



Comprehensive Final Report – 2020/21 Apprenticeship Education Survey of Graduates and First Period Apprentices

June 2022



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1.0 Executive Summary

1.1 Pathways

PRIOR EDUCATION

- Approximately 1 in 5 **Graduates** took a pre-apprenticeship program (20%, a significant increase from 17% in 2018/2019) – most often a pre-employment program that provides credit for the first period (48%, a significant increase from 29%) or the Registered Apprenticeship Program (RAP; 29%, a significant increase from 21%). Those who took other programs prior to apprenticeship (28%) most often took a diploma or certificate program (44%) or another apprenticeship program (43%).
- More than one-quarter of **First Period Apprentices** took a pre-apprenticeship program (28%) – most often RAP (46%) or a pre-employment program that provides credit for the first period (37%). Those who took other programs prior to apprenticeship (27%) most often took another apprenticeship program (47%) or a diploma or certificate program (38%).

ACCESSING APPRENTICESHIP

- **First Period Apprentices** most often heard about the program from family or friends (32%) or through their employer (23%). Half were already employed in the trade when they decided to do an apprenticeship (50%). Approximately one-quarter report that registering as an apprentice was required by their employer (26%).
 - While nearly half of First Period Apprentices already had an employer (24%) or found an employer in one week or less (22%), just over one-fifth report that it took three months or longer (22%). Mostly, they found their employer through friends or family (44%). Overall, two-thirds felt it was relatively easy to find their employer (66%) while 31% found it difficult, overall.
- Roughly half of **Graduates** (51%) were already employed in the trade when they decided to do an apprenticeship program. Approximately one-quarter report that registering as an apprentice was required by their employer (26%) – the same as First Period Apprentices.
- Almost half of **First Period Apprentices** (45%) report experiencing challenges when trying to become an apprentice – most often with regards to a lack of finances (17% of all First Period Apprentices), trouble finding an employer (16%), and changing employers and/or trying to find a better fit (12%).

- Among **First Period Apprentices** who did not access student aid (e.g., student loans, grants, etc.), between 40% (monetary awards and 64% (government student loans) are aware of those options.

PROGRESSION

Attendance and Preparation

- More than one-third of **First Period Apprentices** have completed or are currently taking their classroom instruction (36%). Those who have taken it mostly report that, in hindsight, they felt prepared for it (86%).
 - Among those who have not yet taken it, 90% feel confident in their ability to complete the coursework and 84% feel prepared, overall.
- With regards to instruction during the COVID-19 pandemic, the vast majority of **Graduates** (94%) completed at least some of their classroom instruction prior to the pandemic (68% completed some before and 26% completed all of their classroom instruction before the pandemic). Traditional classroom labs or lectures (89%) was the most common form of instruction pre-pandemic.
- Among **First Period Apprentices**, the majority experienced classroom instruction only during the pandemic (58%). Similar to Graduates, traditional classroom labs or lectures was the most common form of instruction pre-pandemic (78%).

Early Exits

- **First Period Apprentices** who are no longer in their first year of the program (16% of all First Period Apprentices) most often had progressed to another period (63%), while 4% report completing the program altogether. Overall, 25% of First Period Apprentices surveyed are considered “non-progressors” in the sense that they left the program altogether (13%), changed to a different apprenticeship program (6%), or left the apprenticeship program for other reasons (10%).
 - Those who changed programs most often explained that it simply was not the right program for them (48% cited it as one of their reasons, and 36% cited it as their main reason for changing programs). Those who left the apprenticeship program altogether most often said the same thing – that it was not the right program for them (49% cited it as one of their reasons and 35% cited it as their main reason for leaving apprenticeship altogether).

Financial Assistance Access¹

- **Graduates** frequently report accessing Employment Insurance (EI) (80%), personal savings (71%), and government grants (62%) to fund their classroom instruction. Twelve percent (12%) accessed pandemic-related benefits (e.g., CERB).
 - Among those who received support from their employer (22%), most report that their employer paid all their tuition (57%), while 27% report that their employer paid all their wages.
- Conversely, **First Period Apprentices** have relied more heavily on personal savings (67%), as opposed to EI to fund their classroom instruction (47%). Twelve percent (12%) accessed pandemic-related benefits.
 - Among those who received support from their employer (14%), most report that their employer paid all their tuition (59%), while 27% report that their employer paid all their wages.

Program Challenges and Interruptions

- The biggest challenge experienced by **Graduates** during their apprenticeship was financial problems or lack of financial support (20%), followed by finding an employer (7%) and dealing with an unsupportive employer (7%). Pandemic-related challenges that faced Graduates most often included issues with online or hybrid learning (16%).
- While one-third of **Graduates** report that all four periods were equally challenging (32%), 20% highlighted the third period as more challenging than the others (similar to previous years). Reasons that Graduates found certain periods more challenging than others included having too much to learn (27%). While this was generally the biggest challenge for the first three periods (21% to 41%), the main challenge in fourth period was online or hybrid learning (25%) – followed by other COVID-related challenges (16%). These results make sense given that the fourth period was when 2020/2021 Graduates would have been impacted directly by the COVID-19 pandemic.
- More than 4 in 10 **Graduates** were laid off at least once during their apprenticeship (42%, comparable to 40% in 2018/2019 but still significantly higher than results reported in previous years).
- Nearly half of **Graduates** (50%, a significant increase from 46% in 2018/2019) delayed attending classroom instruction at some point during their program. The most common reasons are that they did not want to give up wages or needed the income (36%), and because their employer wanted them to work (32%).

¹ Applicable to those who have completed/are taking classroom instruction.

- The biggest challenge that **First Period Apprentices** experienced during their apprenticeship were financial problems or lack of financial support (17%), followed by finding an employer (8%). In terms of pandemic-specific challenges, First Period Apprentices most often mentioned a lack of work or reduction in hours (18%).
- One-quarter of **First Period Apprentices** (25%) were laid off at least once during their first period. Half of those laid off (51%) attribute this to the COVID-19 pandemic.
- Approximately one-quarter (26%) of **First Period Apprentices** delayed attending classroom instruction – most often because they did not want to give up wages or needed the income (36%), because affordability was a concern (28%), and because their employer wanted them to work (22%).

Likelihood to Complete the Program

- Of the **First Period Apprentices** still in the program, 87% say they are more likely than not to complete the program (70% very likely and 17% somewhat likely). Ten percent (10%) say they are unlikely – 5% somewhat unlikely and 5% very unlikely. Those who report being unlikely to complete the program most often explain that they are interested in a different program or career (25%), that finances are a concern (24%), and that it simply is not the right program for them (21%).
- While one-quarter of **First Period Apprentices** (25%) have thought about quitting, most (70%) have not. Those who have considered quitting again explain that they are not sure if the program is the right fit (27%) and are worried about their finances (24%).

Graduate Drivers for Success

- When it comes down to what **Graduates** feel were important factors in completing their program, 91% report that having hands-on experience and hard work are important. Support and encouragement from instructors, co-workers, or supervisors was also considered quite important (80%). Of slightly less importance was employer support (72%) and financial assistance (72%). The least important factors are family support (59%)² and help from Apprenticeship staff (58%).
 - While results are generally comparable to previous years, there was a significant decrease in the importance of family support (down from 74%) and financial assistance other than personal savings (down from 75%).
- Overall, **Graduates** are split in terms of whether COVID-19 made their program longer to complete (45%) or whether it had no impact (46%). Six percent (6%) report that the pandemic helped them complete their program sooner.

² May be attributed to a change in wording in 2020/2021: “family support” was previously referred to as “family encouragement.”

POST-APPRENTICESHIP

Managing Student Loans

- **Graduates** who received student loans and who made a payment last month (39%) paid \$1,244 on average (compared to \$1,063 in 2018/2019). However, most Graduates did not make a payment last month (45%), most often explaining that they are still in the grace period (58%) or that they had already fully paid off their loans (20%).

Career Advancement

- Since becoming a journeyperson, 9% of **Graduates** have started their own business, a significant increase from 7% in 2018/2019. More than one-third (36%) report providing on-the-job learning to registered apprentices in the trade – significantly lower than 2018/2019 and a continuation of a downward trend.

Continuing Education

- Similar to previous years, 5% of **Graduates** are enrolled in another apprenticeship program (most often: electrician, 10%; heavy equipment technician, 10%; or steamfitter-pipefitter, 10%), while 4% are enrolled in another non-apprenticeship program.
 - Those who are enrolled in another non-apprenticeship program are most often working towards a diploma or other certificate (48%). One-quarter (25%) are obtaining industry-specific training.
- Four percent (4%) of **First Period Apprentices** are enrolled in another apprenticeship program (most often the electrician or heavy equipment technician apprenticeship programs – 13% and 10%, respectively), while 5% are enrolled in another non-apprenticeship program.
 - Those enrolled in another non-apprenticeship program are most often working towards a diploma or certificate (43%) or are obtaining industry-specific training (19%).

