDC's group sessions provide opportunities to meet with various groups that can impact an individual's career path. Three quarters of those who attended a WRDC group session reported that it provided opportunities to hear from and/or meet with *women working or training in trades or technology* (75.4%). Approximately two-thirds (67.1%) had opportunities to hear from and/or meet *women interested in working/training in trades or technology*. Half of those who attended reported that it provided opportunities to hear from and/or meet *representatives from post-*

secondary institutions (54.4%), representatives form organizations that provide support (50.9%), and employers in trades or technology (49.1%)

**Table 13: Impact of WRDC's Group Sessions**

	Moderate Impact		Modest Impact	
	Areas Assessed	Mean Score	Areas Assessed	Mean Score
Trades	Awareness of career possibilities	8.6		
	Awareness of training programs	8.4		
	Interest	8.2		
	Accurate perception	8.0		
	Access to training programs	7.8		
	Awareness of jobs available	7.7		
	Access to jobs available	7.4		
Technology	Awareness of career possibilities	7.6	Access to training programs	6.9
	Awareness of training programs	7.4	Awareness of jobs available	6.8
			Accurate perception	6.8
			Access to jobs available	6.6
			Interest	6.5
Another Field	Awareness of career possibilities	7.4	Awareness of jobs available	6.9
	Awareness of training programs	7.1	Access to jobs available	6.5
			Access to training programs	6.5
			Interest	6.5
Supports Available	Awareness of supports available to assist with training	7.8		
	Awareness of supports available to assist with employment	7.5		
	Access to supports available to assist with training	7.4		
	Access to supports available to assist with employment	7.2		

## WRDC's One-On-One Services

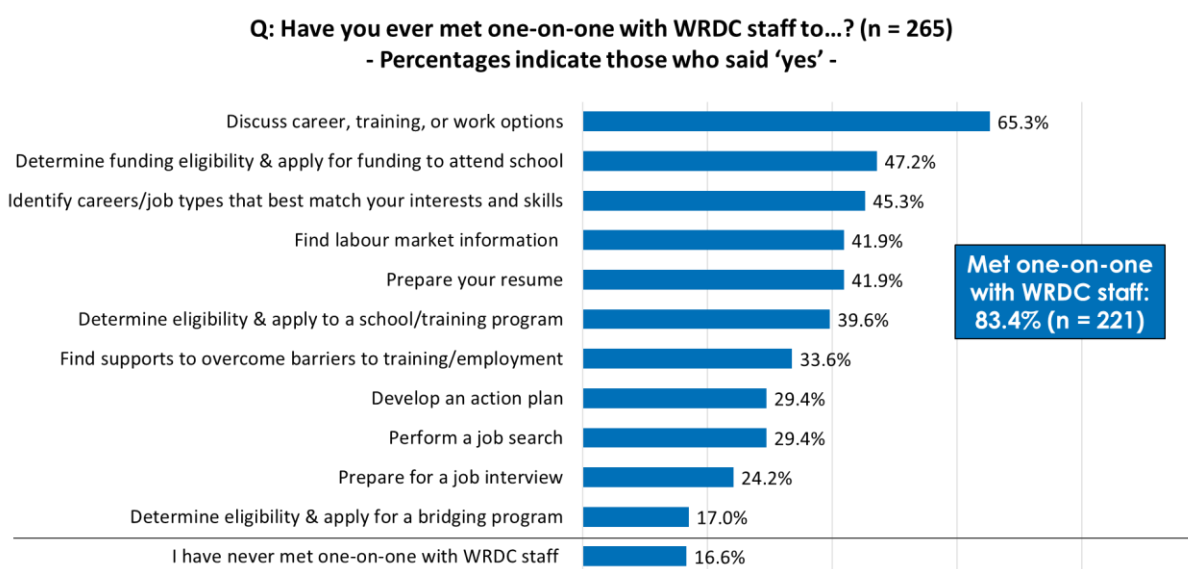
WRDC offers a variety of career development and EAS to women throughout Newfoundland and Labrador. Through these services, WRDC's goal is to support women as they explore career options, access training, or find jobs. The second section of the survey asked respondents to provide information about their experiences with WRDC's one-on-one services.

### Participation in WRDC's One-on-One Services

Respondents were asked to identify which of WRDC's one-on-one EAS they have participated in. As detailed in the following graph, respondents were most likely to have met one-on-one with WRDC staff

to *discuss career, training, or work options* (65.3%). Between 41.0% and 47.0% have met one-on-one with WRDC staff to: *determine funding eligibility and apply for funding to attend school or a training program* (47.2%), *identify careers or job types that best match interests and skills* (45.3%), *find labour market information* (41.9%) and/or *prepare a resume* (41.9%). Respondents were least likely to meet one-on-one with WRDC staff to *determine eligibility and apply for a bridging program* (17.0%). Of the 265 respondents, 16.6% (n = 44) *never met one-on-one with WRDC staff* and were not asked additional questions about their experiences with WRDC one-on-one services.

Those who met one-on-one with a WRDC staff member (n = 221) were asked to rate overall how beneficial these services were. Almost all respondents (94.1%) rated WRDC's one-on-one services as being either *very beneficial* (56.1%) or *beneficial* (38.0%). Very few respondents (n = 9) rated these services as *not at all beneficial*.



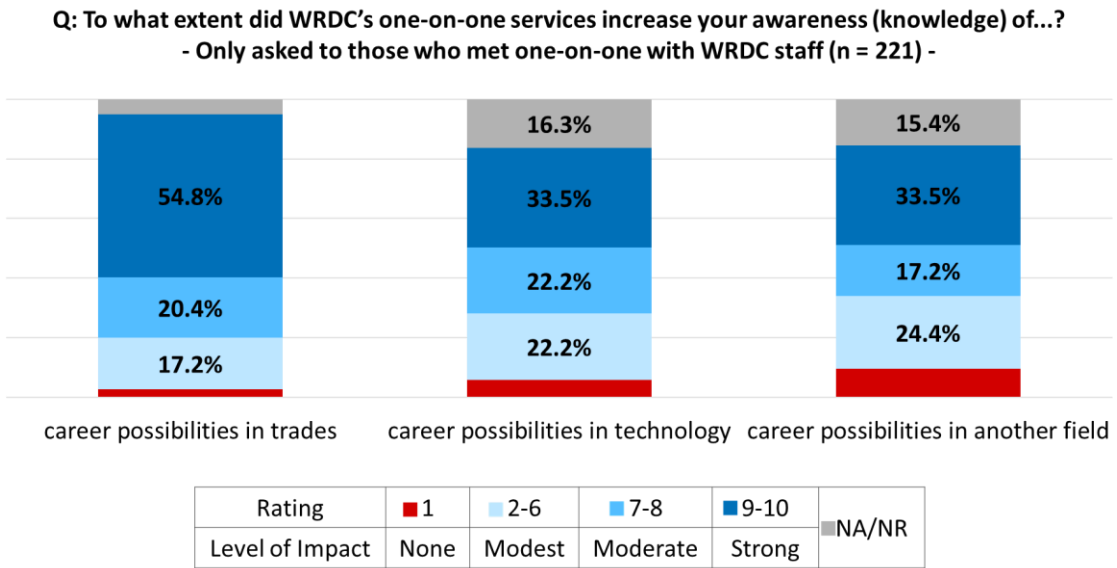
### *Awareness of Career Possibilities, Training Programs, Jobs Available, and Supports Available in Trades, Technology, and Another Field*

Respondents were asked a series of questions to rate the extent to which WRDC's one-on-one services increased their awareness (knowledge) of career possibilities, training programs, jobs available, and supports available. Respondents were asked to use a 1 to 10 scale, where 1 is *not at all* and 10 is *a great deal*.

*Career Possibilities.* The following graph details results for the extent to which WRDC's one-on-one services increased awareness (knowledge) of career possibilities in trades, technology, and another

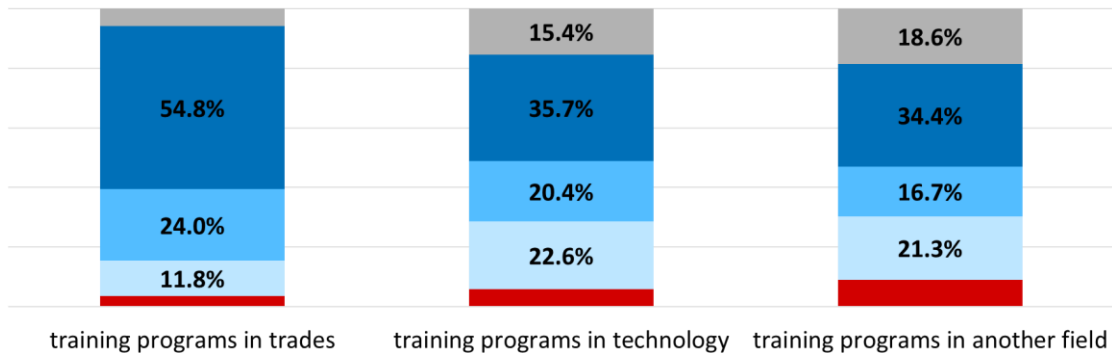


field. The T2 score is highest for career possibilities in trades (54.8%) and 43.0% provided a rating of 10. One-third (33.5%) provided a T2 score for career possibilities in technology and another field. These results indicate that for at least one-third, WRDC’s one-on-one services had a strong impact, increasing awareness of career possibilities in trades, technology, and another field. The higher T2 score for career possibilities in trades suggests WRDC’s one-on-one services had more impact in this area. Almost all participants experienced an increase in awareness of career possibilities as few reported that WRDC’s one-on-one services had no impact (2.7% for trades, 5.9% for technology, and 9.5% for another field).



*Training Programs.* In terms of training programs, the T2 score is highest for trades (54.8%) and 42.5% provided a rating of 10. Fewer provided a T2 score for technology (35.7%) and another field (34.4%). These results indicate that for more than one-third, WRDC’s one-on-one services had a strong impact, increasing awareness of training programs in trades, technology, and another field. The higher T2 score for trades suggests WRDC’s one-on-one services had more impact in this area. Furthermore, compared to training programs in trades (11.8%), more respondents provided ratings between 2 and 6 for technology (22.6%) and another field (21.3%), indicating these services are more likely to have a modest impact in both areas. The percentage of respondents who selected *not applicable* or did not respond is larger for training programs in another field (18.6%) and technology (15.4%), compared to training programs in trades (5.9%).

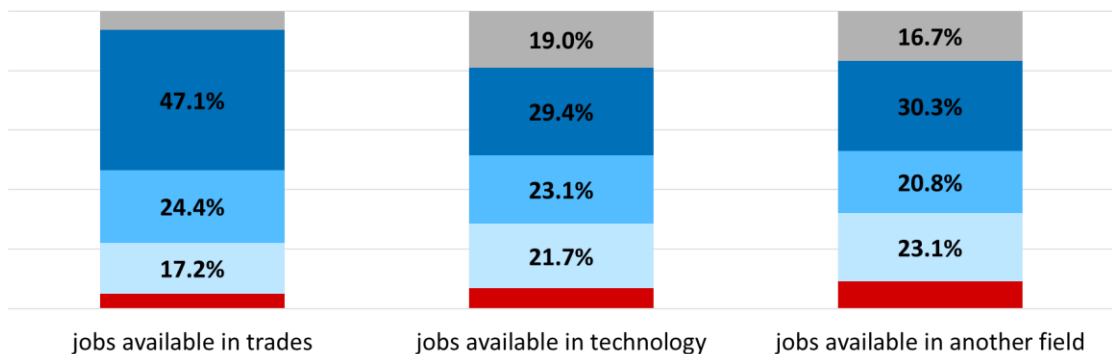
**Q: To what extent did WRDC's one-on-one services increase your awareness (knowledge) of...?**  
**- Only asked to those who met one-on-one with WRDC staff (n = 221) -**



Rating	1	2-6	7-8	9-10	NA/NR
Level of Impact	None	Modest	Moderate	Strong	

*Jobs Available.* When asked about increasing awareness (knowledge) of jobs available in trades, 47.1% provided a rating of either 9 or 10 compared to 30.3% for another field and 29.4% for technology. Between 20.8% and 24.4% provided ratings of 7 or 8, indicating that this service had a moderate impact, in terms of increasing awareness of jobs available, on a comparable percentage of respondents. Few reported that WRDC's one-on-one services had no impact on their awareness in this area (5.0% for trades, 6.8% for technology and 9.0% for another field).

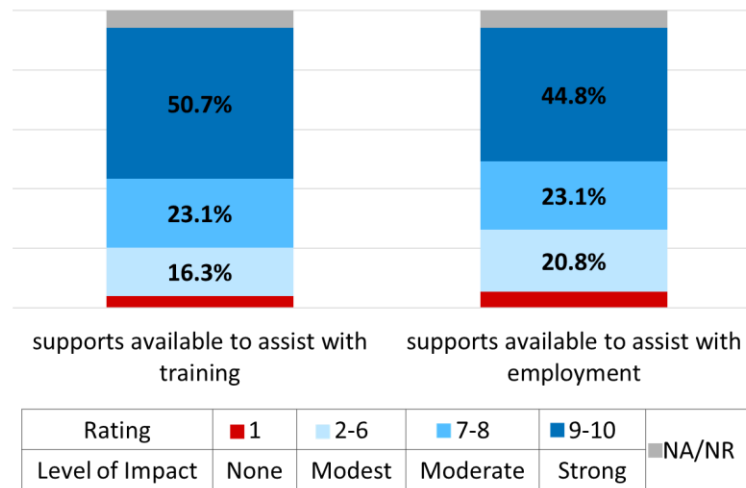
**Q: To what extent did WRDC's one-on-one services increase your awareness (knowledge) of...?**  
**- Only asked to those who met one-on-one with WRDC staff (n = 221) -**



Rating	1	2-6	7-8	9-10	NA/NR
Level of Impact	None	Modest	Moderate	Strong	


*Supports Available.* In terms of supports available to assist with training, 50.7% provided a rating of 9 or 10 and 36.7% provided a rating of 10. Approximately 45.0% also provided a rating of 9 or 10 when asked about awareness of supports available to assist with employment. These results indicate that for many, WRDC one-on-one services had a strong impact, increasing awareness of supports available.

**Q: To what extent did WRDC's one-on-one services increase your awareness (knowledge) of...?**  
**- Only asked to those who met one-on-one with WRDC staff (n = 221) -**



*Short Term Impact of WRDC's One-on-One Services on Awareness.* Table 14 details T2 scores and mean scores for the extent to which WRDC's one-on-one services increased awareness (knowledge) of career possibilities, training programs, jobs available, and supports available in trades, technology, and another field. WRDC's one-on-one services increased awareness of all areas assessed. While the level of impact ranges from moderate to modest (mean scores range from 6.8 to 8.3), at least 3 out of every 10 respondents provided a T2 score, highlighting a strong impact for some participants. This service had the greatest impact on training programs in trades, career possibilities in trades, and supports available to assist with training. More than one-half provided a rating of 9 or 10 and these areas also received the highest mean scores (8.3, 8.2 and 8.0 respectively).

**Table 14: Extent to which WRDC's One-on-One Services Increased Awareness of Career Possibilities, Training Programs, Jobs Available, and Supports Available in Trades, Technology and Another Field**

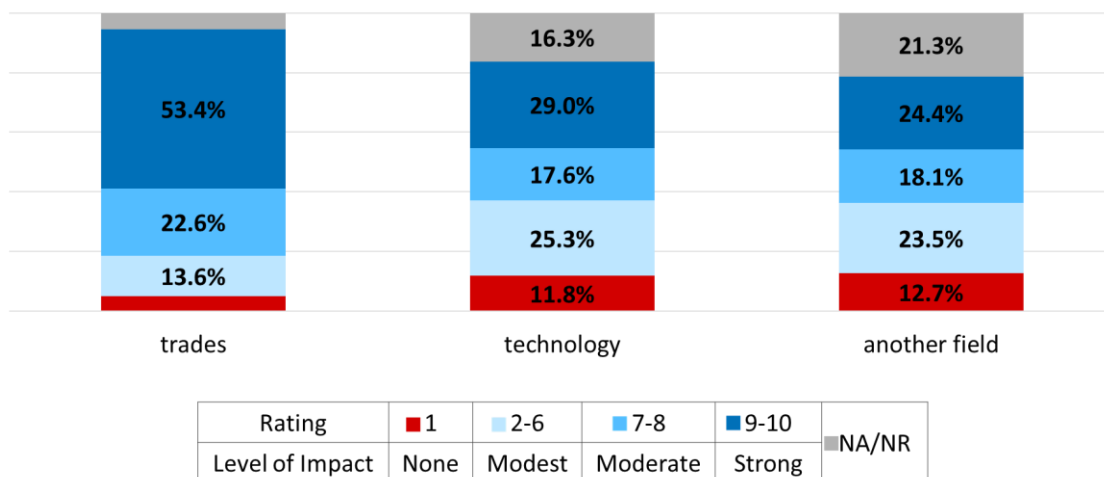
Areas Assessed	T2 Scores	Mean Scores	Impact on Awareness
Training programs in trades	54.8%	8.3	More Impact
Career possibilities in trades	54.8%	8.2	
Supports available to assist with training	50.7%	8.0	
Jobs available in trades	47.1%	7.8	
Supports available to assist with employment	44.8%	7.6	
Training programs in technology	35.7%	7.3	
Training programs in another field	34.4%	6.9	
Career possibilities in technology	33.5%	7.2	
Career possibilities in another field	33.5%	6.9	
Jobs available in another field	30.3%	6.8	
Jobs available in technology	29.4%	7.0	

- ❖ *Key Finding: Those who participate in WRDC's one-on-one services have increased awareness of opportunities and supports for training and employment in trades, technology, and other fields. This service had the greatest impact on increasing awareness of training programs in trades, career possibilities in trades, and supports available to assist with training.*

### *Interest in Trades, Technology, and Another Field*

Using the same 10 point scale where 1 is *not at all* and 10 is *a great deal*, respondents were asked to rate the extent to which WRDC's one-on-one services increased their interest in trades, technology, and another field. As shown in the following graph, The T2 score is highest for interest in trades (53.4%) and almost one-half (46.2%) provided a rating of 10. Fewer respondents provided a T2 score for interest in technology (29.0%) and another field (24.4%). These results indicate that for at least one-quarter, WRDC's one-on-one services had a strong impact, increasing interest in trades, technology, and another field. The higher T2 score for interest in trades suggests WRDC's one-on-one services had more impact in this area. WRDC's one-on-one services had a modest impact on more respondents' interest in technology (25.3%) and another field (23.5%) compared to trades (13.6%). In addition, more respondents selected a rating of 1 (*not at all*) when asked about technology (11.8%) and another field (12.7%) compared to trades (5.0%).

**Q: To what extent did WRDC's one-on-one services increase your interest in...?**  
**- Only asked to those who met one-on-one with WRDC staff (n = 221) -**



*Short Term Impact of WRDC's One-on-One Services on Interest.* Tables 15 details T2 scores and mean scores for the extent to which WRDC's one-on-one services increased interest in trades, technology, and another field. While the level of impact ranges from moderate to modest, at least one-quarter of respondents provided a T2 score, highlighting a strong impact for these participants. WRDC's one-on-one services had a modest impact on interest in technology and another field (mean scores of 6.6 and 6.4 respectively). This service had the greatest impact on interest in trades as more than one-half (53.4%) provided a rating of 9 or 10 and this area received the highest mean score (8.1).

**Table 15: Extent to which WRDC's One-on-One Services Increased Interest in Trades, Technology, and Another Field**

Areas Assessed	T2 Scores	Mean Scores	Impact on Interest
Interest in trades	53.4%	8.1	More Impact
Interest in technology	29.0%	6.6	Less Impact
Interest in another field	24.4%	6.4	

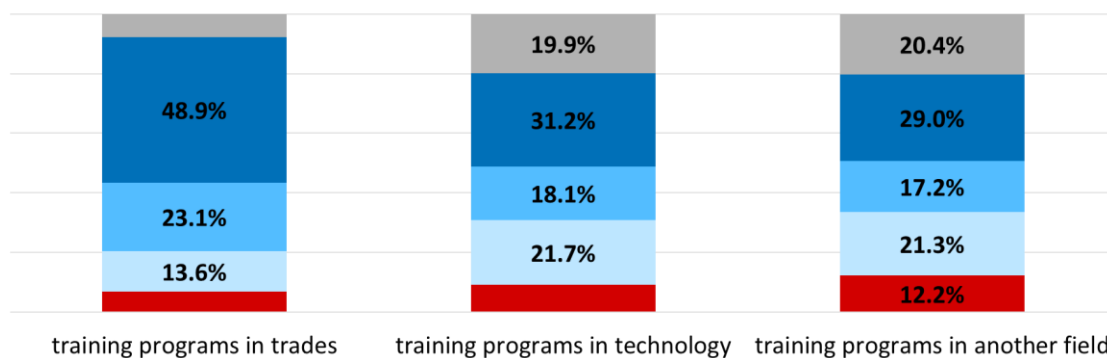
- ❖ *Key Finding: Those who participate in WRDC's one-on-one services have an increased interest in trades, technology, and other fields. This service had the greatest impact on increasing interest in trades.*

## Access to Training Programs, Jobs Available, and Supports Available in Trades, Technology, and Another Field

The survey also included a question to assess the extent to which WRDC's one-on-one services increased access to (being able to participate in) training programs, jobs available, and supports available in trades, technology, and another field.

**Training Programs.** The following graph summarizes the results related to training programs. Close to one-half (48.9%) of those who participated in WRDC's one-on-one services provided a rating of 9 or 10 when asked to what extent the service increased their access to training programs in trades (40.3% provided a rating of 10). Fewer respondents provided a T2 score for access to training programs in technology (31.2%) and another field (29.0%). These results indicate that for at least one-quarter, WRDC's one-on-one services had a strong impact, increasing access to training programs in trades, technology, and another field. The higher T2 score for access to training programs in trades suggests this service had more impact in this area. WRDC's one-on-one services had a modest impact on more respondents' access to training programs in technology (21.7%) and another field (21.3%) compared to trades (13.6%). More respondents did not provide a rating when asked about training programs in another field (20.4%) and technology (19.9%) compared to training programs in trades (7.7%).

**Q: To what extent did WRDC's one-on-one services increase your access to (being able to participate in)...**  
- Only asked to those who met one-on-one with WRDC staff (n = 221) -

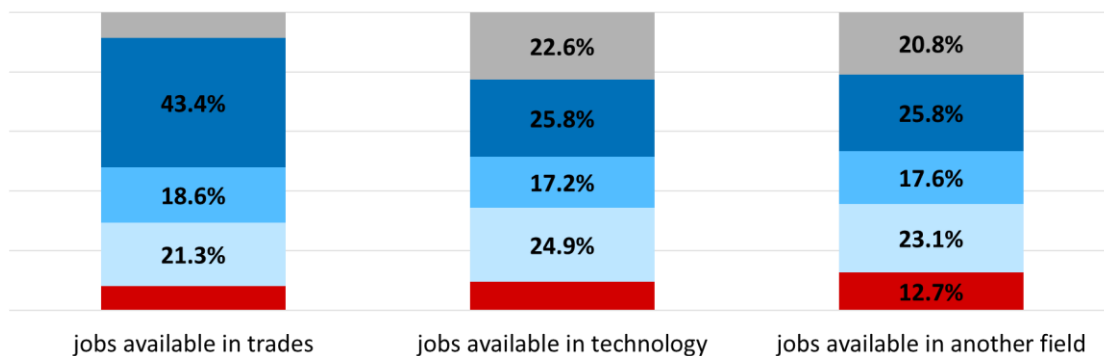


Rating	1	2-6	7-8	9-10	NA/NR
Level of Impact	None	Modest	Moderate	Strong	

**Jobs Available.** In terms of jobs available, the T2 score is highest for jobs available in trades (43.4%). Fewer respondents provided a T2 score for jobs available in technology (25.8%) and another field (25.8%). These results indicate that for at least one-quarter, WRDC's one-on-one services had a strong

impact, increasing access to jobs available in trades, technology, and another field. The higher T2 score for jobs available in trades suggests this service had more impact in this area. More than 20.0% provided ratings between 2 and 6 when asked about increased access to jobs available in trades (21.3%), technology (24.9%), and another field (23.1%), suggesting this service had a modest impact on a comparable percentage of respondents. In terms of *not applicable* or no response, 22.6% fall into this category for jobs available in technology and 20.8% fall into this category for jobs available in another field.

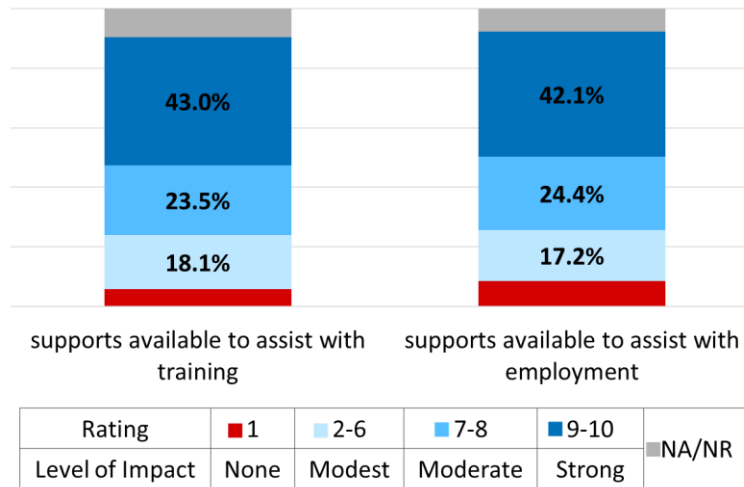
**Q: To what extent did WRDC's one-on-one services increase your access to (being able to participate in)...**  
**- Only asked to those who met one-on-one with WRDC staff (n = 221) -**



Rating	1	2-6	7-8	9-10	NA/NR
Level of Impact	None	Modest	Moderate	Strong	

*Supports Available.* WRDC's one-on-one services have a comparable impact on access to supports available to assist with training and employment. Slightly more than 40.0% provided a T2 score for supports available to assist with training (43.0%) and supports available to assist with employment (42.1%). Few reported that this service had no impact on their access to supports (5.9% for supports available to assist with training and 8.6% for supports available to assist with employment).

**Q: To what extent did WRDC's one-on-one services increase your access to (being able to participate in)...?**  
**- Only asked to those who met one-on-one with WRDC staff (n = 221) -**




*Short Term Impact of WRDC's One-on-One Services on Access.* Table 16 details T2 scores and mean scores for the extent to which WRDC's one-on-one services increased access to (being able to participate in) training programs, jobs available, and supports available in trades, technology, and another field. WRDC's one-on-one services increased access to all areas assessed. While the level of impact ranges from moderate to modest, more than one-quarter provided a T2 score, highlighting a strong impact for these participants. With mean scores ranging from 7.4 to 7.9, WRDC's one-on-one services had a moderate impact on one-half of the areas assessed. This service had the greatest impact on training programs in trades as close to one-half (48.9%) provided a rating of 9 or 10 and this area received the highest mean score (7.9). While mean scores indicate WRDC's one-on-one services had a moderate impact in this area, the T2 score highlights that this service had a strong impact on close to one-half of respondents.





**Table 16: Extent to which WRDC's One-on-One Services Increased Access to Training Programs, Jobs Available, and Supports Available in Trades, Technology, and Another Field**

Areas Assessed	T2 Scores	Mean Scores	Impact on Access
<b>Training programs in trades</b>	<b>48.9%</b>	<b>7.9</b>	<b>More Impact</b>
Jobs available in trades	43.4%	7.4	
Supports available to assist with training	43.0%	7.6	
Supports available to assist with employment	42.1%	7.4	
Training programs in technology	31.2%	6.9	
Training programs in another field	29.0%	6.6	
Jobs available in technology	25.8%	6.6	<b>Less Impact</b>
Jobs available in another field	25.8%	6.4	

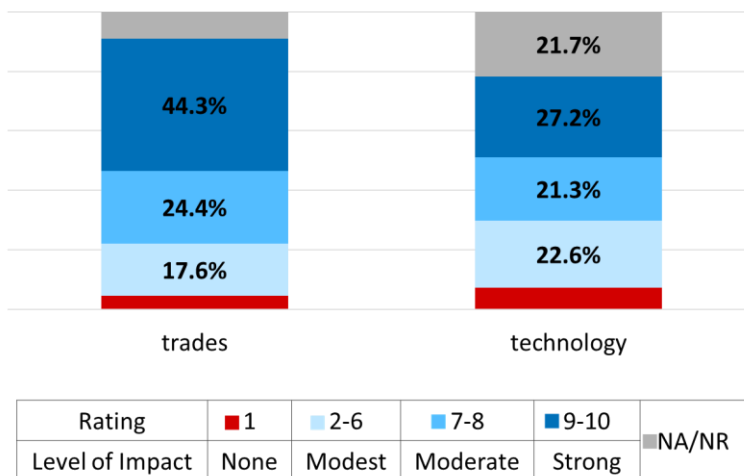
- ❖ *Key Finding: Those who participate in WRDC's one-on-one services have increased access to opportunities and supports for training and employment in trades, technology, and other fields. This service had the greatest impact on increasing access to training programs in trades.*

### *Accurate Perception of Trades and Technology Careers*

Respondents were also asked to rate to what extent WRDC's one-on-one services provided an accurate perception of working in trades and technology. As detailed in the following graph, in terms of trades, 44.3% provided a T2 score (with 35.8% providing a rating of 10) and for technology 27.2% provided a T2 score. These results indicate that for at least one-quarter, WRDC's one-on-one services had a strong impact on accurate perceptions of working in trades and technology. The higher T2 score for trades suggests this service had more impact in this area. Fewer fall into the *not applicable* or no response category for trades (9.0%) compared to 21.7% technology.



**Q: To what extent did attending WRDC's one-on-one services provide an accurate perception of working in...?**  
 - Only asked to those who met one-on-one with WRDC staff (n = 221) -



*Short Term Impact on Providing an Accurate Perception of Working in Trades and Technology.* Table 17 details T2 scores and mean scores for the extent to which WRDC's one-on-one services provided an accurate perception of working in trades and technology. WRDC's one-on-one services provided an accurate perception of working in both fields; however, this service had more impact on accurate perceptions of working in trades.

**Table 17: Extent to which WRDC's One-on-One Services Provided an Accurate Perception of Working in Trades and Technology**

Areas Assessed	T2 Scores	Mean Scores	Impact on Accurate Perceptions
Accurate perception of trades	44.3%	7.8	More Impact
Accurate perception of technology	27.2%	6.8	Less Impact

- ❖ *Key Finding: For those who participate, WRDC's one-on-one services provide an accurate perception of working in trades and technology. This service had more impact on perceptions of working in trades.*

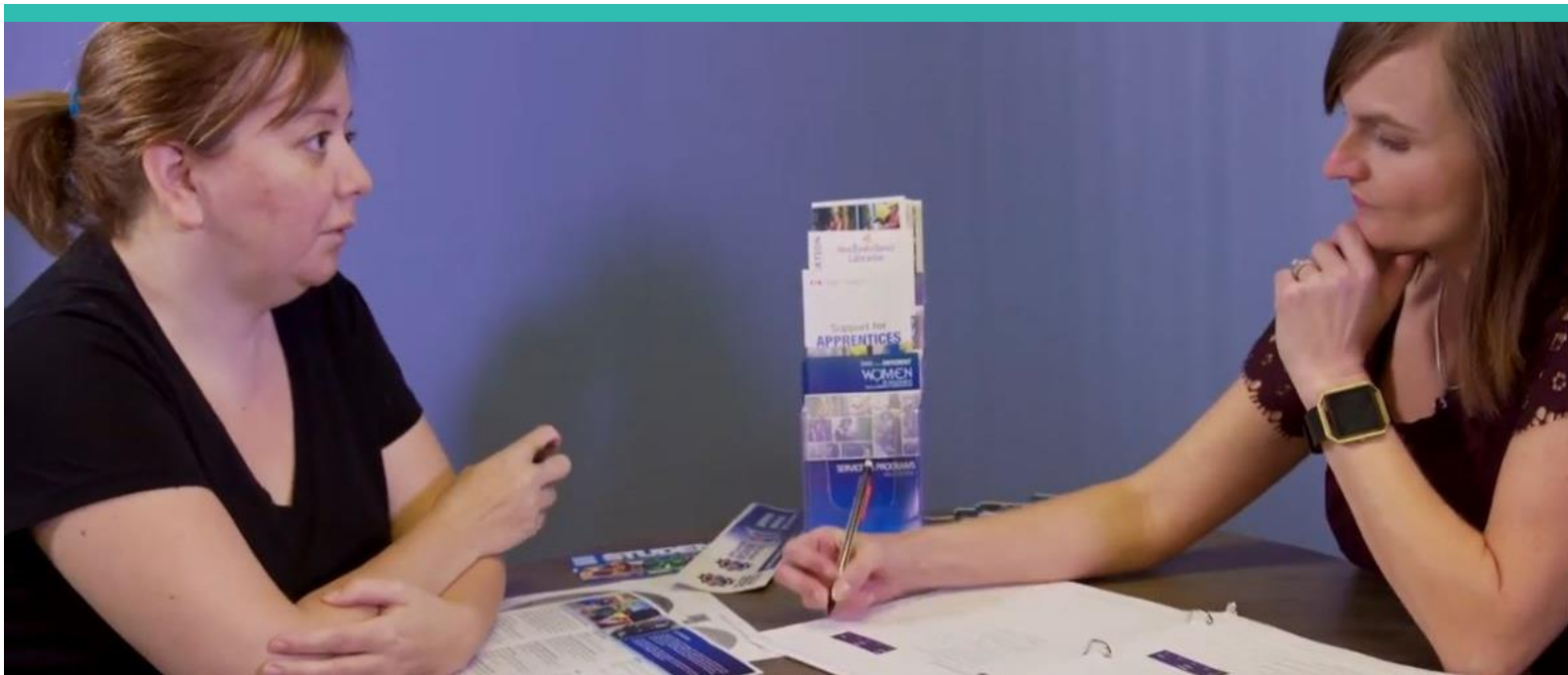
### Support Networks

WRDC's CES refer clients as needed to other community agencies to ensure they have access to the supports available to increase their likelihood for success. Thirty-four percent (34.0%, n = 90) reported

that WRDC staff referred them to another organization, counsellor, or funder for additional support. The majority of respondents were referred for *funding or financial assistance* (85.6%) and 25.6% were referred for *academic support*. Few clients were referred for support related to *transportation* (10.0%), *health and well-being* (7.8%), *housing* (5.6%), and/or *addictions* (1.1%).

### *Summary of Short-Term Impacts of WRDC's One-on-One Services*

- The vast majority of respondents (83.4%, n = 221) have met one-on-one with WRDC staff. Almost all (94.1%) rated WRDC's one-on-one services as being either *very beneficial* (56.1%) or *beneficial* (38.0%).
- More than one-half provided T2 scores for increased awareness of training programs in trades (T2 = 54.8%), awareness of career possibilities in trades (54.8%), interest in trades (53.4%), and awareness of supports available to assist with training (50.7%); indicating that WRDC's one-on-one services had a strong impact for these respondents in these areas.
- WRDC's one-on-one services had a moderate impact on all trades related areas assessed with mean scores ranging from 8.3 to 7.4. In the case of technology, WRDC's one-on-one services had a modest impact on most areas with the exception of awareness of training programs in technology (7.3), awareness of career possibilities in technology (7.2) and awareness of jobs available in technology (7.0), where moderate impacts were noted. WRDC's one-on-one services had a modest impact on all areas related to another field (mean scores range from 6.4 to 6.9).
- Approximately one-third were referred to other agencies to ensure they have access to the supports available to increase their likelihood for success. Respondents were most likely to be referred for *funding or financial assistance* (85.6%)



**Table 18: Impact of WRDC's One-on-One Services**

	Moderate Impact		Modest Impact	
	Areas Assessed	Mean Score	Areas Assessed	Mean Score
Trades	Awareness of training programs	8.3		
	Awareness of career possibilities	8.2		
	Interest	8.1		
	Access to training programs	7.9		
	Accurate perception	7.8		
	Awareness of jobs available	7.8		
	Access to jobs available	7.4		
Technology	Awareness of training programs	7.3	Access to training programs	6.9
	Awareness of career possibilities	7.2	Accurate perception	6.8
	Awareness of jobs available	7.0	Access to jobs available	6.6
			Interest	6.6
Another Field			Awareness of career possibilities	6.9
			Awareness of training programs	6.9
			Awareness of jobs available	6.8
			Access to training programs	6.6
			Access to jobs available	6.4
			Interest	6.4
Supports Available	Awareness of supports available to assist with training	8.0		
	Awareness of supports available to assist with employment	7.6		
	Access to supports available to assist with training	7.6		
	Access to supports available to assist with employment	7.4		

## WRDC's Career Development Programs (OTT/TOTT)

As mentioned previously, OTT and TOTT are WRDC's 3 to 6 month career development programs for women delivered at CNA campuses throughout the province. Participants receive safety certificates and take part in academic courses, worksite tours, and presentations. The survey included a section about experiences with WRDC's career development programs. As mentioned previously, KIIs were also conducted with OTT/TOTT instructors to identify program successes and areas for improvement. The results of both the survey and KIIs are presented in the following section.

### Participation in WRDC's OTT/TOTT Program

Many respondents (72.5%, n = 192) spoke with WRDC staff about the OTT/TOTT program and slightly more than one-half (57.4%, n = 152) participated in<sup>10</sup> the program. The 40 respondents (15.1%) who did not participate in the OTT/TOTT program (but spoke to staff about it) were asked to identify, from a list or in their own words, why they did not participate. Results are summarized in Table 19. The three most frequently mentioned reasons include: *was already working/had already decided on a career* (30.0%), *did not meet eligibility requirements for funding* (20.0%) and/or *lack of childcare* (15.0%).

**Table 19: Reasons for Not Participating in OTT/TOTT**

Q: Why didn't you participate? - Only asked to those who spoke with WRDC staff about OTT/TOTT but did not participate (n = 40) -	Number of Mentions	Percentage*
I was already working/I had already decided on my career	12	30.0%
I did not meet eligibility requirements for funding	8	20.0%
Lack of childcare	6	15.0%
Program wasn't available/offered when I wanted to participate	3	7.5%
I was not approved for funding	3	7.5%
I did not meet academic requirements to enter the program	3	7.5%
My health (injury, mental, or physical) prevented me from participating	3	7.5%
I wasn't ready to, uncomfortable with going to school/CNA	2	5.0%
I was not interested	2	5.0%
No response provided	2	5.0%
Lack of family care other than childcare	1	2.5%
Lack of transportation	1	2.5%
I was unable to attend (busy personal life)	1	2.5%

\*Note: Percentages exceed 100% due to multiple responses

Those who participated in the OTT/TOTT program were asked a series of questions to identify which delivery they attended. Results are detailed in Table 20. Close to one-half (51.3%) participated 5 to 9 years ago and an additional 28.3% participated 10 to 20 years ago. In terms of campus location, slightly more than 40.0% attended a CNA campus in St. John's (39.5% at Prince Philip Drive and 3.3% at Ridge Road). Other more frequently attended CNA campuses include: Happy Valley-Goose Bay (14.5%), Bay St. George (7.9%), Corner Brook (7.9%), and Seal Cove (7.9%).

<sup>10</sup> For this question, participants were told that if they started the program but did not complete it, to select "yes".

**Table 20: OTT/TOTT Program Delivery Details**

OTT/TOTT Program Information	Percentage (n = 152)
<b>Q: Using the categories below, please estimate when you participated in the program?</b>	
Within the last 4 years	19.7%
5 to 9 years ago	51.3%
10 to 14 years ago	15.8%
15 to 20 years ago	12.5%
Don't know	0.7%
<b>Q: At which of the following CNA campuses did you attend the program?</b>	
Prince Phillip Drive - St. John's	39.5%
Happy Valley-Goose Bay	14.5%
Bay St. George	7.9%
Corner Brook	7.9%
Seal Cove	7.9%
Burin	7.2%
Placentia	4.0%
Ridge Road - St. John's	3.3%
Carbonear	2.6%
Grand Falls-Windsor	2.0%
Bonavista	2.0%
Gander	1.3%
Baie Verte	0.0%

*OTT/TOTT Program Participant Attendance.* Attendance has sometimes been noted as a challenge during the delivery of OTT/TOTT. Program instructors were asked whether they had any suggestions to improve participant attendance. Approximately one-half (7 of 13) suggested defining and enforcing clear guidelines and requirements for participants to keep both their enrollment in and funding for the program. Examples of suggested guidelines and requirements include maintaining a minimum average, completing specific components, and attending at least 80.0% of the program. Four instructors suggested including attendance as part of work life balance skills taught through the personal development component and communicating how missing classes affects their experience. For example, participants may be able to make up missed professional development sessions, but they need to know that they cannot make up missed opportunities like welding sessions. One instructor suggested that helping with childcare would improve attendance.