1.2 Employment

EMPLOYMENT STATUS

- Comparable to 2018/2019, 89% of **Graduates** are currently employed. More than 9 out of 10 are working in the profession in which they completed their apprenticeship (92%, comparable to 2018/2019), with 77% reporting that their work is directly related to their certification; 20% report that their work is somewhat related.
 - Among those who are currently looking for work (6% - the lowest reported since 2011/2012), 58% are looking for work that is directly related to their Alberta journeyperson certification – a decrease and a continuation of a downward trend for several years now. Conversely, more Graduates are looking for work that is *somewhat* related to their certification (18%, up from 14% in 2018/2019 and a significant increase from previous years).
 - Among those who are not employed and not looking for work (3%), 27% are choosing to not work right now, and 24% indicate that they are enrolled in a post-secondary program. It is notable that 14% (a significant increase from 3% in 2018/2019) report that there is no work available.
- Among **First Period Apprentices**, 83% are currently employed, 10% are not employed but are looking for work, and 4% are not employed and are *not* looking for work.

INCOME AND WORKING HOURS

- Employed **Graduates** report earning a gross monthly income of \$9,476, on average, since becoming a certified journeyperson – a significant increase from \$6,938 as reported in 2018/2019. The median monthly income continues to be the same at \$6,000.
 - **Graduates** report working an average of 49.8 hours per week (compared to 50.3 as reported in 2018/2019), including overtime (7.2 hours per week, on average, versus 8.0 hours in 2018/2019).
 - Four (4) in 10 Graduates (40%) report having a decrease in income due to the pandemic (22% a slight decrease and 18% a significant decrease).
 - More than one-third (36%) have seen a decrease in their working hours (23% slight decrease and 13% significant decrease).
- Nine (9) in 10 **First Period Apprentices** (90%) feel secure in their employment (54% feel “very secure” and 36% feel “mostly secure”).

1.3 Program Satisfaction

PRE-APPRENTICESHIP PROGRAMS

- With regards to **Graduate** participation in pre-apprenticeship programs, 95% considered the Registered Apprenticeship Program (RAP) valuable, 87% considered pre-employment programs valuable, and 80% considered Career and Technology Studies (CTS) Apprenticeship Pathways valuable.
- Among **First Period Apprentices** who participated in pre-apprenticeship programs, 93% felt that RAP was valuable, 92% felt that CTS was valuable, and 92% felt that pre-employment programs that provide credit for the first period were valuable.
- In terms of *why* respondents felt that these programs were valuable, both Graduates and First Period Apprentices most often explained that the pre-apprenticeship programs they participated in helped them to learn new skills, to be better prepared for the apprenticeship program, and to decide if the program was well-suited to them.

ON-THE-JOB LEARNING

- Nearly 9 in 10 **Graduates** are satisfied with the quality of their on-the-job learning, overall (89%). Results are the same for **First Period Apprentices** (89%).
- While respondents are generally satisfied with various aspects of on-the-job learning (8 out of 10 or more), satisfaction was notably lower with regards to on-the-job learning preparing Graduates (71%) and First Period Apprentices (69%) for their provincial apprenticeship exams.
- Additionally, overall results for Graduates show a gradual decline in year-over-year trends for satisfaction with on-the-job learning.
- When it comes to the “softer” aspects of on-the-job learning (e.g., experiences in terms of their work environment and working relationships), Graduates (more than 4 in 5) and First Period Apprentices (roughly 9 in 10 or more) are satisfied with aspects of their experience such as: relevance of tasks to the trade; being given the opportunity learn new tasks; having the opportunity to learn a wide variety of tasks; enjoying the tasks they were assigned; and others.
- In terms of the overall impact of the COVID-19 pandemic on the on-the-job learning experience, 44% of **Graduates** and 32% of **First Period Apprentices** report that it had no impact. Approximately one-quarter of Graduates (26%) report a negative impact – while 30% of First Period Apprentices report the same.

CLASSROOM INSTRUCTION³

- Ninety-four percent (94%) of **Graduates** are satisfied with the overall quality of their classroom instruction (comparable to 93% in 2018/2019), while 88% of **First Period Apprentices** report the same.
- With regards to **specific aspects of classroom instruction**, **Graduate** results remained high and overall consistent with previous years. Graduates report the highest satisfaction levels for the instructors' expertise (94% satisfied), overall quality of instruction (94%), and the teaching ability of the instructors (94%).
- While **Graduates** are generally satisfied with their classroom instruction in terms of other evaluation criteria (e.g., instructor expertise, instructor teaching ability, etc.), fewer than 9 out of 10 are satisfied with the practical activities (88%, a significant increase from 84% in 2018/2019), their instruction in terms of preparing them for the provincial exams (85%, a significant decrease from 89%), and their instruction being up-to-date with current practices (81%, a continuation of a downward trend).
- **First Period Apprentices** are considerably less satisfied with their instruction in terms of preparing them for the provincial exams (63%). In terms of the other aspects, at least 8 out of 10 First Period Apprentices are satisfied.
 - Suggestions from First Period Apprentices to improve their classroom instruction included dedicating more time to learning practical skills (17%) and making the course material more relevant/up to date (16%).
- In terms of the **forms** of classroom instruction available to **Graduates** (program-dependent), at least 9 out of 10 are satisfied with Weekly Apprenticeship Training (96%), traditional classroom labs or lectures (94%), and Competency Based Apprenticeship Training (90%). Satisfaction was lowest for Blended Learning (82%, a notable but not statistically significant decrease from 94%), and Distance Delivery (82%, a significant decrease from 94% in 2018/2019).
- **First Period Apprentices** report similar results – they are most satisfied with Competency Based Apprenticeship Training (92%) and traditional classroom labs or lectures (89%). Satisfaction was lowest with Distance Delivery (70%).
- More than half of **Graduates** (56%) experienced a negative impact on their classroom instruction due to the pandemic (34% felt an overall negative impact while 22% felt there was a positive and negative impact). Just under 3 in 10 indicate that the pandemic did not have an impact on their experience (28%).

³ Applicable to those who have completed/are taking classroom instruction (TechTrain filter applied).

- Results are similar for **First Period Apprentices** – 61% experienced a negative impact (35% overall negative and 27% positive and negative) while 24% felt there was no impact to their classroom instruction experience.

Hybrid Learning

- Nine (9) in 10 **Graduates** received hybrid instruction (90%); 69% are satisfied with the hybrid instruction they received.
 - Majority of Graduates (72%) prefer instruction that is entirely in-person, while 25% favour a hybrid format. Those who prefer a hybrid or all-online format have mixed preferences for how they would like the theory delivered – 59% would prefer learning as a group while 37% would prefer learning individually.
- More than 7 out of 10 of **First Period Apprentices** received hybrid instruction (72%); 63% are satisfied with the hybrid instruction they received.
 - Majority of First Period Apprentices (61%) prefer in-person instruction, while 28% prefer a hybrid format. Those who prefer a hybrid or all-online format also report mixed preferences for learning theory – 50% would prefer to learn individually while 45% would prefer learning as a group.

PROGRAM TOOLS AND RESOURCES

Record Book

- Nearly three-quarters of Graduates (73%) are satisfied with the usefulness of the record book (the lowest it has been compared to the last four survey iterations), having decreased significantly from 80% in 2018/2019). Results are also indicative of a downward trend.

MyTradesecrets

- Fifteen percent (15%) of **Graduates** had difficulty using MyTradesecrets. Those who had issues most often cite challenges remembering their passwords (48%) and issues navigating the site (32%). Thirty-one percent (31%) had problems using their MyAlberta Digital ID.
- Twenty percent (20%) of **First Period Apprentices** had difficulty using MyTradesecrets, also citing challenges with remembering their passwords (39%) and issues navigating the site (34%). Just over one-quarter (26%) had problems applying for programs and services.

Apprenticeship Staff

- Significantly more **Graduates** in 2020/2021 had contact with Apprenticeship staff – 65%, compared to 42% in 2018/2019. This increase can likely be attributed to the COVID-19 pandemic, as interruptions and changes to workplaces and classroom instruction would have necessitated more interaction with program staff.

- Satisfaction with staff and the quality of service remained quite high, and in many cases improved significantly compared to previous years. At least 9 in 10 Graduates who had contact with staff are satisfied, with 95% satisfied with the overall quality of service they received.
- Just over 4 in 10 **First Period Apprentices** had contact with Apprenticeship staff (43%).
 - More than 9 in 10 of those who had contact with staff are satisfied with the overall quality of service they received (92%). Between 89% and 92% are satisfied with other aspects relating to their interactions, such as courteousness, level of assistance, and waiting time.

OVERALL SATISFACTION

- In retrospect, nearly 9 out of 10 Graduates and First Period Apprentices indicate that they would still have chosen to become an apprentice (89% of each).
 - For Graduates, results are comparable with 2018/2019, but still demonstrate a significant decrease from 2011/2012 and 2014/2015.