*Completing the OTT/TOTT program.* Almost all respondents who started OTT/TOTT completed the program (92.8%). Few (n = 11) did not complete and were asked to identify, from a list and in their own words, reasons why they did not complete the program. The most frequently mentioned response was *challenges with or a lack of transportation* (n = 6). A complete list of reasons is presented in Table 21.

**Table 21: Reasons for Not Completing OTT/TOTT**

<b>Q: Why didn't you complete the OTT/TOTT program? - Only asked to those who started but did not complete OTT/TOTT (n = 11) -</b>	<b>Number of Mentions*</b>
Challenges with transportation, lack of transportation	6
It was hard to meet daily responsibilities while attending the program	4
Relationship, home, personal reasons	3
My health prevented me from completing	3
Challenges with childcare, lack of childcare	3
Lack of family care other than childcare	2
Unwelcoming or unsupportive classroom environment	2
My job	2
I got a job	1
Something else	2

\*Note: Multiple responses accepted

OTT/TOTT instructors were asked whether they had any suggestions to increase the likelihood that participants complete OTT/TOTT and Table 22 provides a summary of responses. Most commonly (4 of 13), instructors did not provide any suggestions; stating that participants usually complete or that whether they complete is dependent on the individual's own motivation and life circumstances. The most frequently mentioned suggestions were to *provide more assistance* (4 of 13) and *provide more opportunities for participants to see and experience real life applications and success stories* (3 of 13). In terms of assistance, instructors highlighted a need for assistance with transportation, childcare, and one-on-one support for help through personal and professional challenges. There was one suggestion to include paid job shadowing as an incentive for participants. In terms of real-life applications, instructors describe a need for participants to see or experience trades and technology careers through the following: industry/site visits, job shadowing, and success stories from women who previously participated in the OTT/TOTT program.

**Table 22: Instructor Suggestions to Increase Likelihood of Participants Completing OTT/TOTT**

<b>Q: Do you have any suggestions to increase the likelihood that participants who start OTT/TOTT complete the program? (n = 13)</b>	<b>Number of Mentions*</b>
<b>Provide more assistance to participants</b>	
Provide one-on-one support for participants to help them through challenges both personally and professionally	1
Paid job shadow	1
Provide assistance with transportation	1
Provide assistance with childcare	1
<b>Provide more opportunities for participants to see and experience real life applications and success stories</b>	
More industry/site visits - shows participants what is waiting for them at the end	1
Include more testimonials, success stories from other women	1
More shadowing	1
<b>Other</b>	
Better screening of participants and instructors	2
Allow for more tailoring/individualism in the program	1
No suggestion provided	4

\*Note: Multiple responses accepted

The remaining survey questions about the OTT/TOTT program were only asked to those who completed the program. These respondents were asked how beneficial the program was to them. Almost all respondents (95.8%) said the program was either *very beneficial* (65.3%) or *beneficial* (30.5%). Six respondents (4.3%) said the program was *not at all beneficial*.

As an additional assessment of the benefit of the OTT/TOTT program, during the KIs, instructors were asked how beneficial the program is to women who participate. All but one instructor (12 of 13) said the program is either *very beneficial* (11 of 13) or *beneficial* (1 of 13). The instructor who did not provide one of these responses said he/she was unable to answer the question. When asked for the main reason for their response, instructors either spoke of successes of the program or of areas for improvement. Table 23 provides a summary of the types of responses provided. The most frequent response (4 of 12) focused on participant improvement; specifically, the program improving participants' outlook and life, kickstarting their career/training, and participants' growing, becoming more confident, and pursuing school/work. In terms of areas for improvement, the most frequent mention was about a need to add more technology components to the program (3 of 12).



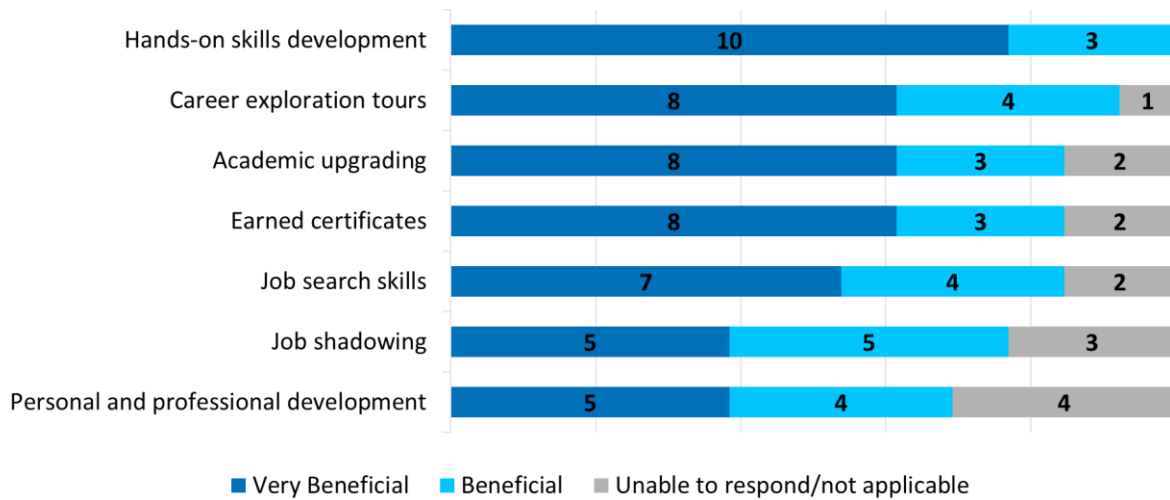
**Table 23: Reasons Instructors Rated OTT/TOTT as Either *Very Beneficial* or *Beneficial***

Q: What are the primary reasons you feel that way? - Asked to those who provided a rating of either <i>very beneficial</i> or <i>beneficial</i> (n = 12) -		Number of Mentions*
<b>Program successes</b>		
The program improves participants' outlook and life, kickstarts career/training, participants grow and become more confident, participants pursue school/work		4
The program provides information and exposure to equip participants to make career decisions and prevent mistakes in their career		2
How beneficial the program is depends on the participant; some want to improve, others want funding		1
The program provides exposure/experience in academic and career settings		1
<b>Areas for improvement</b>		
The program needs more technology components		3
Industry/site visits are important, participants need to see what happens next		1
Participants aren't shown the more challenging sides, these are needed to truly make informed decisions		1

\*Note: Multiple responses accepted

OTT/TOTT instructors were also asked to rate whether various aspects of the OTT/TOTT program have been *very beneficial*, *beneficial*, or *not at all beneficial* for participants. As shown in the graph, no aspects of the OTT/TOTT program assessed received a rating of *not at all*. Almost all instructors rated hands-on skill development and career exploration tours as either *very beneficial* or *beneficial* (13 of 13 and 12 of 13, respectively). The vast majority of OTT/TOTT instructors (11 of 13) rated academic upgrading, earned certificates, and job search skills as either *very beneficial* or *beneficial*. Compared to other aspects of the program, more instructors were unable to rate how beneficial job shadowing and personal and professional development components were to participants (3 of 13 and 4 of 13, respectively). Instructors were also asked how likely they are to recommend the OTT/TOTT program to women. Twelve of the 13 instructors reported that they are *very likely* to recommend the program and one said they are *likely* to recommend.

**Q: How beneficial have each of the following aspects of the OTT program been for participants? (n = 13)**

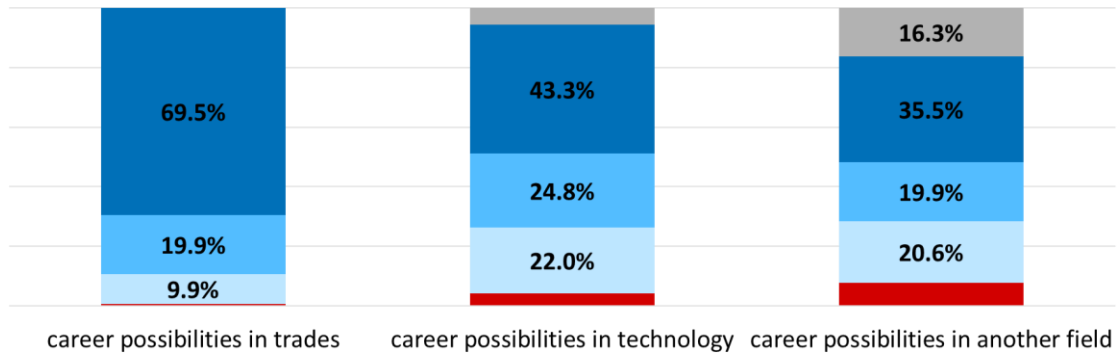


### *Awareness of Career Possibilities, Training Programs, Jobs Available, and Supports Available in Trades, Technology, and Another Field*

Those who completed the OTT/TOTT program were asked a series of questions about the extent to which the program increased awareness (knowledge) of career possibilities, training programs, jobs available, and supports available using a 1 to 10 scale where 1 is *not at all* and 10 is *a great deal*. Respondents were advised to select the *not applicable* option if the statement did not apply to their experience.

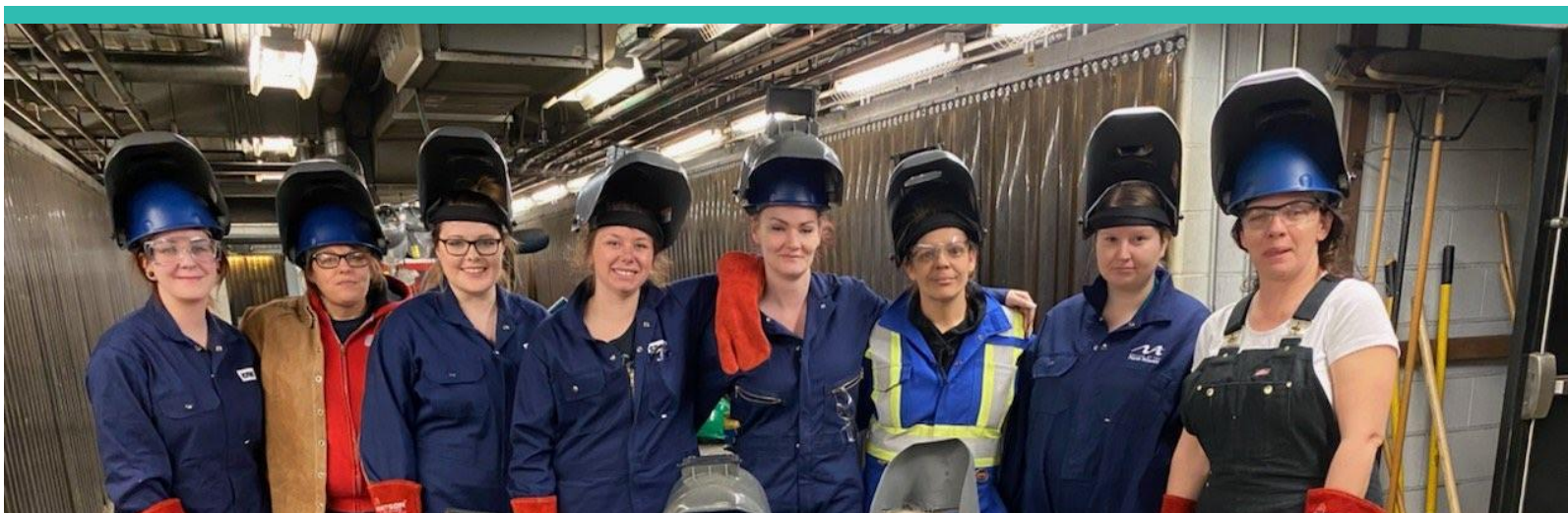
*Career Possibilities.* The following graph details results for the extent to which WRDC's OTT/TOTT program increased awareness (knowledge) of career possibilities in trades, technology, and another field. The T2 score is highest for career possibilities in trades (69.5%) and 61.0% provided a rating of 10. More than one-third provided a T2 score for career possibilities in technology (43.3%) and another field (35.5%). These results indicate that for many, WRDC's OTT/TOTT program had a strong impact, increasing awareness of career possibilities in trades, technology, and another field. The higher T2 score for trades suggests WRDC's OTT/TOTT program had more impact in this area. Furthermore, compared to career possibilities in trades (9.9%), more respondents provided ratings between 2 and 6 for technology (22.0%) and another field (20.6%); indicating OTT/TOTT is more likely to have a modest impact in both areas. Almost all participants experienced an increase in awareness of career possibilities as very few reported that WRDC's OTT/TOTT program had no impact at all (that is, provided a rating of 1).

Q: To what extent did the program increase your awareness (knowledge) of...?  
 - Only asked to those who completed OTT/TOTT (n = 141) -

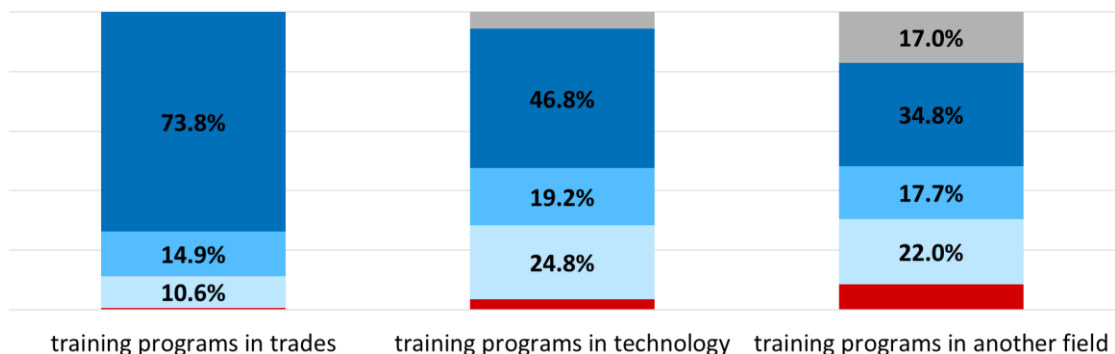


Rating	1	2-6	7-8	9-10	NA/NR
Level of Impact	None	Modest	Moderate	Strong	

*Training Programs.* In terms of training programs, the vast majority (73.8%) provided a T2 score for training programs in trades and more than one-half (61.7%) provided a rating of 10. Fewer provided a T2 score for training programs in technology (46.8%) and another field (34.8%). These results indicate that for more than one-third, WRDC's OTT/TOTT program had a strong impact, increasing awareness of training programs in trades, technology, and another field. The higher T2 score for training programs in trades suggests OTT/TOTT had more impact in this area. Compared to training programs in trades (10.6%), more respondents provided ratings between 2 and 6 for technology (24.8%) and another field (22.0%); indicating OTT/TOTT is more likely to have a modest impact in both areas. In addition, 17.0% either selected *not applicable* or did not respond when asked about training programs in another field.



**Q: To what extent did the program increase your awareness (knowledge) of...?**  
**- Only asked to those who completed OTT/TOTT (n = 141) -**

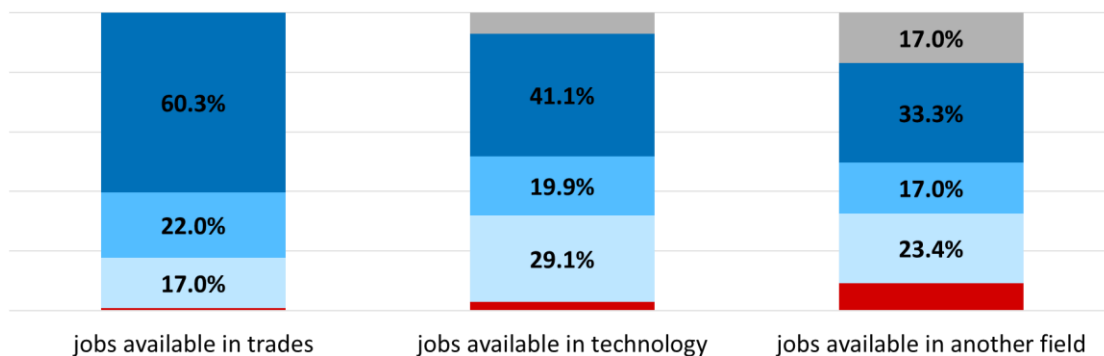


Rating	1	2-6	7-8	9-10	NA/NR
Level of Impact	None	Modest	Moderate	Strong	

*Jobs Available.* In terms of jobs available, as shown in the graph, the T2 score is highest for increasing awareness (knowledge) of job available in trades (60.3%). Fewer provided a T2 score for jobs available in technology (41.1%) and another field (33.3%). These results indicate that for at least one-third, WRDC's OTT/TOTT program had a strong impact, increasing awareness of jobs available in trades, technology, and another field. The higher T2 score for trades suggests OTT/TOTT had more impact in this area. More respondents selected a rating of 1 (*not at all*) when asked about another field (9.2%) compared to technology (2.8%) and trades (0.7%). In addition, more respondents (17.0%) selected *not applicable* or did not respond when asked about jobs available in another field compared to jobs available in technology (7.1%) and trades (0.0%).



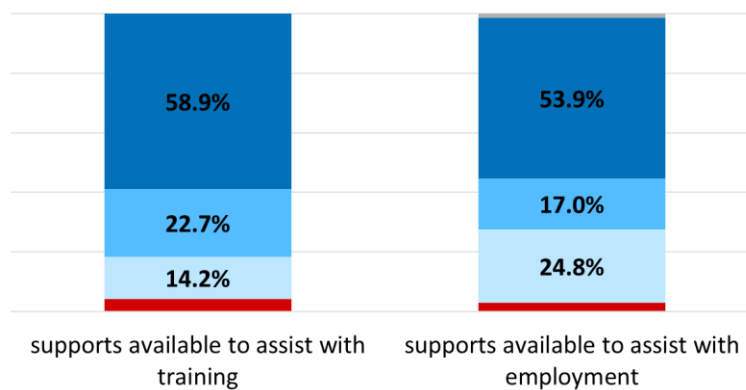
**Q: To what extent did the program increase your awareness (knowledge) of...?**  
**- Only asked to those who completed OTT/TOTT (n = 141) -**



Rating	1	2-6	7-8	9-10	NA/NR
Level of Impact	None	Modest	Moderate	Strong	

*Supports Available.* More than one-half provided a T2 score for supports available to assist with training (58.9%) and supports available to assist with employment (53.9%). Many provided a rating of 10 (48.9% and 45.4% respectively). These results indicate that for more than one-half, WRDC's OTT/TOTT program had a strong impact, increasing awareness of supports available to assist with training and employment. More respondents provided ratings between 2 and 6 for supports available to assist with employment (24.8%) compared to supports available to assist with training (14.2%); indicating OTT/TOTT is more likely to have a modest impact in this area.

**Q: To what extent did the program increase your awareness (knowledge) of...?**  
**- Only asked to those who completed OTT/TOTT (n = 141) -**




Rating	1	2-6	7-8	9-10	NA/NR
Level of Impact	None	Modest	Moderate	Strong	



*Short Term Impact of WRDC's OTT/TOTT Program on Awareness.* Table 24 details T2 scores and mean scores for the extent to which WRDC's OTT/TOTT program increased awareness (knowledge) of career possibilities, training programs, jobs available, and supports available in trades, technology, and another field. WRDC's OTT/TOTT program increased awareness of all areas assessed. Level of impact ranges from strong to modest. With mean scores ranging from 7.0 to 8.9 for 9 of the 11 areas, the OTT/TOTT program had a moderate impact on awareness for most areas. While WRDC's OTT/TOTT program had a strong impact in all areas for more than one-third (T2 scores range from 33.3% to 73.8%), increasing awareness of training programs in trades received a mean score of 9.0; indicating OTT/TOTT had a strong impact in this area. WRDC's OTT/TOTT program had the greatest impact on training programs in trades, career possibilities in trades, jobs available in trades, supports available to assist with training, and supports available to assist with employment. More than one-half provided a rating of 9 or 10 and these areas also received the highest mean scores. While mean scores indicate WRDC's OTT/TOTT program had a moderate impact on four of these five areas (and a strong impact on one area), T2 scores highlight this service had a strong impact on more than one-half of respondents.

**Table 24: Extent to which WRDC's OTT/TOTT Program Increased Awareness of Career Possibilities, Training Programs, Jobs Available, and Supports Available in Trades, Technology and Another Field**

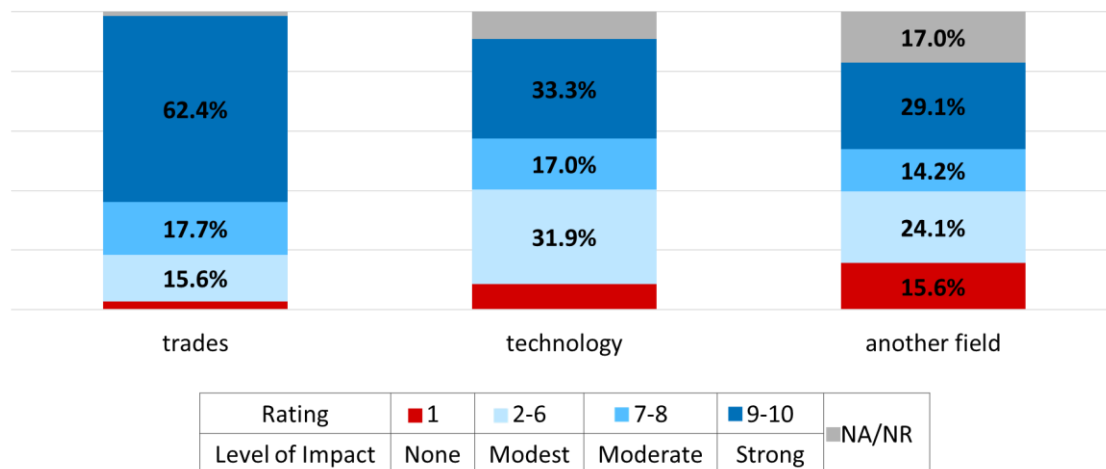
Areas Assessed	T2 Scores	Mean Scores	Impact on Awareness
Training programs in trades	73.8%	9.0	More Impact
Career possibilities in trades	69.5%	8.9	
Jobs available in trades	60.3%	8.4	
Supports available to assist with training	58.9%	8.3	
Supports available to assist with employment	53.9%	8.0	
Training programs in technology	46.8%	7.7	
Career possibilities in technology	43.3%	7.6	
Jobs available in technology	41.1%	7.4	
Career possibilities in another field	35.5%	7.1	Less Impact
Training programs in another field	34.8%	7.0	
Jobs available in another field	33.3%	6.9	

- ❖ *Key Finding: Those who complete WRDC's OTT/TOTT program have increased awareness of opportunities and supports for training and employment in trades, technology, and other fields. This program had the greatest impact on increasing awareness of the following: training programs in trades, career possibilities in trades, jobs available in trades, supports available to assist with training, and supports available to assist with employment.*

### Interest in Trades, Technology, and Another Field

Using the same 10 point scale where 1 is *not at all* and 10 is *a great deal*, respondents were asked to rate the extent to which WRDC's OTT/TOTT program increased their interest in trades, technology, and another field. As detailed in the graph, the T2 score is highest for interest in trades (62.4%) and 56.0% provided a rating of 10. Fewer respondents provided a T2 score for interest in technology (33.3%) and another field (29.1%). These results indicate that for approximately 30.0%, WRDC's OTT/TOTT program had a strong impact, increasing interest in trades, technology, and another field. The higher T2 score for interest in trades suggests OTT/TOTT had more impact in this area. WRDC's OTT/TOTT program had a modest impact on more respondents' interest in technology (31.9%) and another field (24.1%) compared to trades (15.6%). In addition, a higher proportion of respondents selected a rating of 1 (*not at all*) when asked about increasing interest in another field (15.6%) compared to increasing interest in technology (8.5%) or trades (2.8%).

**Q: To what extent did the program increase your interest in...?**  
- Only asked to those who completed OTT/TOTT (n = 141) -



*Short Term Impact of WRDC's OTT/TOTT Program on Interest.* Table 25 summarizes T2 scores and mean scores for the extent to which WRDC's OTT/TOTT program increased interest in trades, technology, and another field. WRDC's OTT/TOTT program increased interest in all areas assessed. While the level of impact ranges from moderate to modest, more than one-quarter provided a T2 score, highlighting a strong impact for these participants. With a mean score of 6.8 for technology and 6.2 for another field,

the OTT/TOTT program had a modest impact on interest in these areas. This service had the greatest impact on interest in trades as more than one-half (62.4%) provided a rating of 9 or 10 and this area received the highest mean score (8.4).

**Table 25: Extent to which WRDC's OTT/TOTT Program Increased Interest in Trades, Technology, and Another Field**

Areas Assessed	T2 Scores	Mean Scores	Impact on Interest
Interest in trades	62.4%	8.4	More Impact
Interest in technology	33.3%	6.8	Less Impact
Interest in another field	29.1%	6.2	

- ❖ *Key Finding: Those who complete WRDC's OTT/TOTT program have an increased interest in trades, technology, and other fields. This program had the greatest impact on increasing interest in trades.*

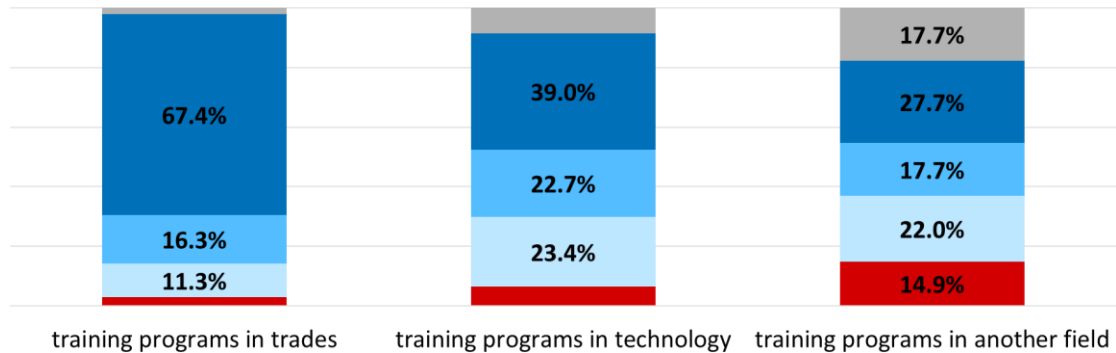
### *Access to Training Programs, Jobs Available, and Supports Available in Trades, Technology, and Another Field*

The survey assessed the extent to which WRDC's OTT/TOTT program increased access to (being able to participate in) training programs, jobs available, and supports available.

*Training Programs.* More than two-thirds (67.4%) of those who completed the OTT/TOTT program provided a rating of 9 or 10 when asked to what extent the program increased their access to training programs in trades (58.9% provided a rating of 10). Fewer respondents provided a T2 score for access to training programs in technology (39.0%) and another field (27.7%). These results indicate that for at least one-quarter, the OTT/TOTT program had a strong impact, increasing access to training programs in trades, technology, and another field. The higher T2 score for access to training programs in trades suggests OTT/TOTT had more impact in this area. WRDC's OTT/TOTT program had a modest impact on more respondents' access to training programs in technology (23.4%) and another field (22.0%) compared to trades (11.3%). In addition, a higher proportion of respondents selected a rating of 1 (*not at all*) when asked about increasing access to training programs in another field (14.9%) compared to technology (6.4%) or trades (2.8%).

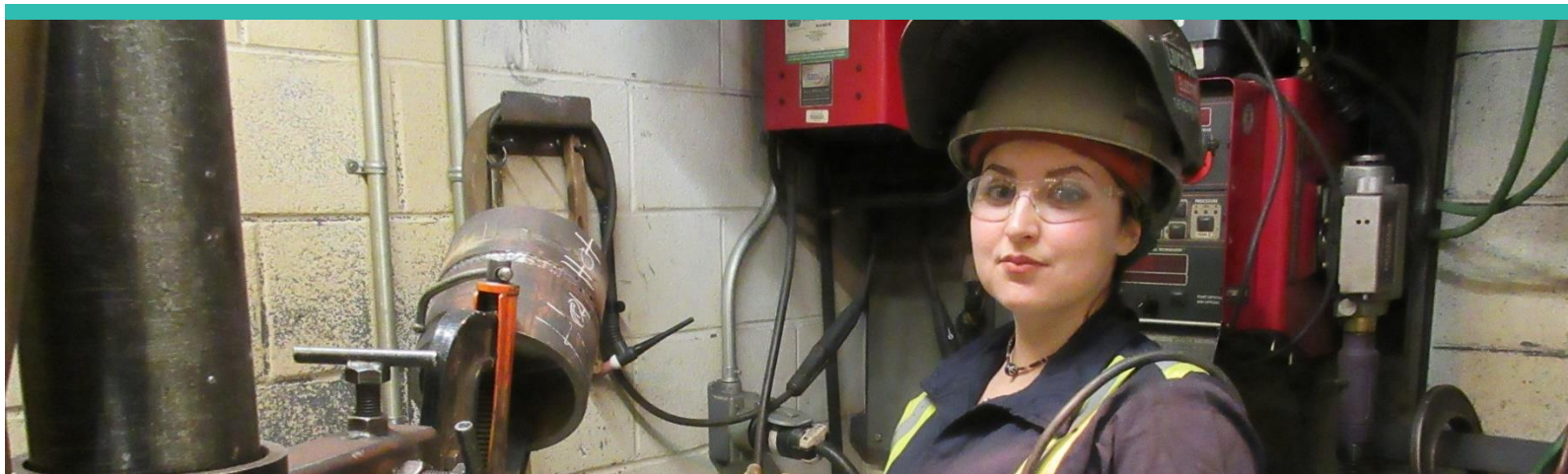


**Q: To what extent did the program increase your access to (being able to participate in)...?**  
**- Only asked to those who completed OTT/TOTT (n = 141) -**

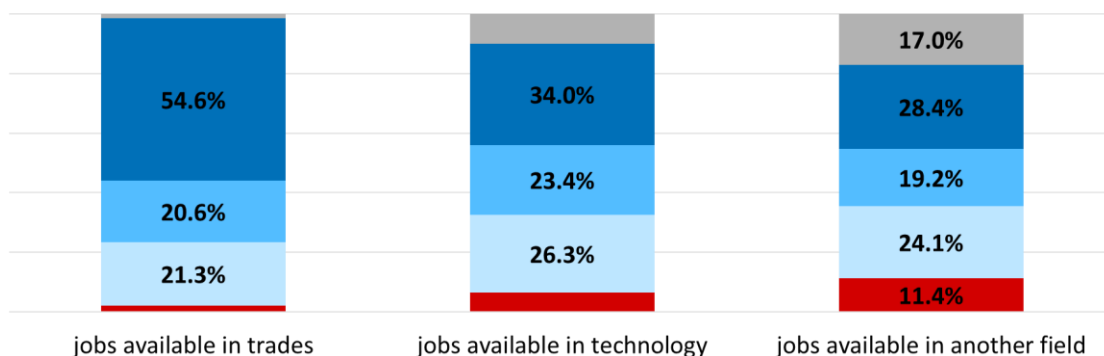


Rating	1	2-6	7-8	9-10	NA/NR
Level of Impact	None	Modest	Moderate	Strong	

*Jobs Available.* The T2 score is highest for jobs available in trades (54.6%) and 41.8% provided a rating of 10. Fewer respondents provided a T2 score for jobs available in technology (34.0%) and another field (28.4%). These results indicate that for at least one-quarter, WRDC's OTT/TOTT program had a strong impact, increasing access to jobs available in trades, technology, and another field. The higher T2 score for jobs available in trades suggests WRDC's OTT/TOTT program had more impact in this area. Between 20.0% and 26.0% provided ratings between 2 and 6 when asked about increased access to jobs available in trades (21.3%), technology (26.3%), and another field (24.1%); suggesting WRDC's OTT/TOTT program had a modest impact on a comparable percentage of respondents. In terms of *not applicable* or no response, 17.0% fall into this category for jobs available in another field and 9.9% fall into this category for jobs available in technology (compared to 1.4% for trades).



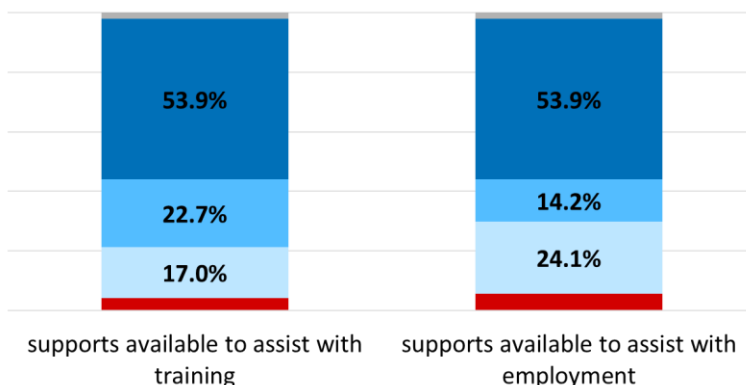
**Q: To what extent did the program increase your access to (being able to participate in)...?**  
**- Only asked to those who completed OTT/TOTT (n = 141) -**



Rating	1	2-6	7-8	9-10	NA/NR
Level of Impact	None	Modest	Moderate	Strong	

*Supports Available.* Slightly more than one-half of respondents provided a T2 score for supports available to assist with training (53.9%) and supports available to assist with employment (53.9%). More respondents provided a rating of 7 or 8 for supports available to assist with training (22.7%) compared to employment (14.2%); indicating this program had a moderate impact on more respondents' access to supports available to assist with training. Few reported this service had no impact on their access to supports available to assist with training (4.3%) and employment (5.7%).


**Q: To what extent did the program increase your access to (being able to participate in)...?**  
**- Only asked to those who completed OTT/TOTT (n = 141) -**



Rating	1	2-6	7-8	9-10	NA/NR
Level of Impact	None	Modest	Moderate	Strong	

*Short Term Impact of WRDC's OTT/TOTT Program on Access.* Table 26 details T2 scores and mean scores for the extent to which WRDC's OTT/TOTT program increased access to (being able to participate in) training programs, jobs available, and supports available in trades, technology, and another field. WRDC's OTT/TOTT program increased access to all areas assessed. While the level of impact ranges from moderate to modest, more than one-quarter provided a T2 score, highlighting a strong impact for these participants. With mean scores ranging from 7.0 to 8.7, WRDC's OTT/TOTT program had a moderate impact on 6 of the 8 areas assessed. This program had the greatest impact on the following: training programs in trades, jobs available in trades, supports available to assist with training, and supports available to assist with employment. While mean scores indicate OTT/TOTT had a moderate impact in these areas, T2 scores highlight this program had a strong impact on more than one-half of respondents.

**Table 26: Extent to which WRDC's OTT/TOTT Program Increased Access to Training Programs, Jobs Available, and Supports Available in Trades, Technology, and Another Field**

Areas Assessed	T2 Scores	Mean Scores	Impact on Access
Training programs in trades	67.4%	8.7	More Impact
Jobs available in trades	54.6%	8.0	
Supports available to assist with training	53.9%	8.1	
Supports available to assist with employment	53.9%	7.8	
Training programs in technology	39.0%	7.4	
Jobs available in technology	34.0%	7.0	
Jobs available in another field	28.4%	6.5	
Training programs in another field	27.7%	6.4	

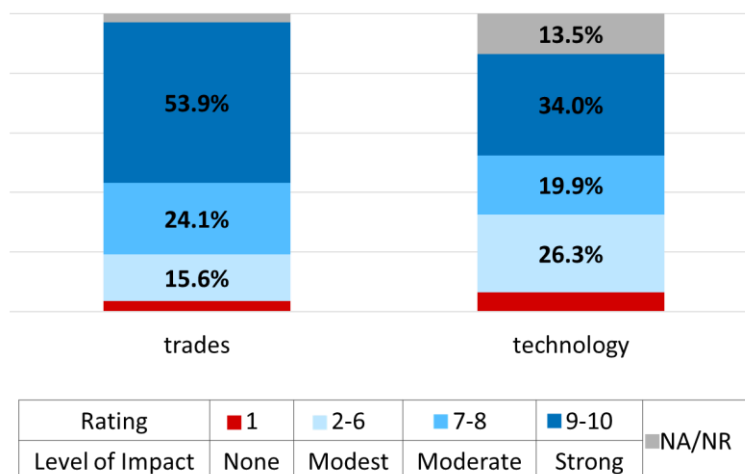
- ❖ *Key Finding: Those who complete WRDC's OTT/TOTT program have increased access to opportunities and supports for training and employment in trades, technology, and other fields. This program had the greatest impact on increasing access to the following: training programs in trades, jobs available in trades, supports available to assist with training, and supports available to assist with employment.*

### *Accurate Perception of Trades and Technology Careers*

Respondents were asked to rate the extent to which participating in WRDC's OTT/TOTT program provided an accurate perception of working in trades and technology. In terms of trades, 53.9% provided a T2 score and for technology, 34.0% provided a T2 score. These results indicate that for at least one-third, WRDC's OTT/TOTT program had a strong impact on accurate perceptions of working in trades and technology. The higher T2 score for trades suggests the OTT/TOTT program had more impact in this area.

OTT/TOTT had a modest impact for more respondents in terms of providing an accurate perception of working in technology (26.3%) compared to trades (15.6%).

**Q: To what extent did attending the program provide you with an accurate perception of working in...?**  
**- Only asked to those who completed OTT/TOTT (n = 141) -**



OTT/TOTT instructors were also asked to rate the extent to which WRDC's OTT/TOTT program provides participants with an accurate perception of working in trades and technology. Almost one-half of the instructors interviewed (6 of 13) provided a rating of 7 or 8 for trades and a rating of 7 or 8 for technology. Five instructors provided a T2 score for trades and no instructor provided a T2 score for technology. Instructors were more likely to provide a *not applicable* response for technology (4 of 13) compared to trades (1 of 13).

*Short Term Impact of WRDC's OTT/TOTT Program on Providing an Accurate Perception of Working in Trades and Technology.* Table 27 details T2 scores and mean scores for the extent to which attending WRDC's OTT/TOTT program provided an accurate perception of working in trades and technology. OTT/TOTT provided an accurate perception of working in both fields; however, this program had more impact on accurate perceptions of working in trades than technology.

**Table 27: Extent to which WRDC's OTT/TOTT Program Provided an Accurate Perception of Working in Trades and Technology**

Areas Assessed	T2 Scores		Mean Scores		Impact on Accurate Perceptions
	Respondents Completed OTT/TOTT (n = 141)	OTT/TOTT Instructor (n = 13)	Respondents: Completed OTT/TOTT (n = 141)	OTT/TOTT Instructor (n = 13)	
Accurate perception of trades	53.9%	38.5%	8.2	8.3	More Impact
Accurate perception of technology	34.0%	0.0%	7.0	6.6	Less Impact

- ❖ *Key Finding: For those who complete the program, OTT/TOTT provide an accurate perception of working in trades and technology. This program had more impact on perceptions of working in trades.*

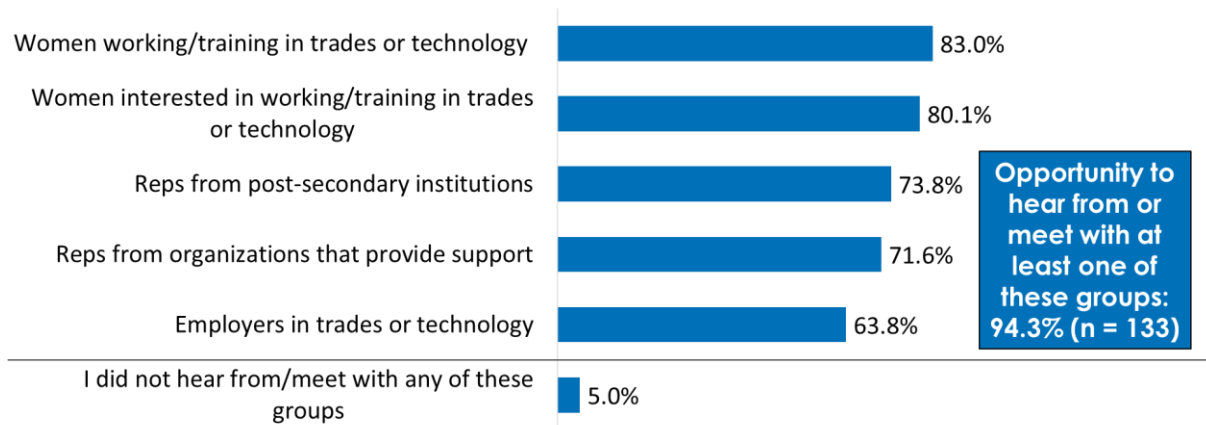
### Support Networks

Respondents were asked to identify from a list which groups they had an opportunity to meet or hear from while participating in WRDC's OTT/TOTT program. Results are presented in the following graph. Respondents were most likely to select *women working or training in trades or technology* (83.0%) and *women interested in working/training in trades or technology* (80.1%). Many selected: *representatives from post-secondary institutions* (73.8%), *representatives from organizations that provide support such as community organizations, government departments, safety associations, or unions* (71.6%) and *employers in trades or technology* (63.8%). Just seven respondents who completed the OTT/TOTT program reported that they *did not hear from or meet with any of these groups* (one respondent did not provide a response).





**Q: Did participating in the program provide you with opportunities to hear from or meet...?**  
 - Only asked to those who completed OTT/TOTT (n = 141) -  
 Percentages indicate those who said 'yes'



Those who reported an opportunity to meet or hear from various groups through the OTT/TOTT program were asked to identify how those groups impacted their career path. Results are presented in the following graph. The four most frequently mentioned responses include: *I learned about jobs available* (64.7%), *I learned about training programs* (62.4%), *my network expanded* (52.6%) and *inspired me to pursue a career in trades* (52.6%).

**Q: How did these people impact your career path?**  
 - Only asked to those who completed OTT/TOTT and heard/met with various groups (n = 133) -



- ❖ *Key Finding: Many who participate in WRDC's OTT/TOTT program have an expanded support network that is most likely to include women working/training in trades or technology and women interested in working/training in trades or technology.*

### *Summary of Short Term Impacts of WRDC's OTT/TOTT Program*

- More than one-half (57.4%, n = 152) of survey respondents participated in<sup>11</sup> the OTT/TOTT program.
- WRDC's career development programs have a strong completion rate. Almost all respondents who started the OTT/TOTT program completed the program (92.8%, n = 141).
- Both respondents who completed OTT/TOTT and program instructors report that the program is beneficial. Almost all those who completed the program (95.8%) said the OTT/TOTT program was either *very beneficial* (65.3%) or *beneficial* (30.5%). All but one OTT/TOTT instructor (12 of 13) said the program is either *very beneficial* (11 of 13) or *beneficial* (1 of 13).
- More than one-half provided T2 scores for the following areas: increased awareness of training programs in trades (73.8%), increased awareness of career possibilities in trades (69.5%), increased access to training programs in trades (67.4%), increased interest in trades (62.4%), increased awareness of jobs available in trades (60.3%), increased awareness of supports available to assist with training (58.9%), increased access to jobs available in trades (54.6%), increased access to supports available to assist with training (53.9%), increased access to supports available to assist with employment (53.9%), increased awareness of supports available to assist with employment (53.9%), and an accurate perception of working in trades (53.9%); indicating WRDC's OTT/TOTT program had a strong impact for these respondents.
- As detailed in Table 28, WRDC's OTT/TOTT program had a moderate impact on all except one trades related area. For awareness of training programs in trades, OTT/TOTT had a strong impact. In the case of technology, OTT/TOTT had a moderate impact on all areas except for interest in technology (6.8), where a modest impact was noted. In the case of another field, OTT/TOTT had a modest impact on most of the areas assessed (4 of the 6).
- WRDC's OTT/TOTT program provide opportunities to meet with various groups that can impact an individual's career path. More than 80.0% of those who completed the OTT/TOTT program reported that it provided opportunities to hear from and/or meet with *women working or training in trades or technology* (83.0%) and *women interested in working/training in trades or technology* (80.1%). More than 70.0% reported that it provided opportunities to hear from and/or meet representatives from post-secondary institutions (73.8%) and representatives from organizations that provide support (71.6%), and more than 60.0% reported opportunities to hear from and/or meet with employers in trades or technology (63.8%)

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<sup>11</sup> For this question, participants were told that if they started the program but did not complete it, please select "yes".

**Table 28: Impact of WRDC's OTT/TOTT Program**

	Strong Impact		Moderate Impact		Modest Impact	
	Areas Assessed	Mean Score	Areas Assessed	Mean Score	Areas Assessed	Mean Score
Trades	Awareness of training programs	9.0	Awareness of career possibilities	8.9		
			Access to training programs	8.7		
			Interest	8.4		
			Awareness of jobs available	8.4		
			Accurate perception	8.2		
			Access to jobs available	8.0		
Technology		Awareness of training programs	7.7	Interest	6.8	
		Awareness of career possibilities	7.6			
		Awareness of jobs available	7.4			
		Access to training programs	7.4			
		Accurate perception	7.0			
		Access to jobs available	7.0			
Another Field		Awareness of career possibilities	7.1	Awareness of jobs available	6.9	
		Awareness of training programs	7.0	Access to jobs available	6.5	
				Access to training programs	6.4	
				Interest	6.2	
Supports Available		Awareness of supports available to assist with training	8.3			
		Awareness of supports available to assist with employment	8.0			
		Access to supports available to assist with training	8.1			
		Access to supports available to assist with employment	7.8			



## Intermediate Impacts of WRDC's EAS and Career Development Programming

The following section of the report presents a detailed examination of the overall intermediate impacts of all WRDC's EAS and career development programming that respondents participated in. It provides details on respondent experiences and changes. This analysis directly addresses the following two research questions:

- *Does WRDC's EAS and career development programming enhance essential skills such as literacy and technological abilities?*
- *Does WRDC's EAS and career development programming increase employability in trades and technology?*

### *Impact of WRDC's EAS and OTT/TOTT Program on Employment Skills, Essential Skills, and Attitudes*

After providing details on their experiences with WRDC programs and services, respondents were asked a series of questions to assess overall impact. For analysis purposes, two groups were created. Group one consists of those who participated in WRDC's one-on-one services and also completed the OTT/TOTT program (n = 130) while group two consists of those who participated in WRDC's one-on-one services but did not participate in the OTT/TOTT program (n = 83)<sup>12</sup>. Group one will be referred to as those who completed OTT/TOTT and group two will be referred to as those who did not participate in OTT/TOTT. Categorizing respondents in this way allowed for an assessment of WRDC's impact on employment skills, essential skills, and attitudes based on experiences respondents had with the organization's programs and services.

*Employment skills.* Employability is defined as a set of skills, understandings, and personal attributes that make an individual both more likely to gain employment and to be successful at their job (Redekopp, Bezanson, & Dugas, 2015). It is not the same as getting a job; it is the capacity to function successfully in a role, be able to move between occupations, and thus remaining employable throughout life. In investigating common indicators and service effectiveness, Redekopp, Bezanson, and Dugas (2015) collected initial and exit client surveys, pre and post intervention practitioner surveys, and practitioner records of services delivered over a 12 to 16 week period. Redekopp, Bezanson, and Dugas (2015) found that the following five employability dimensions are related to client outcomes, can be tracked by practitioners, and are influenced by services:

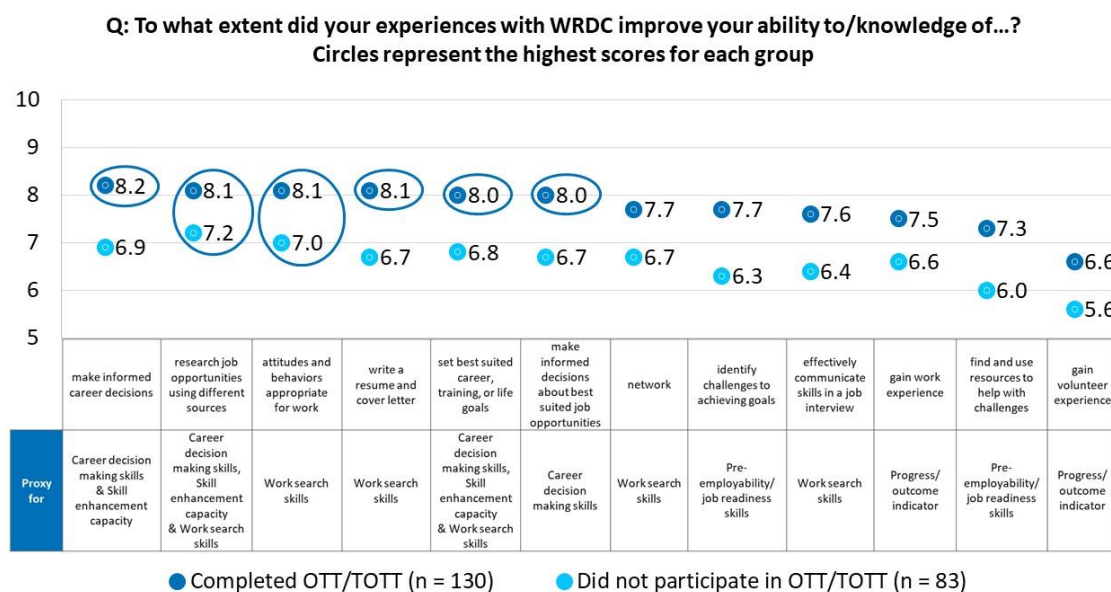
1. Pre-employability/ job readiness

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<sup>12</sup> Fifty-two respondents were excluded from this analysis. Thirty participated in WRDC group sessions (that is, did not participate in one-on-one sessions or OTT/TOTT), 11 who participated in OTT/TOTT did not provide details on their one-on-one experiences with WRDC, and 11 participated in OTT/TOTT but did not complete the program.

2. Career decision making
3. Skill enhancement
4. Work search
5. Employment maintenance<sup>13</sup>

Survey respondents were asked a series of questions as an assessment of the extent to which their experiences with WRDC's programs and services impacted these five employability dimensions. Specifically, using a scale of 1 to 10 where 1 is *not at all* and 10 is *a great deal*, respondents were asked to what extent their experiences with WRDC improved various employment abilities and skills. Mean scores for these questions are detailed in the following graph.



WRDC's programs and services improved all employment skills assessed. Survey respondents who completed OTT/TOTT provided significantly higher ratings than those who did not participate in OTT/TOTT on 10 of the 12 questions<sup>14</sup>. With mean scores ranging from 7.3 to 8.2, WRDC's programs and services had a moderate impact on 11 of the 12 employment skills assessed for those who completed the OTT/TOTT program. Those who completed OTT/TOTT reported the highest ratings for the following: research job opportunities using different sources; knowledge of attitudes and behaviors appropriate for work; ability

<sup>13</sup> This employment skill was not assessed as a part of this research project.

<sup>14</sup> Mean scores for the following two employment skills were not significantly different (group one compared to group two): ability to gain work experience and ability to gain volunteer experience.

to make informed career decisions; ability to write a resume and cover letter; ability to set career, training, or life goals that best suit strengths, skills, and interests; and ability to make informed decisions about job opportunities best suited to strengths, skills, interests, and goals.

WRDC's programs and services had a modest impact on 10 of the 12 employment skills assessed for those who did not participate in the OTT/TOTT program (mean scores range from 5.6 to 6.9). As depicted by the circles in the graph, those who did not participate in OTT/TOTT were most likely to report improvements in their ability to research job opportunities using different sources and their knowledge of attitudes and behaviors appropriate for work. These are the only areas where this group of respondents experienced moderate impacts.

*Essential skills.* Essential skills are nine skills needed for every workplace (CNA, 2008). Although different jobs require different levels of each, in any setting, these skills involve lifelong learning (CNA, 2008). For this research project, essential skills were defined as follows (Government of Canada, 2015):

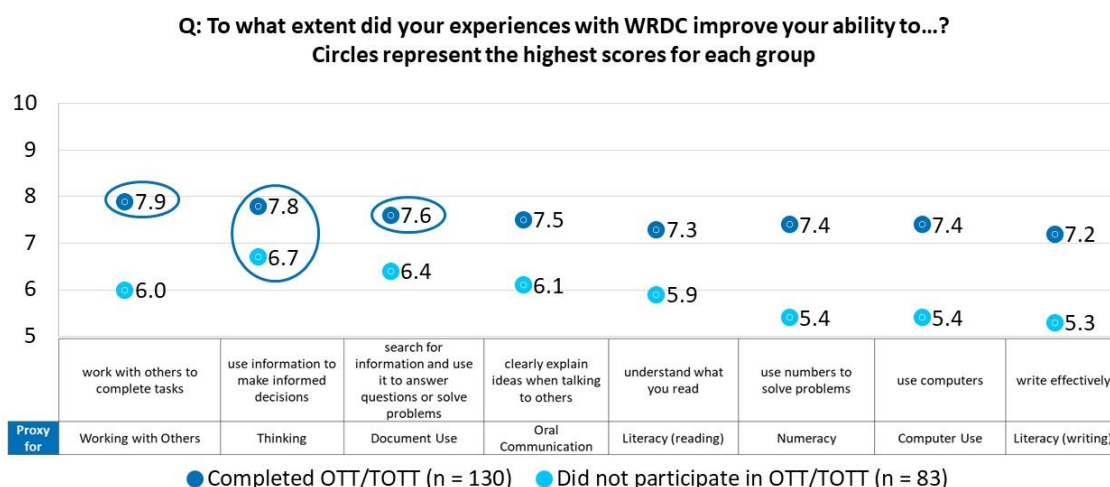
1. Reading: Understanding written sentences or paragraphs (e.g. reports, contracts, and manuals).
2. Document Use: Finding, understanding, or entering information (e.g. text, symbols, numbers) in various types of documents, such as tables or forms.
3. Numeracy: Using numbers and thinking in quantitative terms to complete tasks.
4. Writing: Communicating through words, numbers, and symbols on paper or a computer screen.
5. Oral Communication: Using speech to exchange thoughts and information.
6. Working with Others: Interacting with others to complete tasks.
7. Thinking: Finding and evaluating information to make informed decisions or to organize work.
8. Computer Use: Using computers and other forms of technology.
9. Continuous Learning: Participating in an ongoing process of improving skills and knowledge<sup>15</sup>.

Respondents were asked a series of questions as an assessment of the extent to which their experiences with WRDC's programs and services impacted these essential skills. WRDC's programs and services improved all essential skills assessed. As detailed in the following graph, respondents who completed OTT/TOTT provided significantly higher ratings than those who did not participate in OTT/TOTT on all 8 of the essential skills assessed. With mean scores ranging from 7.2 to 7.9, WRDC's programs and services had a moderate impact on all essential skills assessed for those who completed the OTT/TOTT program. These respondents were most likely to report improvements in their ability to work with others to complete tasks, ability to use information to make informed decisions, and ability to search for information and use it to answer questions or solve problems. WRDC's programs and services had a

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<sup>15</sup> This essential skill was not assessed as a part of this research project.

modest impact on all essential skills assessed for those who did not participate in the OTT/TOTT program (mean scores range from 5.3 to 6.7). These respondents were most likely to report improvements in their ability to use information to make informed decisions.

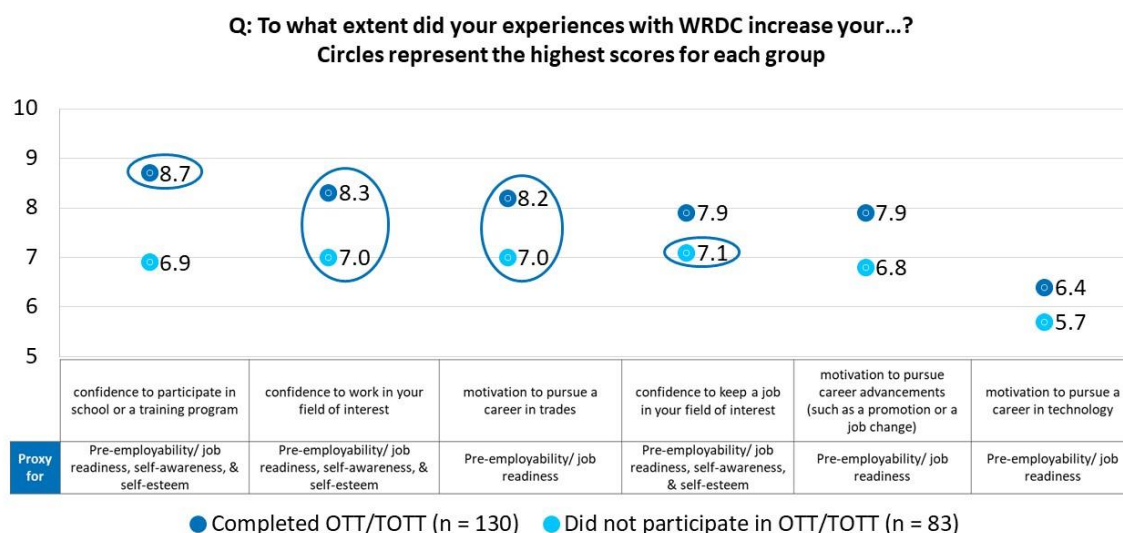


*Positive Attitudes about Themselves, Training, and Employment.* The impact of career development services on a client is also dependent on the client's personal characteristics. Redekopp, Bezanson, and Dugas (2015) highlight self-esteem, self-management, and the working alliance between the client and the practitioner as personal attributes that can be tracked by practitioners, are influenced by services, and are related to client outcomes. Survey respondents were asked a series of questions as an assessment of the extent to which their experiences with WRDC's programs and services impacted their self-esteem.

WRDC's programs and services increased all positive attitudes assessed. Respondents who completed OTT/TOTT provided significantly higher ratings than those who did not participate in OTT/TOTT on 4 of the 6<sup>16</sup> attitudes assessed. With mean scores ranging from 7.9 to 8.7, WRDC's programs and services had a moderate impact on 5 of the 6 areas assessed for those who completed the OTT/TOTT program. Those who completed OTT/TOTT were most likely to report improvements in their confidence to participate in school or a training program, confidence to work in their field of interest, and motivation to pursue a career in trades. WRDC's programs and services had a moderate impact on 3 of 6 areas assessed (mean scores range from 7.0 to 7.1) and a modest impact on 3 of 6 areas (mean scores range

<sup>16</sup> Mean scores for the following two attitudes were not significantly different (group one compared to group two): confidence to keep a job and motivation to pursue a career in technology.

from 5.7 to 6.9) for those who did not participate in the OTT/TOTT program. As depicted by the circles in the graph, respondents who did not participate in OTT/TOTT were most likely to report improvements in their confidence to keep a job in their field of interest, confidence to work in their field of interest, and motivation to pursue a career in trades.



- ❖ *Key Finding: WRDC clients report enhanced essential skills, employment skills, and positive attitudes about themselves, training, and employment. Those who completed WRDC's OTT/TOTT program report significantly higher scores in these areas (compared to those who participated in WRDC's group sessions and/or one-on-one services but did not participate in OTT/TOTT). Enhanced essential skills, employment skills and an increase in positive attitudes signify increased employability for these individuals.*

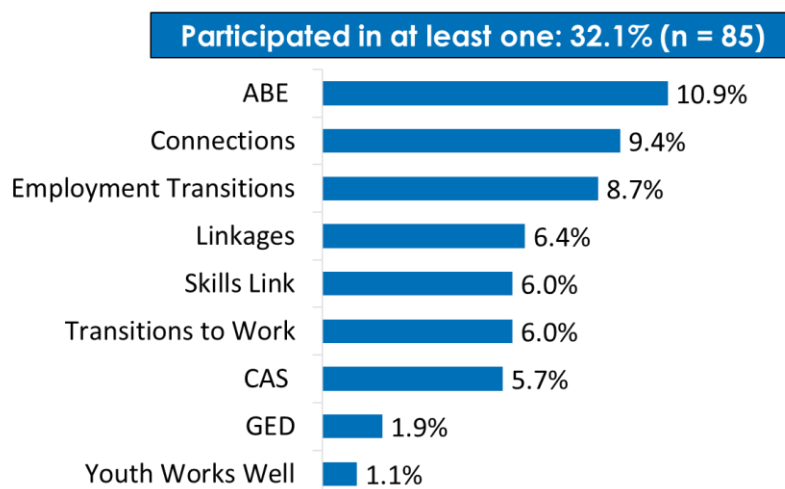
### Employment Interventions and Bridging Programs

Respondents were asked whether they had participated in various bridging programs and employment interventions since connecting with WRDC. Using WRDC's Career Services Manager's classifications, Adult Basic Education (ABE), Comprehensive Arts and Science (CAS) and General Educational Development (GED) are bridging programs whereas the other interventions this research assessed (Connections, Employment Transitions, Linkages, Skills Link, Transitions to Work and Youth Works Well) are employment interventions.

*Enrollment in Employment Interventions and Bridging Programs Since Connecting with WRDC.* About one-third (32.1%, n = 85) participated in at least one of the listed programs or interventions. As

detailed in the graph, respondents were most likely to have participated in the following: *ABE* (10.9%, n = 29), *Connections* (9.4%, n = 25) and/or *Employment Transitions* (8.7%, n = 23).

**Q: Since connecting with WRDC, have you participated in any of the following programs? (n = 265)**



*Enrollment and Completion of Post-Secondary Training Since Connecting with WRDC.* Forty-three respondents enrolled in at least one bridging program since first connecting with WRDC. Looking specifically at these 43 respondents, more than one-half (60.5%, n = 26) went on to start a post-secondary program (PSP). Two of those 26 respondents did not complete the program while five are currently enrolled. Table 29 includes information about those who participated in a bridging program and who are currently enrolled in a PSP. Four participated in CAS and are currently enrolled in a technology PSP. Four respondents completed the WRDC OTT/TOTT program.

**Table 29: Respondents Who Enrolled in a Bridging Program and are Currently Enrolled in a PSP**

Bridging Program	Year Participated OTT/TOTT	PSP Currently Enrolled In		
		Program Field	Program Name	School Attending
CAS	2015	Technology	First Peoples' Aviation Technology – Flight	First Nations Technical Institute
CAS	2017	Technology	Power Engineering Technology	CNA
CAS	2018	Technology	Engineering Technology	CNA
ABE	2019	Trades	Powerline Technician	CNA
CAS	Not applicable	Technology	Engineering Technology	CNA

Close to three-quarters of those who started a PSP completed a PSP (73.1%, n = 19). Table 30 details the programs completed, and the schools attended by each of the 19 respondents. Two of the 19

successfully completed two PSPs while one is currently enrolled in another PSP. Most (n = 13) completed a trades program and almost all (n = 18) completed WRDC's OTT/TOTT program.

**Table 30: Respondents Who Enrolled in a Bridging Program and Completed a PSP**

Bridging Program	Year Participated OTT/TOTT	PSP Completed			
		Program Field	Program Name	School Attended	Year Completed
ABE	2005	Trades	Heavy Duty Equipment Technician	CNA	2007
		Trades	Heavy Duty Equipment Operator		2008
ABE	2008	Trades	Industrial Mechanic (Millwright)	CNA	2010
CAS	2008	Technology	Natural Resources Technician - Northern Studies	CNA	2012
ABE	2009	Other	Occupational Health & Safety	Keyin College	2010
ABE & GED	2011	Trades	Construction/Industrial Electrician*	CNA	2011
ABE	2011	Trades	Heavy Equipment Operator	CNA	2011
CAS	2011	Trades	Construction/Industrial Electrician	CNA	2015
CAS	2012	Trades	Industrial Mechanic (Millwright)**	Carpenter Millwright College	2013
ABE & GED	2013	STEM	Personal Care Attendant/Home Support Worker	Keyin College	2019
ABE	2013	Trades	Industrial Mechanic (Millwright)	Carpenter Millwright College	2015
ABE	2014	Trades	Renovation Technician	CNA	2017
ABE	2014	Trades	Motor Vehicle Repair-Metal & Paint	CNA	2016
CAS	2014	Other	Bachelor of Business Administration	MUN	2019
ABE	2015	STEM	Personal Care Attendant/Home Support Worker	Keyin College	1999***
		Trades	Heavy Equipment Operator	CNA	2015
CAS	2015	STEM	Personal Care Attendant/Home Support Worker	Keyin College	2016
ABE	2015	Trades	Sheet Metal Worker	CNA	2017
ABE	Year not reported	Unknown	Not reported	Operating Engineers College	2007
ABE	Did not participate	Trades	Heavy Equipment Operator	CNA	2008
ABE	Year not reported	Trades	Steamfitter-Pipefitter	UA 740 Training Centre	2014

\* Started a second PSP but did not complete the program.

\*\*Currently enrolled in a second PSP: Engineering Technology.

\*\*\*First connected with WRDC 15 to 20 years ago.

## Post-Secondary Training

*Enrollment and Completion of PSP Since Connecting With WRDC.* The following table details post-secondary experiences for all respondents. Slightly more than one-half (53.2%, n = 141) started at least one PSP since connecting with WRDC. Of those who started a PSP, 75.9% (n = 107) completed a PSP and 20.6% (n = 29) are currently enrolled in a PSP (five of these 29 have already completed one PSP).



**Table 31: Post-Secondary Experiences Since Connecting with WRDC**

	Total (n = 265)	Percentage
<b><i>Started One Program</i></b>	<b>125</b>	<b>47.2%</b>
Currently enrolled in program	22	8.3%
Completed program	94	35.5%
Did not complete program	9	3.4%
<b><i>Started Two Programs</i></b>	<b>16</b>	<b>6.0%</b>
Completed one and currently enrolled in another program	5	1.9%
Completed two programs	5	1.9%
Completed one and did not complete one program	2	0.7%
Did not complete one, currently enrolled in another program	2	0.7%
Completed one program, status of second program unknown	1	0.4%
Did not complete both programs	1	0.4%
<b><i>Did Not Start Any Post-Secondary Programs</i></b>	<b>124</b>	<b>46.8%</b>

Table 32 provides details about the PSP fields<sup>17</sup> completed since connecting with WRDC. Of those who started a PSP, one-half (50.4%, n = 71) completed a trades PSP while an additional 4.3% (n = 6) are currently enrolled in a trades PSP. Few respondents have completed (11.3%, n = 16) or are currently enrolled (7.8%, n = 11) in a technology PSP.



<sup>17</sup> Programs were categorized as trades, technology, STEM or other through multiple discussions with WRDC's CEO, WRDC's Career Services Manager and CNA representatives.



**Table 32: PSP Fields Completed Since Connecting with WRDC**

	<b>Total (n = 265)</b>	<b>Percentage</b>
<b><i>Completed One Program</i></b>	<b>102</b>	<b>38.5%</b>
Trades	67	25.3%
Technology	15	5.7%
STEM <sup>18</sup>	4	1.5%
Other	14	5.3%
No response	2	0.7%
<b><i>Completed Two Programs</i></b>	<b>5</b>	<b>1.9%</b>
Both Trades	2	0.7%
Both Trades (1 Non-Male Dominated)	1	0.4%
Other, Technology	1	0.4%
STEM, Trades	1	0.4%
<b><i>Currently Enrolled in Program and Did Not Previously Complete a PSP</i></b>	<b>24</b>	<b>9.1%</b>
Trades	6	2.3%
Technology	11	4.2%
Other	7	2.6%
<b><i>Did Not Complete a PSP and Currently Not Enrolled in a PSP</i></b>	<b>134</b>	<b>50.5%</b>

*Barriers to Post-Secondary Training.* Few respondents started and did not complete their PSP (9.9%, n = 14). As shown in Table 33, respondents most often did not complete their program because: *their health prevented them* (n = 4), *lack of childcare* (n = 4), or *an unwelcoming or unsupportive classroom environment* (n = 4). Given the small number of respondents who started but did not complete a PSP, this research project is unable to further assess barriers impacting the completion of PSPs.

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<sup>18</sup> Other than trades or technology.

**Table 33: Reasons Participants Started but Did Not Complete Post-Secondary Training Programs**

Q: Why didn't you complete this program? - Only asked to those who started but did not complete their PSP (n = 14) -	Number of Mentions*
My health (injury, mental, or physical) prevented me from completing	4
Lack of childcare	4
Unwelcoming or unsupportive classroom environment	4
The program did not meet my expectations	3
It was hard to meet daily responsibilities (like work or family) while attending the program	3
I didn't have the money/funding needed	2
Lack of family care other than childcare	2
Realized it was not what I was interested in doing for my career	2
Lack of transportation	1
Difficulties with instructors	1
Difficulties with classmates	1

\*Note: Multiple responses accepted

*Education After Connecting with WRDC.* Respondents were not asked to provide their current level of education, instead post-secondary training program information was used to categorize respondents. Of those 107 respondents who completed a program, 32.7% (n = 35) did not change their level of education but completed additional post-secondary training. Specifically, 32 completed a *college or technical diploma or certificate* and three completed a *university bachelor's degree*. Two-thirds (67.3%, n = 72) changed their level of education. Almost all (n = 70) of these respondents whose highest level of education was a *high school certificate, its equivalent or less* now have a *college or technical diploma or certificate* (and two now have a *university bachelor's degree*).

- ❖ *Key Finding: After connecting with the organization, one of every two WRDC clients enrolled in a PSP. Three-quarters of those who enrolled, completed a PSP. Of those who completed a PSP, two-thirds changed their level of education. WRDC clients were more likely to complete a trades PSP than a technology PSP. The completion of PSPs signifies increased employability for these individuals.*

### *Archival Data Analysis: Client CNA Enrollment Records*

As mentioned previously, enrollment data from CNA was used to investigate WRDC clients' enrollment and completion of post-secondary training programs. WRDC provided CNA with a list of 2297<sup>19</sup>

<sup>19</sup> The sample frame contained entries that were removed before sending the client list to CNA; specifically, duplicate entries and entries that did not contain enough information for record matching.

client names for matching purposes and CNA provided a data file containing enrollment records for 1348 WRDC clients. This analysis provides a more complete picture of post-secondary experiences of WRDC clients. While it includes more clients and more experiences than the survey data, it only includes experiences at CNA. WRDC clients also enroll in PSPs at institutions other than CNA, including private colleges, union colleges, and universities. For analysis purposes, CNA programs were classified as trades, technology, ABE, bridging, or other in consultation with CNA staff and WRDC's CEO and CES. The following section presents CNA enrollment statistics from this analysis.

*WRDC's OTT/TOTT Program.* Slightly less than one-half of WRDC clients (46.1%, n = 1058) enrolled in WRDC's OTT/TOTT program. Of those who enrolled, the vast majority (95.0%, n = 1005) enrolled in OTT and 5.0% (n = 53) enrolled in TOTT. Few (n = 13) enrolled in the OTT/TOTT program more than once. The following table provides OTT/TOTT program enrollment details. The majority of enrollments were at CNA campuses in Corner Brook (23.3%), St. John's (Prince Philip Drive) (21.6%), and Happy Valley-Goose Bay (14.6%). Between 2014 and 2018, there was a decrease in the number of OTT/TOTT enrollments. This decrease is most likely related to the cyclical nature of the trades and oil and gas industries in Newfoundland and Labrador. Almost three-quarters of those who enrolled in the OTT/TOTT program completed the program (71.4%, n = 755). However, the completion status is unknown for 17.5% (n = 185).



**Table 34: OTT/TOTT Program Enrollment Details**

OTT/TOTT Program Information	Percentage (n = 1058)*
<b>Academic Year</b>	
1999 to 2003	27.8%
2004 to 2008	23.6%
2009 to 2013	29.5%
2014 to 2018	19.7%
Unknown	0.1%
<b>Campus</b>	
Corner Brook	23.3%
Prince Philip Drive - St. John's	21.6%
Happy Valley-Goose Bay	14.6%
Bay St. George	9.0%
Burin	8.5%
Placentia	7.5%
Seal Cove	4.3%
Ridge Road - St. John's	3.8%
Bonavista	2.5%
Grand Falls-Windsor	1.9%
Baie Verte	1.1%
Carbonear	1.0%
Gander	0.9%
<b>Final Program Status</b>	
Completed	71.4%
Unknown	17.5%
Discontinued	9.2%
Leave of Absence	1.0%
Active	0.9%
Dismissed	0.1%

\*Note: Percentages exceed 100% due to multiple responses

*CNA's ABE Program.* The ABE program at CNA offered high school equivalency designed for adults who did not complete high school. The ABE program was terminated at CNA in 2013, therefore there is no data after 2013. A small proportion of WRDC clients (11.0%, n = 253) enrolled in ABE at CNA. Of those, 36 clients enrolled more than once. The following table provides ABE enrollment details. The majority of enrollments were at the following CNA campuses: Prince Philip Drive (23.3%), Corner Brook (20.9%), and Happy Valley-Goose Bay (17.8%). Slightly less than one-half of those who enrolled in CNA's ABE program, completed it (47.4%, n = 120). About one-half of those who completed ABE also completed the OTT/TOTT

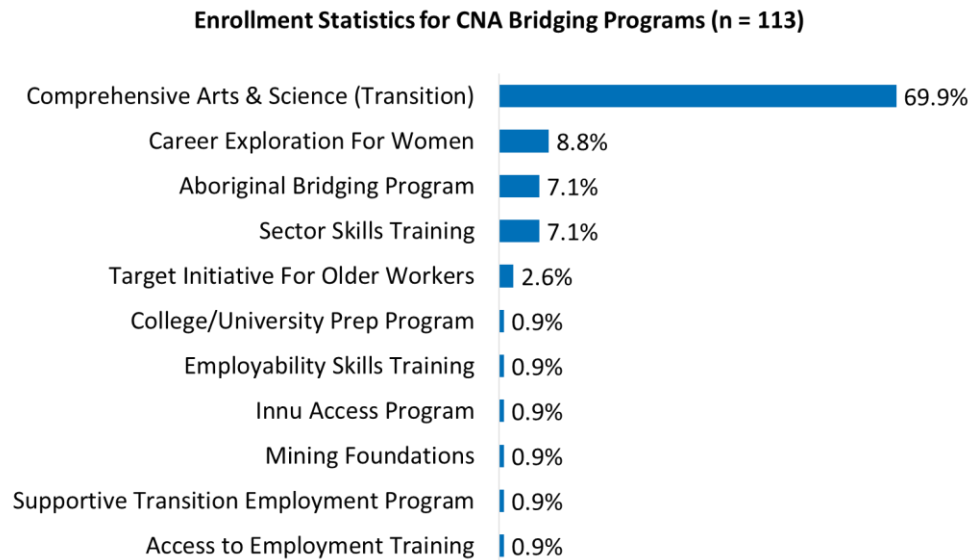
program (55.0%, n = 66). Clients were most likely to complete ABE before completing the OTT/TOTT program (n = 45).

**Table 35: CNA's ABE Program Enrollment Details**

<b>CNA ABE Program Information</b>	<b>Percentage (n = 253)*</b>
<b><i>Academic Year</i></b>	
1999 to 2003	15.8%
2004 to 2008	32.0%
2009 to 2013	52.6%
2014 to 2018	Not Applicable
<b><i>Campus</i></b>	
Prince Philip Drive - St. John's	23.3%
Corner Brook	20.9%
Happy Valley-Goose Bay	17.8%
Burin	7.9%
Bay St. George	6.7%
Placentia	5.5%
Carbonear	5.1%
Clareville	4.3%
Grand Falls-Windsor	2.4%
Seal Cove	1.6%
Gander	1.2%
Baie Verte	1.2%
Bonavista	0.8%
Port Aux Basques	0.4%
Labrador West	0.4%
St. Anthony	0.4%
<b><i>Final Program Status</i></b>	
Completed	47.4%
Discontinued	45.1%
Unknown	5.1%
Dismissed	2.4%

\*Note: Percentages exceed 100% due to multiple responses

*CNA Bridging Programs.* For analysis purposes, the programs detailed in the following graph were classified as CNA bridging programs.



While the number of clients who enrolled in bridging programs at other institutions is unknown at this time, records revealed that a low percentage of WRDC clients (4.9%, n = 113) enrolled in a bridging program at CNA. Seven of those who enrolled in a CNA bridging program enrolled more than once. Table 36 provides CNA bridging program enrollment details. The majority of enrollments were at the Prince Philip Drive (36.3%), Happy Valley-Goose Bay (25.7%), and Corner Brook (13.3%) campuses. Slightly more than one-half of those who enrolled in a CNA bridging program completed it (53.1%, n = 60). Almost one-half of those who completed a CNA bridging program also completed the OTT/TOTT program (48.3%, n = 29). Slightly more clients completed a CNA bridging program after completing the OTT/TOTT program (n = 16).

**Table 36: CNA Bridging Program Enrollment Details**

CNA Bridging Program Information	Percentage (n = 113)*
<b>Academic Year</b>	
1999 to 2003	1.8%
2004 to 2008	15.0%
2009 to 2013	44.2%
2014 to 2018	40.7%
<b>Campus</b>	
Prince Philip Drive - St. John's	36.3%
Happy Valley-Goose Bay	25.7%
Corner Brook	13.3%
Bay St. George	6.2%
Clareville	4.4%
Carbonear	2.7%
Grand Falls-Windsor	2.7%
Placentia	2.7%
Bonavista	1.8%
Distributed Learning	1.8%
Gander	0.9%
Labrador West	0.9%
Burin	0.9%
<b>Final Program Status</b>	
Completed	53.1%
Discontinued	37.2%
Unknown	6.2%
Active	2.7%
Dismissed	0.9%

\*Note: Percentages exceed 100% due to multiple responses

*CNA PSPs.* As a reminder, WRDC clients also enroll in PSPs at institutions other than CNA. About one-third of WRDC clients (31.4%, n = 722) enrolled in a CNA PSP<sup>20</sup>. Of those who enrolled, the vast majority (86.1%) enrolled in either one (67.3%) or two (18.8%) CNA PSPs. An additional 13.9% enrolled in three or more programs. The program status of all 722 clients is presented in Table 37. Approximately two-thirds (64.4%, n = 465) have completed at least one CNA PSP. Of those who completed a PSP, close to one-quarter (23.2%, n = 108) completed more than one program.

<sup>20</sup> CNA PSP includes programs other than ABE, bridging or OTT/TOTT.

**Table 37: CNA PSP Experiences**

CNA Post-Secondary Program Status	Total (n = 722)	Percentage
Completed at least one CNA PSP	465	64.4%
Did not complete a CNA PSP	190	26.3%
Status unknown	37	5.1%
Currently active in a CNA PSP (and did not previously complete a CNA PSP)	30	4.2%

Table 38 details the program fields completed by those WRDC clients who completed at least one CNA PSP. Close to two-thirds (66.5%, n = 309) completed at least one trades program. A very small percentage completed a non-male dominated trade (3.2%, n = 15)<sup>21</sup>. Few clients (12.9%, n = 60) completed at least one technology program. Four clients completed both a trades and technology CNA PSP.

**Table 38: CNA PSP Fields Completed**

CNA Program Completion by Field	Percentage (n = 465)*
Trades	66.5%
Technology	12.9%
STEM	2.8%
Other <sup>22</sup>	28.8%

\*Note: Percentages exceed 100% due to multiple responses

Of the 465 clients who completed at least one CNA PSP, 309 (66.5%) completed at least one trades program. Looking specifically at those who completed a trades program, 86.1% completed PSPs at the following CNA campuses: Bay St. George (20.1%), Prince Philip Drive (15.9%), Happy Valley-Goose Bay (14.6%), Seal Cove (14.2%), Corner Brook (11.3%), and Placentia (10.0%). These clients most frequently completed the following CNA post-secondary trades programs: construction/industrial electrician (17.5%), welder (16.8%), heavy equipment operator (16.2%) and industrial mechanic (millwright) (5.5%). Most of these clients (68.3%, n = 211) also completed WRDC's OTT/TOTT program with the vast majority (n = 202) completing their CNA trades PSP after completing the OTT/TOTT program.

Of those 465 clients who completed at least one CNA PSP, 60 (12.9%) completed at least one technology program. Looking specifically at those who completed a technology program, almost one-half

<sup>21</sup> Three clients completed both a trades and trades (non-male dominated) CNA PSP.

<sup>22</sup> Includes all CNA PSPs that were not classified as trades, technology or STEM related.



(45.0%) completed a program at the CNA Ridge Road campus. Other frequently attended campuses include: Burin (18.3%), Happy Valley-Goose Bay (16.7%), Prince Philip Drive (16.7%), and Corner Brook (11.7%). These clients most frequently completed the following CNA post-secondary technology programs: engineering technology (50.0%), natural resources technician – northern studies (11.7%), welding engineering technician (11.7%) and programmer analyst (8.3%). One-half of these clients (n = 30) also completed WRDC's OTT/TOTT program with the vast majority (n = 20) completing their CNA technology PSP after completing the OTT/TOTT program.

- ❖ *Key Finding: Slightly less than one-half of WRDC clients enrolled in WRDC's OTT/TOTT program. Of those who enrolled, seven of every ten completed the OTT/TOTT program. About one-third of WRDC clients enrolled in a PSP at CNA. Of those who enrolled, six of every ten completed a PSP at CNA. WRDC clients were more likely to complete a trades PSP than a technology PSP at CNA. The completion of PSPs signifies increased employability for these individuals.*

## Employment

*Employment Status.* Many respondents (55.5%, n = 147) were unemployed when they first connected with WRDC and few (4.5%, n = 12) were working in trades and/or technology. Since connecting with WRDC, less report that they are unemployed (41.9%) and approximately 4 out of every 10 (41.1%, n = 109) have worked in trades and/or technology.