INDUSTRY GROUP AWARENESS

- Seventy-one percent (71%) of Graduates and 64% of First Period Apprentices are familiar with the Alberta Apprenticeship and Industry Training (AIT) Board; 31% of Graduates and 20% of First Period Apprentices are familiar with Provincial Apprenticeship Committees (PACs); and 27% of Graduates and 17% of First Period Apprentices are familiar with Local Apprenticeship Committees (LACs) (as applicable).
- Graduate familiarity with all three types of industry groups has decreased significantly since 2018/2019.

PERCEPTIONS OF APPRENTICESHIP VS. OTHER POST-SECONDARY EDUCATION

- With regards to how apprenticeship compares to other types of post-secondary education, 87% of **Graduates** feel that apprenticeship is equivalent (29%) or better (58%) with regards to outcomes (job prospects, etc.). More than 8 in 10 feel that apprenticeship is equivalent (42%) or better (40%) with regards to the quality of education. Responses are a bit lower with regards to overall public opinions – 69% feel that apprenticeship is equivalent (32%) or better (37%).
- Among **First Period Apprentices**, 83% feel that apprenticeship is equivalent (28%) or better (55%) with regards to outcomes. More than three-quarters feel that it is equivalent (38%) or better (40%) with regards to the quality of education and with regard to overall public opinions (34% equivalent and 41% better).

1.4 Conclusions and Main Takeaways

REASSESSING PRE-APPRENTICESHIP PROGRAMS

Participation in pre-apprenticeship programs is increasing among Graduates and is even higher among First Period Apprentices. Whereas Graduates are more likely to have taken a program that provides credit for the first period, First Period Apprentices are more often participating in their high school Registered Apprenticeship Program (RAP). Sub-segment analysis among First Period Apprentices indicates that those who have participated in RAP are more likely to have changed apprenticeship programs – a trend that was not seen with regards to other pre-apprenticeship programs (in fact, participation in a pre-employment program that provides credit for the first period is more strongly linked to program progression). While the sample size for “Non-Progressors” who participated in pre-apprenticeship programs is too low for meaningful sub-segment analysis (e.g., by trade), there are a few possible reasons for this:

- Compulsory vs. Optional Trades: For example, if an apprentice starts the trade and realizes they do not need to be certified, they might switch programs.
- Pre-employment programs are a bigger investment for apprentices (e.g., in terms of time and money). This could mean that those who participate in pre-employment programs (as opposed to RAP) are more invested in continuing with their apprenticeship program.

Second, Career and Technology Studies (CTS) participants who have considered quitting their apprenticeship program are more likely to explain that it is not the right program or career for them.

While Graduates generally have positive opinions of the pre-apprenticeship programs they participated in, with the majority finding them valuable to some degree, there are still some questions that remain over why certain types of pre-apprenticeship programs are correlated with higher “non-progression” rates. Measuring the impacts (e.g., short, medium, and/or long-term outcomes) among program participants may be beneficial to help bridge these gaps in knowledge.

BETTER PREPARING APPRENTICES

While the majority of First Period Apprentices believe they are likely to complete the program, it is clear that “early exits” are still common and warrant further investigation. Most of those who leave the program leave apprenticeship altogether, while some (but not as many) change to a different program. Outside of financial reasons, this mostly stems from a realization that the program “just is not for them.” While this may be unavoidable for a fraction of those who have already entered the program, the frequency with which this occurs might be reduced if prospective apprentices have a better understanding of what the apprenticeship program and their trade of choice entails.

When looking at pre-apprenticeship programs, Graduates who participated and found these programs valuable often explained that they were helpful for preparing for their apprenticeship and deciding if apprenticeship was the right choice for them. However, given that First Period Apprentices who participated in the Registered Apprenticeship Programs demonstrate a higher likelihood of changing apprenticeship programs as compared to those who participated in other pre-apprenticeship programs, it may be that RAP is working well for some individuals and not as well for others. That said, RAP is intended to increase awareness of the trades as a career pathway and ease transitions from high school to apprenticeship programs, so it is not necessarily a loss if students are switching from one apprenticeship program to another (i.e., as opposed to leaving apprenticeship altogether). However, some further investigation is still recommended to better understand why RAP participants are more likely to change apprenticeship programs.

DIVERSITY, INCLUSION AND EMPLOYMENT

While approximately half of Graduates and First Period Apprentices already had an employer before deciding to do an apprenticeship, those who first decide to do an apprenticeship before having an employer are at a particular disadvantage, given that finding an employer was cited as one of the biggest challenges apprentices faced. Additionally, women, Indigenous persons, those who identify as a visible minority, and persons with disabilities are more likely to first decide to do an apprenticeship before finding an employer *and* to report higher levels of difficulty with finding an employer.

Furthermore, lay-offs are correlated with choosing to leave the apprenticeship program (particularly for First Period Apprentices). Following up to the findings above, some groups (women, Indigenous, individuals with a disability, and visible minorities) are also more likely to face lay-offs, adding another complicating layer to these groups who are already struggling more with employment.

To ensure success for all apprentices – regardless of race, gender, or other factors – it will be important to take principles of diversity, equity, and inclusion (DEI) into consideration when thinking about how to further support those who are struggling to find an employer in the trade.

INCREASING AWARENESS OF FINANCIAL SUPPORT OPTIONS

With several options for financial aid available to apprentices, there is significant room for improvement among First Period Apprentices regarding awareness of the types of supports available – particularly when considering that lack of finances or financial issues are cited as the biggest challenge facing

apprentices, overall. When comparing Graduate and First Period Apprentice program funding, Graduates more frequently accessed EI, Government Grants, Monetary Awards, in addition to personal savings. Conversely, while First Period Apprentices relied much more heavily on personal savings as they accessed the other options less often. When following up on awareness levels among those who did not access financial support, there is indeed a notable proportion of those who were not aware that these options existed. Going forward, efforts to increase awareness may be able to increase access, and ultimately alleviate financial pressures for first period apprentices.

To further add to this, women, Indigenous persons, and those who identify as a visible minority are also less aware of the types of financial supports available – suggesting a need to find more effective ways to communicate with these groups.

Given that First Period Apprentices cite financial reasons as a reason they have considered quitting the program (and for delaying classroom instruction), improving program completion rates (particularly among women, individuals with a disability, visible minorities, and Indigenous participants) will likely depend heavily on increasing access to financial supports.

IMPROVING ON-THE-JOB LEARNING

While results overall are positive, Graduates are showing gradual decreases in satisfaction with their on-the-job learning over the four survey iterations. This applies to the quality of on-the-job learning, in general, as well as factors such as relevancy/currency of training, exam preparation, and the supervising journeypersons' skill sets are all part of this trend.

Second, there was a significant decrease with satisfaction of the Record Book. Possible reasons for this are that the Record Book is outdated for the current work environment, or it is not being used as it was intended.

Perhaps unsurprisingly, women are less likely to feel comfortable with the work culture – most notably when it comes to feeling like they are being treated with respect. The same also applied to visible minorities, Indigenous, and individuals with a disability. This ties back to the need to continue efforts at improving diversity and inclusion in the apprenticeship program.

IMPROVING CLASSROOM INSTRUCTION

While satisfaction with classroom instruction was generally high and remained comparable to previous years, there was a significant decline in satisfaction scores with classroom instruction as it pertained to preparing apprentices for the provincial achievement exams and training being up to date with practices in the profession. These themes echo those seen for on-the-job learning – suggesting a need to take a further look at how these two main components of apprenticeship (on-the-job learning and classroom instruction) can better prepare apprentices for their exams and “the real world” by ensuring materials are relevant and up-to-date.

HYBRID LEARNING OPTIONS

While the future may still look somewhat uncertain with regards to “the workplace” and public health and safety measures, it is likely that hybrid learning will not be going anywhere for a while. While satisfaction with hybrid learning was moderate, it is clear that there is room for improvement. Unlike other post-secondary education, apprenticeship has a very clear role for in-person, “hands-on” learning, and apprentices appear to recognize that; foregoing in-person learning is a missed opportunity. Assuming hybrid learning will continue to be a big part of the instruction format going forward, it will be important to continue to improve hybrid delivery – particularly with regards to learning theory, seeing as preferences are mixed in terms of whether it should be done individually or as a group. To cater to different types of learners, consideration may be given to a flexible approach that allows apprentices the option of completing individually or as a group (as it is applicable and/or feasible).

MAINTAINING SATISFACTION WITH STAFF

The degree to which contact with Apprenticeship staff increased in 2020/2021 is striking – this is likely due to apprentices having more questions and experiencing more challenges due to the pandemic and the introduction of hybrid/online learning. However, it should be noted that satisfaction with staff remains quite high. In fact, despite the increased demand on staff, satisfaction with wait times and courteousness both increased significantly. Overall, staff seem to be doing an excellent job of keeping up with the challenges posed by the last two years.

BRANCHING OUT POST-APPRENTICESHIP

While the overall proportion is relatively low, there is still a significant increase in the percentage of Graduates who report starting a business since becoming a journeyperson. Furthermore, while overall employment rates remain consistent with 2018/2019, there is a significant decrease in those who are looking for work and an increase in those who are looking for work that is somewhat related or even unrelated to their certification. Overall, results suggest that unemployed Graduates may have fewer options or are having more difficulty finding work, and are therefore more open-minded about their options for work, which include self-employment and/or branching out in terms of the type of work they are willing to perform. Another factor that may be driving this trend is vaccine mandates (i.e., Graduates may be opting out of job opportunities that require COVID-19 vaccination).

However, among Graduates who *are* employed, relevance to their certification remains quite high – suggesting that the main issue is simply finding an employer. Any additional resources or support that can be provided to Graduates (and First Period Apprentices) to improve employment prospects will also contribute to better program outcomes.

2.0 Survey Context and Objectives

2.1 Project Background

Alberta's apprenticeship education system is designed to develop highly knowledgeable and skilled individuals to meet the needs of the labour market and industry. The apprenticeship program is agile, responsive, and facilitates innovative pathways for post-secondary learners to become successful members of an educated and professional workforce. Apprenticeship is a multi-pathway, post-secondary program that intersperses classroom instruction with on-the-job learning through mentorship and skills development. Collaboration and partnerships among government, industry, and post-secondary institutions help ensure that apprenticeship education is responsive to the needs of apprentices, industry, and the economy.

2.2 Survey Objectives

The Alberta Apprenticeship and Industry Training Board and Alberta Advanced Education (AE) have established key performance indicators (KPIs), for which they are accountable. One of the metrics used as a KPI is the level of satisfaction that graduates of apprenticeship programs have with their program. This is determined through the administration of the Apprenticeship Education Survey (previously known as the Graduates of Alberta Apprenticeship Programs Survey). The results and key findings from the survey support policy making, internal business decisions, and external reporting of key performance measures, including:

- Satisfaction with the apprenticeship program
- Sources of funding and experiences with various types of government funding for attending classroom instruction
- Labour market experiences and employment status
- Key factors for successful completion of the apprenticeship program
- Institution-specific results (vs. the Alberta program as a whole).

The 2020/2021 Apprenticeship Education Survey is the 12th iteration. To facilitate a better understanding of the system and provide insights for improvements in program delivery, current results are also tracked year-to-year. As the survey has been modified substantially over time, this report compares the 2020/2021 surveys results to those from the four (4) most recent survey years, where applicable (2011/2012, 2014/2015, 2016/2017, and 2018/2019).⁴

Additionally, the 2020/2021 survey – for the first time – also captured responses from First Period Apprentices. The objective of including this new audience was to better understand the pathways into apprenticeship, and first year apprentices' experiences in the program.

⁴ While the survey is typically conducted biennially, it was not conducted in 2015 (graduates of 2013/2014) in lieu of a full survey and methodology review.

3.0 Notes on Analysis and Reporting

3.1 Report Organization

The detailed comprehensive report is organized by theme or topic, with results split out (as applicable) for Graduates (in blue charts/tables) and First Period Apprentices (in pink charts/tables).

Data has been organized in the order of topics shown below (click on the links to jump to each section), with Graduate results shown first, and First Period results shown second. Written summaries are included at the beginning of each section, with subsegment analysis (e.g., comparing subsets among Graduates and First Period Apprentices) toward the end of each section, as appropriate:

SECTION 4.1: [PATHWAYS](#)

- [Prior Education](#) – including pre-apprenticeship program participation and other forms of education.
- [Accessing Apprenticeship](#)
 - [Program Awareness](#) – learning about the program
 - [Finding an Employer](#) – employment situation, employer requirements, difficulty finding an employer
 - [Challenges Becoming an Apprentice](#)
 - [Financial Assistance Awareness](#) – awareness of options for financial aid
- [Progression](#)
 - [Attendance and Preparation](#) – attendance at classroom instruction, institution attended, forms of learning during COVID-19
 - [Early Exits](#) – reasons for leaving the program early
 - [Financial Assistance Access](#) – receiving financial aid or support, including employer support
 - [Program Challenges and Interruptions](#) – overall challenges, challenging periods, moving out-of-province, lay-offs, and delays in classroom instruction
 - [Likelihood to Complete the Program](#) – overall likelihood of First Period Apprentices to complete the program, thoughts of quitting, and reasons for choosing to not progress
 - [Graduate Drivers for Success](#) – important factors for Graduates in the completion of their apprenticeship
 - [Impact of COVID-19](#) – pandemic-specific challenges including loss of employment

- **Post-Apprenticeship**
 - Managing Student Loans – *loan repayments*
 - Career Advancement – *starting a business, providing training*
 - Continuing Education – *enrollment in other programs and program objectives*

SECTION 4.2: EMPLOYMENT

- **Current Employment Status and Job Details**
 - Employment Status – *current employment status, type of work sought after, reasons for not looking for work, self-employment*
 - Working in the Profession – *relevance of current job to apprenticeship program*
 - Income and Working Hours – *including impact of COVID-19 on employment*
 - Job Security – *gauging overall perceptions of job security/insecurity among Graduates*

SECTION 4.3: PROGRAM SATISFACTION

- **Pre-Apprenticeship Programs** – *value of pre-apprenticeship programs and reasons pre-apprenticeship programs are valuable*
- **On-the-Job Learning** – *satisfaction with various aspects of on-the-job learning, including the overall work experience/atmosphere*
 - Impact of COVID-19 on on-the-job learning
- **Classroom Instruction** – *satisfaction with various aspects of classroom instruction, including forms of instruction*
 - Impact of COVID-19 on Classroom Instruction
 - Hybrid Learning – *learning during the pandemic, satisfaction with hybrid/online learning, and learning preferences*
- **Program Tools and Resources**
 - Record Book – *satisfaction with the Record Book (Graduates only)*
 - MyTradesecrets – *difficulties with access and suggestions for improvement*
 - Apprenticeship Staff – *contact with program staff, office/location, and satisfaction with quality of service*

- **[Overall Satisfaction](#)** – Graduate and First Period Apprentice retrospective as to whether they would take the program again

SECTION 4.4: **[INDUSTRY AWARENESS AND PERCEPTIONS](#)**

- **[Industry Group Awareness](#)** – familiarity with Local Apprenticeship Committees (LACs), Provincial Apprenticeship Committees (PACs), and the Alberta Apprenticeship and Industry Training (AIT) Board
- **[Apprenticeship vs. Other Post-Secondary](#)** – perceptions of how apprenticeship compares to other post-secondary education

SECTION 4.5: **[RESPONDENT PROFILE](#)**

- **[Graduate Profile](#)** – demographics and administrative data
- **[First Period Apprentice Profile](#)** – demographics and administrative data

APPENDICES

- **Appendix A: [Methodology](#)** – delayed survey approach, data collection details, analysis
- **Appendix B: [Program Trade Groups](#)**
- **Appendix C: [Final Survey](#)**

3.2 Respondent Subsets

STATISTICALLY SIGNIFICANT DIFFERENCES

Differences in respondent subgroups are noted where they are statistically significant and considered interesting, relevant, or meaningful. Findings among Graduate sub-segments are noted in light blue text boxes, whereas First Period sub-segments are noted in light pink text boxes – for example:

GRADUATE SUB-SEGMENT DIFFERENCES

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

3.3 Historical Tracking

Results have been compared to those from the four (4) most recent survey years (2011/2012, 2014/2015, 2016/2017, and 2018/2019) to determine if there have been shifts in the perceptions and opinions of Graduates over time. Differences are reported where increases or decreases are statistically significant at the 95% confidence level.

Statistically Significant Differences Tracking	
1	Indicates a significant change compared to the last previous year
2	Indicates a significant change compared to 2 years previous
3	Indicates a significant change compared to 3 years previous
4	Indicates a significant change compared to 4 years previous

Note that the comparisons/year-over-year tracking is only applicable to Graduates, as this year was the first time that First Period Apprentices have been surveyed.

3.4 Interpreting Charts and Tables

The base (number of respondents asked a given question) is shown in each table and chart. Where a filtered base is applied (i.e., where certain questions were only asked of a specific subset of respondents), this is clearly identified. As in previous years, some questions have been modified. These instances are noted, with additional comments on comparability with previous years, as applicable.

Due to rounding, percentages may not always total 100%.

Colour-coding has been applied throughout this report to differentiate findings by survey group. Results for Graduates are shown in blue tables and charts (refer to *Sample Table: Graduates*), while results for First Period Apprentices are shown in pink tables and charts (refer to *Sample Table: First Period Apprentices*). On rare occasions (e.g., methodology), results may be shown together in grey formatting (refer to *Sample Table: All Respondents*).