Forty percent (n = 106) have experienced unemployment at some point since connecting with WRDC. These respondents were asked to share why they have been unemployed. As detailed in Table 39, the most frequently reported reasons include: *attending school* (24.5%), *health prevented me from working* (24.5%), *lack of childcare* (15.1%), and *I stopped looking for work after not being able to find steady employment* (14.2%).

**Table 39: Reasons for Being Unemployed**

Q: What are the main reasons you have been unemployed? - Those unemployed since connecting with WRDC (n = 106) -	Number of Mentions	Percentage*
I was attending school	26	24.5%
My health (injury, mental, or physical) prevented me from working	26	24.5%
Lack of childcare	16	15.1%
I stopped looking for work after not being able to find steady employment	15	14.2%
Personal/family related	10	9.4%
Lack of opportunity	10	9.4%
Unwelcoming or unsupportive work environment	10	9.4%
I was laid off	10	9.4%
Lack of transportation	9	8.5%
I wasn't looking for work	8	7.5%
I was actively looking but didn't find a job	6	5.7%
Lack of family care other than childcare	5	4.7%
Seasonal worker	5	4.7%
I was trying to attend school	2	1.9%
It was the end of my contract, I was between contracts, project ended	2	1.9%
I was on leave (maternity, for school)	1	0.9%
Lack of work because of age	1	0.9%
I legally transitioned and my academic and employment record is destroyed	1	0.9%
I retired	1	0.9%
No reason provided	4	3.8%

\*Note: Percentages exceed 100% due to multiple responses

- ❖ *Key Finding: Compared to when they first connected with WRDC, there has been a significant increase in the proportion of clients attached to the labour force (35.1% and 56.6% respectively). This signifies increased employability.*

### *Initial and Current Profile of WRDC Clients*

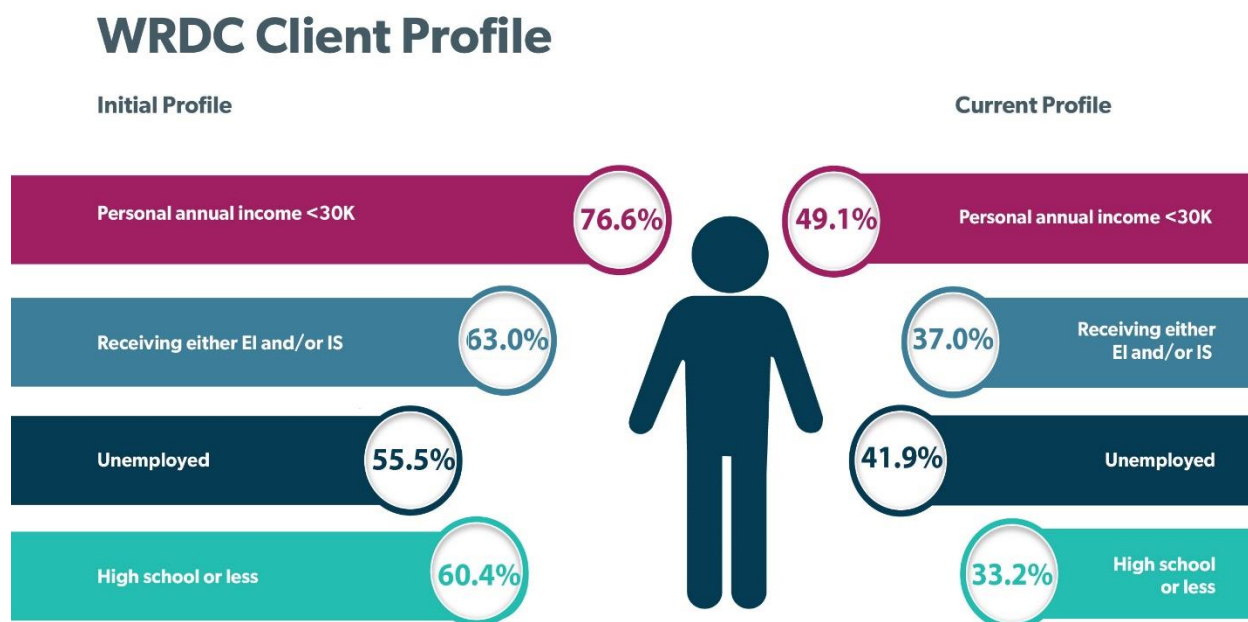
To assess change over time, survey respondents were asked to provide details about themselves both at the time when they first connected with WRDC and currently. Figure 1 summarizes the initial and current profile of WRDC clients.

*Initial Profile.* Highlights of WRDC clients when they first connected with WRDC include:

- Most (76.6%) had a personal annual income of less than 30K and few (8.7%) had a personal annual income of 50K or more.
- The majority (63.0%) were receiving employment insurance (EI) and/or income support (IS).

- For the majority (60.4%), their highest level of education was a high school diploma, its equivalent or less.
- More than one-half (55.5%) were unemployed.
- Few (4.5%) were working in either trades and/or technology.
- Slightly less than one-half (48.6%) were responsible for one or more children. Close to one-third (35.7%) of those with children did not have any options for childcare.
- A small proportion (9.1%) were spending a significant amount of time caring for someone else.

**Figure 1: WRDC Client Profile**



*Current Profile.* Highlights of WRDC clients' current situation include:

- Significant decline in the percentage of clients with a personal annual income of less than 30K (49.1% compared to 76.6%) and a significant increase in the percentage of clients falling into the 50K or more bracket (23.0% compared to 8.7%).
- Significant decline in the percentage of clients who are receiving EI and/or IS (37.0% compared to 63.0%).
- Many have completed a PSP since first connecting with WRDC as 66.8% currently have a post-secondary diploma, certificate, or degree (compared to 39.6% when they first connected with WRDC).
- Fewer are unemployed (41.9% compared to 55.5%).
- More (21.5% compared to 4.5%) are working in either trades and/or technology.
- Slightly more than one-half (51.3%) are responsible for one or more children. Close to one-third (32.4%) of those with children do not have any options for childcare.
- A small proportion (13.6%, n = 36) are spending a significant amount of time caring for someone else.

- ❖ *Key Finding: Many WRDC clients have improved their financial, education, and employment status since first connecting with WRDC. Specifically, the percentage of clients with an annual income of 30K or less has decreased significantly, the percentage of clients receiving EI and/or IS has decreased significantly, and the percentage of clients with post-secondary training has increased.*

## Long Term Impacts of WRDC's EAS and Career Development Programming

The following section of the report focuses on the long term impacts of all WRDC's EAS and career development programming. The survey was completed by women who used WRDC's EAS and career development programming from 1999 to 2018, allowing for an investigation into long term education and employment outcomes. Analysis conducted for this section includes only those who first connected with WRDC five or more years ago (n = 172). These respondents will be referred to as long term clients throughout the remainder of this report. This analysis directly addresses the following two research questions:

- *Does WRDC's EAS and career development programming increase employability in trades and technology?*
- *Does WRDC's programs and services decrease barriers for women who want to work in trades or technology?*

### Access to and Retention in Training Opportunities

*Long Term Clients.* The following graph details post-secondary experiences for long term clients. Two-thirds (66.9%, n = 115) started at least one PSP since connecting with WRDC. Of those who started a PSP, 84.3% (n = 97) completed a PSP. Given that the majority of WRDC's long term clients were able to complete a PSP, these results suggest a decrease in barriers associated with access to and retention in training.

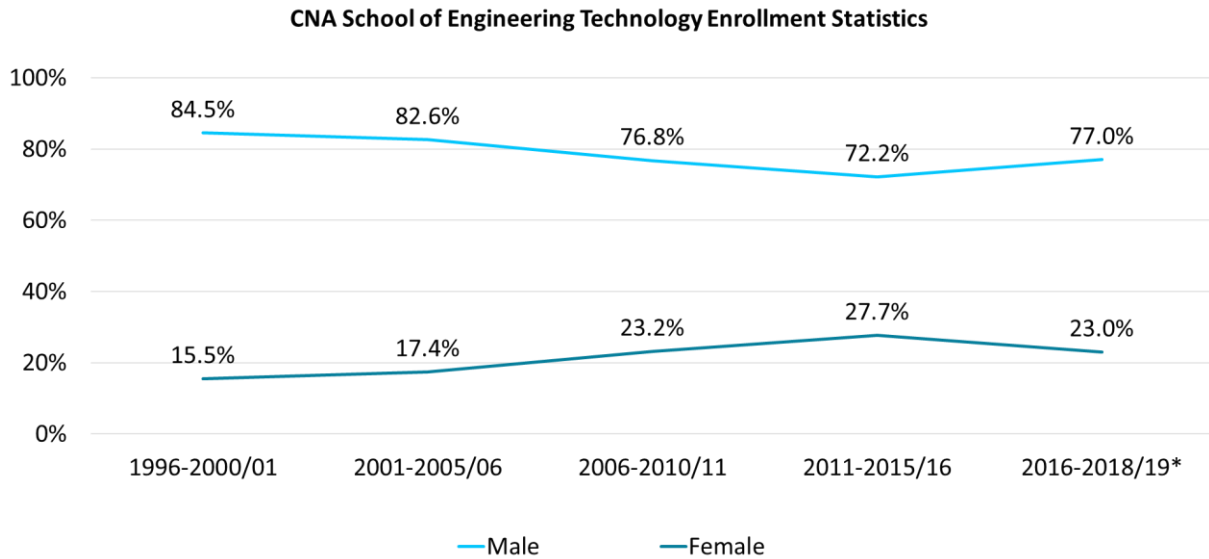
Slightly more than one-half of those who started a PSP completed a trades PSP (54.8%, n = 63) and 0.9% (n = 1) are currently enrolled in a trades PSP. Respondents are less likely to have completed (13.9%, n = 16) or to be currently enrolled in a technology PSP (2.6%, n = 3).

**Table 40: PSP Fields Completed by Long Term Clients Since Connecting with WRDC**

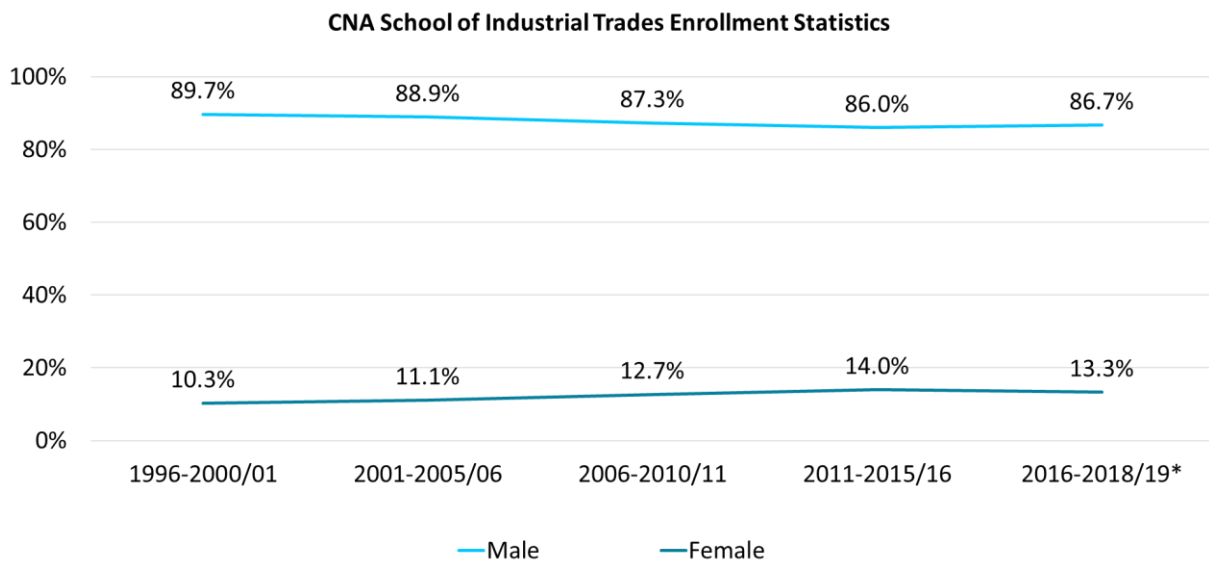
	<b>Total (n = 172)</b>	<b>Percentage</b>
<b><i>Completed One Program</i></b>	<b>92</b>	<b>53.5%</b>
Trades	59	34.3%
Technology	15	8.7%
STEM	4	2.3%
Other	12	7.0%
No response	2	1.2%
<b><i>Completed Two Programs</i></b>	<b>5</b>	<b>2.9%</b>
Both Trades	2	1.2%
Both Trades (1 Non-Male Dominated)	1	0.6%
Other, Technology	1	0.6%
STEM, Trades	1	0.6%
<b><i>Currently Enrolled in Program</i></b>	<b>10</b>	<b>5.8%</b>
Trades	1	0.6%
Technology	3	1.7%
STEM	1	0.6%
Other	5	2.9%
<b><i>Did not complete a PSP and currently not enrolled in a PSP</i></b>	<b>65</b>	<b>37.8%</b>

*CNA Enrollment Statistics.* CNA provided gender enrollment data from the 1996/97 to 2018/19 academic years. As shown in the following graphs, female enrollment at CNA has increased for both the School of Engineering Technology and School of Industrial Trades<sup>23</sup> since 1996. For the School of Engineering Technology, female enrollment peaked between the 2011-2015/16 academic years (27.7%). For the School of Industrial Trades, female enrollment also peaked between the 2011-2015/16 academic years (14.0%).

<sup>23</sup> CNA's School of Industrial Trades includes programs WRDC researchers classified as both trades and trades (non-male dominated).



\*Note: The 2018/19 academic year was still ongoing when these numbers were provided.



\*Note: The 2018/19 academic year was still ongoing when these numbers were provided.

- ❖ *Key Finding: Many long term clients have started and completed a PSP since first connecting with WRDC. Of those who enrolled, approximately one out of every two have completed or are currently enrolled in a trades PSP. Clients are less likely to have completed or to be currently enrolled in a technology PSP. In addition, statistics reveal an increase in the proportion of women enrolling in CNA's School of Engineering Technology and School of Industrial Trades over time. These findings suggest a decrease in barriers associated with access to and retention in training opportunities.*

## Access to and Retention in Employment Opportunities

*Employment Status.* There has been a significant increase in the proportion of long term clients who are employed. Approximately one-third (33.1%, n = 57) were employed (and working) when they first connected with WRDC. Currently, 64.5% (n = 111) are employed (and working).

*Experience Working in Trades and/or Technology.* Few long term clients (4.1%, n = 7) were working in either trades and/or technology when they first connected with WRDC. Since that time, close to one-half (49.4%, n = 85) have worked in either trades and/or technology with 25.6% (n = 44) currently working in these fields.

As part of another research project, WRDC conducted KIs with 13 building and construction trades union leaders in Newfoundland and Labrador. Almost all union leaders (12 of 13) reported that the percentage of women in their union has increased over time (WRDC, 2019).

*Women in the Workforce.* Table 41 details data from Statistics Canada on the proportion of males and females employed in various occupations in Newfoundland and Labrador. Overall, more women in Newfoundland and Labrador were employed in 2018 compared to 1999. While the proportion of women employed in trades, transport and equipment operators and related occupations has almost doubled, women only hold 5.0% of employment in these occupations.

**Table 41: Proportion of Women and Men Employed in Newfoundland and Labrador: 1999 and 2018<sup>24</sup>**

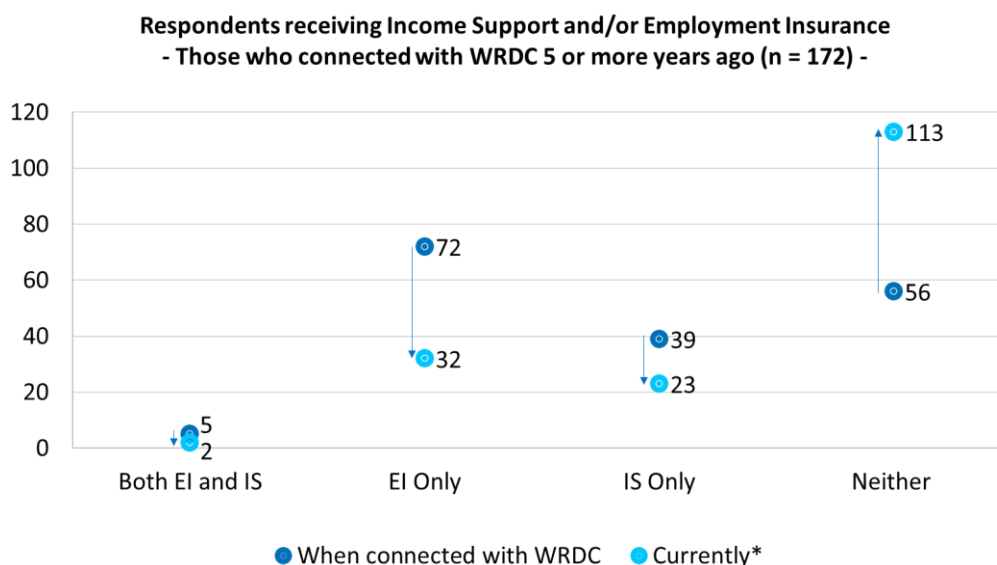
National Occupational Classification (NOC)	1999		2018	
	Males	Females	Males	Females
Total, all occupations	53.7%	46.3%	50.5%	49.5%
Management occupations [0]	65.5%	34.5%	55.2%	45.5%
Business, finance, and administration occupations [1]	26.9%	73.1%	26.3%	73.7%
Natural and applied sciences and related occupations [2]	83.7%	15.4%	76.5%	24.1%
Health occupations [3]	20.0%	80.0%	16.5%	83.5%
Occupations in education, law and social, community and government services [4]	34.5%	65.5%	28.6%	71.4%
Occupations in art, culture, recreation, and sport [5]	43.3%	53.3%	43.2%	54.5%
Sales and service occupations [6]	39.0%	61.0%	41.9%	58.1%
Trades, transport and equipment operators and related occupations [7]	97.0%	2.7%	95.0%	5.0%
Natural resources, agriculture, and related production occupations [8]	89.5%	10.5%	88.2%	11.8%
Occupations in manufacturing and utilities [9]	60.0%	40.0%	69.8%	30.2%

<sup>24</sup> Statistics Canada. Table 14-10-0335-02 Proportion of women and men employed in occupations, annual

- ❖ *Key Finding: There has been a significant increase in the proportion of long term clients who have become attached to the labour force since first connecting with WRDC. Close to one-half of long term clients have worked in either trades and/or technology since first connecting with the organization. In addition, data from Statistics Canada reveals an increase in the proportion of women in the workforce over time in Newfoundland and Labrador. These findings suggest a decrease in barriers associated with access to and retention in employment.*

## Self-Reliance and Socio-Economic Well-Being

*Change in Receiving EI and/or IS.* Upon first connecting with WRDC, many long-term clients (67.4%, n = 116) were receiving EI and/or IS. There has been a significant decrease in the percentage who are currently receiving EI and/or IS (from 67.4% to 33.1%). As detailed in the graph, 77 were receiving EI before connecting with WRDC (compared to 34 who are currently receiving EI) and 44 were receiving IS before connecting with WRDC (compared to 25 who are currently receiving IS). The number of respondents who report receiving neither EI nor IS increased from 56 to 113 (32.5% to 65.7%).



\*Note: Two respondents did not provide information about whether they currently receive EI or IS

*Change in Personal Annual Income.* Upon first connecting with WRDC, 80.2% (n = 138) had a personal annual income of less 30K. This proportion has decreased significantly as 40.7% (n = 70) currently have a personal annual income of less than 30K.



- ❖ *Key Finding: Over time, the proportion of long term clients who rely on EI and/or IS has decreased significantly. In addition, personal annual income has increased for many. These findings suggest that many WRDC long term clients have become more self-reliant over time.*

## RESEARCH FINDINGS

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The next section of this report provides an overview of the research and evaluation findings. A dissemination plan is presented in Appendix F and additional reporting requirements are presented in Appendix G. As a reminder, many survey questions asked respondents to rate the extent to which WRDC programs and services increased or improved their knowledge, skills, and attitudes using a 10 point scale. On this scale, where 1 is *not at all* and 10 is *a great deal*, higher ratings reflect more impact. Ratings of 9 or 10 signify strong impact while a rating of 1 signifies no impact at all. Ratings of 7 or 8 indicate moderate impact and ratings between 2 to 6 indicate modest impact.

### WRDC EAS and Career Development Programming Decrease Barriers for Women Who Want to Work in Trades or Technology

The following key findings address the research question of whether WRDC's EAS and career development programming decrease barriers for women who want to work in trades or technology. Research findings suggest that WRDC's programs and services decrease barriers for women who want to work in trades or technology by:

- sparking their interest in these careers;
- motivating and supporting them to pursue these careers by increasing their awareness of and access to training and employment opportunities;
- preparing them to enter these careers by providing an accurate perception of working in trades or technology; and
- expanding their support networks by connecting them with other women working or training to work in these careers.

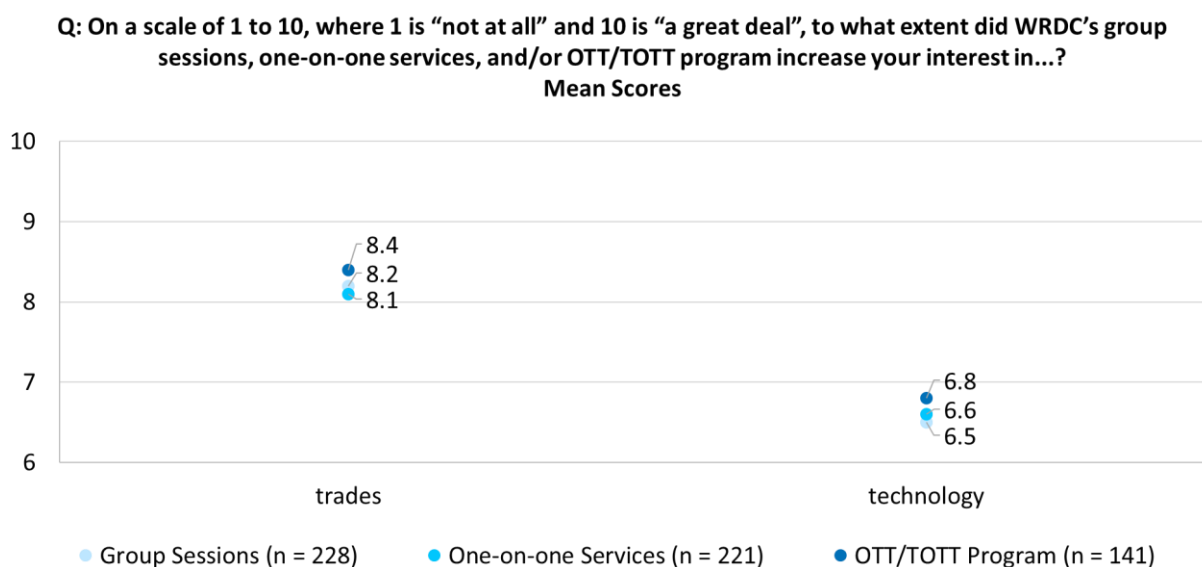
#### Research Finding: WRDC clients have increased interest in trades and technology.

WRDC group sessions, one-on-one services, and OTT/TOTT program increase client interest in trades and technology<sup>25</sup>. The level of impact ranges from moderate to modest. As detailed in the graph,

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<sup>25</sup> Survey respondents were asked to provide ratings using a 10-point scale where 1 is *not at all* and 10 is *a great deal* for the extent to which WRDC's group sessions, one-on-one services and the OTT/TOTT program: increased their awareness (knowledge of) career possibilities, training programs, jobs available, and supports available; increased their interest in trades, technology and another field; increased their access to (being able to participate in) training

WRDC's programs and services have been more likely to increase interest in trades than technology. Specifically, WRDC programs and services have a moderate impact on increasing interest in trades and a modest impact on increasing interest in technology.



### Research Finding: WRDC clients have increased awareness of and access to opportunities and supports for training and employment in trades and technology.

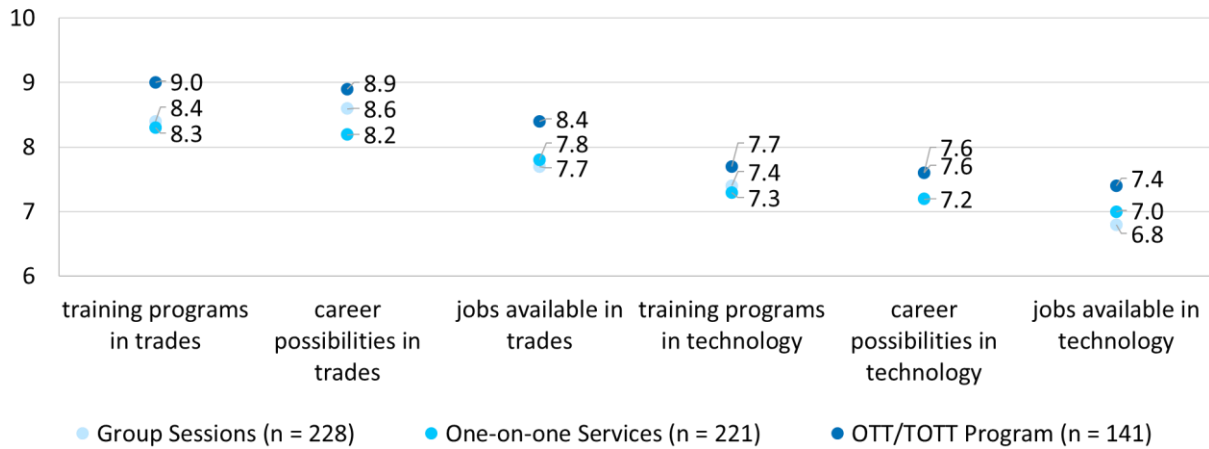
*Awareness of Opportunities for Training and Employment.* WRDC group sessions, one-on-one services, and the OTT/TOTT program increase client awareness of training programs, career possibilities, and jobs available in trades and technology. While the level of impact ranges from strong to modest, WRDC's programs and services have a moderate impact on almost all areas assessed. As detailed in the graph, WRDC's programs and services have been more likely to increase awareness of training and employment opportunities in trades compared to technology.

Compared to group sessions and one-on-one services, WRDC's OTT/TOTT program has the greatest impact on all areas of client awareness assessed. Furthermore, the OTT/TOTT program has a strong impact on increased awareness of training programs in trades, the only occurrence of a strong impact uncovered by this research.

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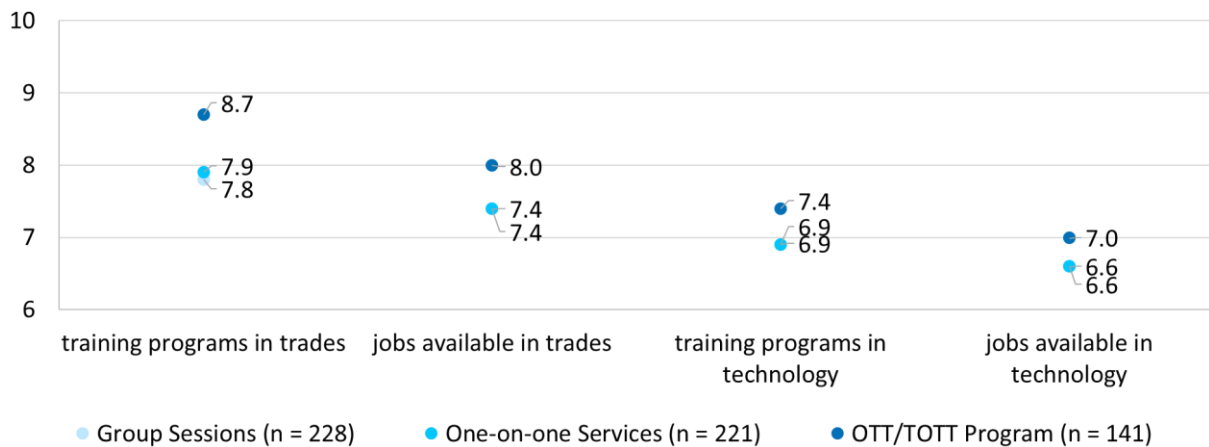
programs, jobs available, and supports available; and provided an accurate perception of working in trades and technology.

**Q: On a scale of 1 to 10, where 1 is “not at all” and 10 is “a great deal”, to what extent did WRDC’s group sessions, one-on-one services, and/or OTT/TOTT program increase your awareness (knowledge) of...?**  
**Mean Scores**

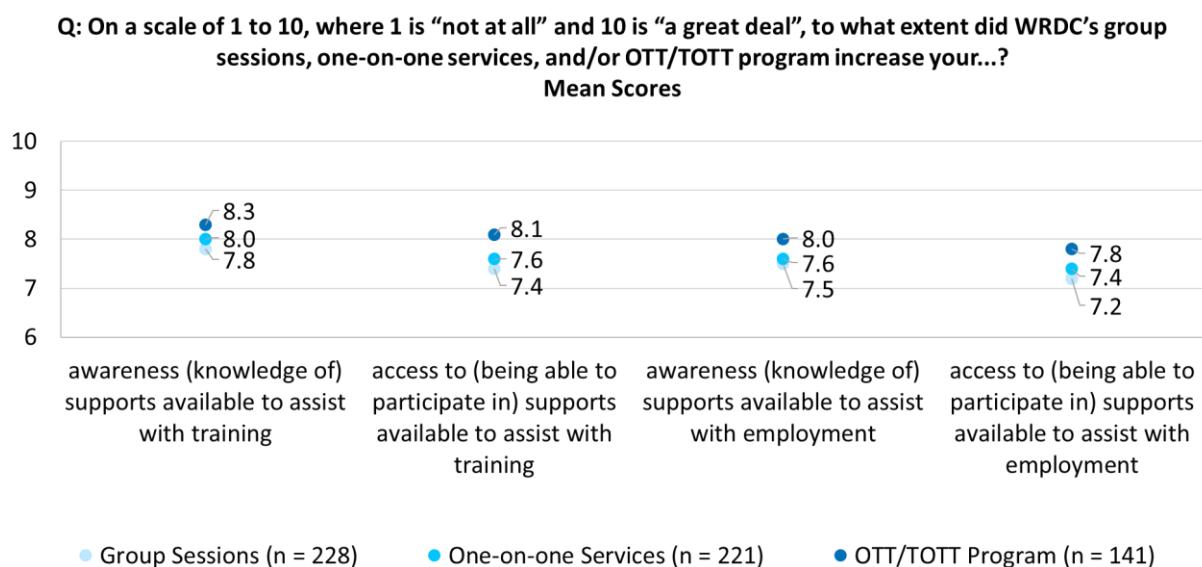


*Access to Opportunities for Training and Employment.* WRDC group sessions, one-on-one services, and the OTT/TOTT program increase client access to training programs and jobs available in trades and technology. The level of impact ranges from moderate to modest. As detailed in the graph, WRDC’s programs and services have been more likely to increase access to opportunities in trades compared to technology. All WRDC programs and services have moderate impacts on increasing access to areas related to trades. WRDC’s OTT/TOTT program has the greatest impact on all areas of client access assessed.

**Q: Using the same 10-point scale, to what extent did WRDC’s group sessions, one-on-one services, and/or OTT/TOTT program increase your access to (being able to participate in)...**  
**Mean Scores**



*Awareness of and Access to Supports for Training and Employment.* WRDC group sessions, one-on-one services, and the OTT/TOTT program increase client awareness and access to supports available to assist with training and employment.



### Research Finding: WRDC clients have an accurate perception of trades and technology careers.

WRDC group sessions, one-on-one services, and the OTT/TOTT program provide an accurate perception of working in trades and technology. All programs and services have a moderate impact on accurate perceptions of working in trades and the OTT/TOTT program has a moderate impact on accurate perceptions of working in technology. As detailed in the graph, WRDC’s programs and services have more impact on perceptions of working in trades compared to technology.

**Q: Using the same 10-point scale, to what extent did attending WRDC's group sessions, one-on-one services, and/or OTT/TOTT program provide you with an accurate perception of working in...?**



### Research Finding: WRDC clients have expanded support networks.

WRDC group sessions and the OTT/TOTT program provide clients with opportunities to expand their support networks. Many clients who participated in WRDC's group sessions and OTT/TOTT program report that they had opportunities to meet with *women working or training in trades or technology* (75.4% and 83.0% respectively) and *women interested in working or training in trades or technology* (67.1% and 80.1% respectively). Many report that WRDC's group sessions and OTT/TOTT program provided opportunities to hear from and/or meet *representatives from post-secondary institutions* (54.4% and 73.8%), *representatives from organizations that provide support* (50.9% and 71.6%), and *employers in trades or technology* (49.1% and 63.8%).

## WRDC EAS and Career Development Programming Enhance Essential Skills and Increase Employability in Trades and Technology

The research findings presented next address the following two research questions. Whether WRDC's EAS and career development programming:

- enhance essential skills such as literacy and technological abilities; and
- increase employability in trades and technology.

Research findings suggest that WRDC's programs and services enhance client essential skills and increase employability. This research revealed that three-quarters of those who enroll, complete a PSP after connecting with the organization. Clients were more likely to complete a trades PSP, rather than a technology PSP. Compared to when they first connected with WRDC, more clients are working in either trades or technology (4.5% compared to 21.5% currently). These findings signify increased employability in trades and technology.

### **Research Finding: WRDC clients have enhanced essential skills and employment skills.**

WRDC clients report improvements for all essential and employment skills assessed. Those who completed WRDC's OTT/TOTT program report significantly higher ratings compared to those who participated in WRDC's group sessions and/or one-on-one services but did not participate in OTT/TOTT<sup>26</sup>. With mean scores ranging from 7.2 to 8.2, WRDC's programs and services have a moderate impact on 11 of the 12 employment skills and all essential skills assessed for those who completed the OTT/TOTT program. WRDC's programs and services have a modest impact on 10 of the 12 employment skills and all essential skills assessed for those who did not participate in the OTT/TOTT program (mean scores range from 5.3 to 6.9).

- Clients who completed the OTT/TOTT program report the highest ratings for the following skills:
  - ability to make informed career decisions (8.2)
  - ability to research job opportunities using different sources (8.1)
  - knowledge of attitudes and behaviors appropriate for work (8.1)
  - ability to write a resume and cover letter (8.1)
  - ability to set career, training, or life goals best suited to strengths, skills, and interests (8.0)
  - ability to make informed decisions about job opportunities best suited for strengths, skills, interests, and goals (8.0)
- Clients who did not participate in the OTT/TOTT program report the highest ratings for the following skills:
  - ability to research job opportunities using different sources (7.2)
  - knowledge of attitudes and behaviors appropriate for work (7.0)

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<sup>26</sup> For analysis purposes, two groups were created. Group one consists of respondents who participated in WRDC's one-on-one services and also completed the OTT/TOTT program (n = 130) while group two consists of respondents who participated in WRDC's one-on-one services but did not participate in the OTT/TOTT program (n = 83).

### **Research Finding: WRDC clients have more positive attitudes about themselves, training, and employment.**

WRDC clients report improvements for all attitudes assessed about themselves, training, and employment. Those who completed WRDC's OTT/TOTT program report significantly higher ratings compared to those who participated in WRDC's group sessions and/or one-on-one services but did not participate in OTT/TOTT. WRDC's programs and services have a moderate impact on 5 of the 6 areas assessed for those who completed the OTT/TOTT program (mean scores range from 7.9 to 8.7) and 3 of 6 areas assessed for those who did not participate in the OTT/TOTT program (mean scores range from 7.0 to 7.1).

- Clients who completed the OTT/TOTT program report the highest ratings for the following:
  - confidence to participate in school or a training program (8.7)
  - confidence to work in their field of interest (8.3)
  - motivation to pursue a career in trades (8.2)
- Clients who did not participate in the OTT/TOTT program report the highest ratings for the following:
  - confidence to keep a job in their field of interest (7.1)
  - confidence to work in their field of interest (7.0)
  - motivation to pursue a career in trades (7.0)

### **Research Finding: WRDC clients overcome barriers to accessing bridging, training, or PSPs and employment in trades and technology.**

*WRDC Clients Enroll in and Complete Bridging Programs.* The vast majority of WRDC clients (86.9%) have a high school graduation certificate or its equivalent when they first connect with the organization. This supports the finding that only a small proportion of WRDC clients participate in bridging programs. Many of those who start a bridging program complete it.

#### *WRDC's Career/EAS Client Survey*

- From the client survey, 16.2% enrolled in at least one bridging program<sup>27</sup>.

#### *Archival Research: Client Enrollment Records*

- From CNA enrollment records, 11.0% enrolled in ABE at CNA and 4.9% enrolled in a CNA bridging program<sup>28</sup>. Of those who enrolled, close to one-half completed these programs.

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<sup>27</sup> Adult Basic Education (ABE), Comprehensive Arts and Science (CAS) and/or General Educational Development (GED) were classified as bridging programs.

<sup>28</sup> CNA bridging programs include: Access to Employment Training, Supportive Transition Employment Program, Mining Foundations, Innu Access Program, Employability Skills Training, College/University Prep Program, Target



*WRDC Clients Enroll in and Complete PSPs.* Based on the survey data, after connecting with the organization, one of every two WRDC clients enroll in a PSP and three-quarters of those who enroll, complete a PSP after connecting with the organization. WRDC clients who enroll in a PSP are more likely to complete a trades rather than a technology PSP. Two-thirds of WRDC clients currently have a post-secondary diploma, certificate, or degree.

*WRDC's Career/EAS Client Survey*

- Since connecting with WRDC, more than one-half (53.2%) started a PSP and 75.9% of those clients completed a PSP.
- Of those who enrolled, more clients completed a trades (50.4%) rather than a technology PSP (4.3%).

*Archival Research: Client Enrollment Records*

- Approximately one-third (31.4%) of those included in archival data from CNA enrolled in a CNA PSP. Of those clients who enrolled, 64.4% completed at least one CNA PSP.
- Of those clients who completed at least one CNA PSP, more completed a trades (66.5%) rather than a technology PSP (12.9%).

**Research Finding: WRDC clients are employed in trades, technology, or another field.**

Approximately one-third (35.1%) were employed when they first connected with WRDC and few (4.5%) were working in trades and/or technology. Currently, more clients report being employed (56.6%). Since connecting with WRDC, 41.1% have worked in trades and/or technology and 21.5% are currently working in these areas.

**WRDC EAS and Career Development Programming Increase Employability in Trades and Technology and Decrease Barriers for Women Who Want to Work in Trades or Technology**

The research findings presented next address the following two research questions. Whether WRDC's EAS and career development programming:

- increase employability in trades and technology; and
- decrease barriers for women who want to work in trades or technology.

Research findings suggest WRDC's programs and services increase employability in trades and technology and decrease barriers for women who want to work in these fields. This research revealed that women are pursuing post-secondary training in trades and technology, gaining employment in trades and technology, and earning higher incomes, suggesting that women have increased employability and are overcoming barriers in pursuing training and employment.

**Research Finding: Women enroll in and complete post-secondary training, suggesting a decrease in barriers associated with access to and retention in training opportunities.**

*WRDC's Career/EAS Client Survey.* Two-thirds (66.9%) of long term<sup>29</sup> clients started a PSP and 84.3% of those clients completed a PSP. More long-term clients who started a PSP completed a trades (54.8%) rather than a technology PSP (13.9%).

*CNA Enrollment Statistics.* Based on enrollment statistics from CNA's School of Engineering Technology and School of Industrial Trades, there has been a slow but steady increase of female enrollment. Specifically, for the School of Engineering Technology, the percentage of females enrolled increased from 15.5% in 1996-2000/01 to 27.7% in 2011-2015/16 and for the School of Industrial Trades, the percentage of females enrolled increased from 10.3% to 14.0% during that same time period.

**Research Finding: More women are employed and working in trades and technology occupations, suggesting a decrease in barriers associated with access to and retention in employment opportunities.**

*WRDC's Career/EAS Client Survey.* More long term clients are currently employed and working (64.5% compared to 33.1% when they first connected with WRDC). Few long-term clients (4.1%) were working in trades and/or technology when they first connected with WRDC compared to 25.6% who are currently working in these areas.

*Statistics Canada - "Proportion of women and men employed in occupations, annual."* More women in Newfoundland and Labrador are employed. Although women are still underrepresented in trades and technology, the percentage of women working in these areas has increased.

- The percentage of women employed in:
  - Natural and applied sciences and related occupations increased from 15.4% in 1999 to 24.1% in 2018.

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<sup>29</sup> Survey respondents who first connected with WRDC five or more years ago (n = 172).

- Trades, transport, and equipment operators and related occupations increased from 2.7% in 1999 to 5.0% in 2018.
- Natural resources, agriculture, and related production occupations increased marginally from 10.5% in 1999 to 11.8% in 2018.