Sample Table: Graduates

<i>Base: All Graduates</i>	Percent of Respondents (n=1,761)
Response 1	XX%
Response 2	XX%
Response 3	XX%

Sample Table: First Period Apprentices

<i>Base: All First Period Apprentices</i>	Percent of Respondents (n=4,661)
Response 1	XX%
Response 2	XX%
Response 3	XX%

Sample Table: All Respondents

Population	Completions	Total Sample	Minimum Response Rate (%)	Final Response Rate (% of Sample)
Graduates: Cohort 1	1,195	3,234	60%	37%
Graduates: Cohort 2	566	1,515	50%	37%
First Period Apprentices	4,661	15,464	20%	30%
GRAND TOTAL	6,422	20,213	-	32%

4.0 Detailed Survey Results

4.1 Pathways

4.1.1 Prior Education

A *pre-apprenticeship program* teaches basic skills or prepares students for an apprenticeship program. This could include the high school Registered Apprenticeship Program (or RAP) and Career and Technology Studies (or CTS) Apprenticeship Pathway programs, for example.

Approximately 1 in 5 **Graduates** took a pre-apprenticeship program (20%, a significant increase from 17% in 2018/2019), which could include the high school Registered Apprenticeship Program (or RAP) and Career and Technology Studies (or CTS) Apprenticeship Pathway programs, or others. Just under half (48%) took a pre-employment program that provides credit for the first period, which is a significant increase from 29% in 2018/2019. Three (3) in 10 graduates took RAP (29%), which is also a significant increase from 21%.

In terms of *other programs* taken prior to beginning this apprenticeship program, 28% of Graduates and report taking another apprenticeship or post-secondary program (excluding a high school or pre-apprenticeship program and/or single classes or courses) – most often a diploma or certificate program (44%).

Approximately 3 in 10 **First Period Apprentices** took a pre-apprenticeship program (28%), most often RAP (46%). More than one-third report taking a pre-employment program that provides credit for the first period (37%).

More than one-quarter of First Period Apprentices (27%) report taking another apprenticeship or post-secondary program – most often another apprenticeship program (47%) or a diploma or certificate program (38%).

PROGRESSORS VS. NON-PROGRESSORS

For the purposes of this report, First Period Apprentices have been classified as “Progressors” or “Non-Progressors” for analysis purposes:

- **Progressors:** First Period Apprentices who have continued to another period in their apprenticeship program in Alberta, or who have completed the program.
- **Non-Progressors:** First Period Apprentices who are no longer in the program (could include changing to a different apprenticeship program or another post-secondary program).
- **Other:** First Period Apprentices who are in the program but under different circumstances (e.g., are facing delays, have not completed exams yet, have moved out-of-province, etc.).

Figure 1: Did you take a “pre-apprenticeship” program? (P1, Graduates)

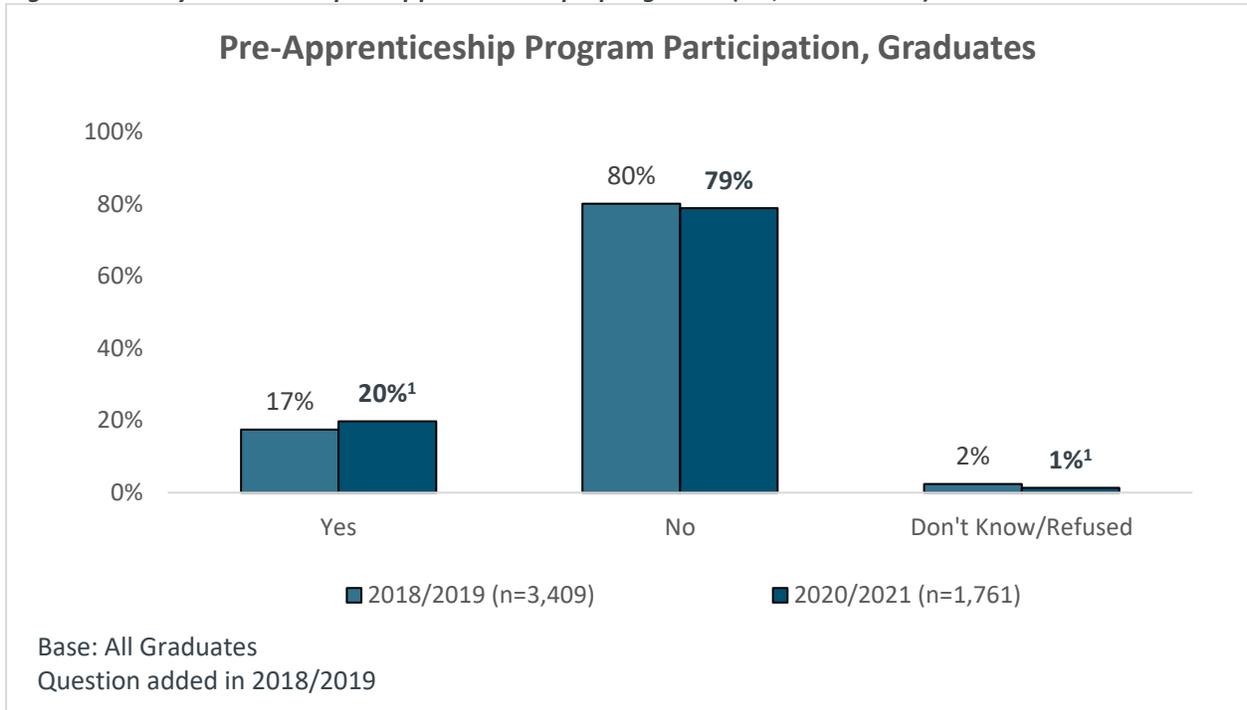


Table 1: Types of Pre-Apprenticeship Programs Taken (Graduates)

	Percent of Respondents	
	2018/2019 (n=596)	2020/2021 (n=349)
Base: Graduates who took a pre-apprenticeship program		
Pre-employment program that provides credit for the first period	29%	48% ¹
RAP (Registered Apprenticeship Program) while in High School	21%	29% ¹
CTS – Career and Technology Studies Apprenticeship Pathway Program in High School	8%	13% ¹
Don't Know	1%	17%
Refused	4%	2%

P2M. Please indicate the type(s) of pre-apprenticeship program(s) you took.

GRADUATE SUB-SEGMENT DIFFERENCES

Graduates in the Architectural Construction programs are significantly less likely to have taken a pre-apprenticeship program – 13% compared to 20% of all Graduates.

Graduates in the Vehicle & Related programs are more likely to report taking RAP in high school (44%, compared to 29% of Graduates who took a pre-apprenticeship program), while those in Electrical are more likely to report taking a pre-employment program that provides credit for the first period (60%, compared to 48%).

Figure 2: Did you take a “pre-apprenticeship” program? (P1, First Period Apprentices)

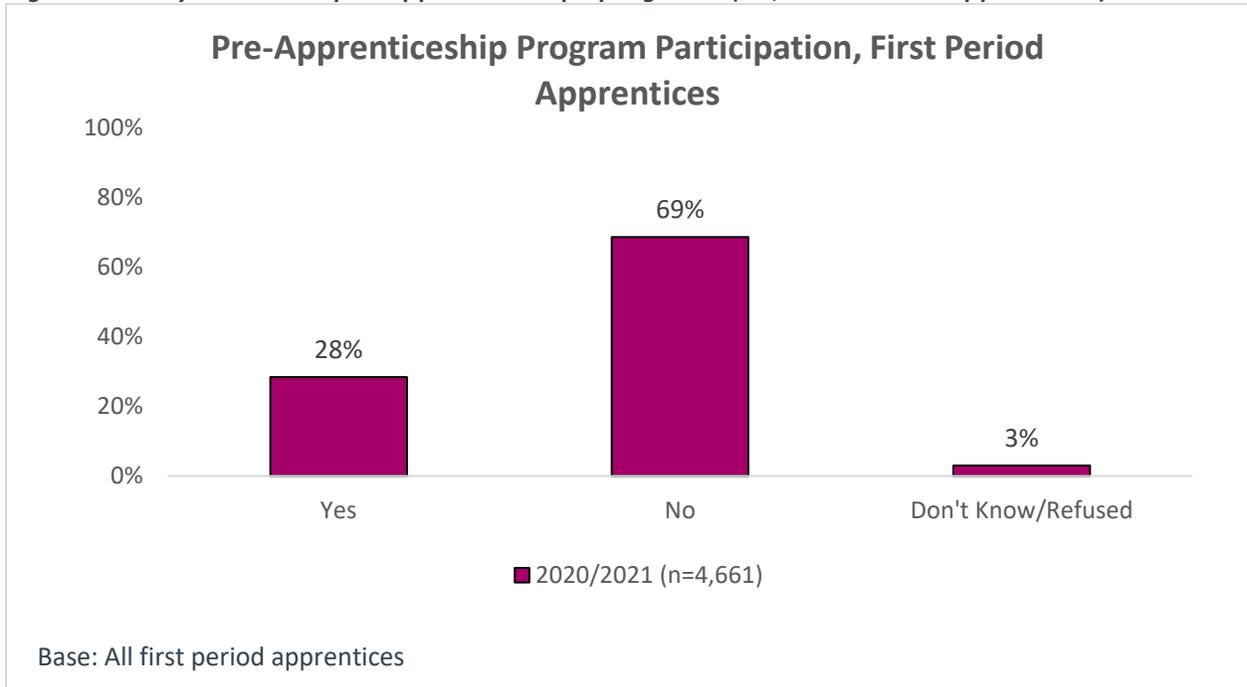


Table 2: Types of Pre-Apprenticeship Programs Taken (First Period Apprentices)

	Percent of Respondents
Base: First Period Apprentices who took a pre-apprenticeship program	2020/2021 (n=1,323)
RAP (Registered Apprenticeship Program) while in High School	46%
Pre-employment program that provides credit for the first period	37%
CTS – Career and Technology Studies Apprenticeship Pathway Program in High School	15%
Don't Know	14%
Refused	2%

P2M. Please indicate the type(s) of pre-apprenticeship program(s) you took.