**Research Finding: Compared to when they first connected with the organization, WRDC long term clients earn higher incomes and fewer are receiving EI and/or IS; suggesting that they are more self-reliant and have increased socio-economic well-being.**

- There has been a significant decline in the percentage of clients with a personal annual income of less than 30K (80.2% compared to 40.7%).
- There has been a significant decline in the percentage of clients who are receiving EI and/or IS (67.4% compared to 33.1%).

## RECOMMENDATIONS

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Based on research findings and researchers' experiences throughout this research project, the next section of this report presents recommendations the organization should consider implementing over the short and long term.

### **Increase Awareness of WRDC's Programs and Services Among Members of the General Public**

When asked how they first connected with WRDC, the two most frequently mentioned responses were: *word of mouth (from friends or family)* (38.5%) and *from another organization/counsellor* (24.9%). Thus, WRDC connects with clients through existing partnerships. This suggests a need to increase promotion of the organization's programs and services and their impact among members of the general public. Increased awareness will help the organization connect with more women; thus, increasing the percentage of women working in trades and technology throughout the province.

### **Review and Revise WRDC Programs and Services to Increase Focus on Technology**

This research consistently revealed that WRDC programs and services motivate and inspire women to pursue training and employment in trades and technology. However, impacts related to technology are not as strong as those related to trades. WRDC programs and services had less impact on increasing client awareness of and access to training and employment opportunities in technology, increasing client interest in technology, and providing an accurate perception of working in technology. Additionally, in terms of the OTT/TOTT program, instructors suggested including more technology components in future program deliveries and providing more exposure to technology industries specific

to the region and labour market. These findings are not surprising as opportunities in the trades were plentiful 5 to 15 years ago. However, more opportunities are becoming available in the technology sector and reviewing and revising program and service offerings to ensure they take a balanced approach to promoting both trades and technology will benefit women throughout Newfoundland and Labrador.

### **Increase Focus on Connecting Women with Job Opportunities in Both Trades and Technology**

Compared to the other employment and training opportunities assessed, awareness of and access to jobs available in both trades and technology received lower mean scores. Mean scores were even lower for jobs available in technology compared to trades. While WRDC programs and services motivate and inspire women to pursue employment, ratings suggest that the organization should consider offering additional services to take a more active approach to linking qualified women with job opportunities.

### **Create a Support Network for Current and Past Clients**

As previously discussed, one of the barriers women working and women trying to enter trades or technology sectors often face is a lack of mentors. This research confirmed the benefits of women having support networks. Clients report that meeting with various groups provided them with opportunities to learn about jobs available, learn about training programs, expand their network, and inspired them to pursue a career in trades. WRDC may want to consider a more active approach to creating long-lasting support networks, keeping women connected in each region. This would also help CES stay connected with clients and maintain updated contact information.

### **Review Data Entry and Record Keeping Protocol**

This research project uncovered inconsistencies in recording client contact information and intervention experiences over time, resulting in a limited client database. As a result, WRDC researchers experienced many challenges creating the sample frame for the survey and with the CNA data mining component of this research project. WRDC researchers were required to utilize many different sources to create a client list, including paper and electronic records (such as intake forms, OTT/TOTT graduation programs, emails, staff excel files, and the WRDC client database from ARMS). The investigation of WRDC historical records revealed missing or incorrect client information as well as inconsistencies. These challenges were not unexpected given that this research project covers a 20 year time span and organizational procedures and funder reporting requirements and software have changed over time. However, this experience highlights the importance of clear and consistent record keeping. Over the past five years, WRDC has worked diligently to improve data collection and evaluation of all programs and

services, including updating processes and implementing new software to capture additional information regarding program and service outcomes. While record keeping practices may have improved recently, WRDC should consider developing and implementing a more explicit data entry and record keeping protocol.

### **Collect and Review Feedback Regularly from OTT/TOTT Instructors**

WRDC researchers were limited in applying different methods to increase the response rate for the KIIs since the contact list consisted primarily of work (CNA) email addresses and not personal email addresses or phone numbers. This limited access to past OTT/TOTT instructors. It is recommended that KIIs be conducted with OTT/TOTT instructors on a more regular basis to obtain timely feedback. Feedback from instructors should focus on program successes, areas for improvement, and other program recommendations. It is important for WRDC to keep the OTT/TOTT program relevant and continue to ensure the program reflects the skills needed in the NL labour market.

## **RESEARCH LIMITATIONS**

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The survey results may not be representative of all WRDC clients. Probability sampling was not used and results could not be weighted. As described in the methodology section of this report, a variety of methods were used to connect with clients to ensure they were aware of the research being conducted. Researchers were successful in collecting data from clients who connected with WRDC over the past 20 years, suggesting survey respondents may be representative of the period being investigated. Furthermore, although this research project was able to collect detailed information about the experiences of WRDC clients, it was unable to assess whether WRDC is the primary (and only) cause of changes clients have experienced. The survey response rate was lower than anticipated (10.7%). This could be due to a culmination of many factors including: inconsistent and incomplete record keeping over time (incomplete or outdated contact information), challenges connecting with clients who WRDC has lost contact with, and survey length. The survey was lengthy because this research project required collecting a significant amount of detailed information from clients. In recognition of the survey length, a \$500 Visa Gift Card was offered as an incentive. As mentioned previously, from a record keeping perspective, staff turnover, changes in methods and tools used to maintain client records, and clients changing their contact information, has made it difficult to keep in contact with those who connected with the organization many years ago.

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## APPENDIX A: SUMMARY OF CAREER DEVELOPMENT SERVICES OFFERED THROUGHOUT NEWFOUNDLAND AND LABRADOR

Note: Organizations that no longer exist and/or programs that are no longer being offered since the compilation of this table began (in 2019) are identified by an asterisk (\*).

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
Ability Employment Corporation	Supported Employment ( <a href="http://abilityemployment.com/supported-employment">http://abilityemployment.com/supported-employment</a> )	Supported Employment provides persons with Intellectual Developmental Disability equal opportunity to find meaningful and rewarding employment. Eligible individuals can avail of Job Trainer or Purchased Support to help them obtain and maintain employment. Ability Employment Corporation support persons with Intellectual Disabilities working in businesses throughout the communities of the Economic Zone region.	· Persons with Intellectual Developmental Disability.
	School to Work ( <a href="http://abilityemployment.com/school-to-work">http://abilityemployment.com/school-to-work</a> )	The School to Work program is funded through ISL as a Supported Employment program designed for persons with Intellectual Disability who are still attending high school. The program provides supports through Job Trainer and Purchased Support agreements to give students with Intellectual Disability an opportunity to gain work experience.	· Persons with Intellectual Disability. · A student is only eligible for this program until August 31st after their graduating year and up to the age of 21.
	Linkages ( <a href="http://abilityemployment.com/linkages-program">http://abilityemployment.com/linkages-program</a> )	Linkages Program is a client centered employment initiative delivered through collaboration between ISL and Community Agencies to help youth from a variety of educational and social backgrounds achieve their career and employment goals. This program offers identified youth with barriers to employment a 26-week work placement combined with career-related workshops while being supported by AEC Employment Counsellors. Participating employers receive a wage subsidy to provide youth the required mentorship and guidance that would lead to a positive work experience for the youth participants.	· Youth between the ages of 18-30 years. · Must have completed a minimum of Level 2 education and have not completed post-secondary training. · Persons who have limited work experience and have not made a successful transition into the labour force.

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
	Learning Centre ( <a href="http://abilityemployment.com/learning-center">http://abilityemployment.com/learning-center</a> )	The Learning Center Program is a socialization program for AEC clients who have multiple barriers to employment and may or may not be ready to join the work force. This program is designed to help build life and employability skills through many different activities while socializing with friends, AEC staff, home support family and workers, and community partners. Different activities that Learning Centre participants enjoy include, but are not limited to, outings within the community, games, physical activity, cooking, making music, presentations from community partners, special occasion events, and more.	
	Skills Link ( <a href="http://abilityemployment.com/skills-link">http://abilityemployment.com/skills-link</a> )	The Skills Link Program is aimed at youth of the community aged 15-30, who have barriers to employment and need assistance entering the workforce.	<ul style="list-style-type: none"> <li>· Youth 15-30 out of school.</li> <li>· Participants must be in need of assistance to overcome barriers to employment.</li> <li>· Participants must be Canadian citizens, permanent residents, or people who have refugee status.</li> <li>· Participants must be legally entitled to work according to the relevant provincial/territorial legislation and regulations; and not be in receipt of Employment Insurance benefits.</li> </ul>

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
	Supportive Volunteer Program ( <a href="http://abilityemployment.com/Supportive-Volunteer-Program">http://abilityemployment.com/Supportive-Volunteer-Program</a> )	AEC has incorporated a Supportive Volunteer Program to provide clients an opportunity to volunteer within their community while being supported. For various reasons, many clients are unable to go to work for a financial wage, or the barriers they face prevents them from taking part in or sustaining an employment placement. AEC wants to provide these clients the opportunity to reap some of the benefits of working, like many of their peers, through placing them in a volunteer placement within their community. By taking part in this program, AEC clients will gain valuable employability skills that could lead them into a paid work placement, or just simply provide the opportunity to work with others in a team environment through volunteering.	
	Transition to Work Through Community Networks ( <a href="http://abilityemployment.com/transitions-to-work-through-community-networks">http://abilityemployment.com/transitions-to-work-through-community-networks</a> )	The Transitions to Work program is designed to help persons with barriers to employment due to mental health issues. This program aims to enhance participants' employability skills through group workshops/sessions; 1 – 2-day certificate training courses; and job shadowing with employment partners while being supported by input from health care professionals and employment specialists.	· Persons with barriers to employment due to mental health issues.
Department of Immigration, Skills and Labour (ISL)	Employment Services ( <a href="https://www.gov.nl.ca/isl/emp/services/">https://www.gov.nl.ca/isl/emp/services/</a> )	The Department of Immigration, Skills and Labour (ISL) provides a variety of services and supports to assist individuals with reaching their employment goals. Staff is available to help individuals to assess employment needs, access services and supports and to develop Employment Plans to reach employment goals. ISL understands the importance of providing alternative service delivery options for individuals who are unable to visit our Employment Centres or prefer to use web-based services in the comfort of their own home. Provides employment related workshops available to assist individuals in their career and employment planning process and to assist employers with a host of human resource related needs.	

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
	Self-Employment Assistance ( <a href="https://www.gov.nl.ca/isl/lmda/sea/">https://www.gov.nl.ca/isl/lmda/sea/</a> )	Self-Employment Assistance is an employment program that provides financial and entrepreneurial assistance to eligible individuals to help them create jobs for themselves by starting a business. There are two elements to the program, one for organizations acting as coordinators for the program and one for individuals seeking assistance.	<ul style="list-style-type: none"> <li>· Unemployed individual who has a current EI claim or for whom a benefit period is established or whose benefit period has ended within the previous 60 months.</li> <li>· Businesses, organizations, municipalities, band/tribal councils, public health, and educational institutions are eligible to receive funding as Self-Employment Assistance Coordinators.</li> </ul>
	JobsNL Wage Subsidy ( <a href="https://www.gov.nl.ca/isl/emp/services/jobsnl/">https://www.gov.nl.ca/isl/emp/services/jobsnl/</a> )	JobsNL Wage Subsidy is designed to connect employers and employees by providing funding to employers to create sustainable, long-term employment or seasonal employment opportunities. Priority for funding may be given to occupations and sectors identified by the department with consideration given to the equitable distribution of funding, especially in areas of high unemployment.	<ul style="list-style-type: none"> <li>· Profit and not-for-profit employers who can provide employment to assist individuals to make a long-term or seasonal attachment to the labour market.</li> <li>· Unemployed EI eligible individuals</li> <li>· Unemployed/under-employed Non EI eligible individuals</li> <li>· Legally entitled to work in Canada</li> </ul>

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
	Apprenticeship Wage Subsidy Program <a href="https://www.gov.nl.ca/isl/lmda/apprenticeship/">(https://www.gov.nl.ca/isl/lmda/apprenticeship/)</a>	The Apprenticeship Wage Subsidy (AWS) program assists apprentices to gain work experience in their skilled trade, and progress to journeyperson certification by providing a wage subsidy to employers who hire apprentices. The program supports apprentices across all levels – First, Second, Third and Fourth year. The program provides a wage subsidy of 75 percent, to a maximum of \$14 an hour, for all apprentices funded under the program, and is paid directly to the employers who hire the apprentice. Apprentices are only eligible to be subsidized for two levels of their apprenticeship certification training under the AWS program.	<ul style="list-style-type: none"> <li>· EI eligible and Non EI eligible apprentices who are eligible to register, or already registered, with the Institutional and Industrial Training Division as an apprentice.</li> <li>· Employers (incorporated businesses or sole proprietorships) registered to conduct business in Newfoundland and Labrador; in good standing with the Newfoundland and Labrador Registry of Companies and Deeds; have an office or operation in the province; have a signed Memorandum of Understanding with the department that confirms they have a qualified journeyperson on site in the appropriate trade; and can offer relevant work experience to the apprentice as required by the Institutional and Industrial Training Division.</li> </ul>

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
ArtsNL	Professional Project Grants Program ( <a href="http://www.nlac.ca/grants/ind ex.htm">http://www.nlac.ca/grants/ind ex.htm</a> )	The Professional Project Grants Program (PPGP) is available to Individual Professional Artists, Collaborations of Individual Professional Artists, and Professional Arts Groups. This program supports the creation and/or presentation of works of art in the disciplines of dance, film, music, multidisciplinary arts, theatre, visual arts, or writing. Grants support project costs related to creation, production, administration, travel, professional development, etc. \$1,000,000 is awarded annually. \$500,000 is available to be awarded across all arts disciplines in each grant session. Successful applicants will be awarded a minimum of 75% of the funding requested. Applicants can be awarded ONE grant through the PPGP in a 12-month period.	· Individual Professional Artists, Collaborations of Individual Professional Artists, and Professional Arts Groups.
	Sustaining Program for Professional Arts Organizations ( <a href="http://www.nlac.ca/grants/spp ao.htm">http://www.nlac.ca/grants/spp ao.htm</a> )	The Sustaining Program for Professional Arts Organizations (SPPAO) is available to professional not-for-profit arts organizations that develop and grow the arts of Newfoundland and Labrador. Grants support administration, operating, and production/presentation costs.	· Not-for-profit arts organizations.
	Annual Operating Program for Professional Arts Organizations ( <a href="http://www.nlac.ca/grants/ao ppao.htm">http://www.nlac.ca/grants/ao ppao.htm</a> )	The Annual Operating Program for Professional Arts Organizations (AOPPAO) is available to professional not-for-profit arts organizations. This program supports costs involved in operating the organization and creating, presenting, or producing artistic works including artist and technician fees, venue rentals, administration cost, and travel expenses.	· Not-for-profit arts organizations.
	Community Arts Program ( <a href="http://www.nlac.ca/grants/cap .htm">http://www.nlac.ca/grants/cap .htm</a> )	The Community Arts Program (CAP) is available to community-based arts organizations and groups. The program funds projects related to arts workshops, presentations, productions, new creations, adjudicator fees, artist fees, and travel costs.	· Community-based arts organizations and groups.
	Professional Artists' Travel Fund ( <a href="http://www.nlac.ca/grants/pat f.htm">http://www.nlac.ca/grants/pat f.htm</a> )	The Professional Artists' Travel Fund (PATF) is available to Individual Professional Artists, Collaborations of Individual Professional Artists, and Professional Arts Groups. This program supports travel costs for artists or groups that have been invited to take part in unexpected activities that will enhance their careers. Such activities include the presentation of the artists work in a new location, a regional, national, or international audition, or a celebration of the artist's work through an award or nomination.	· Individual Professional Artists, Collaborations of Individual Professional Artists, and Professional Arts Groups.

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
Association for New Canadians	AXIS Career Services – Pre-employment Programs <a href="https://www.axiscareers.net/ProgramsandServices/pre-employment">https://www.axiscareers.net/ProgramsandServices/pre-employment</a>	Skills Link program - Youth Employment Smart Start (YESS)  The program enrolls 10 students and consists of 6 weeks of in-class training that covers 3 major employable sectors: Hospitality/Tourism, Retail and Labour. Participant will: complete 6 weeks of in-class training and a 22-week work placement, learn about jobs and careers, increase their confidence, motivation, and job readiness, develop workplace communication, computer, and job search skills. Participant will receive on-going support and assessments, several job-related resources and services, WHMIS training, First Aid/CPR/AED training. In addition, participants will become independent wage earners.	<ul style="list-style-type: none"> <li>Between 18-30 years of age.</li> <li>Canadian Citizens, Permanent Residents or granted Refugee status.</li> <li>Living in Canada for less than 5 years, legally entitled to work in Canada.</li> <li>English language level: CLB 3 or above.</li> <li>Not in receipt of EI benefits.</li> <li>In need of assistance to overcome language and employment barriers.</li> </ul>
		Workforce Connections Program  The Workforce Connections program provides practical tools and information to help job seekers with obtaining an entry-level position in their chosen field of study. In addition to receiving one-on-one support, you will also be provided the opportunity to participate in customized group workshops: Career Connections (8 sessions over a 4 week timeframe), Job Options (2 full days) Designed to help you with learning about Canadian workplace culture and enhancing your interpersonal communication skills. These workshops are a prerequisite for participation in AXIS Internship Programs. (Maximum of 8 participants for each group session)	
		Transitions To Work  Gain practical skills to get a job! Participate in work experience opportunities! Eligible participants are committed to completing the program and interested in becoming independent wage earners	<ul style="list-style-type: none"> <li>Permanent Residents living in Canada for less than 5 years and legally entitled to work in Canada.</li> <li>CLB 3 – 5.</li> <li>Not in receipt of EI benefits.</li> <li>In need of assistance to overcome language and employment barriers.</li> </ul>

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
	Networks Job Start	Networks is a job start program to help you identify your personal career goals, develop essential skills, and increase your self-confidence for successful entry into the Canadian workplace. In addition to completing a series of group workshops, a Job Coach will assist you with your search for employment.	
	Workplace Communications and Integration Training Program	Empowering newcomers to accelerate their careers in NL! For those interested in: career advancement, enhancing your employability skills, increasing your confidence, strengthening professional skills, understanding Canadian workplace expectations, increasing your business competitiveness, or building effective workplace relationships.	
	Portfolio Preparation	An Employment Portfolio can help you organize and present your work experience and competencies to a potential employer. A trained Facilitator at AXIS can help you identify, articulate, and document your previous learning and experience to assist with achieving your career goals.	
	e-Career Essentials and e-Mentoring	The Career Essentials e-Learning and e-Mentoring Program is Newfoundland and Labrador's first comprehensive online pre-employment training program for Internationally Trained Workers (ITWs) living in NL. Designed to meet the needs and demands of today's job seekers, e-Career Essentials is fully available online and offers participants an accessible, self-directed approach to learning. While completing the program, participants will be directly connected to an Employment Counsellor who will monitor their progress and provide feedback on all activities that are completed. The program aims to help newcomers develop the knowledge, skills, confidence, and competencies needed for success in the local job market.	



Organization	Program	Description of Program/Services	Target Client and/or Eligibility
	Advanced Language Preparation	AXIS offers preparatory classes for: The Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), The Test of English for International Communications (TOEIC), The Canadian Academic English Language (CAEL), The Canadian Test of English for Scholars and Trainers (CanTEST) when instruction is required. These classes are offered on a regular basis to assist you with preparing for examinations. The successful completion of one of these examinations is a prerequisite for many post-secondary programs or for licensure in particular professions. (Maximum of 10 participants for each session)	
	AXIS Career Services – Business Development Support Services ( <a href="https://www.axiscareers.net/home">https://www.axiscareers.net/home</a> )	The Business Development Support Services (BDSS) program provides current information and practical advice for newcomer entrepreneurs interested in starting their own business in Newfoundland and Labrador. Individuals receive support from the Entrepreneurial Coordinator and a resource kit is also provided, which has been developed to assist newcomers in developing their business plan. The BDSS also links participants with networking opportunities within the business community and professional development organizations.	
	AXIS Career Services: e-Employment/ Career Counselling ( <a href="https://www.axiscareers.net/ProgramsandServices/Services">https://www.axiscareers.net/ProgramsandServices/Services</a> )	Offers customized, flexible, and confidential access to employment information and services to newcomers throughout the province of Newfoundland and Labrador. If you live outside of the St. John's area in NL, e-Employment/Career Counselling can assist you with achieving your employment goals.	

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
	AXIS Career Services: Bridge-to-Work Programs <a href="https://www.axiscareers.net/bridgetowork">https://www.axiscareers.net/bridgetowork</a>	Workplace-based Language Training (WLT) Program  This newly offered program from Axis Career Services aims to encourage and support learners in enhancing their workplace communication skills. Workplace communication is a valuable skill to have that creates a better work environment, boost productivity, and increase job satisfaction. Our facilitator and educator work with the employer and learner(s) to identify needs and customize a free training program based on professional writing, Canadian workplace culture, business communication, and continuous learning in the workplace. This program can be delivered on-site or long-distance(online), delivery and can be integrated into the employee's workday.	
		Career-Focused Mentoring Program  Encourages and supports career transitions for internationally trained workers through an 80 hour volunteer program. Matches mentees and mentors who have similar interests and skills. Support is available for both the Mentor and Mentee.	
		STEP  Aligns the skills of Internationally trained workers with the needs of employers. Offers ongoing support to both the business and the skilled worker throughout the placement.	

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
	My First Job in NL	Supports small and medium sized businesses in hiring international graduates with a 16-week subsidized work placement. Increases employment opportunities for international graduates to demonstrate their skills and competencies to local employers. Improve the matching of labour supply and demand between the employers and the international student community. Targets one-on-one employment maintenance support for both the employers and the participants throughout the placements.	<ul style="list-style-type: none"> <li>· Language proficiency (minimum of Canadian Language Benchmarks (CLB) 6).</li> <li>· Completion of full-time academic program at Memorial University or the College of the North Atlantic within the past two (2) years.</li> <li>· Have a valid Social Insurance Number (SIN) and Post-graduate Work Permit with a duration of at least one year remaining prior to the expiry date.</li> <li>· Completion of pre-employment skills development training at AXIS.</li> <li>· Able to work a minimum of 30 hours per week for 16 consecutive weeks.</li> </ul>

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
	Student Internship Program	Assists small and medium sized businesses in hosting an internship opportunity with wage and benefits subsidy to international students. Provides an opportunity for employers and international students to learn from each other about workplace practices and cultural differences. Support is available for both the employers and the participants throughout the internships	<ul style="list-style-type: none"> <li>· Language proficiency (minimum of Canadian Language Benchmarks (CLB) 6).</li> <li>· Enrolled in full-time studies (and in good academic standing) at Memorial University, College of the North Atlantic or private training institution in Newfoundland and Labrador with Memorial University, College of the North Atlantic, or a private training institution.</li> <li>· Have a valid Social Insurance Number (SIN) and Study/Off-campus Permit.</li> <li>· Not eligible for co-op work terms as part of academic program.</li> <li>· Completion of pre-employment skills development training at AXIS.</li> <li>· Eligible to work a maximum of 35 hours per week for 12 consecutive weeks as per conditions of Study Permit. Students who are eligible to work part-time (20 hours per week) as well as students who are enrolled in private training institutions will be accommodated on a case-by-case basis.</li> </ul>

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
	Internship Placement Program	Connects employers with job-ready newcomers for a 12-week internship. Provides access to a pool of eager-to-learn workers who have successfully completed pre-employment readiness training. Offers continuous support throughout the placement. Wage subsidy may be available to SMEs who meet the Internship Placement Program (IPP) criteria.	<ul style="list-style-type: none"> <li>· Have spent no longer than five (5) years in Canada and legally entitled to work in Canada.</li> <li>· Have undergone an assessment of educational credential equivalency.</li> <li>· Be seeking Canadian work experience in their field of expertise.</li> <li>· Meet the requirements regarding sector specific language knowledge for their respective fields.</li> <li>· Demonstrate a high level of interest in pursuing work in a particular professional field or skilled trade.</li> <li>· Be recommended by the Coordinator for an internship after full completion of intensive pre-employment readiness program.</li> <li>· Be unemployed and not EI client; employed, but do not have recognized certification and have been assessed as having gaps in essential skills; unemployed and affected by the economic conditions; or underemployed.</li> </ul>

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Autism Society of Newfoundland	Transitions ( <a href="https://www.autism.nf.net/parent-caregiver/our-programs/">https://www.autism.nf.net/parent-caregiver/our-programs/</a> )	Aims to identify the strengths and interests of individual participants to better prepare them for employment and meaningful community involvement beyond high school. This program provides a full year of classroom learning, enriching community volunteerism, job shadowing, and onsite summer work experience to build the confidence and skill sets of young adults on the spectrum. In the Summer months, participants are employed by our social enterprise, Good Roots Gardening.	· Individuals with Autism Spectrum Disorder.
	Employment Works (Worktopia) ( <a href="https://www.autism.nf.net/parent-caregiver/our-programs/">https://www.autism.nf.net/parent-caregiver/our-programs/</a> ; <a href="http://worktopia.ca/">http://worktopia.ca/</a> )	Offers employment preparedness training and support to adults with autism and other disabilities. It is designed for individuals who want to enter or return to the workforce, and who are committed to developing and practicing the skills need to support employment success.	· Adults with autism and other disorders.
	STEP (Students Transitioning into Employment Program) ( <a href="https://www.autism.nf.net/parent-caregiver/our-programs/">https://www.autism.nf.net/parent-caregiver/our-programs/</a> )	The STEP Program enables high school students who self-identify with Autism Spectrum Disorder to participate in targeted career development activities and exploration. With an individualized approach, students build self-awareness and skills through structured learning sessions and community mentorship placements with the ultimate goal of identifying appropriate employment or post-secondary choices upon school leaving. The STEP Program is suitable for students.	<ul style="list-style-type: none"> <li>· High school students in Level 2 up to school leaving year who self-identify with Autism Spectrum Disorder.</li> <li>· Primary method of communication is verbal language.</li> <li>· Comfortable working independently, or with minimal support.</li> <li>· Interested in exploring career options though work placements and/or attend post-secondary education.</li> </ul>
Brother T I Murphy Learning Resource Centre	Community Career & Employment Partnership ( <a href="https://www.murphycentre.ca/career.html">https://www.murphycentre.ca/career.html</a> )	The main goal of the Career and Employment project is to provide linkages and support to community agencies and their programs. More specifically, to provide to community partners, a forum in which they may explore issues, share, and create solutions related to (AES) Career and Employment programs.	

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
	Two Roads Career Program ( <a href="https://www.murphycentre.ca/career.html">https://www.murphycentre.ca/career.html</a> )	Career development program inviting people with barriers to employment/education who are interested in pursuing career and/or academic goals. Individual career counselling is provided and together we can work on career exploration and planning, personal development, career related workshops, employment readiness, job search skills, work experience, potential wage subsidy.	· 16 years or older who are on or at risk of becoming on income support.
	Youth Works Well ( <a href="https://www.murphycentre.ca/career.html">https://www.murphycentre.ca/career.html</a> )	Youth Works Well allows 10 people the opportunity to participate in a career development program. Participants selected will benefit from educational, career and life-style enhancement opportunities to pursue a successful career plan. Some of the activities and topics covered include: career planning, portfolio development, Occupational Health & Safety, job search skills, First Aid/CPR, personal development, personality dimensions, volunteering, labour market info, stress management, computer skills, post-secondary tours, interest and aptitude surveys. The program focuses on work placements to allow participants to gain maximum amount of work experience and to build a stronger portfolio including a solid work reference from the employment placement. Participants are paid (current minimum wage) for 30 hours per week throughout the program. Employers pay only a portion of the participant's wage.	· Between the ages of 18 and 30 with significant barriers to employment/training. · Have experienced significant barriers to employment and/or post-secondary education and are willing to commit to a full-time career development program.
Burin Peninsula Chamber of Commerce	Marystown-Burin Employment Services* ( <a href="https://www.facebook.com/pages/Marystown-Burin-Employment-Services/355957437802054">https://www.facebook.com/pages/Marystown-Burin-Employment-Services/355957437802054</a> )	Works to enhance employment opportunities and assists local organizations by offering a number of employee subsidization programs	

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Calypso Foundation	Work Orientation Rehabilitation Centre ( <a href="https://www.facebook.com/pg/Calypsofoundation/about/?ref=page_internal">https://www.facebook.com/pg/Calypsofoundation/about/?ref=page_internal</a> )	WORC is a community-based program which educates adults who have intellectual disabilities in skills that enable them to obtain employment.	· Adults with intellectual disabilities.
	Calypso Living Skills Centre ( <a href="https://www.facebook.com/pg/Calypsofoundation/about/?ref=page_internal">https://www.facebook.com/pg/Calypsofoundation/about/?ref=page_internal</a> )	Started in 1984 in response to the needs of individuals that do not meet the criteria for WORC. The program has evolved to provide guidance and instruction to all of our clients. Helping individuals gain personal and life skills, increases self esteem and a higher level of independence.	
	Calypso Green Depot ( <a href="https://www.facebook.com/pg/Calypsofoundation/about/?ref=page_internal">https://www.facebook.com/pg/Calypsofoundation/about/?ref=page_internal</a> )	The depot currently employs 9 clients of Calypso. This government certified depot responds to waste management and environmental concerns while providing valuable work for our clients.	
Choices for Youth	Employment Support ( <a href="https://www.choicesforyouth.ca/employment">https://www.choicesforyouth.ca/employment</a> )	Responding to various needs and complexities, our team offers direct support to at-risk and homeless youth who are not yet ready for traditional employment. Employment programming includes embedded supports in each of our social enterprises, where trained staff work side-by-side with youth and provide individualized goal setting and coaching. We combine trauma-informed, strengths-based, and harm reduction practices with an empowerment philosophy that ensures activities meet the needs of young people. Once connected to the Employment Support team, youth receive wrap-around support from staff to help them succeed as they work towards accessing and maintaining stable employment. The Employment Support team is able to liaise with private employers, coordinate with CFY social enterprises, advocate for the young person, help with attending health and legal appointments, and connect young people to additional CFY and community-based services and programs as needed.	· At-risk and homeless youth.



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	Youth Leadership Council ( <a href="https://www.choicesforyouth.ca/employment">https://www.choicesforyouth.ca/employment</a> )	Through the sharing of information, training, and resources, the Youth Leadership Council (YLC) helps break down barriers for their peers while informing us and other service providers on how to continually enhance the work we do. Leveraging the YLC as a platform, the young people we work with are also able to impact our community in a large way. This group of youth can combine their passion and strength to harness real change. Whether informing our Board of Directors, facilitating workshops to better equip professionals with first-hand perspective, speaking on panels or administering surveys for data collection purposes; all YLC activities are intended to highlight the needs and concerns of local youth as well as building the leadership and professional skills of YLC members.	
	Social Enterprise ( <a href="https://www.choicesforyouth.ca/employment">https://www.choicesforyouth.ca/employment</a> )	The social enterprise portfolio at CFY offers meaningful and supportive workplaces for many of the young people who come to our doors. Working across numerous sectors and industries, we operate multiple businesses, all which train and employ young people, deliver positive social and economic benefits, and earn revenues to help fund our employment programming at CFY.	· At-risk and homeless youth.
Coalition of Persons with Disabilities NL	Employment & Work ( <a href="https://codnl.ca/employment-work/">https://codnl.ca/employment-work/</a> )	Provides information about other organizations that offer employment programs and supports. Provides information and resources to employers hiring persons with disabilities.	
Community Action Group for Adults with Developmental Disabilities Incorporated	Broadening Horizons Pre-Employment Program ( <a href="https://www.facebook.com/broadeninghoriz/">https://www.facebook.com/broadeninghoriz/</a> )	Broadening Horizons Pre-Employment Program offers a supportive learning environment for adults with intellectual disabilities through a full day Adult Day Program. Staff work closely with clients to help develop new and existing skills through activities, outings, and education.	· Adults with intellectual disabilities.

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	Broadening Horizons Group Employment Program ( <a href="https://www.facebook.com/broadeninghoriz/">https://www.facebook.com/broadeninghoriz/</a> )	Broadening Horizons Group Employment Program operates a recycling program collecting recyclable materials curbside for the residents of Gander and from various commercial businesses in the community. Presently the program employs 8 clients both part time and full time. Clients earn skills and benefit from all the opportunities employment in the community can bring including independence and self confidence.	<ul style="list-style-type: none"> <li>· Adults with intellectual disabilities.</li> </ul>
Community Education Network	Power Up! ( <a href="https://communityeducationnetwork.ca/initiatives/power-up/">https://communityeducationnetwork.ca/initiatives/power-up/</a> )	Power Up!, a transitional program, engages participants in a four-week pre-employment training, community service projects, followed by a six month, 930 hour subsidized work placement in the Bay St. George area. During this phase participants are encouraged to employ in interactive workshop training including WHMIS, First Aid, Communication and Team Building. Each is introduced to a variety of community resources from Western Health, Labour Standards Agency, and AES, among others.	<ul style="list-style-type: none"> <li>· Adults 25 and older.</li> <li>· Receiving or eligible for income support or non-EI eligible.</li> <li>· Living in Bay St. George.</li> </ul>
	Linkages ( <a href="https://communityeducationnetwork.ca/initiatives/linkages/">https://communityeducationnetwork.ca/initiatives/linkages/</a> )	An employment program designed to help youth pursue their career and employment goals. Participants of Linkages will benefit from a job placement and career and employment support sessions. Youth participants will have access up to 26 weeks of career-related employment with a private or non-profit employer. Through regularly scheduled career and employment planning sessions they will receive help with establishing and pursuing career and employment goals.	<ul style="list-style-type: none"> <li>· 18-30 years of age.</li> <li>· Have a minimum completion of Level 11 high school and have been out of school for at least 6 months.</li> <li>· Have not completed post-secondary education/ training.</li> <li>· Can demonstrate difficulty entering the labour force or possess limited work experience.</li> </ul>
Community Employment Collaboration	( <a href="https://employmentcollaboration.ca/">https://employmentcollaboration.ca/</a> )	The Community Employment Collaboration is a backbone initiative that links community, post-secondary and government employment service providers in St. John's, Newfoundland.	

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Conservation Corps NL	Green Team Program ( <a href="http://www.ccnl.ca/programs/green-team/green-team-overview/">http://www.ccnl.ca/programs/green-team/green-team-overview/</a> )	The Green Team Program offers youth meaningful employment opportunities in a supportive team setting. Green Teams focus on local environmental and cultural projects developed in partnership with communities, organizations, and corporate partners. We provide youth in Newfoundland and Labrador with skill development opportunities and employment experience through jobs relating to environmental and cultural heritage conservation.	
	ECHO Program ( <a href="http://www.ccnl.ca/programs/">http://www.ccnl.ca/programs/</a> )	The ECHO (Environmental and Cultural Hiring Opportunity) Program is CCNL's newest employment opportunity. This program is focused on student employment, with a maximum of 2 students per project.	· Students.
	Internship Program ( <a href="http://www.ccnl.ca/programs/internship/">http://www.ccnl.ca/programs/internship/</a> )	Conservation Corps Newfoundland and Labrador's Internship Program provides non-profit organizations, community groups and municipalities an opportunity to host an intern on a project focusing on environmental or cultural heritage conservation. Internships allows for meaningful, paid employment opportunities for recent graduates, while supporting important cultural and environmental initiatives in communities throughout the province. Creating relevant and challenging work experiences for recent graduates of a variety of educational programs.	

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Easter Seals NL	Opportunities Fund ( <a href="http://www.eastersealsnl.ca/career-services/">http://www.eastersealsnl.ca/career-services/</a> )	As a provincial Coordinator for Opportunities Fund we encourage employers to hire job seekers of all ages who identify with a disability. Hiring through Opportunities Fund provides employers with a subsidy of 60-80% contribution of the current minimum wage rate to a maximum of 36 weeks. Employers contribute 20-40% of participant's wages along with the mandatory employment related costs (MERCs) and Workers Compensation Fees. Subsidies are a great way for employers to hire new staff and expand their company! Plus persons with disabilities possess the skills and enthusiasm that can support operational success! Based on individual needs, participants can avail of short term funding for dependent care and transportation, where appropriate and required. Disability supports as well as adaptive technology set-up assistance is also available to all participants should it be required for them to have a successful transition to the workforce. Opportunities Fund is designed to help participants prepare for obtain and maintain employment.	<ul style="list-style-type: none"> <li>· Self identify as having a permanent disability (physical or mental) that restricts their ability to perform daily activities.</li> <li>· Unemployed and not eligible to receive Employment Insurance or similar provincial assistance programs.</li> <li>· Legally entitled to work in Canada.</li> <li>· Require assistance to obtain and keep employment.</li> </ul>
	Horizons ( <a href="http://www.eastersealsnl.ca/career-services/">http://www.eastersealsnl.ca/career-services/</a> )	The goal of the Horizons Program is to provide a comprehensive skill enhancement and work experience for youth and young adults who face barriers to employment. Through the program, youth will develop necessary workplace skills that will facilitate personal growth and independence, enabling them to compete for meaningful employment opportunities.	<ul style="list-style-type: none"> <li>· 15-30 years of age out of school.</li> <li>· In need of assistance to overcome barriers to employment.</li> <li>· A Canadian citizen legally entitled to work according to provincial legislation and regulations.</li> <li>· Not in receipt of Employment Insurance benefits.</li> </ul>

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Employment and Social Development Canada	<a href="https://www.canada.ca/en/employment-social-development.html">https://www.canada.ca/en/employment-social-development.html</a>	Employment and Social Development Canada (ESDC) works to improve the standard of living and quality of life for all Canadians. We do this by promoting a labour force that is highly skilled. We also promote an efficient and inclusive labour market. Funding programs from Employment and Social Development Canada are government grants and contributions that help support jobs, training, and social development.	
Empower the Disability Resource Centre	Independent Living Internships <a href="http://www.empowernl.ca/programs-services/independent-living-internship/">http://www.empowernl.ca/programs-services/independent-living-internship/</a>	Empower's Internship Program provides an opportunity for people with disabilities to be involved in their communities. It offers the opportunities for interns to increase their own independent living skills and help increase the awareness of independent living across the province. The program supports interns in overcoming barriers, developing career-related knowledge, and developing employment skills. Interns are hired in different regions of the province and participate in business and community work placements within their community. Partnerships are developed between the Centre and various individuals, community organizations, and government departments. In addition to their work building skills and promoting inclusion, the IL Interns are available to help other members of the community. They can provide workshops on inclusion, independent living, and other topics related to disability awareness. As well, they can connect people with services and resources accessible to persons with disabilities.	· People with disabilities.
	Inclusion NL: Employer Support Services <a href="http://www.empowernl.ca/programs-services/inclusionnl/">http://www.empowernl.ca/programs-services/inclusionnl/</a>	Directed at providing services, supports, and education to businesses, employers, government, and service providers, this program aims to showcase the value of hiring people with disabilities as a viable labour source. Together, we can help your business become a more inclusive workplace while benefitting in other ways as well.	· People with disabilities

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	Full Steam Ahead ( <a href="http://www.empowernl.ca/programs-services/career-services/">http://www.empowernl.ca/programs-services/career-services/</a> )	Full Steam Ahead is our employment and career exploration program for people with disabilities. We believe and practice independent living in the Full Steam Ahead program so people make their own choices, take risks, and control their own career directions. Participants have an active role in our career program and give input on how the program functions for them. The program does not have a set structure, because you create an individual program based on your goals and what you want to do. If you have a disability, we can offer you support, encouragement, and information. We can help you navigate job offerings, education options, and labour market research. The Coordinator is available to support you in filling-out applications, writing resumes and cover letters, and preparing for interviews. We can also connect you with any adaptive technology that you need to increase your independence during this process and educate you on how to request accommodations while in the workplace. Other ways the program can help you: starting a business, learning more about computers and the internet, funding for college or university, finding a career that is best for you, interacting with employers after you've been hired, your rights as an employee with a disability, other places you can go for help.	<ul style="list-style-type: none"> <li>· People with disabilities.</li> </ul>
Ever Green Environmental Corporation	( <a href="https://www.greencan.ca/?page=about">https://www.greencan.ca/?page=about</a> )	Ever Green Recycling is a non-profit organization that provides meaningful and sustainable employment for individuals recovering from mental illness.	<ul style="list-style-type: none"> <li>· Individuals recovering from mental illness.</li> </ul>
Exploits Community Association INC	Linkages ( <a href="http://ccnnl.ca/exploits-community-centre/education-and-employment/">http://ccnnl.ca/exploits-community-centre/education-and-employment/</a> )	Linkages is an employment program for youth ages 18-30 funded by the Department of Immigration, Skills and Labour (ISL). This program is designed to assist youth pursue their career and education goals. This program will provide 26 weeks of career related employment and provides a wage subsidy to participating employers for 36 hours a week. The youth also participate in professional and personal development workshops one a month.	<ul style="list-style-type: none"> <li>· 18-30 years old.</li> <li>· Have completed a minimum of level 2 (grade 11) or completed level 3 (grade 12).</li> <li>· Have not completed post-secondary.</li> <li>· Non EI eligible and not employed.</li> </ul>

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Exploits Community Employment Corporation	Supported Employment Program ( <a href="http://www.exploitscommunity.ca/services.html">http://www.exploitscommunity.ca/services.html</a> )	The purpose of the Supported Employment program is to provide persons with developmental disabilities with a fair and equal opportunity to find meaningful and rewarding employment. We provide to our clients: assessment of abilities and strengths, exploration of personal interests, career exploration, assistance with resume writing, job search and development, employment placement, job coach support, regular monitoring, long term follow up.	<ul style="list-style-type: none"> <li>Any individual that can provide medical documentation stating that they have a developmental disability.</li> </ul>
Inuit Pathways Nunatsiavut Government	Skills Development Program ( <a href="http://www.nunatsiavut.com/wp-content/uploads/2013/08/Skills-Development-Program-Guide.pdf">http://www.nunatsiavut.com/wp-content/uploads/2013/08/Skills-Development-Program-Guide.pdf</a> )	Offers funding to eligible individuals to help them get the skills training they need to find employment. Training for employment opportunities associated to the mining, construction, oil & gas, tourism, fishing, and service industries. Adult Basic Education/Aboriginal Bridging Program (as part of a career path). Financial Support can be provided for the following: tuition, books, mandatory fees & supplies, required tools, living allowance, travel, commuting (where applicable), tutoring (where applicable), certification fees (where applicable).	<ul style="list-style-type: none"> <li>Beneficiary of Labrador Inuit Land Claims Agreement.</li> <li>Have established a career goal that meets the priorities established by Inuit Pathways.</li> <li>Have demonstrated that the career path is linked to employment.</li> </ul>
	Mobility Assistance ( <a href="http://www.nunatsiavut.com/wp-content/uploads/2013/08/Mobility-Assistance-Program-Guide.pdf">http://www.nunatsiavut.com/wp-content/uploads/2013/08/Mobility-Assistance-Program-Guide.pdf</a> )	Helps people relocate from their home community to an outside community elsewhere in Canada for full time permanent meaningful employment, preferably linked to their field of studies. Mobility Assistance is a funding program targeted to individuals to assist them while integrating into a labour market that is not their primary place of residence. The objective of the Mobility Assistance program is to assist clients to avail of full-time permanent labour market opportunities for which they and their families must move from their existing home community to accept.	<ul style="list-style-type: none"> <li>Beneficiary of the Labrador Inuit Land Claims Agreement.</li> <li>Unemployed at the time of application.</li> <li>Proof of full-time permanent employment via a signed letter of employment offer from employer.</li> </ul>

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	Work Experience Program ( <a href="http://www.nunatsiavut.com/wp-content/uploads/2013/08/Work-Experience-Program-Guide.pdf">http://www.nunatsiavut.com/wp-content/uploads/2013/08/Work-Experience-Program-Guide.pdf</a> )	Offers funding to organizations/employers to hire unemployed individuals (beneficiary of the Labrador Inuit Land Claims Agreement) to develop skills required to prepare for meaningful, full time employment. It is an opportunity for individuals with little or no labour force attachment to be integrated into the labour market. The objective of the Work Experience Program is to provide organizations/employers with funding to hire unemployed individuals. This is an opportunity for these individuals to obtain valuable work experience in their desired occupations and/or exposure to the work environment to enhance career development. This will result in an increase in their economic participation and independence.	Eligible participants must be: <ul style="list-style-type: none"> <li>· Beneficiary of the Labrador Inuit Land Claims Agreement,</li> <li>· Unemployed or working less than 20 hours per week,</li> <li>· Legally entitled to work in Canada,</li> <li>· In need of assistance to prepare to enter the labour market, obtain a job, or become self-employed.</li> </ul> Eligible organizations/employers may be: <ul style="list-style-type: none"> <li>· Government agencies, Nunatsiavut government partner companies, not for profit organizations, private companies, other organizations</li> </ul>
	Summer Work Program ( <a href="http://www.nunatsiavut.com/wp-content/uploads/2013/08/Summer-Work-Guide.pdf">http://www.nunatsiavut.com/wp-content/uploads/2013/08/Summer-Work-Guide.pdf</a> )	Offers financial assistance to organizations/employers to hire students for summer work opportunities. The program is designed to provide meaningful summer work experience to students. This summer work will assist students to develop career focus, as well as enhance employability skills.	<ul style="list-style-type: none"> <li>· Beneficiary of the Labrador Inuit Land Claims Agreement.</li> <li>· At least 15 but under 30 years of age.</li> <li>· Have been previously enrolled in secondary or post-secondary education and be returning to school upon completion of summer work project.</li> </ul>
	Self-Employment Benefits ( <a href="http://www.nunatsiavut.com/wp-content/uploads/2013/08/Self-Employment-Benefit-Program-Guide.pdf">http://www.nunatsiavut.com/wp-content/uploads/2013/08/Self-Employment-Benefit-Program-Guide.pdf</a> )	Offers financial assistance to eligible individuals to help them create jobs for themselves by starting a business. Unemployed individuals can apply to Inuit Pathways for a pre-determined benefit to provide a salary during the first 6 months of a business start-up. This allows an individual to develop and manage a business venture during the first crucial period without having to avail of an income from the business during the period of the Self-Employment Benefit.	<ul style="list-style-type: none"> <li>· Beneficiary of the Labrador Inuit Land Claims Agreement.</li> </ul>



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	Job Start Support Program ( <a href="http://www.nunatsiavut.com/wp-content/uploads/2013/08/Job-Start-Supports-Program-Guide.pdf">http://www.nunatsiavut.com/wp-content/uploads/2013/08/Job-Start-Supports-Program-Guide.pdf</a> )	Provides assistance to beneficiaries to allow them to accept an offer of employment. Assistance can be provided to cover costs associated with tools/equipment and work clothing.	<ul style="list-style-type: none"> <li>· Beneficiary of the Labrador Inuit Land Claims Agreement.</li> <li>· Have completed pre-employment training and are first year apprentices.</li> <li>· Currently unemployed and provide proof of offer of full-time employment.</li> </ul>
Junior Achievement NL	Our Business World ( <a href="https://www.facebook.com/pg/juniorachievementofnl/about/?ref=page_internal">https://www.facebook.com/pg/juniorachievementofnl/about/?ref=page_internal</a> )	This program provides practical information to elementary students about the organization and operation of a business. Topics are presented to the students by volunteer mentors trained by Junior Achievement. By means of lively discussions and class activities that are age appropriate, students learn the core concepts of how business and economics are relevant to their everyday lives and the importance of education in their long-term success. This program reinforces work readiness and entrepreneurship – two of the key pillars leading to student success.	· Elementary students.
	Economics for Success ( <a href="https://www.facebook.com/pg/juniorachievementofnl/about/?ref=page_internal">https://www.facebook.com/pg/juniorachievementofnl/about/?ref=page_internal</a> )	This program is an interactive program designed to encourage junior high students to consider and reflect on the advantages of remaining in school until they have acquired the knowledge, attitudes and skills to undertake the longer-term goal of a successful career. Economics for Success reinforces the current and future importance of financial literacy and work readiness skills for life-long success. This experiential program is facilitated by volunteer mentors in collaboration with the classroom teacher. This program reinforces work readiness and financial literacy – two of the key pillars leading to student success.	· Junior high students.

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	JA Company Program ( <a href="https://www.facebook.com/pg/juniorachievementofnl/about/?ref=page_internal">https://www.facebook.com/pg/juniorachievementofnl/about/?ref=page_internal</a> )	This program offers high school students the opportunity to learn about the process involved in the conception, organization, operation, and completion of a fiscal cycle of a business. Guided by business volunteer mentors, students are provided with a forum where they can put their ideas into practice. They discover their own personal abilities through starting and managing a small business. JA Company Program challenges students to make real-time business decisions and manage actual workplace and economic scenarios. This further reinforces the importance of work readiness, entrepreneurship, and financial literacy (the three key pillars leading to student success) in their current and future career successes.	· High school students.
Labrador Friendship Centre	Community Youth Network* ( <a href="http://www.lfchvgb.ca/home/cyn.htm">http://www.lfchvgb.ca/home/cyn.htm</a> )	Aims to decrease barriers to education and/or employment and improve the quality of life for young people. Services encourage participation in social and economic development through learning; employment skills; community service; support services; recreation.	· Youth aged 12-25 years
Memorial University of Newfoundland	Career Development Centre ( <a href="https://www.mun.ca/student/about/career-development-contact.php">https://www.mun.ca/student/about/career-development-contact.php</a> )	Career Development coaches and empowers students through a strengths-based approach to help students increase self-awareness and make informed decisions about their career planning and employment goals. Includes: career integrated learning, career planning and employment advising, employer engagement, career fairs, graduate transition to employment program (GTEP), externship program, employer talks series, cooperative education overseas placements, small enterprise co-operative placement assistant program (SECPAP), UK biometrics, lunch & learn series for students with disabilities, campus to career, career planning and employment advising, MUCEP, ISWEP, GRADSWEP, Canada summer jobs, SWASP, PACEE.	· MUN Undergraduate and graduate students, alumni, prospective employers, faculty, and staff.

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Metro Business Opportunities	Self Employment Assistance ( <a href="https://www.mbobusiness.ca/self-employment-assistance">https://www.mbobusiness.ca/self-employment-assistance</a> )	This program enables eligible individuals to create jobs for themselves through self-employment by providing financial assistance, on-going business advice and support, and access to business skills development opportunities for a maximum of 52 weeks.	· Individuals in St. John's and Mt Pearl who are eligible for or in receipt of EI benefits and would like to start their own business.
	Inspire ( <a href="https://www.mbobusiness.ca/inspire">https://www.mbobusiness.ca/inspire</a> )	INSPIRE assists entrepreneurs receiving Provincial Income Support in Newfoundland and Labrador to overcome challenges and improve and grow their business, through: business counseling sessions, assessment of business income, business skill development training, and targeted business action plans.	· Entrepreneurs receiving Provincial Income Support in Newfoundland and Labrador and ISL Client Services Officers.
	Entrepreneurial Opportunities ( <a href="https://www.mbobusiness.ca/entrepreneurial-opportunities">https://www.mbobusiness.ca/entrepreneurial-opportunities</a> )	Entrepreneurial Opportunities helps individuals who are eligible for or in receipt of Provincial Income Support in Newfoundland and Labrador who want start their own business. This program aims to assist eligible individuals to become self-employed by providing financial assistance, business advice and general business training for a maximum of 52 weeks.	· Individuals who are eligible for or in receipt of Provincial Income Support in Newfoundland and Labrador.
	Impact ( <a href="https://www.mbobusiness.ca/impact">https://www.mbobusiness.ca/impact</a> )	Impact provides Atlantic Canadians with a loan to start or expand small businesses. With low interest rates, a quick and easy application process, and a drive to help people reach their goals, Impact is built to do exactly what its name says.	· Business owners 19-39 in Mount Pearl & St. John's.
	Support ( <a href="https://www.mbobusiness.ca/support">https://www.mbobusiness.ca/support</a> )	Metro Business Opportunities is proud to build awareness, enhance business skills and offers access to capital through the Support program to start or grow Social Enterprise. Support provides financing of up to \$50,000 and skills development opportunities for organizations looking to start or expand a Social Enterprise. By operating a Social Enterprise, an organization can generate funds for their programs, support their core mandate, gain financial independence, and achieve their strategic goals.	· Registered non-profits in the cities of St. John's and Mount Pearl.

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	Consultant Advisory Services ( <a href="https://www.mbobusiness.ca/consultant-advisory-services">https://www.mbobusiness.ca/consultant-advisory-services</a> )	Consultant Advisory Services provides affordable access to consulting services for small businesses and not-for-profit organizations. The program helps cover the fees associated with hiring a professional consultant to address specific challenges, deficiencies and opportunities for the business or organization.	· Small businesses and not-for-profit organizations in St. John's and Mount Pearl.
	Futurpreneur ( <a href="https://www.mbobusiness.ca/futurpreneur">https://www.mbobusiness.ca/futurpreneur</a> )	Futurpreneur fuels the entrepreneurial passions of Canada's youth through financing, mentoring and support tools to aspiring business owners aged 18-39.	· Aspiring business owners and entrepreneurs aged 18-39 in Mount Pearl and St. John's.
	KickStart ( <a href="https://www.mbobusiness.ca/kickstart">https://www.mbobusiness.ca/kickstart</a> )	KickStart is meant to foster future generations of entrepreneurs in Newfoundland and Labrador by providing low-interest business loans for youth.	· Entrepreneurs age 35 and under in Mount Pearl and St. John's.
	Youth Ventures ( <a href="https://www.mbobusiness.ca/youth-ventures">https://www.mbobusiness.ca/youth-ventures</a> )	Youth Ventures empowers young people between 12 and 29 to turn their hobbies, interests, and passions into money making profitable ventures. Metro Business Opportunities offers the program in Mount Pearl and St. John's between May and August every year. Youth can avail of support for their business in idea discovery, business planning, marketing direction, financial advice, employee hiring, industry mentoring, and more.	· Young people between 12 and 29 in Mount Pearl and St. John's.
Multicultural Women's Organization of NL	Career Development and Employment Readiness Program ( <a href="https://www.mwonl.org/services">https://www.mwonl.org/services</a> )	MWONL provides professional, gender-based, culturally competent, comprehensive services to meet the diverse needs of immigrant women and their families.	· Immigrant women and their families.
New Hope Community Centre - Salvation Army	New Hope Employment Programs ( <a href="https://www.thrivecyn.ca/directory-of-services/health/new-hope-community-centre/">https://www.thrivecyn.ca/directory-of-services/health/new-hope-community-centre/</a> )	New Hope Employment Programs give individuals who are not eligible for training under employment insurance programs an opportunity to further their skills and get professional assistance to get back into the workforce. This is a 12-week program (9 in the classroom, 3 on work placement) that is offered at the Centre. Staff from the College of the North Atlantic delivers programs in Retail Skills (offered each January) and Building Service Work (offered each September).	· Individuals not eligible for training under EI programs.

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NL Association of Community Business Development Corporations (CBDCs)	KickStart & Drive ( <a href="https://www.cbdc.ca/en/programs/kickstart-drive">https://www.cbdc.ca/en/programs/kickstart-drive</a> )	If you're an entrepreneur under the age of 35 in Newfoundland and Labrador and you haven't been able to get funding from other sources, you can get a low-interest loan of up to \$5,000 under the KickStart Program and a low-interest loan of up to \$10,000 under the Drive Program.	· Entrepreneur under the age of 35 in Newfoundland and Labrador.
	Futurpreneur ( <a href="https://www.cbdc.ca/en/programs/futurpreneur">https://www.cbdc.ca/en/programs/futurpreneur</a> )	Futurpreneur Canada is the only national non-profit that provides resources, financing and mentoring to aspiring business owners ages 18 to 39. Since 1996, we have supported over 12,000 young entrepreneurs launch over 10,000 Canadian businesses in every province and territory across the country, 42% of which are women led. Mentoring is at the core of what we do, as we match every entrepreneur that we finance with a business expert from a network of 3,000 volunteer mentors. Futurpreneur is a founding member of the G20 Young Entrepreneurs' Alliance, the Canadian member of Youth Business International and the Canadian host of Global Entrepreneurship Week.	· Aspiring business owners ages 18 to 39.
	Entrepreneurial Opportunities Program (EOP) ( <a href="https://www.cbdc.ca/en/programs/entrepreneurial-opportunities-program-eop">https://www.cbdc.ca/en/programs/entrepreneurial-opportunities-program-eop</a> )	Entrepreneurial Opportunities Program (EOP) in Partnership with Metro Business Opportunities (MBO). Available to individuals who are receiving or eligible to receive Provincial Income Support. The Program assists individuals to become self-employed by providing business plan guidance, business counselling, general business training, financial assistance up to \$5,000.	· Individuals who are receiving or eligible to receive Provincial Income Support.

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	Consultant Advisory Services (CAS) <a href="https://www.cbdc.ca/en/programs/consultant-advisory-services-cas">https://www.cbdc.ca/en/programs/consultant-advisory-services-cas</a>	The Consultant Advisory Services program is offered by ACOA with CBDCs handling the administration and counselling involved. The program gives CBDCs the ability to offer Consultant Advisory Services to small and medium-sized businesses and not-for-profit organizations in Atlantic Canada. New and existing clients of CBDCs and ACOA will be able to access technical and financial assistance by engaging consultants to assist them with various issues, opportunities, and challenges. Eligible CAS participants can access the CAS Initiative for any of the following activities: diagnostic assessment, business management development practices, access to capital, market readiness/export potential, specific studies/business plan mentoring; business coaching, business valuation, aftercare/mentoring and follow up.	<ul style="list-style-type: none"> <li>· Small and medium-sized businesses and not-for-profit organizations in Atlantic Canada.</li> </ul>
	Business Counselling <a href="https://www.cbdc.ca/en/programs/business-counselling">https://www.cbdc.ca/en/programs/business-counselling</a>	With 41 offices and one associate across Atlantic Canada, the CBDC offers business counselling, advice, and other assistance to both new and established business owners and entrepreneurs. Counselling and advice are a major part of CBDC's mandate and we work hard to help businesses to succeed. We hope you'll contact us to find out how we can help you!	<ul style="list-style-type: none"> <li>· New and established business owners and entrepreneurs.</li> </ul>
	Business Management Skills Training <a href="https://www.cbdc.ca/en/programs/business-management-skills-training">https://www.cbdc.ca/en/programs/business-management-skills-training</a>	CBDC offices across Atlantic Canada offer many different types of training programs all intended to help businesspeople and entrepreneurs improve their business management skills so they can improve their businesses or build new ones. We provide business skills training on lots of different business topics, such as market development, feasibility studies, bookkeeping, finance, business analysis and more.	<ul style="list-style-type: none"> <li>· Businesspeople and entrepreneurs in Atlantic Canada.</li> </ul>

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	CBDC Social Enterprise Loan <a href="https://www.cbdc.ca/en/programs/cbdc-social-enterprise-loan">https://www.cbdc.ca/en/programs/cbdc-social-enterprise-loan</a>	The CBDC offers loans of up to \$150,000 per eligible applicant. (Loans are repayable with competitive interest rates and repayment terms). The Social Enterprise Loan may be used to purchase machinery, equipment, or other items necessary for continued business operations. Loan amortizations of up to ten years are available. This is based on the life expectancy of the asset(s) the Social Enterprise is using the funds to acquire.	<ul style="list-style-type: none"> <li>· Both new and existing Social Enterprise businesses.</li> <li>· Social Enterprises may be seasonal or year-round.</li> <li>· The Social Enterprise and its operations must be located in rural areas of Atlantic Canada.</li> <li>· Loans may be used to Start-up a new Social Enterprise or to expand, renovate, or upgrade of an existing one.</li> <li>· The Social Enterprise's business operations should provide a realistic expectation of economic viability, ensure sound business practices, and facilitate job creation and maintenance in your community.</li> </ul>

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	CBDC Innovation Loan <a href="https://www.cbdc.ca/en/programs/cbdc-innovation-loan">https://www.cbdc.ca/en/programs/cbdc-innovation-loan</a>	CBDC offers up to \$150,000 per qualified borrower. All loans are repayable and have competitive interest rates and repayment terms. Financial options include term loan and demand loans, loan guarantees or equity investments. CBDC Innovation Loans may be used for a variety of things: the acquisition of equipment, software, processes or licenses, and other things that are clearly defined as “new” technology that will improve business operations. Expenses for infrastructure changes or installation, as well as maintenance due to implementation and utilization of new technology also qualify. We can also assist with costs for training employees in the application and use of the new technology.	<ul style="list-style-type: none"> <li>· Available to new and existing entrepreneurs.</li> <li>· Both the business and the borrower must be located in rural areas across Atlantic Canada.</li> <li>· Year-round and seasonal businesses are acceptable.</li> <li>· The business should have a realistic prospect of economic viability. Employment creation and/or maintenance in the community is also a key factor. Applications will also be judged on revenue potential, as well as the Borrower’s commitment and dedication to the project.</li> </ul>



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	CBDC First-Time Entrepreneur Loan <a href="https://www.cbdc.ca/en/programs/cbdc-first-time-entrepreneur-loan">https://www.cbdc.ca/en/programs/cbdc-first-time-entrepreneur-loan</a>	The CBDC First-Time Entrepreneur Loan offers up to \$150,000 to qualified borrowers in Atlantic Canada. It's available to sole proprietors, limited companies and partnerships (when majority control is resides with the new entrepreneur). First-Time Entrepreneur Loans are repayable but have competitive interest rates and repayment terms. Financing may be term or demand loans, a loan guarantees, or equity investments.	<ul style="list-style-type: none"> <li>· New, first-time entrepreneur living in a rural area of Atlantic Canada.</li> <li>· Loan may be used for a business start-up, or to help buy an existing business.</li> <li>· Both seasonal and year-round businesses.</li> <li>· The loan may be used for a variety of purposes: Start-up costs, fixed assets, working capital, buildings and land, furniture and fixtures, machinery, or other types of equipment, and possibly vehicles used strictly for business operations. Franchise purchases and Leasehold improvements are also eligible.</li> </ul>
	Self-employment Assistance <a href="https://www.cbdc.ca/en/programs/self-employment-assistance">https://www.cbdc.ca/en/programs/self-employment-assistance</a>	The Self Employment Benefits (SEB) Program is designed to help participants in Atlantic Canada to continue to receive their Employment Insurance Benefits while going through the process of launching a new business. SEA provides assistance in the form of coaching, on-going technical advice and financial support for a maximum of 52 weeks. Also provides business plan guidance, business training, business counselling.	<ul style="list-style-type: none"> <li>· Unemployed.</li> <li>· Have a current EI Claim; or had a EI benefit ended within the last three years; or have established a benefit period within the past five years prior to the date of requesting assistance, was paid parental or maternity benefits, and are re-entering the labour force after having left it in order to care for a newborn or newly adopted child.</li> </ul>

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	Business Valuation and Succession Planning ( <a href="https://www.cbdc.ca/en/programs/business-valuation-and-succession-planning">https://www.cbdc.ca/en/programs/business-valuation-and-succession-planning</a> )	CBDCs in Newfoundland and Labrador have a pilot business valuation program available for commercial businesses. Professional valuers will be engaged directly by CBDCs and small businesses in rural communities to estimate the economic value of an owner's interest in a business. These valuations can be used to help businesses determine the sale price of an existing business. Succession planning and the successful transfer of businesses is an integral part of community development. CBDCs strive to ensure that existing businesses can be prepared for the transition, and potential business owners are aware of new opportunities.	<ul style="list-style-type: none"> <li>· Small businesses operating in a CBDC governed region, that are actively preparing to transfer ownership of the business.</li> <li>· Businesses in good standing with CRA, ACOA and Government of NL.</li> </ul>
	Entrepreneurial Training Fund (ETF) ( <a href="https://www.cbdc.ca/en/programs/entrepreneurial-training-fund-etf">https://www.cbdc.ca/en/programs/entrepreneurial-training-fund-etf</a> )	CBDC offers individualized training opportunities to existing clients as well as group training to clients and other small business owners. Eligible training and counselling activities may include: training courses, university courses (excluding full-time studies), training seminars offered by business support or business development organizations or associations, hiring a qualified consultant to provide business skills training, business skills training and counselling, costs associated with providing business skills training, travel costs associated with taking the training.	<ul style="list-style-type: none"> <li>· Existing CBDC clients as well as group training to clients and other small business owners.</li> </ul>

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	CBDC General Business Loan <a href="https://www.cbdc.ca/en/programs/cbdc-general-business-loan">https://www.cbdc.ca/en/programs/cbdc-general-business-loan</a>	Loans up to \$150,000* may be available to eligible applicants. All loans are repayable and offer competitive repayment terms and interest rates. Financing can include a demand or term loan, a loan guarantee, or equity investment. Loans will be secured, and can be from one to ten years, giving you the chance to develop your business while being free from financial burden.	<ul style="list-style-type: none"> <li>· Entrepreneurs or businesses purchasing a new or existing company in rural Atlantic Canada.</li> <li>· Expanding an existing business.</li> <li>· An existing company in need of working capital.</li> <li>· Both year-round and seasonal businesses are eligible.</li> <li>· Eligible business expenses may include: start-up, land and buildings, fixed assets, machinery and other equipment, fixtures and furniture. In some cases, vehicles strictly for business uses may also qualify. Franchise purchases and Leasehold improvements are also eligible.</li> <li>· Potential borrowers must show a legitimate chance of economic viability. Employment creation and/or maintenance without negatively impacting existing area businesses is also a necessity</li> </ul>
	Youth Ventures Program <a href="https://www.cbdc.ca/en/programs/youth-ventures-program">https://www.cbdc.ca/en/programs/youth-ventures-program</a>	Youth Ventures empowers students aged 12-29 to start and run their own enterprises across Newfoundland and Labrador. Offers help to: create or develop your business idea, one on one business counseling, help with promotions and advertising, develop a business plan, and help you become a savvy entrepreneur!	<ul style="list-style-type: none"> <li>· Students aged 12-29 in Newfoundland and Labrador.</li> </ul>

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	CBDC Youth Loan <a href="https://www.cbdc.ca/en/programs/cbdc-youth-loan">https://www.cbdc.ca/en/programs/cbdc-youth-loan</a>	Offer young entrepreneurs (18-34) access to the capital they need for business start-up, expansion, or modernization. Create and maintain employment in Atlantic Canada.	<ul style="list-style-type: none"> <li>· Available to Youth Borrowers in rural Atlantic Canada aged 18-34.</li> <li>· Eligible for business startup, modernization, or expansion.</li> <li>· Seasonal and year-round businesses qualify.</li> <li>· Loans may be for a variety of business expenses: start-up costs, fixed assets and/or working capital. Leasehold improvements and franchise purchases also qualify. May be used to acquire assets of a previous business, so long as the transaction is at arm's length and the business assets are bought at or below current market value.</li> <li>· Eligible borrowers may be a sole proprietorship, a limited company or a partnership (majority of the care and control must reside with the new entrepreneur).</li> <li>· The intended business operations must not have a negative impact on existing area businesses.</li> <li>· The borrower's business should have a reasonable expectation of economic viability, as well as employment creation and/or maintenance in their community.</li> </ul>

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	Impact Atlantic Program ( <a href="https://www.cbdc.ca/en/programs/impact-atlantic-program">https://www.cbdc.ca/en/programs/impact-atlantic-program</a> )	The Impact loan helps foster small and medium-sized businesses in urban Atlantic Canada. Entrepreneurs of all ages can apply for a business start-up loan, while established business owners between 19 and 39 can avail of expansion financing. Low-interest loans of up to \$25,000 are available, with flexible repayment terms and no penalty for early repayment of the principal. The application process is fast and straightforward so entrepreneurs can reach their goals more quickly and take their business to the next level.	<ul style="list-style-type: none"> <li>· Entrepreneurs of all ages.</li> <li>· Established business owners between 19 and 39 years old.</li> <li>· Small and medium-sized businesses in urban Atlantic Canada.</li> </ul>
Newfoundland and Labrador Association for Community Living	Ready, Willing and Able ( <a href="https://www.nlacl.ca/initiatives/rwa">https://www.nlacl.ca/initiatives/rwa</a> )	Ready, Willing and Able is an initiative of the Canadian Association for Community Living (CACL), in partnership with the Canadian Autism Spectrum Disorders Alliance (CASDA). It is designed to build on and increase employer capacity and demand to hire people with intellectual disabilities and people with autism spectrum disorder. By creating the effective and responsive linkages between employers and employment agencies supporting people with intellectual disabilities and ASD, we will open new doors of opportunity for our fellow Canadians. Ready, Willing and Able is designed to: engage, connect and support three key labour market actors – employers, people with intellectual disabilities and ASD, and community agencies – at three interconnected levels – local provincial/territorial, and national; promote understanding and awareness among employers and the general public as to the value of hiring people with intellectual disabilities and ASD; and enhance the capacity of employment service providers to refer people with intellectual disabilities and ASD to employers and help them transition into employment.	
Newfoundland and Labrador Association of the Deaf (NLAD)	Employment Services ( <a href="http://www.nlad.org/employment-services">http://www.nlad.org/employment-services</a> )	NLAD Employment Services seeks to ensure that deaf clients have full access to career and employment services which enables them to seek, obtain and keep employment. Services: employment readiness; career exploration/career options; job search techniques; interview preparation; outreach to local labour market/employers; job maintenance/employment monitoring; job accommodations and supports (TTY's/Communication Devices)	<ul style="list-style-type: none"> <li>· Deaf or those who communicate in American Sign Language.</li> </ul>

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Newfoundland and Labrador Organization of Women Entrepreneurs (NLOWE)	SEA Program ( <a href="https://www.nlowe.org/SEAProgram">https://www.nlowe.org/SEAProgram</a> )	The SEA program has been established to provide assistance to individuals who are unemployed and who have difficulty finding sustainable employment to create their own job by establishing a business. The program is designed to give you the time and resources necessary to complete a business plan and to put that plan into action. If approved, you will be expected to work on your business plan full-time for a 10-week period and submit your plan to a NLOWE SEA Coordinator for review. You may then receive a recommendation for a further 42 weeks of additional support to establish your business. If you have completed a business plan, then you can apply for a full 52 weeks of support.	<ul style="list-style-type: none"> <li>· Unemployed.</li> <li>· Current EI claim; or EI benefit period ended within the last three (3) years; or established a benefit period within the past five (5) years prior to the date of requesting assistance, was paid parental or maternity benefits, and are re-entering the labour force after having left it in order to care for a newborn or newly adopted child.</li> </ul>
	Mastermind Groups ( <a href="https://www.nlowe.org/mastermind">https://www.nlowe.org/mastermind</a> )	Our mastermind groups are non-competitive micro-networks of women entrepreneurs that focus on member success through facilitated peer advising. NLOWE will host mastermind groups throughout Newfoundland and Labrador.	<ul style="list-style-type: none"> <li>· Only women can join NLOWE mastermind groups.</li> </ul>
	Boost ( <a href="https://www.nlowe.org/boost">https://www.nlowe.org/boost</a> )	Get the assistance needed to grow your business successfully through an energizing mix of learning, advising, and mentoring, conveniently delivered online through video conferencing for the ultimate flexibility. We will begin with developing a growth plan and learning about the funding options available. Next, guest speakers and advisors will be chosen based on the group needs. In addition, you will hear from other women business owners as they share their experience and you will get to experience our Mastermind program as some meetings will be devoted just to the peer mentoring process.	
	Supplier Diversity ( <a href="https://www.nlowe.org/supplierdiversity">https://www.nlowe.org/supplierdiversity</a> )	Supplier Diversity is a business program that encourages the use of diverse-owned vendors, including women-owned businesses, as suppliers to corporations and governments.	

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Nunatukavut	Education, Training, & Employment Programs ( <a href="https://nunatukavut.ca/programs/employment-and-skills-development/">https://nunatukavut.ca/programs/employment-and-skills-development/</a> )	Work Experience	<ul style="list-style-type: none"> <li>· Current member of NCC, no matter where they reside in Canada</li> <li>· Unemployed or underemployed (working less than 20 hours a week)</li> <li>· Attending an accredited school full-time within Canada.</li> </ul>
		Summer Career Placement	
		Employment Transition	
		Skills Development – University	
		Skills Development – Other	
		Self-Employed Benefit	
Office to Advance Women Apprentices	( <a href="https://www.womenapprentices.ca/newfoundland-labrador/">https://www.womenapprentices.ca/newfoundland-labrador/</a> )	Connecting tradeswomen to employers. A registry database of female tradespersons identifying trade, level of apprenticeship, employment status, resumes, travel availability, etc.	· Tradeswomen.
		A Wage Subsidy Program (NL only) to assist employers with the cost associated with hiring apprentices.	

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		A Mentorship Program offering speaking engagements and one-on-one mentoring from established tradeswomen to new tradeswomen, as well as high school students in skilled trades classes.	· Tradeswomen.
		Workshops for journeypersons and apprentices preparing for their Red Seal Exams, including initial assessment and ongoing tutoring.	· Journeypersons and apprentices.
Office of Employment Equity for Persons with Disabilities (NL GOV)	Employment Counselling ( <a href="https://www.exec.gov.nl.ca/exec/hrs/disability_supports/employment_counseling.html">https://www.exec.gov.nl.ca/exec/hrs/disability_supports/employment_counseling.html</a> )	Employment counselling is available to provide career development services and support to clients of the Office of Employment Equity for Persons with Disabilities.	· People with disabilities.
	Wage Subsidy Initiative ( <a href="https://www.exec.gov.nl.ca/exec/hrs/disability_supports/employment_programs/wage_subsidy.html">https://www.exec.gov.nl.ca/exec/hrs/disability_supports/employment_programs/wage_subsidy.html</a> )	The Office of Employment Equity for Persons with Disabilities can provide wage subsidies to Provincial Government Departments that hire persons with disabilities in positions related to their training. These contractual work experience opportunities enhance clients' resumes, making them more competitive in the labour market. The positions may be up to a maximum of one year to provide participants with valuable work experience.	



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	Opening Doors Program ( <a href="https://www.exec.gov.nl.ca/exec/hrs/disability_supports/employment_programs/opening_doors.html">https://www.exec.gov.nl.ca/exec/hrs/disability_supports/employment_programs/opening_doors.html</a> )	The Opening Doors Program comprises full time, permanent Opening Doors positions throughout the Provincial Public Service in various locations of the Province. The Opening Doors Program recognizes that one of the major obstacles to employment for persons with disabilities is their lack of job experience. Therefore, much less emphasis is placed on the experience factors when recruiting to fill Opening Doors positions. The positions are also protected from bumping so as to ensure they are not lost during periods of downsizing. Opening Doors positions are filled based on merit. Those persons, who have the education and experience requirements – as identified in the position competition poster/statement of qualifications – are identified by the registry system and “screened into” the competition, i.e., they are referred to the hiring department for the interview process. The candidate who best meets the qualifications for the job – and who demonstrates this in the interview process – is then offered the position.	<ul style="list-style-type: none"> <li>· Persons with disabilities.</li> <li>· Members of this employment equity group who have been accepted for inclusion on the Office’s Client Registry.</li> </ul>
	Student Summer Employment ( <a href="https://www.exec.gov.nl.ca/exec/hrs/disability_supports/employment_programs/student_summer_employment.html">https://www.exec.gov.nl.ca/exec/hrs/disability_supports/employment_programs/student_summer_employment.html</a> )	The objective of the Summer Employment Program is to provide career-related work experience in the public service for post-secondary students with disabilities. Summer employment opportunities provide students with practical skills and knowledge to prepare them for their future entry into the labour market. Summer placements are generally 10 weeks in duration and run between June and September.	<ul style="list-style-type: none"> <li>· Currently attending a post-secondary educational institution.</li> <li>· Returning to school in September.</li> <li>· Registered with Office’s Client Registry.</li> </ul>

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
Qalipu First Nation	Employment Assistance Programs ( <a href="http://qalipu.ca/employment/employment-assistance-programs/#1455416191405-a312726d-eb49">http://qalipu.ca/employment/employment-assistance-programs/#1455416191405-a312726d-eb49</a> )	Seasonal Wage Subsidy Program  Wages shall be agreed upon with the employers prior to the approval of Wage Subsidy. Education and Training will pay a maximum of 75% of the wages up to \$13.00/hour. Generally, Education and Training will only subsidize 50% of the negotiated employment duration. Twelve (12) weeks is the maximum employment duration allowed. Education and Training will not pay the twelve (12 weeks) consecutively. The Employer and Education and Training will agree upon a payment schedule. Employers cannot hire immediate family.	
	Wage Subsidy Program	The Wage Subsidy Program can assist aboriginal people to prepare for, obtain and maintain full time new employment. Education and Training offers both regular Wage Subsidy and Seasonal Wage Subsidy programs. The purpose of this program is to provide employers with an incentive to hire aboriginal employee's whom they would not have normally hired in the absence of a subsidy. The programs will pay a maximum of 75% of the wages up to \$13.00/hour. The program will only subsidize 50% of the negotiate employment duration to a maximum of 26 weeks and will not pay the weeks consecutively. The employer must maintain employment of the subsidized individual for 10 weeks immediately following the wage subsidy contract with no lapse in employment weeks. If all terms are not properly fulfilled, the employer will be responsible for paying back 50% of the entire contract. Employers cannot hire immediate family	· Aboriginal and Non-Aboriginal businesses or organizations are eligible applicants. The employee; however, must be an aboriginal person and must not already be an employee of the employer applying for wage subsidy.

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		Self-Employment Assistance Program	The Self Employment Assistance program provides financial assistance to clients who want to start their own business. Under this program, the client can access a maximum of \$10,000 for assistance to cover living and other personal expenses during the initial stages of the business. The money is not to be used for direct investment into the business. Education and Training may make financial contribution to hire consultants or technical experts to assess the business opportunities and/or prepare a business plan.	<ul style="list-style-type: none"> <li>· Aboriginal people.</li> <li>· Employment and Training does not support home based businesses.</li> </ul>
		Graduate Incentive Program	The Graduate Incentive Program provides financial assistance to graduates of an aboriginal funded training program looking for employment. Incentives for graduates and employers include employment counseling and job search, income support for job shadowing, a lump sum bonus to the graduates upon hiring, wage subsidy program (guarantees full time employment for at least 6 weeks following the wage subsidy).	<ul style="list-style-type: none"> <li>· Have completed training no longer than two years prior to the application date.</li> <li>· Not have worked in the field of study for more than four consecutive weeks since graduation.</li> </ul>
	Youth Programs ( <a href="http://qalipu.ca/youth-programs/">http://qalipu.ca/youth-programs/</a> )	Youth Summer Employment Program	This program has been successful in improving employability skills of Aboriginal youth that will assist them to succeed in the workforce. Additionally, students are provided with tools that will help them advance their education. The Qalipu Mi'kmaq First Nation Band will be responsible for the financial management of the student. Any expenses over and above wages and MERC costs will be the responsibility of the organization.	<ul style="list-style-type: none"> <li>· Must be between the ages of 15 and 29 (inclusive).</li> <li>· Must be planning to return to full-time studies in September of the current year.</li> <li>· Must have been registered as a full-time student in the previous academic year.</li> <li>· Must be a member of the Qalipu First Nation or Self-Identified Indigenous Person (students are asked to indicate on their cover letter their Indigenous Ancestry).</li> </ul>

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	RCMP/Qalipu First Nation Summer Student Program	The First Nation Band and the RCMP are working together to build a worthwhile work experience for aboriginal youth who are interested in a career in policing and/or justice. This exciting job opportunity will give you an insightful look at the RCMP and may help you decide if this is a career opportunity you wish to pursue. This job opportunity is nine (9) weeks in duration from June-August 2020. Successful applicants will attend a one-week training session at the RCMP Headquarters in St. John's prior to being placed at the RCMP detachment closest to their location. This program is a great steppingstone for individuals interested in pursuing a career with the RCMP.	<ul style="list-style-type: none"> <li>· Have completed high school.</li> <li>· Be a member of the Qalipu First Nation Band or Self-Identified Person (students are asked to indicate on their cover letter their Indigenous Ancestry).</li> <li>· Be between the ages of 19-29.</li> <li>· Not have a criminal record.</li> <li>· Currently registered as a full-time student and be planning to attend full-time studies in September.</li> <li>· Valid drivers' licence.</li> </ul>
Refugee Immigrant Advisory Council*	Job Skills and Placement* ( <a href="http://riac.ca/programs/advice/">http://riac.ca/programs/advice/</a> )	Resume, CV, portfolio, job search, and interview preparedness. Offer referrals to help clients gain access to a job.	· Refugees and immigrants, international students, temporary foreign workers, family members, newcomers
	Volunteer and Internship* ( <a href="http://riac.ca/programs/volunteer-and-internship/">http://riac.ca/programs/volunteer-and-internship/</a> )	Arrange volunteer and internship opportunities to advance skills, expertise, and knowledge. Internship opportunities help advance clients' careers.	· Newcomers, high school students, post-secondary students, and graduates
Single Parent Association of NL	Single Parent Employment Support Program (SESP) ( <a href="http://www.envision.ca/members/templates/template7.asp?ID=2471">http://www.envision.ca/members/templates/template7.asp?ID=2471</a> )	SESP is a program specifically designed to assist single parents in receipt of Income Support (social assistance), who need help getting started on their return to the workforce. Participants take part in 6-8 weeks of half-day classes which cover job search skills and personal life skills needed when working. Program participation is ongoing until the single parent becomes financially self-sufficient.	· Single parents on Income Support.