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

First Period Apprentices significantly **more likely to report taking a pre-apprenticeship program** included those in Calgary (32%, versus 26% of those in Edmonton). Those in Calgary were also more likely to report taking a pre-employment program that provides credit for the first period (54%, versus 37% of all FPAs).

FPAs in certain programs were also more likely to report taking a pre-apprenticeship program: Electrician (33%); Welder (36%); Hairstylist (32%); and Ironworker (40%) – compared to 28% of all First Period Apprentices. The Registered Apprenticeship Program (RAP) in particular, was more often accessed by those in the Heavy Equipment Technician and Carpenter programs (76% and 60% respectively), of apprentices who took a pre-apprenticeship program. Career and Technology Studies (CTS) was significantly more popular for the Welder (25%), Hairstylist (21%), and Carpenter (29%) programs.

Interestingly, those who were considered “Non-Progressors” (First Period Apprentices who are no longer in the program) are significantly more likely to report taking a pre-apprenticeship program (40%, versus 28% of all First Period Apprentices). Non-Progressors are more likely to have completed RAP (66%, versus 29% of Progressors), whereas Progressors are more likely to have completed a pre-employment program that provides credit for the first period (61%, versus 26% of Non-Progressors).

Indigenous apprentices are more likely to report taking a pre-apprenticeship program – 35% versus 28% of those who do not identify as Indigenous.

Men (48%) are significantly more likely than women (38%) to report taking RAP while in high school. RAP was also more common among non-Indigenous respondents (48% versus 36% of those who identify as Indigenous), and not visible minority respondents (49% versus 35% of those who identify as a visible minority).

Figure 3: Before beginning your apprenticeship program, did you complete any other apprenticeship or other post-secondary programs? (P5, Graduates)

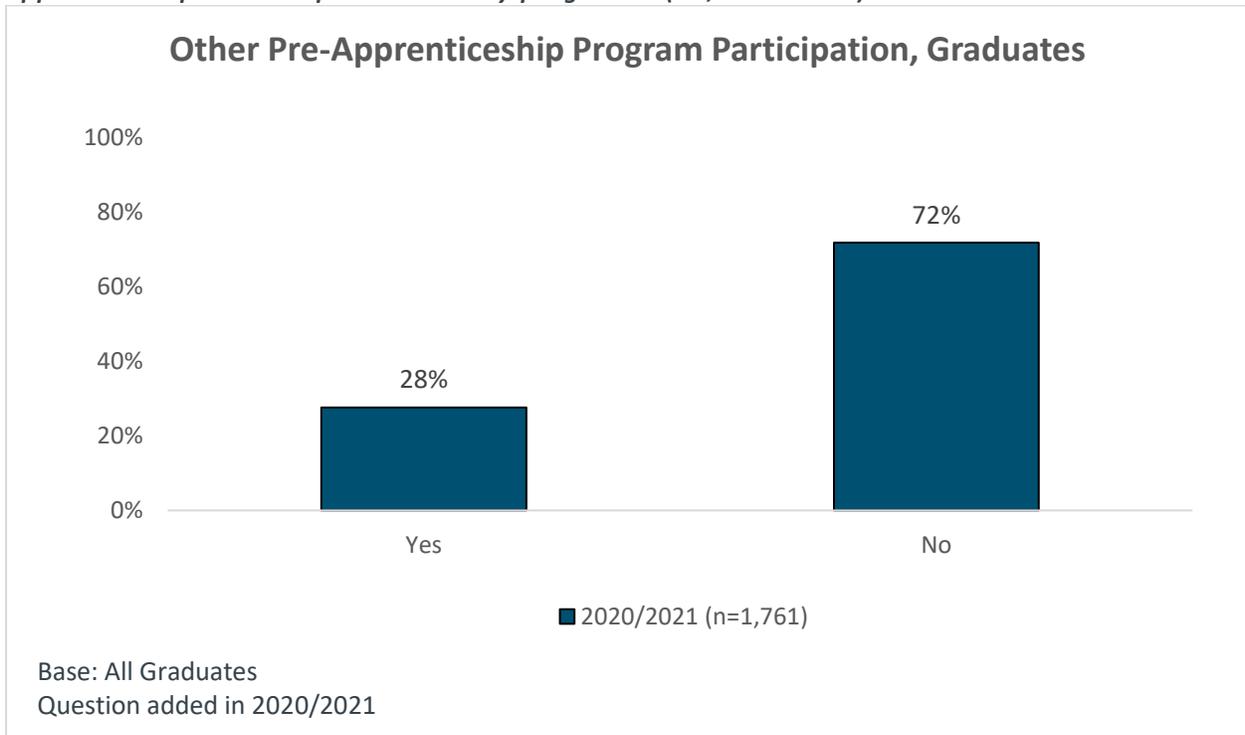


Table 3: Types of Other Pre-Apprenticeship Programs Taken (Graduates)

	Percent of Respondents
	2020/2021 (n=487)
Base: Graduates who took any other apprenticeship or other post-secondary program before beginning this apprenticeship program	
Diploma or certificate at a post-secondary ⁵	44%
Another apprenticeship program/trade	43%
Bachelor's Degree	15%
Trades/apprenticeship preparatory, introductory, transitional, or vocational programs that do not provide credits toward an apprenticeship program ⁶	8%
Master's Degree or Doctoral/PhD	1%
Other	6%
Don't Know	<1%
Refused	1%

P5A. Which of the following did you complete?

⁵ Previously included as an option in question P2M (24%). Results are not directly comparable as this was captured in the open-ended question P5A in 2020/2021.

⁶ Previously included as an option in question P2M (27%). Results are not directly comparable as this was captured in the open-ended question P5A in 2020/2021.

GRADUATE SUB-SEGMENT DIFFERENCES

Graduates in the Mechanical apprenticeship programs (39%) are more likely to report taking another program before beginning their apprenticeship program (compared to 28% of all Graduates).

In terms of demographics, women are more likely to report having completed a diploma or certificate program at a post-secondary (70% versus 40% of men), whereas men are more likely to report completing another apprenticeship program (47% versus 17% of women).

Visible minorities are more likely to report having completed a Bachelor's degree (32% versus 13% of not visible minority respondents).

Figure 4: Before beginning your apprenticeship program, did you complete any other apprenticeship or other post-secondary programs? (P5, First Period Apprentices)