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Smallwood Crescent Community Centre INC	<a href="http://ccnnl.ca/smallwood-crescent-community-centre/programs/">(http://ccnnl.ca/smallwood-crescent-community-centre/programs/)</a>	Youth Outreach Program	The Youth Outreach Coordinator partners with local agencies such as Community Youth Networks, government departments, NL English School District, and local colleges, to present to youth at these locations on the various opportunities available to them for future employment and education. The Youth Outreach Coordinator is also involved in supporting employment services at the Community Centre through drop in resume assistance, job search, as well as through supporting Skills Link placements and the Green Team program.	· Youth in the Burin Peninsula.
		Green Team	Since 2012, the Smallwood Crescent Community Centre has been partnering with Conservation Corp NL & the Department of Immigration, Skills and Labour (ISL) to offer the Green Team program in the Smallwood Crescent area. This program provides 4 youth with summer employment as they work in environmental projects around the Smallwood Crescent area, as well as the greater Marystown and Burin area. Some duties involve regular garbage clean ups, environmental awareness events, outdoor beautification, and gardening.	
		Employment Transitions	Employment Transitions is a program that allows the Centre to assist participants in increasing their self-esteem, self-confidence, and make career and life decisions. The overall goal will be to help the individuals develop a path to return to work or further their education. Groups of 6-12 participants are enrolled into a 9-week program and a curriculum is followed for instruction. In addition to the educational and employment instruction, the groups partake in extracurricular activities outside the classroom.	

Organization	Program		Description of Program/Services	Target Client and/or Eligibility
		Linkages	Youth are placed with various employers in the area for a 26-week job placement. During the course of the program, staff at the Community Centre work with partnering organizations to provide career resources to the youth in hopes of them returning to school or finding full time employment. Bi-weekly sessions are held with youth throughout the program on career related topics, self-esteem building, mental health, and job search.	
Spinal Cord Injury Newfoundland	Career and Employment Services ( <a href="http://sci-nl.ca/we-can-help/career-and-employment-services/">http://sci-nl.ca/we-can-help/career-and-employment-services/</a> )		Funded through the Department of Immigration, Skills and Labour (ISL) for the province of Newfoundland and Labrador, Spinal Cord Injury Newfoundland and Labrador's Career and Employment Disability Case Management Program assists individuals with mobility and other disabilities identify vocational alternatives and obtain employment consistent with their values, abilities and interests. Assistance with career planning, skills training, job search, resource library services, info on employment programs, labour market info, employment preparation program, and career workshops. Offer referrals for: learning disability assessment, functional capacity evaluation, transferable skills analysis, job site analysis.	· Individuals with Spinal Cord Injuries or Mobility Impairments.
St. John's Community Centre INC	( <a href="http://ccanl.ca/employment/">http://ccanl.ca/employment/</a> )	Building Employment Opportunities	Increase the employability, self-reliance and independence of individuals attached to income support or at-risk of receiving income support through active outreach, engagements, support, and referrals.	· Individuals receiving or at risk of receiving income support within five low-income communities within St. John's.
		Linkages	A 26-week employment program designed to help youth pursue their employment and career goals. Participants receive a work subsidized work placement and participate in professional and personal development workshops once a month for the duration of the program. Topics covered include: job search skills; portfolio development; first aid certificate; labour standards; workplace health and safety; goal setting; and post-secondary school tours.	· Youth ages 18-30 with at least level 2 high school education, out of school for at least 6 months, with no post-secondary education, and not EI eligible.

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	Value of Work, Value of Money	An 8-week employment/training program that provides 10 youth with paid summer employment at their neighbourhood community centre and provides professional/personal development training.	· School-aged youth.
St. John's Military Family Resource Centre	Employment Assistance Services* ( <a href="https://www.thrivecyn.ca/directory-of-services/recreation/st-johns-military-family-resource-centre/">https://www.thrivecyn.ca/directory-of-services/recreation/st-johns-military-family-resource-centre/</a> )	Refers clients to various Career Work Centres in St. John's and surrounding areas.	· Military members and their families
St. John's Native Friendship Centre	Youth Employment Services* ( <a href="https://www.thrivecyn.ca/directory-of-services/housing/st-johns-native-friendship-centre/">https://www.thrivecyn.ca/directory-of-services/housing/st-johns-native-friendship-centre/</a> )	Assist individuals in the successful completing of education, attaining employment, and enhancing necessary skills for future career aspirations.	· Indigenous youth

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Stella Burry Community Services INC	( <a href="https://stella.scircle.ca/need-help/real-work/">https://stella.scircle.ca/need-help/real-work/</a> )	Employment Counselling and Support Transition Groups  Stella's Circle assesses participants for employment potential, career decision making and provides individual counselling and support. Participants can engage in a range of options to address their varying needs as they move towards employment. Employment Counsellors help participants build their interpersonal and work-based skills enabling them to be successful in the workplace. Groups include Skills Discovery, Employment Motivation and Work Orientation Workshops. Groups range in duration from four to twelve weeks and are recommended after an initial assessment of an individual's goals and needs. Topics can include personal development and life skills, career exploration and concrete topics to assist in preparing for employment. Classroom groups are combined with a variety of workplace and other experiential learning. The program is designed for adults who have experienced serious mental health issues and have had limited work experience. Individuals who are uncertain around job search and entering the workforce will benefit from an opportunity to consider employment options, determining the steps and supports necessary to achieve their goals as well as assistance identifying additional training they may require.	· Adults who have experienced serious mental health issues and have had limited work experience.



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	Work Experience	We offer twelve-week workplace-based experience placements. Trainees work alongside industry professionals which can include Red Seal Chefs, experienced carpenters and commercial cleaners based on the chosen field of training. Individuals learn introductory skills of the trade and workplace expectations. Participants also receive valuable industry recognized certificates including First Aid, WHMIS, and others. Upon graduation from their program, trainees are supported to find, transition to, and maintain employment. We also offer short-term transitional work, CanDo!, for adults who have experienced serious mental health issues or have other significant barriers to employment. Participants may work between 1 and 15 hours per week on a variety of group and individual projects. People are paid minimum wage for the hours worked. Individual support and counselling are offered to help participants complete their work and achieve their goals.	· Adults who have experienced serious mental health issues or have other significant barriers to employment.
The Canadian National Institute for the Blind	( <a href="https://cnib.ca/en/program-s-and-services/work-entrepreneurship?region=nl">https://cnib.ca/en/program-s-and-services/work-entrepreneurship?region=nl</a> )	Connecting the Dots Conference  Held annually, Connecting the Dots is Canada's largest educational and professional development experience focused on braille, technology and employment for people who are blind or partially sighted. This two-day conference will provide opportunities for attendees to: learn more about current trends and innovations in the sight loss community at thought-provoking workshops and informative panel discussions; network with industry experts and connect with other like-minded professionals; experience the latest advancements in braille and assistive technologies; meet a community of braille transcribers, technology experts, academics, and entrepreneurs from diverse organizations and institutions; and, gain practical experience from industry experts.	

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		<p><b>Come to Work</b></p> <p>The CNIB Foundation's Come to Work program connects job seekers who are blind or partially sighted with employers who want to discover the full potential of Canada's talent. To boost participation in the world of work, we are: offering job-readiness workshops and technology training; partnering with employers to create full-time, part-time and contract work, and paid internships/returnships; fostering professional development through innovative mentorships and, enhancing company culture to provide a competitive edge.</p>	
		<p><b>The Venture Zone</b></p> <p>The work world has changed. Entrepreneurship and self-employment are a growing part of our work culture. Maybe you want to start your own business or work as a freelancer or consultant. CNIB's Entrepreneur Program is here to give you the resources and inspiration to succeed.</p> <p>Vision: A world where passionate entrepreneurs with sight loss transform ideas into successful businesses without barriers.</p> <p>Mission: foster innovation and an entrepreneurial spirit among people living with sight loss; cultivate passion and grow talent; equip entrepreneurs with skills, knowledge and tools for success; nurture successful relationships and create opportunities; and tell your stories of success and achievement.</p>	<ul style="list-style-type: none"> <li>· Blind or partially sighted individuals who wish to start a business or work as a freelancer or consultant.</li> </ul>
The John Howard Society of NL	<p>Employment Programs</p> <p>(<a href="http://johnhowardnl.ca/service/employment-programs/">http://johnhowardnl.ca/service/employment-programs/</a>)</p>	<p>This program provides pre-employment and career counselling to clients seeking re-entry to labour market or school. Focus is placed on job search techniques, resume writing skills, and interview preparation strategies. Assistance with identifying labour market trends, entry into educational programs, educational funding and record suspensions applications are also available. Referrals to other agencies are made as needed.</p>	<ul style="list-style-type: none"> <li>· Any person having had prior conflict with the law.</li> </ul>

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	C-STEP Program <a href="http://johnhowardnl.ca/service/c-step-program/">(http://johnhowardnl.ca/service/c-step-program/)</a>	<p>The C-STEP Program offers intensive rehabilitative services to offenders and ex-offenders in the community. These services are offered through individual counselling and group interventions. A range of programs are offered covering two major areas: cognitive restructuring and employability skill development.</p> <p>Cognitive Restructuring-Based Group Interventions: Integrated Correctional Program Model – Community Maintenance Program (ICPM-CMP) and Generic Relapse Prevention Program (GRP)</p> <p>Employability Skills Development: Employment Preparation Program; Individual Employment Counselling; Youth Services Program (YSP); Workplace Safety Workshops; Computer Tutoring Program; Linkages Program; and Drop-in Services.</p>	<ul style="list-style-type: none"> <li>Any offender of ex-offender.</li> </ul>
	Youth Services Program <a href="http://johnhowardnl.ca/service/youth-services-program/">(http://johnhowardnl.ca/service/youth-services-program/)</a>	<p>The main purpose of the Youth Services Program is to provide at-risk youth with supportive counselling services beginning at the pre-release stage, but focusing on comprehensive community planning once they are released from open or secure custodial facilities, or are serving a term of probation or parole. The program identifies individual needs of offenders and provides key supports required to ensure their successful transition into the community. Early intervention is preferred. Young clients are given the opportunity to develop life skills, upgrade their education, obtain employment or avail of community programs which help divert them away from income support and crime and move toward becoming a more self-reliant and healthier individual.</p>	<ul style="list-style-type: none"> <li>At-risk youth (offenders and ex-offenders), who are between the ages of eighteen and twenty-five, and need assistance with their career plans including educational, training and employment opportunities.</li> </ul>

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	Horizons program ( <a href="http://johnhowardnl.ca/service/horizons/">http://johnhowardnl.ca/service/horizons/</a> )	The goal of the Horizons program is to provide valuable assistance towards the rehabilitation of offenders and contributes to the likelihood of a positive transition back into the workforce. Following the selection of participants, there is a four-week orientation which helps prepare them for their job placements. Orientation includes the following topics: employability skills, resume writing, interview skills, employer expectation, First Aid training, WHMIS and introduction in Occupational Health and Safety. Following the orientation training each person participates in a 26-job placement.	· Individuals who are over the age of twenty-nine, have been in conflict with the law and exhibit lower levels of literacy, job skills and education.
	Linkages program ( <a href="http://johnhowardnl.ca/service/linkages-program/">http://johnhowardnl.ca/service/linkages-program/</a> )	The goal of the Linkages program is to provide 26 weeks of paid employment to youth (18-30 years of age). This experience is an opportunity for the participant to take part in career and employment planning.	· Residents of the Newfoundland and Labrador who are 18-30 years of age and are Canadian citizens or are permanent residents of NL and are entitled to work in Canada. Applicants must be non EI eligible and have level 2 high school and have been out of school for a minimum of six months. Further, applicants cannot have post-secondary training, must have limited work experience, and have a developed employment plan.

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The SPLASH Centre	Changing Lanes ( <a href="https://thesplashcentre.wixsite.com/splashcentre/programs">https://thesplashcentre.wixsite.com/splashcentre/programs</a> )		This program designed by our organization in 2008, targets struggling youth and youth who have been in contact with the law or at risk for becoming in contact with the law. Youth participants of the Changing Lanes Program complete a mandatory 15-week program that focuses on Recreation, Education, Wellness, Career Exploration, Community, and then concludes with a stipend paid, two-week work placement. Sessions are facilitated by Changing Lanes staff, along with community partners from Eastern Health, RCMP, AE&S and many more. To date, over 200 area young people have participated in the Changing Lanes Program, which has a 94% success rate for program completion and work placement.	· Struggling youth and youth who have been in contact with the law or at risk for becoming in contact with the law.
The Vera Perlin Society INC	The Employment Division ( <a href="http://www.veraperlinsociety.ca/employment/programs.php">http://www.veraperlinsociety.ca/employment/programs.php</a> )	Work Orientation Rehabilitation Centre (W.O.R.C)	In essence, the W.O.R.C program is in the Match-Making business, matching employer needs with client abilities. Any good matchmaker is not only concerned with simply introducing two interested parties and 'hoping for the best', a good matchmaker will assess the needs of both parties, make the introductions and then provide the support needed to develop a mutually beneficial long-term relationship. The W.O.R.C, in its endeavor to match employer needs to client abilities, has many features which will be of benefit to any business: ability to assess business needs, ability to access individuals who are interested in a particular business and are motivated to work, ability to provide training and support on the job, ability to provide special supports and resources that may be needed, ability to problem-solve should difficulties arise, and ability to provide long-term support.	· Adults with a developmental disability.

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	Supported Employment	The objective of the Supported Employment Program is to secure community based paid employment for individuals with a developmental disability enabling them to be contributing members of society. Support and monitoring are two integral components to the success of the Supported Employment Program. The quality of each placement is based on following criteria: the work being completed is of value to the employer, not less than minimum wage is paid for the work being completed, one on one support is provided to individuals to ensure that all tasks assigned are completed to the expectation of the employer, and clients are matched with employers based on the individual's personal interests and abilities.	· Individuals with a developmental disability.
	Career Education and Exploration (C.E.E)	The C.E.E Program is a pre-employment skills program, operated by the Vera Perlin Society, for adults with a developmental disability. This program is housed out of the College of the North Atlantic (Prince Philip Drive Campus) and runs from September to June. The main emphasis of this program is Employment Skills, but instruction is offered in other areas as well, such as a Reading, Math, Basic Computers, Money Management and Community Awareness. The primary goal is to provide a solid foundation to the world of work, through pre-employment instruction in areas of Resume Writing, Job Search, Interview Preparation, and Realistic Employment Goals.	· Adults with a developmental disability.
	The Button Shop	The Employment Division of the Vera Perlin Society operates The Button Shop to create employment for Individuals with a Developmental Disability. All clients who work at The Button Shop have a choice to work either Full Time or Part Time. All work completed at The Button Shop is secured through a contractual basis and the clients are paid minimum wage for every hour worked.	· Adults with a developmental disability.

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Vine Place Community Centre	<a href="https://www.facebook.com/pg/VinePlaceCommunityCentre/services/?ref=page_internal">https://www.facebook.com/pg/VinePlaceCommunityCentre/services/?ref=page_internal</a>	Community Employment Facilitator	
		Linkages Program	· Individuals that may have barriers to finding employment.
Visions Employment Plus	Employment Services ( <a href="http://www.visionsemployment.ca/services.htm">http://www.visionsemployment.ca/services.htm</a> )	Services We provide: career exploration; job search techniques; interview preparation; resume writing; job coach support; job placement monitoring and support; small business development; interagency referrals; supported employment; long term monitoring support; post secondary options; on the job training; pre-employment workshops.	· Adults and youth with intellectual disabilities.
Waypoints NL	Employment and Outreach ( <a href="http://www.waypointsnl.ca/?p=programs">http://www.waypointsnl.ca/?p=programs</a> )	Waypoints Employment and Outreach Services provides individualized and group support services to youth, ages 12-30, who face barriers to education and employment. Waypoints staff support youth who are experiencing difficulties in their lives in areas such as education, reliable housing, and healthy lifestyle choices. Youth may also be at risk of substance abuse, contact with the justice system, or dropping out of school. Outreach support seeks to connect with youth and explore new opportunities and creative ways to build healthier and more fulfilling lives. Youth are Working is a Skills Link project funded by Service Canada which provides exposure to life and employment related skills, practical work experience, and continuous learning opportunities. Using both group work and an individualized approach to personal and career development, program staff assist youth in developing their employment portfolio with the goal of preparing them for the realities of the workplace and the expectations of today's employers.	· Youth 12-30 who face barriers to education and employment.

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Women in Resource Development Corporation (WRDC)	STEMforGIRLS ( <a href="https://wrdc.ca/explore-careers/">https://wrdc.ca/explore-careers/</a> )	WRDC's Educational Resource Centre (ERC) offers online resources for female youth and their champions, as well as a series of practical, hands-on career exploration programs, creating awareness of the exciting opportunities in STEM, and empowering girls with the information and self-confidence needed to pursue these careers. Ensuring that girls have the knowledge and resources needed to pursue any educational or career path they wish is critical. All STEMforGIRLS programs engage girls in hands-on interactive learning activities, provide opportunities to hear from real female role models, and instill the confidence required to make informed career choices.	· Women and female youth.
	Career Services ( <a href="https://wrdc.ca/career-services/">https://wrdc.ca/career-services/</a> )	Providing women with exposure to different career possibilities, helping them enroll and succeed in training programs, as well as assisting in job search and career advancement activities are essential to increasing women's participation in trades and technology. WRDC's highly trained and experienced Career & Employment Specialists (CES) are located throughout Newfoundland and Labrador, in St. John's, Clarenville, Stephenville, and Happy Valley-Goose Bay. They conduct outreach and provide customized one-on-one needs assessment and support including information sessions and presentations, participation in local career fairs and industry events, as well as one-on-one career development sessions with women. Career Development Services include one-on-one career coaching; labour market information; career decision making; job search & interview skill development; resume/portfolio preparation; personal/social recommendations and referrals; life skills development; and employment matching.	



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	Orientation to Trades and Technology (OTT) ( <a href="https://wrdc.ca/career-services/ott-program/">https://wrdc.ca/career-services/ott-program/</a> )	When women require additional information to make an informed decision about a career in trades and technology, we recommend participation in our Orientation to Trades and Technology (OTT) program. OTT is a 16-week career development program for women, delivered at College of the North Atlantic (CNA) campuses and funded by the provincial government. Participants receive hands-on experience in a range of trades and technology fields, undertake a variety of academic courses, worksite tours, and industry presentations. The program also includes personal and professional development components needed to foster success in male-dominated occupations, including safety certificates, and respectful workplace training.	
	Links to Employment ( <a href="https://wrdc.ca/career-services/links-to-employment/">https://wrdc.ca/career-services/links-to-employment/</a> )	Your future dream job awaits you! We've made finding employment and training easier by providing links to help with your career goals.	
Women in Science and Engineering (WISE)	CareerLinks: Smart Choices for Women ( <a href="http://wisenl.ca/programs-and-events/careerlinks/">http://wisenl.ca/programs-and-events/careerlinks/</a> )	"CareerLinks: Smart Choices for Women" is an interactive tool that connects users to career information on science, engineering, trades, and technology (SETT). CareerLinks is unique in that it specifically seeks to bring visibility to the experiences, perspectives, and priorities of SETT women. As women constitute the single largest pool of potential candidates, the characteristics of this group must be visible in an inclusive and effective career planning tool.	· Women.
	Mentorship Program ( <a href="http://wisenl.ca/mentorship">http://wisenl.ca/mentorship</a> )	The WISE NL Mentorship Program was piloted in 2015 and formally launched the following year. Mentors have the opportunity to provide advice to a young woman regarding her post-secondary education or career path. Mentees will benefit from being connected to a network of professional women who can provide valuable insight to help form their education and career choices.	· Women

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
	Student Summer Employment Program (WISE SSEP) ( <a href="http://wisenl.ca/ssep">http://wisenl.ca/ssep</a> )	Students experience first-hand that careers in science and engineering are exciting and rewarding. Along with their work experience, participants benefit from workplace tours, site visits, development activities, guest speakers, networking opportunities, and social activities with young women their age from across NL. The purpose of SSEP is to: provide young women with experience in scientific fields, to encourage young women to consider careers in science and engineering fields, and to show young women that careers in scientific fields can be exciting and rewarding.	· Female high school students, who are currently completing grade 11 and will be returning to high school in the fall. (grade 10 students in Labrador are also eligible to apply)
	Indigenous Youth Conferences ( <a href="https://wisenl.ca/programs/in-digenous-youth-initiatives/">https://wisenl.ca/programs/in-digenous-youth-initiatives/</a> )	The Women in Science and Engineering NL (WISE NL) Conference is for female AND male high school students who are interested in learning more about career options in science and engineering. Students will be encouraged to consider a career in these fields through professional development activities, mentoring and knowledge of the opportunities available. Students can bring this information back to their school and promote opportunities in their home communities among their peers.	· Full-time male or female high school students in grades 10-12 are invited to apply. Preference will be given to students that self-identify as Indigenous however, all students are encouraged to apply.
	Speaker Series ( <a href="https://wisenl.ca/programs-and-events/speaker-series">https://wisenl.ca/programs-and-events/speaker-series</a> )	The WISE NL Speaker Series is a regularly scheduled event, open to the public and designed to tell the story of women's contributions in science and engineering. The series features notable women who speak on science and engineering related topics and who complete the narrative with personal perspectives ranging from the paths they took, to the experiences they encountered, to the potential impact of their work on community. The Speaker Series also provides opportunities for both professionals and students to gather and learn about an interesting topic or career, to mingle and socialize, and to network.	

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
	WinSETT Leadership Program ( <a href="https://wisennl.ca/professional/workshops/">https://wisennl.ca/professional/workshops/</a> )	WISE NL, in partnership with the WinSETT Centre and the Faculty of Engineering & Applied Science, is proud to bring the full series of the WinSETT Leadership Workshops to St. John's since 2017. These professional workshops were developed by the WinSETT Centre and are tailored to early- and mid- career women working in science and technology-based sectors. This program is built upon the experiences of Canadian women, has been attended by over 1800 across the country, and is the only Canadian program focused exclusively on women in SETT.	
Workplace NL	Labour Market Re-entry ( <a href="https://workplacennl.ca/site/uploads/2019/06/labour-market-reentry-assessment-brochure-20180928.pdf">https://workplacennl.ca/site/uploads/2019/06/labour-market-reentry-assessment-brochure-20180928.pdf</a> )	WorkplaceNL will provide an injured worker with a labour market re-entry (LMR) assessment and, if necessary, an LMR plan. LMR services ensure workers have the skills, knowledge, and abilities to re-enter the labour market and reduce or eliminate their loss of earnings resulting from the work injury. The LMR assessment report, where possible, will contain a minimum of three options for suitable employment categories for the worker based on the National Occupational Classification system. WorkplaceNL will provide employment readiness programming, including wage loss benefits to the worker displaced from a job due to their injury and who can re-enter the workforce with another employer. Wage loss benefits will extend for a period of six weeks, or for a shorter period, if the worker commences employment. Employment readiness services that will be made available include resume preparation, job interview preparation and learning to access information on securing job opportunities where: the worker requires new or upgraded skills to return to the workforce.	· Injured workers early and safe return to work activities do not result in work that is suitable, available and restores the workers' pre-injury earnings.

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
Writers' Alliance NL	Manuscript Evaluation Service ( <a href="https://wanl.ca/programs-services/manuscript-evaluation/">https://wanl.ca/programs-services/manuscript-evaluation/</a> )	To help writers grab publishers' and agents' attention, this limited-time-only program will provide evaluations on a 1-2-page synopsis and 10 pages of your work. Evaluators will identify specific areas that would benefit from certain changes and revisions and what those changes should entail. This service is available on a first-come, first-serve basis, exclusively for members of the Writers' Alliance of Newfoundland and Labrador for a limited time only. All genres are welcome. Our brand new Manuscript Excerpt Evaluation Service includes: comments on content, characterization, dialogue, setting, structure, believability, research; comments on writing technique, technical ability, style, voice, etc.; steps to take to develop the manuscript excerpt and synopsis; and responses to three questions submitted by the author.	· Members of the Writers' Alliance of Newfoundland and Labrador.

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
	Mentorship Program for Emerging Writers <a href="https://wanl.ca/programs-services/mentorship-program/">(https://wanl.ca/programs-services/mentorship-program/)</a>	Each apprentice will be matched with a mentor to work on a one-to-one basis over an intensive five-month period expected to start in September of 2020. An assembled committee will match best-suited mentors and apprentices prior to the September start date.	<p>The apprentice position:</p> <ul style="list-style-type: none"> <li>· WANL members in good standing with a substantial work-in-progress in any genre.</li> <li>· Individuals prepared for a disciplined, focused period of work during which writing is a priority.</li> <li>· Individuals who did not participate in this program in 2019.</li> <li>· Individuals 19 years and older.</li> </ul> <p>The mentor position:</p> <ul style="list-style-type: none"> <li>· WANL members in good standing who are working in any genre.</li> <li>· Individuals who have a significant publication history and some mentorship or teaching experience.</li> <li>· Individuals who did not participate in this program in 2019.</li> </ul>

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
	Writers for Hire ( <a href="https://wanl.ca/programs-services/writers-for-hire/">https://wanl.ca/programs-services/writers-for-hire/</a> )	The Writers' Alliance of Newfoundland and Labrador encourages the recognition of the professional status of writers. As the provincial literary sector organization, WANL works to enhance and protect the rights of our writers and has identified the right to be fairly compensated for their work as a high priority for our members. Writers must be paid for their services, including readings, manuscript evaluations, proposal writing, editing, school visits, etc. (funding for some of these activities, such as school visits, may be available through sources such as the Newfoundland and Labrador Arts Council and school boards). Actual fees for services should be negotiated with the writer; this directory is intended only to provide information. We encourage you to consider hiring writers to address your writing and related needs. Writers are listed alphabetically by last name.	
YMCA NL	Business Planning Program ( <a href="https://eens.ymcanl.com/programs/bpp.php">https://eens.ymcanl.com/programs/bpp.php</a> )	The YMCA Business Planning Program is committed to supporting all entrepreneurs as they engage in business plan development and improve their entrepreneurial literacy. The program is designed to help with ideation, business planning, resource allocation, networking, training, and professional development. Entrepreneurs receive access to one-on-one, personalized guidance through the business planning process from the program's business consultant, access to written and digital resources. Recourses are customized to fit the needs of the client in collaboration with the business consultant; access to training and networking sessions facilitated by industry professionals based on what clients want to learn.	· Entrepreneurs.
	Create Your Own Change Program ( <a href="https://eens.ymcanl.com/programs/isd.php">https://eens.ymcanl.com/programs/isd.php</a> )	The YMCA Create Your Own Change Program for international post-secondary students and temporary foreign workers supports participant-led group projects that identify challenges and create positive change in your community.	· International post-secondary students and temporary foreign workers.

Organization	Program	Description of Program/Services	Target Client and/or Eligibility
	Media Mentors ( <a href="https://eens.ymcanl.com/programs/media-mentors.php">https://eens.ymcanl.com/programs/media-mentors.php</a> )	The YMCA Media Mentors program is focused on connecting youth and seniors through a 120-hour service learning curriculum. This program is available in Avalon Peninsula region, Burin Peninsula region and the Labrador region.	· Youth and seniors.
	Opportunity for All Youth (O4AY) ( <a href="https://eens.ymcanl.com/programs/o4ay.php">https://eens.ymcanl.com/programs/o4ay.php</a> )	YMCA is partnering with O4AY to support youth employment, facilitating connections between youths who are currently not in employment, education, and training, & national employer partners. Ultimately, we will be hosting a Hiring Fair for youth aged 15-29, with scheduled interviews with these national employers, and on the spot feedback and job offers.	· Youth.
	Y-Digital ( <a href="https://eens.ymcanl.com/programs/y-digital.php">https://eens.ymcanl.com/programs/y-digital.php</a> )	Y-Digital is a national program locally serving our most vulnerable populations. If you are interested in taking part in FREE workshops (every Tuesday and Thursday at 10:00 am) to increase your comfort level with current technology, Internet, and the digital world, we have a seat for you.	
	YMCA Community Action Network (YCAN) ( <a href="https://eens.ymcanl.com/programs/ycan.php">https://eens.ymcanl.com/programs/ycan.php</a> )	The YMCA Community Action Network is designed to help youth ages 15-30 create actionable change in their communities. Through a guided curriculum, participants learn how to identify needs in their communities, create a project to address those needs, then successfully run the projects, learning that they have the ability to enact change. We are looking to support YOU to team up, develop and deliver projects that address needs in your local community.	· Youth ages 15-30.
	Enterprise Olympics ( <a href="https://eens.ymcanl.com/programs/enterprise-olympics.php">https://eens.ymcanl.com/programs/enterprise-olympics.php</a> )	Enterprise Olympics is a province wide initiative that encompasses four separate programs designed to progressively introduce the concept of entrepreneurship to students' as they move through elementary, junior high, and high school. Enterprise Olympics program's guide students as they build businesses and tap into their entrepreneurial potential.	<ul style="list-style-type: none"> <li>· Create A Logo (Grades 4, 5 &amp; 6)</li> <li>· Community Matters (Grades 7, 8 &amp; 9)</li> <li>· Enterprise Olympics (Entrepreneurship 3209 Students, Grade 10, 11 &amp; 12)</li> </ul>

## APPENDIX B: KEY INFORMANT INTERVIEW GUIDE FOR OTT/TOTT INSTRUCTORS

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### KEY INFORMANT INTERVIEW GUIDE – OTT INSTRUCTORS

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**Contact Name:**

**Location:**

**Date: 2019**

**Time:**

**Consent Form Completed:**

Thank you once again for taking the time to speak with me today.

The purpose of this project is to determine the impact of WRDC's career development program OTT (Orientation to Trades and Technology). Your input is extremely valuable because your work will help us identify program successes and areas for improvement.

I kindly ask that you answer these questions honestly and if there are any questions you don't feel comfortable answering - please let me know. Before I ask the first question, do you have any questions you would like to ask me?

To start, I would like to ask you a few questions about your involvement with OTT.

Q1. Approximately how many OTT programs have you been involved with? **[INTERVIEW NOTE; ENCOURAGE BEST GUESS]**

**RECORD NUMBER:** \_\_\_\_\_

Q2a. In what year were you first involved with OTT?

**RECORD YEAR:** \_\_\_\_\_

Q2b. Thinking about the most recent OTT program you were involved with, what year was that?

**RECORD YEAR:** \_\_\_\_\_



Q3. At which College of the North Atlantic campus(es) have you been involved with OTT?

**[INTERVIEWER NOTE: DO NOT READ LIST. PLEASE SELECT ALL THAT APPLY]**

**PROBE:** Any others?

- ☐ Baie Verte
- ☐ Bay St. George
- ☐ Bonavista
- ☐ Burin
- ☐ Carbonear
- ☐ Corner Brook
- ☐ Happy Valley-Goose Bay
- ☐ Placentia
- ☐ Prince Philip Drive (St. John's)
- ☐ Ridge Road (St. John's)
- ☐ Seal Cove
- ☐ Stephenville
- ☐ Other (Please Specify) \_\_\_\_\_

Q4. Which of the following describes the functions you performed while being involved with OTT? **READ LIST.**

- ☐ Co-ordinating OR Lead Instructor
- ☐ Professional Development Instructor
- ☐ Trades Instructor
- ☐ Technology Instructor
- ☐ Another type of instructor, for example, a math or science Instructor
- ☐ Or did you perform some other function? **[RECORD IN THE SPACE BELOW]**

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When answering the following questions, please think about all of the OTT programs you have been involved with.

Q5. What are some of the words you would use to describe OTT? **PROMPT:** Any others?

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Q6. Overall, thinking about all the OTT programs you have been involved with, how beneficial have each of the following aspects of the program been for participants? Would you say very beneficial, beneficial, or not at all beneficial?

a. Academic upgrading

- ☐ Very beneficial
- ☐ Beneficial
- ☐ Not at all beneficial
- ☐ Unable to answer/Not applicable (VOL)

b. Earned certificates

- ☐ Very beneficial
- ☐ Beneficial
- ☐ Not at all beneficial
- ☐ Unable to answer/Not applicable (VOL)

c. Personal and professional development courses and presentations

- ☐ Very beneficial
- ☐ Beneficial
- ☐ Not at all beneficial
- ☐ Unable to answer/Not applicable (VOL)

d. Hands-on skills development:

- ☐ Very beneficial
- ☐ Beneficial
- ☐ Not at all beneficial
- ☐ Unable to answer/Not applicable (VOL)

e. Career exploration tours

- ☐ Very beneficial
- ☐ Beneficial
- ☐ Not at all beneficial
- ☐ Unable to answer/Not applicable (VOL)

f. Job search skills including resume writing and job search techniques

- ☐ Very beneficial
- ☐ Beneficial

- ☐ Not at all beneficial
- ☐ Unable to answer/Not applicable (VOL)

g. Job shadowing

- ☐ Very beneficial
- ☐ Beneficial
- ☐ Not at all beneficial
- ☐ Unable to answer/Not applicable (VOL)

Q7. On a scale of 1 to 10, where **1 is “not at all”** and **10 is “a great deal”**, to the best of your knowledge, what extent does the OTT program **improve** participants’ ...?

	1 Not at all	2	3	4	5	6	7	8	9	10 A great deal	Not applicable
a. ability to make informed career decisions											
b. ability to research job opportunities using different sources (such as networks, labor market information, the internet)											
c. knowledge of attitudes and behaviors appropriate for work											
d. ability to effectively communicate their skills in a job interview											
e. ability to write a resume and cover letter											
f. ability to gain work experience											
g. ability to write effectively											
h. ability to read to understand											
i. ability to use numbers to solve problems											
j. ability to use computers											
k. ability to work with others to complete tasks											
l. ability to use information to make informed decisions											
m. ability to search for information and use it to answer questions or solve problems											

Q8. Using the same 10-point scale, [REPEAT AS NECESSARY], to the best of your knowledge, to what extent does the OTT program **improve** participants'...?

	1 Not at all	2	3	4	5	6	7	8	9	10 A great deal	Not applicable
a. confidence to participate in school or a training program											
b. motivation to pursue a career in trades											
c. motivation to pursue a career in technology											

Q9. Using the same scale [REPEAT AS NECESSARY], to the best of your knowledge, to what extent does OTT provide participants with an accurate perception of working in...?

	1 Not at all	2	3	4	5	6	7	8	9	10 A great deal	Not applicable
a. trades											
b. technology											

Q10a. Overall, how beneficial do you feel the OTT program is to women who participate? Would you say it is...?

- ☐ Very beneficial  
☐ Beneficial  
☐ Not at all beneficial

Q10b. What are the primary reasons you feel that way?

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Still thinking about all of the OTT programs you have been involved with...

Q11. What aspects of OTT, if any, impress you the most? **PROMPT:** Anything else?

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Q12. What aspects of OTT, if any, disappoint you? **PROMPT:** Are there any other aspects that disappoint you?

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Q13. What, if any, improvements would you suggest for future OTT program deliveries?

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Q14. How likely are you to recommend OTT to women? Would you say you are...

- ☐ Not at all likely
- ☐ Somewhat likely
- ☐ Very likely

Q15. Attendance has sometimes been noted as a challenge during the delivery of OTT. Do you have any suggestions to improve participant attendance?

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Q16. Do you have any suggestions to increase the likelihood that participants who start OTT complete the program?

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Q17. Are there any additional comments you would like to make about the OTT program?

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Q18. Based on our discussion here today, are there any other OTT instructors you feel we should speak with?

**Record Name:** \_\_\_\_\_ **Record Email Address If Available:** \_\_\_\_\_

Thank you once again for taking the time to speak with me today. Your input is extremely valuable. Have a nice day.

## APPENDIX C: WRDC'S CAREER/EMPLOYMENT SERVICES CLIENT SURVEY

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### WRDC's Career/Employment Services Client Survey

Women in Resource Development Corporation (WRDC) is conducting this survey to **gather feedback from women who have used our programs and services over the past 20 years**. Your participation is extremely important and will help to ensure we can continue to work with women throughout Newfoundland and Labrador.

Your participation is voluntary and you are free to skip any questions you don't feel comfortable answering.

***At the end of the survey, you will have the opportunity to provide your contact information for the prize draw of a \$500 Visa Gift Card.***

Please be assured that your contact information will never be associated with your survey responses. Your responses will be kept *strictly confidential and anonymous*.

This project is a research project led by WRDC and funded by the NL Workforce Innovation Centre (NLWIC). NLWIC was established by the provincial government in 2017 to promote and support the research, testing and sharing of **ideas** and models of **innovation** in workforce development that will positively **impact** employability, employment, and entrepreneurship in the province. NLWIC is administered by the College of the North Atlantic with funding provided by the Department of Immigration, Skills and Labour (ISL) under the Canada-Newfoundland and Labrador Labour Market Development Agreement.

### **WRDC GROUP SESSIONS**

WRDC offers presentations, information sessions, and other events to women across the province to increase awareness of opportunities in trades and technology.

1. Which of the following WRDC group sessions have you attended? Please select all that apply.

- ☐ Information session  
*(to learn about opportunities in trades and technology, WRDC's programs and services, career or employment services, OTT, or TOTT)*
- ☐ Career/job fair, employer/industry information session  
*(to learn about careers, training, or job opportunities; employers may or may not accept resumes for future or current job openings)*
- ☐ Professional development training or workshop  
*(on topics such as respectful workplace, diversity, or entrepreneurship)*
- ☐ Other events  
*(may include a women's panel, women speakers, or presentation of awards)*
- ☐ I haven't attended any of these WRDC group sessions → **GO TO Q11**

***For the next set of questions, please think of all the WRDC group sessions you just selected.***

2. Overall, how beneficial were WRDC group sessions to you? Were they...?

- ☐ Very beneficial
- ☐ Beneficial
- ☐ Not at all beneficial

3. What is the main reason you feel that way? Please explain below.

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4. On a scale of 1 to 10, where **1** is “*not at all*” and **10** is “*a great deal*”, to what extent did WRDC’s group sessions **increase your awareness (knowledge) of ...?**

	<b>1</b> Not at all	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b> A great deal	Not applicable
a. career possibilities in <b>trades</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. career possibilities in <b>technology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. career possibilities in <b>another field</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. training programs in <b>trades</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. training programs in <b>technology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. training programs in <b>another field</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. supports available to assist with <b>training</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. jobs available in <b>trades</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. jobs available in <b>technology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. jobs available in <b>another field</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. supports available to assist with <b>employment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Using the same 10-point scale, to what extent did WRDC’s group sessions **increase your interest in...?**

	<b>1</b> Not at all	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b> A great deal	Not applicable
a. trades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. another field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



6. On a scale of 1 to 10, where **1** is “*not at all*” and **10** is “*a great deal*”, to what extent did WRDC’s group sessions **increase your access to (being able to participate in) ...?**

	1 Not at all	2	3	4	5	6	7	8	9	10 A great deal	Not applicable
a. training programs in <b>trades</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. training programs in <b>technology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. training programs in <b>another field</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. supports available to assist with <b>training</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. jobs available in <b>trades</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. jobs available in <b>technology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. jobs available in <b>another field</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. supports available to assist with <b>employment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Using the same 10-point scale, to what extent did attending WRDC’s group sessions provide you with an accurate perception of working in...?

	1 Not at all	2	3	4	5	6	7	8	9	10 A great deal	Not applicable
c. trades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Did participating in WRDC’s group sessions provide you with opportunities to hear from or meet...?  
Please select all that apply.

- ☐ Women *interested in working/training* in trades or technology
- ☐ Women *working or training* in trades or technology
- ☐ Employers in trades or technology
- ☐ Representatives from organizations that provide support such as community organizations, government departments, safety associations, or unions
- ☐ Representatives from post secondary institutions such as College of the North Atlantic, Academy Canada, or Keyin College
- ☐ I did not hear from or meet with any of these groups → **GO TO Q10**

9. How did these people impact your career path? Please select all that apply.

- ☐ My network was expanded
- ☐ I learned about jobs available
- ☐ I learned about training programs
- ☐ Inspired me to pursue a career in trades
- ☐ Inspired me to pursue a career in technology
- ☐ I found a mentor/sponsor to support my career growth
- ☐ They helped me find a job
- ☐ Something else (please tell us)

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10. What additions or changes do you recommend for WRDC's group sessions?

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#### **WRDC ONE-ON-ONE SERVICES**

WRDC offers a variety of career development and employment assistance services to women throughout Newfoundland and Labrador. Through these services, WRDC supports women as they explore career options, access training, or find jobs.