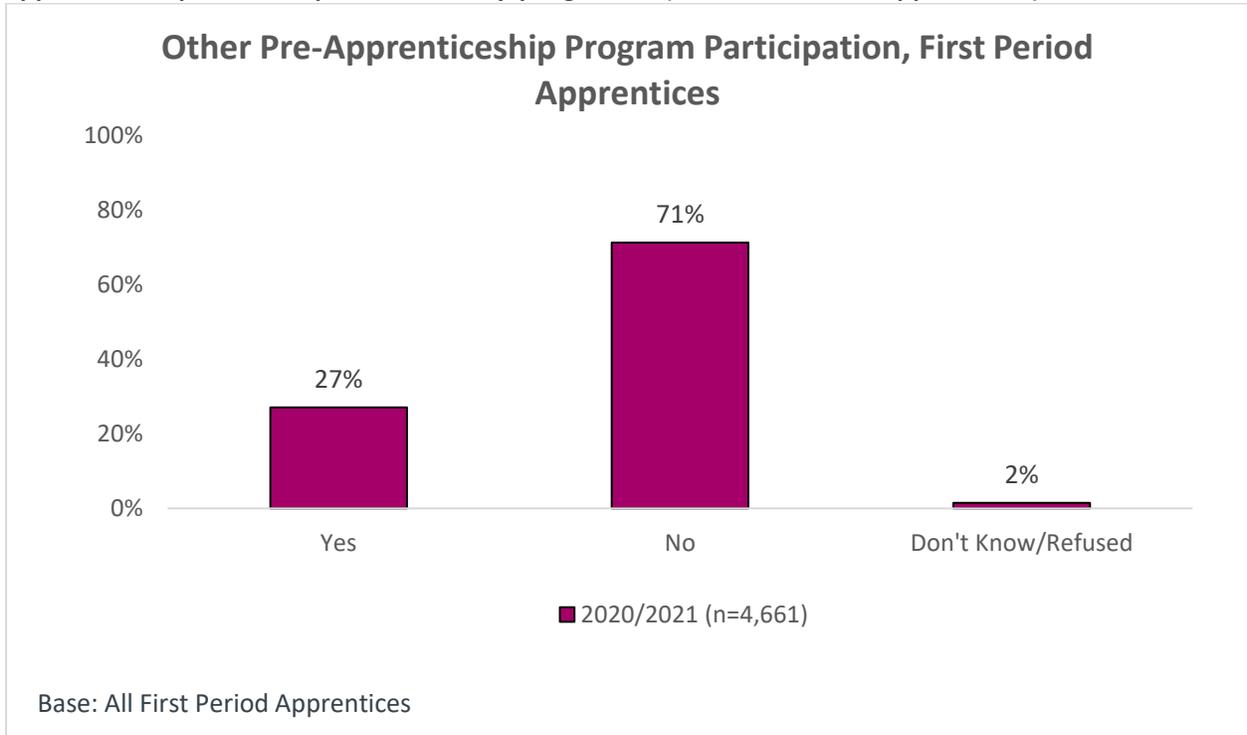


Table 4: Types of Other Pre-Apprenticeship Programs Taken (First Period Apprentices)

	Percent of Respondents
	2020/2021 (n=1,263)
Base: First Period Apprentices who took any other apprenticeship or other post-secondary program before beginning their apprenticeship program	
Another apprenticeship program/trade	47%
Diploma or certificate at a post-secondary institution	38%
Bachelor's Degree	12%
Trades/apprenticeship preparatory, introductory, transitional, or vocational programs that do not provide credits toward an apprenticeship program	9%
Master's Degree or Doctoral/PhD	1%
Other (less than 1% of respondents)	7%
Don't Know	1%
Refused	1%

P5A. Which of the following did you complete?

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

First Period Apprentices in Northeast Alberta were more likely to report **completing another apprenticeship program** (59%, compared to 47% of First Period Apprentices who completed another type of pre-apprenticeship program). Specific programs which also had higher incidence rates for taking another apprenticeship program included: Heavy Equipment Technician (58%) and Crane and Hoisting Equipment Operator (66%).

Conversely, those in the Hairstylist program were more likely to report **completing a diploma or certificate at a post-secondary institution** (79%), and those in the Plumber (20%) and Electrician (17%) programs were more likely to report completing a Bachelor's degree.

Men (53%) are significantly more likely than women (20%) to report taking another apprenticeship program, whereas women are more likely to report taking a diploma or certificate program (65% versus 32% of men). Visible minorities are less likely to report taking another apprenticeship program (32% versus 50% of not visible minority respondents), and more likely to report completing a Bachelor's degree (23% versus 10% of not visible minority respondents).

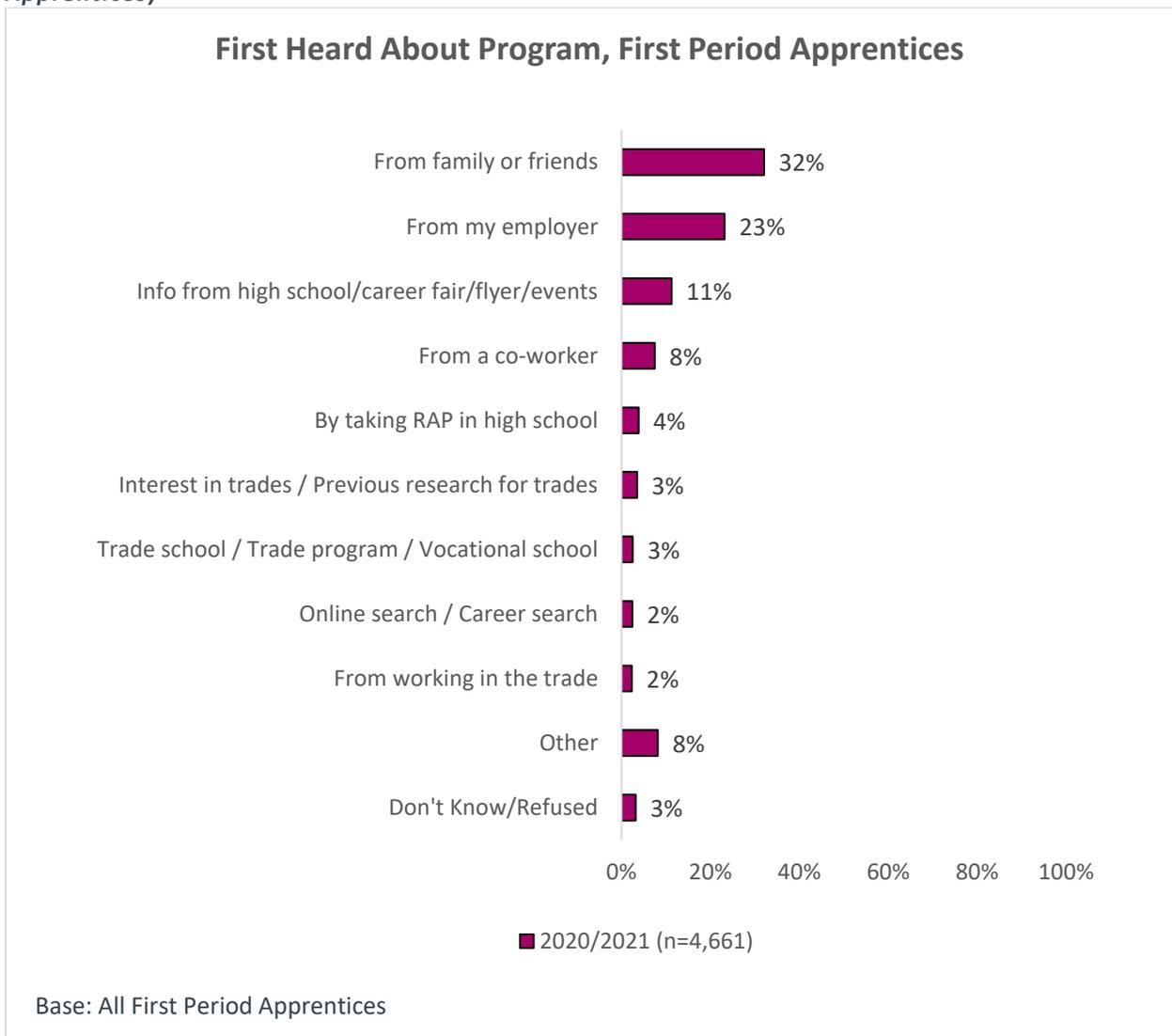
4.1.2 Accessing Apprenticeship

4.1.2.1 PROGRAM AWARENESS

In 2020/2021, a new series of questions was added to the survey that were intended to better understand awareness of the apprenticeship program and apprentices' experiences in finding an employer.

In terms of where they first heard about their apprenticeship program, First Period Apprentices most often report first hearing about it from family or friends (32%) or from their employer (23%).

Figure 5: How did you first hear about this apprenticeship program? (FP2, First Period Apprentices)



FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

First Period Apprentices in the following programs were **more likely to have first heard about the program from family and/or friends**: Electrician (46%), Heavy Equipment Technician (37%), and Ironworker (47%).

Conversely, those in the Crane and Hoisting Equipment Operator (53%) and Steamfitter-Pipefitter (30%) programs were **more likely to report hearing about their apprenticeship program from their employer** (a similar trend was also seen with regards to hearing about it from a co-worker).

4.1.2.2 FINDING AN EMPLOYER

Just over half of Graduates (51%) report that they were already employed in the trade when they decided to do an apprenticeship, which is comparable to 50% of First Period Apprentices.

Approximately one-quarter of those who were already employed when deciding to do an apprenticeship report that registering as an apprentice was required by their employer (26% of Graduates and 26% of First Period Apprentices).