11. Have you ever met one-on-one with WRDC staff to...?

- ☐ discuss career, training, or work options
- ☐ develop an action plan
- ☐ find labour market information  
(*what jobs are available, where they are, or what training you need*)
- ☐ find supports to overcome barriers to training or employment  
(*such as childcare, transportation, mental health, addictions, or funding*)
- ☐ identify careers or job types that best match your interests and skills
- ☐ determine funding eligibility and apply for funding to attend school or a training program
- ☐ determine eligibility and apply for a bridging program
- ☐ determine eligibility and apply to a school or a training program
- ☐ prepare for a job interview
- ☐ prepare your resume
- ☐ perform a job search
- ☐ I have never met one-on-one with a WRDC staff → **GO TO Q19**

**For the next set of questions, please think of all the one-on-one services you just selected.**

12. Overall, how beneficial were these services to you? Were they...?

- ☐ Very beneficial  
☐ Beneficial  
☐ Not at all beneficial

13. What is the main reason you feel that way? Please explain below.

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14. On a scale of 1 to 10, where **1** is “*not at all*” and **10** is “*a great deal*”, to what extent did WRDC’s one-on-one services **increase** your **awareness (knowledge)** of ...?

	<b>1</b> Not at all	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b> A great deal	Not applicable
a. career possibilities in <b>trades</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. career possibilities in <b>technology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. career possibilities in <b>another field</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. training programs in <b>trades</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. training programs in <b>technology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. training programs in <b>another field</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. supports available to assist with <b>training</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. jobs available in <b>trades</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. jobs available in <b>technology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. jobs available in <b>another field</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. supports available to assist with <b>employment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Using the same 10-point scale, to what extent did WRDC's one-on-one services **increase** your **interest** in...?

	1 Not at all	2	3	4	5	6	7	8	9	10 A great deal	Not applicable
a. trades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. another field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. On a scale of 1 to 10, where **1** is **"not at all"** and **10** is **"a great deal"**, to what extent did WRDC's one-on-one services **increase** your **access to (being able to participate in) ...?**

	1 Not at all	2	3	4	5	6	7	8	9	10 A great deal	Not applicable
a. training programs in <b>trades</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. training programs in <b>technology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. training programs in <b>another field</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. supports available to assist with <b>training</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. jobs available in <b>trades</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. jobs available in <b>technology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. jobs available in <b>another field</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. supports available to assist with <b>employment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Using the same 10-point scale, to what extent did attending WRDC's one-on-one services provide you with an accurate perception of working in...?

	1 Not at all	2	3	4	5	6	7	8	9	10 A great deal	Not applicable
a. trades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. What additions or changes do you recommend for WRDC's one-on-one services?

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### **ORIENTATION TO TRADES AND TECHNOLOGY**

WRDC's Orientation to Trades and Technology (OTT) and Techsploration-Orientation to Trades and Technology (TOTT) are 3 to 6-month career development programs for women delivered at College of the North Atlantic campuses. Participants receive safety certifications and take part in academic courses, worksite tours, and presentations.

19. Did you ever speak with WRDC staff about OTT or TOTT?

- ☐ Yes
- ☐ No

20. Did you ever **participate** in WRDC's OTT or TOTT programs?

**NOTE:** If you started the program but did not complete it, please select "Yes"

- ☐ Yes → **GO TO Q22**
- ☐ No

21. Why didn't you participate? Please select all that apply. → **AFTER Q21, GO TO Q38**

- ☐ Lack of childcare
- ☐ Lack of family care other than childcare
- ☐ Lack of transportation
- ☐ I was not interested
- ☐ I was not approved for funding
- ☐ I did not meet eligibility requirements for funding
- ☐ I did not meet academic requirements to enter the program
- ☐ My health (injury, mental, or physical) prevented me from participating
- ☐ Something else (please tell us)

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22. How did this program impact you most? Please explain below.

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23. In what year did you participate in the program?

- ☐ Record Year: \_\_\_\_\_ → **GO TO Q25**
- ☐ Don't know

24. Using the categories below, please estimate when you participated in the program.

- ☐ Within the last 4 years
- ☐ 5 to 9 years ago
- ☐ 10 to 14 years ago
- ☐ 15 to 20 years ago

25. At which of the following CNA campuses did you attend the program?

- |  |   |
|--|---|
| <input type="checkbox"/> Baie Verte                    | <input type="checkbox"/> Grand Falls-Windsor              |
| <input type="checkbox"/> Bay St. George (Stephenville) | <input type="checkbox"/> Happy Valley-Goose Bay           |
| <input type="checkbox"/> Bonavista                     | <input type="checkbox"/> Placentia                        |
| <input type="checkbox"/> Burin                         | <input type="checkbox"/> Prince Philip Drive (St. John's) |
| <input type="checkbox"/> Carbonear                     | <input type="checkbox"/> Ridge Road (St. John's)          |
| <input type="checkbox"/> Corner Brook                  | <input type="checkbox"/> Seal Cove                        |
| <input type="checkbox"/> Gander                        |   |

26. Overall, how beneficial was the program to you? Was it...?

- ☐ Very beneficial
- ☐ Beneficial
- ☐ Not at all beneficial

27. What is the main reason you feel that way? Please explain below.

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28. Did you **complete** the program?

- ☐ Yes → **GO TO Q31**
- ☐ No

29. What is the one main reason why you didn't complete the program?

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30. Are there any other reasons why you didn't complete the program? Please select all that apply. →

**AFTER Q30, GO TO Q38**

- ☐ Lack of childcare
- ☐ Lack of family care other than childcare
- ☐ Lack of transportation
- ☐ My health (injury, mental, or physical) prevented me from completing
- ☐ I realized I didn't want to work in trades or technology
- ☐ The program did not meet my expectations
- ☐ Difficulties with instructors
- ☐ Difficulties with classmates
- ☐ Unwelcoming or unsupportive classroom environment
- ☐ It was hard to meet daily responsibilities (like work or family) while attending the program
- ☐ I got a job
- ☐ Something else (please tell us)

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***For the next set of questions, please think back to the time when you were participating in the program. Please select "not applicable" if the statement does not apply to your experiences with the program.***

31. On a scale of 1 to 10, where **1** is "**not at all**" and **10** is "**a great deal**", to what extent did the program increase your awareness (knowledge) of ...?

	1 Not at all	2	3	4	5	6	7	8	9	10 A great deal	Not applicable
a. career possibilities in <b>trades</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. career possibilities in <b>technology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. career possibilities in <b>another field</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. training programs in <b>trades</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. training programs in <b>technology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. training programs in <b>another field</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. supports available to assist with <b>training</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. jobs available in <b>trades</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. jobs available in <b>technology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. jobs available in <b>another field</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. supports available to assist with <b>employment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. Using the same 10-point scale, to what extent did the program **increase** your **interest in...**?

	1 Not at all	2	3	4	5	6	7	8	9	10 A great deal	Not applicable
a. trades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. another field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. On a scale of 1 to 10, where **1** is ***“not at all”*** and **10** is ***“a great deal”***, to what extent did the program **increase your access to (being able to participate in) ...?**

	1 Not at all	2	3	4	5	6	7	8	9	10 A great deal	Not applicable
a. training programs in <b>trades</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. training programs in <b>technology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. training programs in <b>another field</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. supports available to assist with <b>training</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. jobs available in <b>trades</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. jobs available in <b>technology</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. jobs available in <b>another field</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. supports available to assist with <b>employment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. Using the same 10-point scale, to what extent did attending the program provide you with an accurate perception of working in...?

	1 Not at all	2	3	4	5	6	7	8	9	10 A great deal	Not applicable
a. trades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



35. Did participating in the program provide you with opportunities to hear from or meet...? Please select all that apply.

- ☐ Women *interested in working/training* in trades or technology
- ☐ Women *working or training* in trades or technology
- ☐ Employers in trades or technology
- ☐ Representatives from organizations that provide support such as community organizations, government departments, safety associations, or unions
- ☐ Representatives from post secondary institutions such as College of the North Atlantic, Academy Canada, or Keyin College
- ☐ I did not hear from or meet with any of these groups → **GO TO Q37**

36. How did these people impact your career path? Please select all that apply.

- ☐ My network was expanded
- ☐ I learned about jobs available
- ☐ I learned about training programs
- ☐ Inspired me to pursue a career in trades
- ☐ Inspired me to pursue a career in technology
- ☐ I found a mentor/sponsor to support my career growth
- ☐ They helped me find a job
- ☐ Something else (please tell us)

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37. What additions or changes do you recommend for the program?

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**When answering the following questions, please think of all your experiences with WRDC that you just told us about.**

**As a reminder, this includes WRDC group sessions, one-on-one services, and career development programs (OTT and TOTT).**

**Please select “not applicable” if the statement does not apply to your experiences with WRDC.**

38. On a scale of 1 to 10, where **1 is “not at all”** and **10 is “a great deal”**, to what extent did your experiences with WRDC **improve** your...?

	<b>1 Not at all</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10 A great deal</b>	<b>Not applicable</b>
n. ability to make informed career decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. ability to set career, training, or life goals that best suit your strengths, skills, and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. ability to identify challenges to achieving your goals (such as health, childcare, transportation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. ability to find and use resources to help with your challenges (such as health, childcare, transportation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. ability to research job opportunities using different sources (such as networks, labor market information, the internet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. ability to make informed decisions about job opportunities best suited for your strengths, skills, interests, and goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. knowledge of attitudes and behaviors appropriate for work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. ability to network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. ability to effectively communicate your skills in a job interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 Not at all	2	3	4	5	6	7	8	9	10 A great deal	Not applicable
w. ability to write a resume and cover letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. ability to gain work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. ability to gain volunteer experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. On a scale of 1 to 10, where 1 is ***“not at all”*** and 10 is ***“a great deal”***, to what extent did your experiences with WRDC **improve** your...?

	1 Not at all	2	3	4	5	6	7	8	9	10 A great deal	Not applicable
a. ability to clearly explain ideas when talking to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ability to write effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ability to understand what you read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. ability to use numbers to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. ability to use computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. ability to work with others to complete tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. ability to use information to make informed decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. ability to search for information and use it to answer questions or solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. On a scale of 1 to 10, where 1 is ***“not at all”*** and 10 is ***“a great deal”***, to what extent did your experiences with WRDC **increase** your...?

	1 Not at all	2	3	4	5	6	7	8	9	10 A great deal	Not applicable
d. confidence to participate in school or a training program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. confidence to work in your field of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. confidence to keep a job in your field of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 Not at all	2	3	4	5	6	7	8	9	10 A great deal	Not applicable
g. motivation to pursue a career in trades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. motivation to pursue a career in technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. motivation to pursue career advancements (such as a promotion or a job change)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. Did WRDC staff refer you to another organization, counsellor, or funder for additional support?

☐ Yes

☐ No → **GO TO Q45**

42. Which of the following supports were you referred for? Please select all that apply.

☐ Academic

☐ Addictions

☐ Funding or financial assistance

☐ Health and well-being (mental or physical)

☐ Housing

☐ Transportation

☐ Something else (please tell us)

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43. Did you participate in any additional programs or services due to a referral?

☐ Yes

☐ No → **GO TO Q45**

44. What additional programs or services did you participate in?

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**BEFORE PARTICIPATING IN WRDC PROGRAMS AND SERVICES**

**When answering the following questions, please think back to the time when you first connected with WRDC.**

45. How did you first hear about WRDC?

- ☐ Word of mouth (from friends or family)
- ☐ Online or through social media
- ☐ From another organization or counsellor
- ☐ At a conference or trade show
- ☐ At an event
- ☐ Something else (please tell us)

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46. In what year did you first connect with WRDC?

- ☐ Record year: \_\_\_\_\_ → **GO TO Q48**
- ☐ Don't know

47. Using the categories below, please estimate when you first connected with WRDC.

- ☐ Within the last 4 years
- ☐ 5 to 9 years ago
- ☐ 10 to 14 years ago
- ☐ 15 to 20 years ago

48. Where were you living at that time?

- |   |  |
|---|--|
| <input type="checkbox"/> Baie Verte             | <input type="checkbox"/> Nain                            |
| <input type="checkbox"/> Bonavista              | <input type="checkbox"/> Placentia                       |
| <input type="checkbox"/> Carbonear              | <input type="checkbox"/> Port Aux Basques                |
| <input type="checkbox"/> CBS                    | <input type="checkbox"/> Seal Cove                       |
| <input type="checkbox"/> Clarenville            | <input type="checkbox"/> Sheshatshiu                     |
| <input type="checkbox"/> Conne River            | <input type="checkbox"/> Springdale                      |
| <input type="checkbox"/> Corner Brook           | <input type="checkbox"/> Stephenville                    |
| <input type="checkbox"/> Ferryland              | <input type="checkbox"/> St. John's                      |
| <input type="checkbox"/> Gander                 | <input type="checkbox"/> Somewhere else (please tell us) |
| <input type="checkbox"/> Grand Falls-Windsor    | _____  |
| <input type="checkbox"/> Happy Valley-Goose Bay | _____  |
| <input type="checkbox"/> Hopedale               |  |
| <input type="checkbox"/> Labrador City          |  |
| <input type="checkbox"/> Marystown              |  |
| <input type="checkbox"/> Mount Pearl            |  |

49. What was your marital status at that time?

- ☐ Married
- ☐ Living common-law
- ☐ Separated or Divorced
- ☐ Never married, not living common-law
- ☐ Widowed

**Reminder: When answering the following questions, please think back to the time when you first connected with WRDC.**

50. How many children were you responsible for when you first connected with WRDC?

- ☐ 0 → **GO TO Q52**
- ☐ 1
- ☐ 2
- ☐ 3 or more

51. At that time, did you have any options for childcare if you needed it?

- ☐ Yes
- ☐ No

52. Were you spending a significant amount of time caring for anyone else?

- ☐ Yes
- ☐ No → **GO TO Q54**

53. At that time, did you have any options for help with this care if you needed it?

- ☐ Yes
- ☐ No

54. When you first connected with WRDC, were you...?

	Yes	No
a. receiving employment insurance (EI)	<input type="checkbox"/>	<input type="checkbox"/>
b. receiving income support	<input type="checkbox"/>	<input type="checkbox"/>

55. What was your highest level of education at that time?

- ☐ Less than a high school graduation certificate
- ☐ High school graduation certificate or equivalent (ABE or GED)
- ☐ College or technical diploma or certificate
- ☐ University diploma or certificate
- ☐ University Bachelor's degree
- ☐ University Master's Degree
- ☐ University Doctorate (PhD)
- ☐ Something else (please tell us)

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56. At the time were you...?

- ☐ Working full-time at one job for 30 or more hours per week
- ☐ Working part-time at one job for less than 30 hours per week
- ☐ Working multiple jobs at the same time for 30 or more hours per week
- ☐ Working multiple jobs at the same time for less than 30 hours per week
- ☐ Off work for health reasons (illness or injury)
- ☐ On parental leave
- ☐ Unemployed and looking for work → **GO TO Q58**
- ☐ Unemployed and not looking for work → **GO TO Q58**
- ☐ Unemployed and looking to go back to school or receive training → **GO TO Q58**

**Reminder: When answering the following questions, please think back to the time when you first connected with WRDC.**

57. Were you working in ...?

	Yes	No
a. trades	<input type="checkbox"/>	<input type="checkbox"/>
b. technology	<input type="checkbox"/>	<input type="checkbox"/>
c. another field	<input type="checkbox"/>	<input type="checkbox"/>
d. your area of interest	<input type="checkbox"/>	<input type="checkbox"/>
e. your area of training	<input type="checkbox"/>	<input type="checkbox"/>

58. Approximately what was your personal annual income before deductions?

- ☐ Less than \$20,000
- ☐ \$20,000 to \$29,999
- ☐ \$30,000 to \$39,999
- ☐ \$40,000 to \$49,999
- ☐ \$50,000 to \$59,999
- ☐ \$60,000 to \$69,999
- ☐ \$70,000 to \$79,999
- ☐ \$80,000 to \$89,999
- ☐ \$90,000 to \$99,999
- ☐ \$100,000 or more
- ☐ Prefer not to say

59. Why were you seeking career or employment services from WRDC at that time? Please select all that apply.

- ☐ To get a job
- ☐ To work more hours at the same type of job
- ☐ To do more skilled work
- ☐ To earn higher wages
- ☐ To attend training
- ☐ To retrain
- ☐ For help progressing in my career
- ☐ Something else (please tell us)

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**When answering the following questions, please think of your experiences since connecting with WRDC.**

60. Since connecting with WRDC, have you participated in any of the following programs?

	Yes	No
Connections	<input type="checkbox"/>	<input type="checkbox"/>
Employment Transitions	<input type="checkbox"/>	<input type="checkbox"/>
Linkages	<input type="checkbox"/>	<input type="checkbox"/>
Skills Link	<input type="checkbox"/>	<input type="checkbox"/>
Transitions to Work	<input type="checkbox"/>	<input type="checkbox"/>
Youth Works Well	<input type="checkbox"/>	<input type="checkbox"/>
CAS (Comprehensive Arts and Science)	<input type="checkbox"/>	<input type="checkbox"/>
ABE (Adult Basic Education)	<input type="checkbox"/>	<input type="checkbox"/>
GED (General Educational Development)	<input type="checkbox"/>	<input type="checkbox"/>



61. Did a WRDC staff member help you apply to any of these programs?

- ☐ Yes
- ☐ No

62. Since connecting with WRDC, did you start any post-secondary training programs?

- ☐ Yes
- ☐ No → **GO TO Q74**

**When answering the following questions, please think about all the post secondary training programs you have started since connecting with WRDC.**

63. Please provide a summary of the most recent post-secondary training program you started.

- ☐ Program Name? \_\_\_\_\_
- ☐ College or University Name? \_\_\_\_\_

64. Did a WRDC staff member help you apply to this program?

- ☐ Yes
- ☐ No

65. Did you complete this program?

- ☐ Yes
- ☐ No → **GO TO Q67**
- ☐ I am currently in this program → **GO TO Q68**

66. In what year did you complete this program? \_\_\_\_\_

67. Why didn't you complete this program? Please select all that apply.

- ☐ Lack of childcare
- ☐ Lack of family care other than childcare
- ☐ Lack of transportation
- ☐ My health (injury, mental, or physical) prevented me from completing
- ☐ The program did not meet my expectations
- ☐ Difficulties with instructors
- ☐ Difficulties with classmates
- ☐ Unwelcoming or unsupportive classroom environment
- ☐ It was hard to meet daily responsibilities (like work or family) while attending the program
- ☐ I got a job
- ☐ Something else (please tell us)

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68. Did you start another program?

- ☐ Yes
- ☐ No → **GO TO Q74**

69. Please provide a summary of that post-secondary training program.

- ☐ Program Name? \_\_\_\_\_
- ☐ College or University Name? \_\_\_\_\_

70. Did a WRDC staff member help you apply to this program?

- ☐ Yes
- ☐ No

71. Did you complete this program?

- ☐ Yes
- ☐ No → **GO TO Q73**
- ☐ I am currently in this program → **GO TO Q74**

72. In what year did you complete this program? \_\_\_\_\_

73. Why didn't you complete this program? Please select all that apply.

- ☐ Lack of childcare
- ☐ Lack of family care other than childcare
- ☐ Lack of transportation
- ☐ My health (injury, mental, or physical) prevented me from completing
- ☐ The program did not meet my expectations
- ☐ Difficulties with instructors
- ☐ Difficulties with classmates
- ☐ Unwelcoming or unsupportive classroom environment
- ☐ It was hard to meet daily responsibilities (like work or family) while attending the program
- ☐ I got a job
- ☐ Something else (please tell us)

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**Reminder: When answering the following questions, please think of your experiences since connecting with WRDC.**

74. Since first connecting with WRDC, have you been employed...?

- ☐ Yes → **GO TO Q76**  
☐ No

75. In your opinion, what is the main reason you haven't been employed? → **AFTER Q75, GO TO Q78**

- ☐ Lack of childcare  
☐ Lack of family care other than childcare  
☐ Lack of transportation  
☐ I wasn't looking for work  
☐ I was attending school  
☐ My health (injury, mental, or physical) prevented me from working  
☐ I stopped looking for work after not being able to find steady employment  
☐ Unwelcoming or unsupportive work environment  
☐ Something else (please tell us)

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76. Since first connecting with WRDC, which **one** of the following **best describes** your employment?

Overall, would you say you have been working...

- ☐ Full-time at one job for 30 or more hours per week  
☐ Part-time at one job for less than 30 hours per week  
☐ Multiple jobs at the same time for 30 or more hours per week  
☐ Multiple jobs at the same time for less than 30 hours per week  
☐ Off work for health reasons (illness or injury)  
☐ On parental leave

77. Have you worked in...?

	Yes	No
a. trades	<input type="checkbox"/>	<input type="checkbox"/>
b. technology	<input type="checkbox"/>	<input type="checkbox"/>
c. another field	<input type="checkbox"/>	<input type="checkbox"/>
d. your area of interest	<input type="checkbox"/>	<input type="checkbox"/>
e. your area of training	<input type="checkbox"/>	<input type="checkbox"/>

78. Since first connecting with WRDC, have you been unemployed at any time?

- ☐ Yes  
☐ No → **GO TO Q80**

79. What are the main reasons you have been unemployed? Please select all that apply.

- ☐ Lack of childcare
- ☐ Lack of family care other than childcare
- ☐ Lack of transportation
- ☐ I wasn't looking for work
- ☐ I was attending school
- ☐ My health (injury, mental, or physical) prevented me from working
- ☐ I stopped looking for work after not being able to find steady employment
- ☐ Unwelcoming or unsupportive work environment
- ☐ Something else (please tell us)

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80. Looking back, do you think you have advanced in your career path?

- ☐ Yes → **GO TO Q82**
- ☐ No

81. Why do you feel that way?

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**When answering the following questions, please think about your current situation.**

82. Where were you living at that time?

- |   |  |
|---|--|
| <input type="checkbox"/> Baie Verte             | <input type="checkbox"/> Marystown                       |
| <input type="checkbox"/> Bonavista              | <input type="checkbox"/> Mount Pearl                     |
| <input type="checkbox"/> Carbonear              | <input type="checkbox"/> Nain                            |
| <input type="checkbox"/> CBS                    | <input type="checkbox"/> Placentia                       |
| <input type="checkbox"/> Clarenville            | <input type="checkbox"/> Port Aux Basques                |
| <input type="checkbox"/> Conne River            | <input type="checkbox"/> Seal Cove                       |
| <input type="checkbox"/> Corner Brook           | <input type="checkbox"/> Sheshatshiu                     |
| <input type="checkbox"/> Ferryland              | <input type="checkbox"/> Springdale                      |
| <input type="checkbox"/> Gander                 | <input type="checkbox"/> Stephenville                    |
| <input type="checkbox"/> Grand Falls-Windsor    | <input type="checkbox"/> St. John's                      |
| <input type="checkbox"/> Happy Valley-Goose Bay | <input type="checkbox"/> Somewhere else (please tell us) |
| <input type="checkbox"/> Hopedale               |  |
| <input type="checkbox"/> Labrador City          |  |

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83. What is your marital status?

- ☐ Married
- ☐ Living common-law
- ☐ Separated or Divorced
- ☐ Never married, not living common-law
- ☐ Widowed

84. How many children are you responsible for?

- ☐ 0 → **GO TO Q86**
- ☐ 1
- ☐ 2
- ☐ 3 or more

85. Do you have any options for childcare if you needed it?

- ☐ Yes
- ☐ No

86. Are you spending a significant amount of time caring for anyone else?

- ☐ Yes
- ☐ No → **GO TO Q88**

87. Do you have any options for help with this care if you needed it?

- ☐ Yes
- ☐ No

88. Are you currently...?

	Yes	No
a. receiving employment insurance (EI)	<input type="checkbox"/>	<input type="checkbox"/>
b. receiving income support	<input type="checkbox"/>	<input type="checkbox"/>

89. Are you currently...?

- ☐ Employed → **GO TO Q91**
- ☐ Unemployed and looking for work
- ☐ Unemployed and not looking for work
- ☐ Unemployed and looking to go back to school or receive training

90. In your opinion, what is the main reason you are unemployed? → **AFTER Q90, GO TO Q93**

- ☐ Lack of childcare
- ☐ Lack of family care other than childcare
- ☐ Lack of transportation
- ☐ I am not looking for work
- ☐ I am attending school
- ☐ My health (injury, mental, or physical) prevents me from working
- ☐ I stopped looking for work after not being able to find steady employment
- ☐ Unwelcoming or unsupportive work environment
- ☐ Something else (please tell us)

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91. Which **one** of the following **best describes** your current employment? Are you currently working...?

- ☐ Full-time at one job for 30 or more hours per week
- ☐ Part-time at one job for less than 30 hours per week
- ☐ Multiple jobs at the same time for 30 or more hours per week
- ☐ Multiple jobs at the same time for less than 30 hours per week
- ☐ Off work for health reasons (illness or injury)
- ☐ On parental leave

92. Are you currently working in...?

	Yes	No
a. trades	<input type="checkbox"/>	<input type="checkbox"/>
b. technology	<input type="checkbox"/>	<input type="checkbox"/>
c. another field	<input type="checkbox"/>	<input type="checkbox"/>
d. your area of interest	<input type="checkbox"/>	<input type="checkbox"/>
e. your area of training	<input type="checkbox"/>	<input type="checkbox"/>

93. Approximately what is your personal annual income before deductions?

- ☐ Less than \$20,000
- ☐ \$20,000 to \$29,999
- ☐ \$30,000 to \$39,999
- ☐ \$40,000 to \$49,999
- ☐ \$50,000 to \$59,999
- ☐ \$60,000 to \$69,999
- ☐ \$70,000 to \$79,999
- ☐ \$80,000 to \$89,999
- ☐ \$90,000 to \$99,999
- ☐ \$100,000 or more
- ☐ Prefer not to say

94. Reflecting on your own experiences, how do you think WRDC could support women better?

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95. Would you like to share any additional information about your experience with WRDC?

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#### **DEMOGRAPHICS**

We now have just a few final questions to ask. These questions will **ONLY BE** used to help us analyze the results. Your individual responses will be kept strictly confidential.

96. Do you consider yourself to be...?

- ☐ Female  
☐ Male  
  
☐ Non-binary/third gender/fluid/2Spirit  
☐ Prefer to self-describe: (please specify in the box)

97. Which of the following broad age categories do you belong to?

- ☐ 18 to 24 years  
☐ 25 to 34 years  
☐ 35 to 44 years  
☐ 44 to 54 years  
☐ 55 years of age or older

98. Do you identify as any of the following?

	Yes	No	Prefer not to say
a. An Indigenous person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. An immigrant (you came to live in Newfoundland and Labrador from a country other than Canada)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. A visible minority (persons, other than Indigenous persons, who are non-Caucasian in race or non-white in colour)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

99. Do you consider yourself to be a person with a disability?

- ☐ Yes  
☐ No

100. Do you have any comments about this survey? If so, please provide as much detail as possible in the space below.

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**Stay in touch with WRDC!**

It's easy! Simply update your contact information below.

Staying in touch means that every so often you will receive update emails from. We promise not to clog up your inbox. You can unsubscribe at any time.

***Please note that if you do enter your information below, your name will never be associated with your survey responses.***

Please enter your contact information below to stay in touch with us.

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

You are now eligible to enter into a draw for a \$500 Visa Gift Card.

Please tell us below if you...

- ☐ would like to enter the prize draw  
☐ do not want to enter the prize draw

**Thank you very much for completing our survey!**



## APPENDIX D: PROMOTIONAL AND RECRUITMENT MATERIALS

### Survey Postcard #1



# Your experience matters to us

Complete the survey for a chance to win a  
**\$500 Visa Gift Card!**

Women in Resource Development Corporation (WRDC) is conducting a survey to connect with women who have used our programs and services over the past 20 years.

To complete the survey simply go to:

[www.bit.ly/WRDCclientsurvey](http://www.bit.ly/WRDCclientsurvey)



# Your experience matters



Complete the survey if you've...

- attended a WRDC group session,
- met one-on-one with a WRDC staff member,
- participated in WRDC's Orientation to Trades and Technology (OTT) program, or
- participated in Techsploration-Orientation to Trades and Technology (TOTT) program

Simply go to:

[www.bit.ly/WRDCclientsurvey](http://www.bit.ly/WRDCclientsurvey)

This project is a research project led by WRDC and funded by the NL Workforce Innovation Centre (NLWIC). NLWIC was established by the provincial government in 2017 to promote and support the research, testing and sharing of **ideas** and models of **innovation** in workforce development that will positively **impact** employability, employment and entrepreneurship in the province. NLWIC is administered by the College of the North Atlantic with funding provided by the Department of Advanced Education, Skills and Labour under the Canada-Newfoundland and Labrador Labour Market Development Agreement.

## Survey Postcard #2



# Your experience matters to us

Complete the survey for a chance to win a  
**\$500 Visa Gift Card!**

Women in Resource Development Corporation (WRDC) is conducting a survey to connect with women who have used our programs and services over the past 20 years.

To complete the survey simply go to:

[www.bit.ly/WRDCclientsurvey](http://www.bit.ly/WRDCclientsurvey)



## Your experience matters



Complete the survey if you've...

- attended a WRDC group session,
- met one-on-one with a WRDC staff member,
- participated in WRDC's Orientation to Trades and Technology (OTT) program, or
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This project is a research project led by WRDC and funded by the NL Workforce Innovation Centre (NLWIC). NLWIC was established by the provincial government in 2017 to promote and support the research, testing and sharing of **ideas** and models of **innovation** in work-force development that will positively **impact** employability, employment and entrepreneurship in the province. NLWIC is administered by the College of the North Atlantic with funding provided by the Department of Advanced Education, Skills and Labour under the Canada-Newfoundland and Labrador Labour Market Development Agreement.

## Social Media Campaign

### Twitter



**Women Res Dev Corp** @WRDC\_News · Aug 2, 2019

Please retweet! We're connecting with women who have used our programs and services. Complete the survey for a chance to win a \$500 Visa gift card! Simply go to [bit.ly/WRDCclientsurvey](https://bit.ly/WRDCclientsurvey)... @NLWIC



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WOMEN in Resource Development Corporation | INNOVATION CENTRE | cna | Newfoundland Labrador | Canada



8

7



**Women Res Dev Corp** @WRDC\_News · Sep 17, 2019

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13

4





## Facebook

Photos from Women in Resource Development Corporation (WRDC)'s post in Timeline Photos



# Your experience matters to us

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Logos: WOMEN in Resource Development Corporation, NL WORKFORCE INNOVATION CENTRE, cna, Newfoundland Labrador, Canada

**Women in Resource Development Corporation (WRDC)**  
 Published by Melissa AuCoin [?]  
 Page Liked · August 2, 2019 ·

Please share! We're connecting with women who have used our programs and services. Complete our survey for a chance to win a \$500 Visa gift card! Simply go to <http://www.bit.ly/WRDCclientsurvey> NL Workforce Innovation Centre

Tag Photo Add Location Edit

393 People Reached 30 Engagements **Boost Post**

2 6 Shares

Like Comment Share

Comment as Women in R...

Photos from Women in Resource Development Corporation (WRDC)'s post in Timeline Photos



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Logos: WOMEN in Resource Development Corporation, NL WORKFORCE INNOVATION CENTRE, cna, Newfoundland Labrador, Canada

**Women in Resource Development Corporation (WRDC)**  
 Published by Melissa AuCoin [?]  
 · September 17, 2019 ·

Please share! We're connecting with women who have used our programs and services. Complete our survey for a chance to win a \$500 Visa gift card! Simply go to <http://www.bit.ly/WRDCclientsurvey> NL Workforce Innovation Centre.

Tag Photo Add Location Edit

651 People Reached 28 Engagements **Boost Post**

2 8 Shares

Like Comment Share

Comment as Women in R...



## Tell us your story!

Women in Resource Development Corporation (WRDC) will be in **Hopedale** at the **Nanuk Center** from **June 17-20, 2019**. Drop by to connect with us. Transportation arrangements available.

**Daily \$50 door prizes! Snacks and refreshments provided.**

### Community Information Session

**June 17, 6:00 PM – 8:00 PM**

- Learn about WRDC programs and services

### Daily Workshops

**June 18-20, 9:00 AM – 12:00 PM; 1:00 PM – 3:00 PM**

- Topics include, job search, resume writing, interview skills, and labour market information

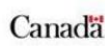
### Interviews and On-Site Survey Delivery

**Drop by or contact us to schedule if you've...**

- attended a WRDC session, met one-on-one with a WRDC staff member, or participated in WRDC's Orientation to Trades and Technology (OTT) program or Techsploration-Orientation to Trades and Technology (TOTT) program delivered at College of the North Atlantic

**Complete an interview or survey for a chance to win \$500!**

For more information or to schedule a time, please contact:  
Judy Voisey, Career & Employment Specialist  
e. [jvoisey@wrdc.ca](mailto:jvoisey@wrdc.ca), t. 709.896.8076



### Women in Resource Development Corporation (WRDC)

Published by Melissa AuCoin [?]

Page Liked · June 14, 2019 ·

WRDC will be in Hopedale, Newfoundland and Labrador at the Nanuk Center from June 17-20, 2019. Drop by to connect with us.

Tag Photo Add Location Edit

940

People Reached

64

Engagements

Boost Post

3

1 Comment 5 Shares



Like



Comment



Share



Most Relevant



**Judy Voisey** Please join us tomorrow evening at 6:00 at Nanuk Centre! FREE catered supper! only 40 seats available for the Supper. Thank you 😊

Like Reply Message · 44w



1



Comment as Women in R...



## LinkedIn

Please share! We're connecting with women who have used our programs and services. Complete our survey for a chance to win a \$500 Visa gift card! Simply go to [https://lnkd.in/dGv\\_8j5](https://lnkd.in/dGv_8j5) NL Workforce Innovation Centre



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6

Like Comment

Be the first to comment on this

Organic impressions: 320 Impressions

Show stats ▾

Please share! We're connecting with women who have used our programs and services. Complete our survey for a chance to win a \$500 Visa gift card! Simply go to <https://lnkd.in/dGVzdfm> NL Workforce Innovation Centre



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WOMEN in Resource Development Corporation | NL WORKFORCE INNOVATION CENTRE | cna | Newfoundland Labrador | Canada

4

Like Comment

Be the first to comment on this

Organic impressions: 283 Impressions

Show stats ▾



## Digital Impressions Campaign



Women in Resource Development Corporation (WRDC) is conducting a survey to connect with women who have used our programs and services over the past 20 years.

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**CLICK HERE to complete the survey**



Women in Resource Development Corporation (WRDC) is conducting a survey to connect with women who have used our programs and services over the past 20 years.

**Complete the survey for a chance to win a \$500 Visa Gift Card!**

**Click to complete the survey ►**







Women in Resource Development Corporation (WRDC) is conducting a survey to connect with women who have used our programs and services over the past 20 years.

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**CLICK HERE to complete the survey**



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**Click to complete the survey ►**







## Promotional Poster



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- participated in WRDC's OTT (Orientation to Trades and Technology) or TOTT (Techsploration-Orientation to Trades and Technology) program

**To complete the survey simply go to:**

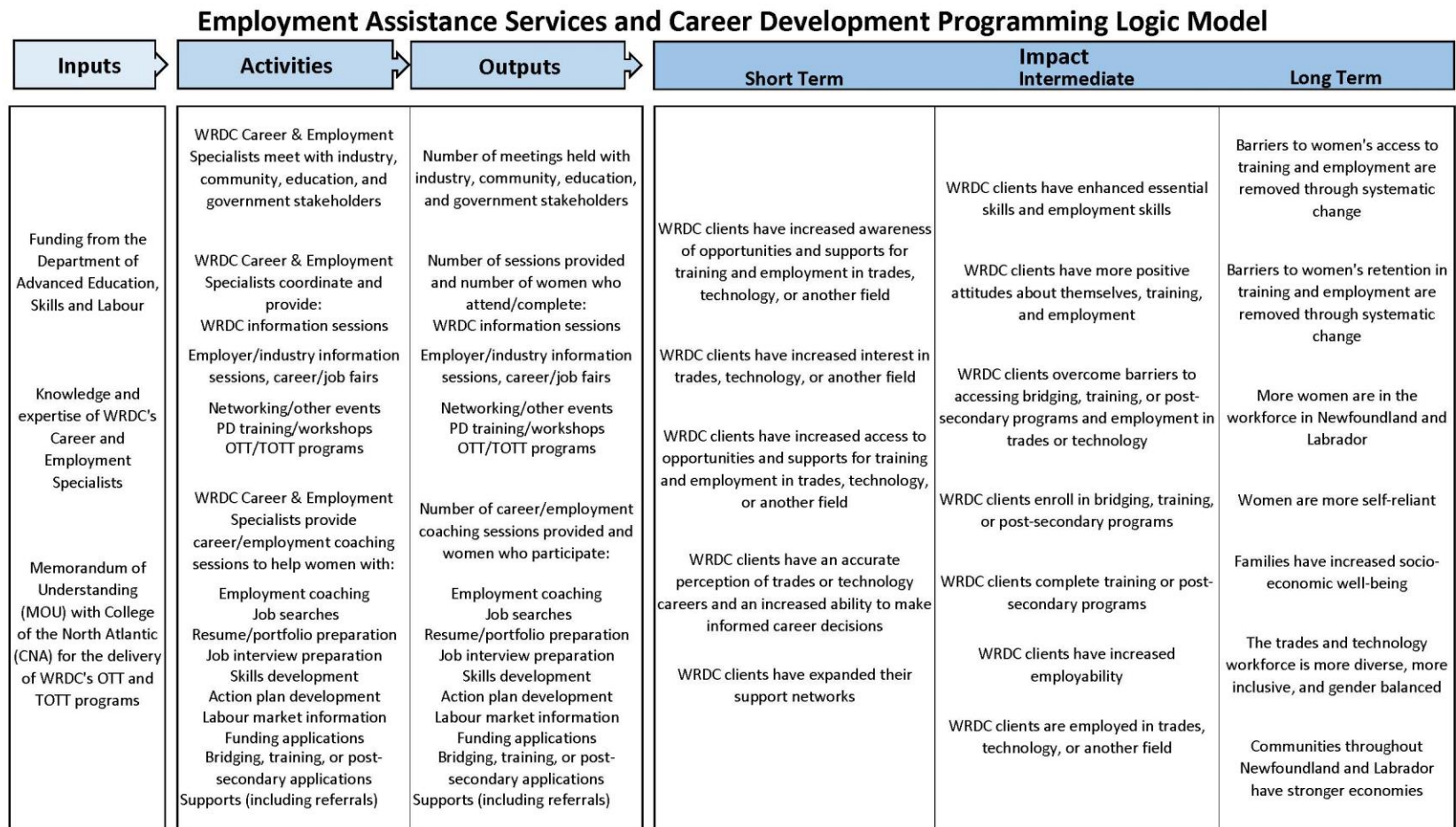
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## APPENDIX E: WRDC EMPLOYMENT ASSISTANCE SERVICES AND CAREER DEVELOPMENT PROGRAMMING LOGIC MODEL



## APPENDIX F: DISSEMINATION PLAN

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Research reports will be shared with WRDC's Board of Directors and staff, as well as industry, community, education, and government stakeholders to inform them of the activities undertaken by WRDC during this research project and its findings. Promotion will highlight the positive impact that WRDC's employment assistance services and career development programming have had on women in Newfoundland and Labrador. The final report will be available in an electronic document that will be housed on the WRDC website. WRDC's Marketing and Media Specialist will also use WRDC's social media platforms (Twitter, Facebook, and LinkedIn) to share and communicate key findings.

Initially, WRDC proposed launching the research results in person at an annual WRDC event. Due to the COVID-19 pandemic, the event has been postponed. WRDC intends to present details about this research project at various conferences and events, although these opportunities may be limited at this time. WRDC has longstanding partnerships with educational institutions, government, labour unions, community-organizations, and industry representatives. Contacts within these organizations will be advised about the availability of the report.

WRDC has current partnerships with the Canadian Career Development Foundation for multiple projects. Our research findings will be shared in detail to look for synergies with other national and international career development research.

## APPENDIX G: NLWIC ADDITIONAL REQUIREMENTS FOR FINAL REPORT

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1. Question: “If and how this research could be applied to other sectors and/or under-represented groups”: This research could be applied to other male dominated sectors. Keeping in mind that this project was conducted with a very specific group, the results identify that employment assistance services can increase women’s interest and participation in male dominated occupations.
2. Question: “Any sensitivities with respect to the dissemination of the Final Report and deliverables”: There are no sensitivities to be concerned about. This research and evaluation project used anonymous data collection methods and research participants are not identifiable.
3. Question: Areas/opportunities for further research (some thoughts):
  - a. Evaluation/Impact of similar programming for Underemployed Women
  - b. Evaluation/Impact of Customized (culturally appropriate) OTT program for Indigenous Women
  - c. Dig deeper to evaluate the levels of impact of specific components of career services and programming