Figure 6: Thinking about becoming a registered apprentice, which of the following is most true for you? (F2Y, Graduates)

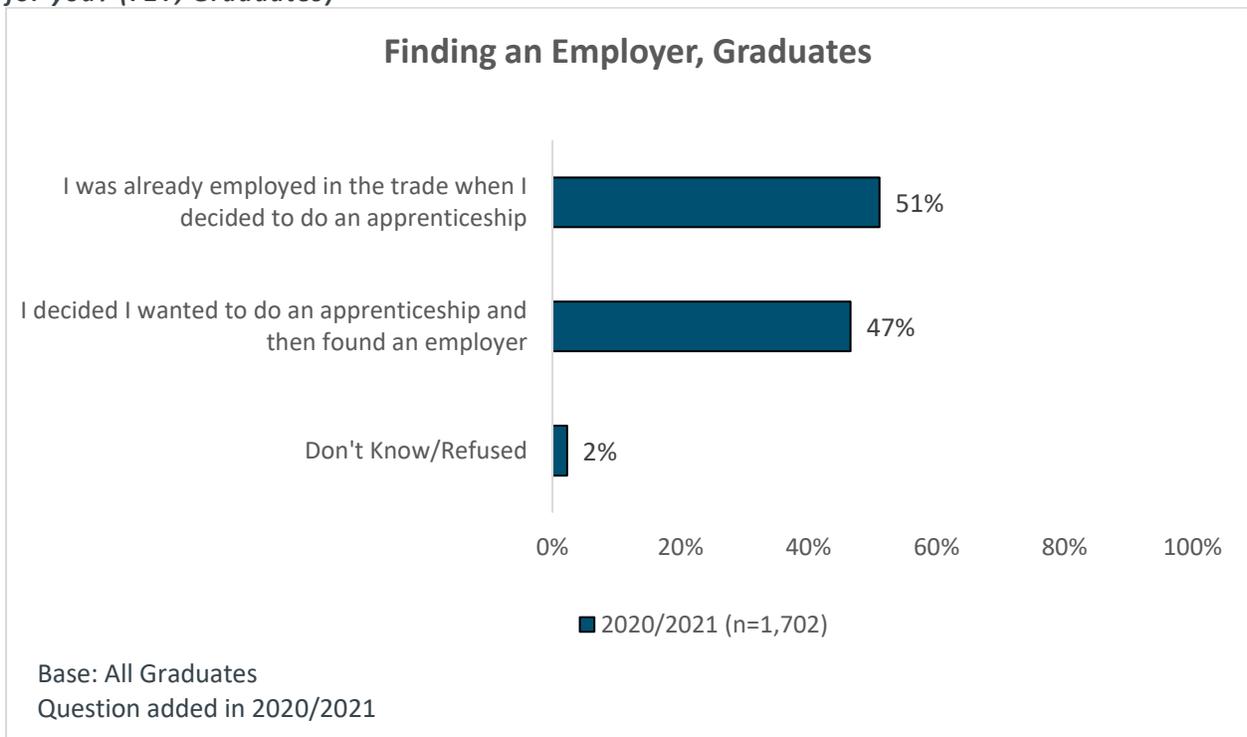
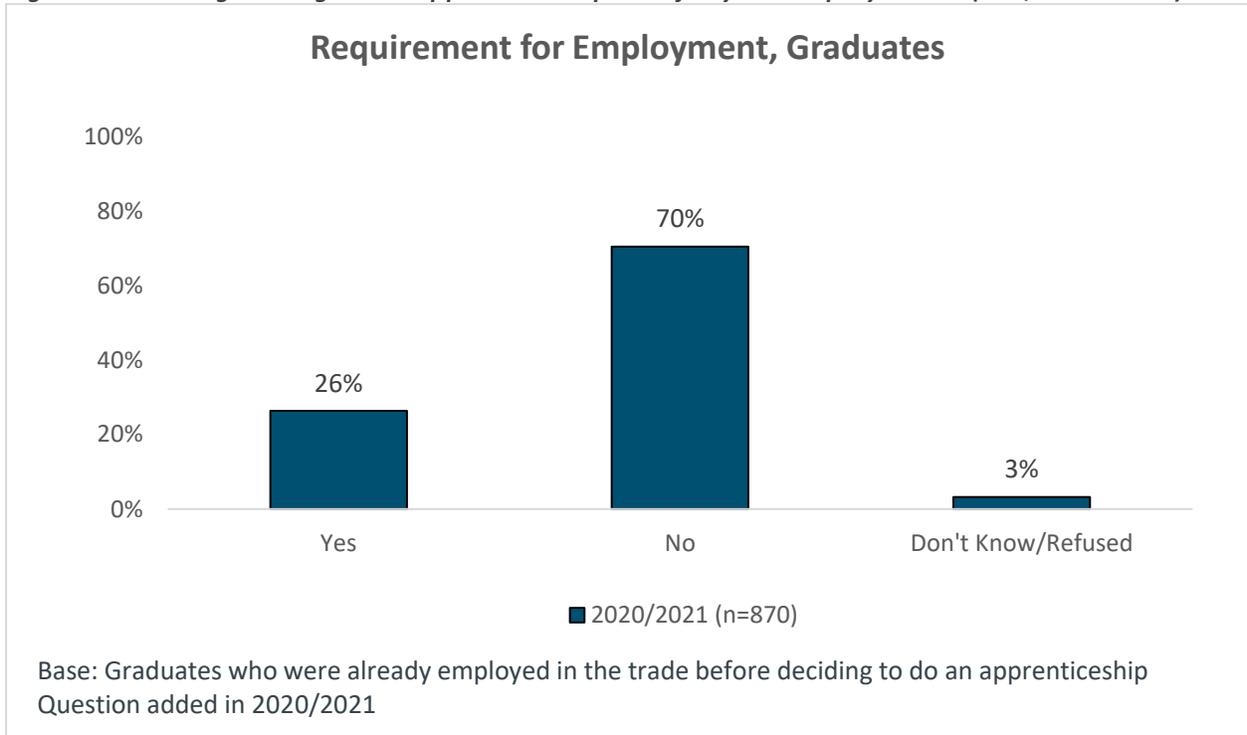


Figure 7: Was registering as an apprentice required for your employment? (F2Z, Graduates)



GRADUATE SUB-SEGMENT DIFFERENCES

Graduates in the Architectural Construction (69%) and Vehicle & Related (55%) programs are more likely to report that they were **already employed in the trade** when they decided to do an apprenticeship. Conversely, Graduates in Electrical programs are more likely to report **deciding to do an apprenticeship first** (61%).

With regards to being a requirement for employment, this is more often a condition in Northeast Alberta (37%), as opposed to Southern Alberta (21%) and Urban (26%) regions.

In terms of demographics, men are more likely to report being in the trade already (53%, versus 39% of women).

Figure 8: Thinking about becoming a registered apprentice, which of the following is most true for you? (F2Y, First Period Apprentices)

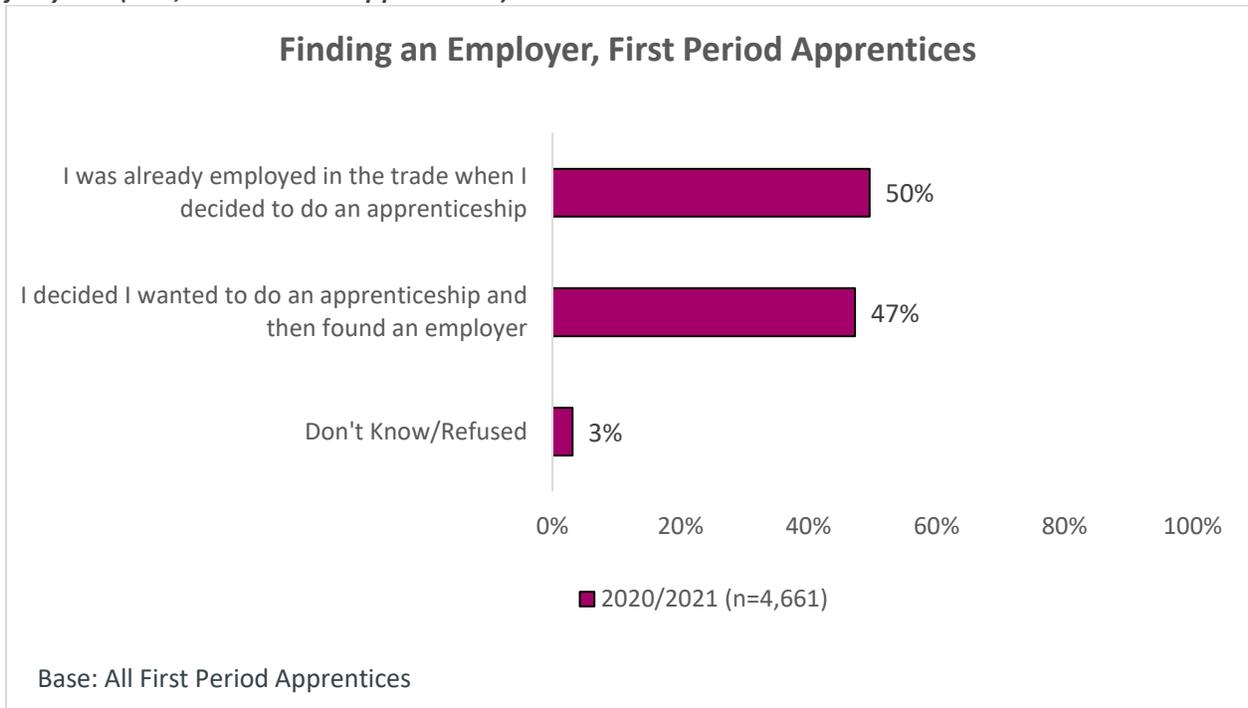
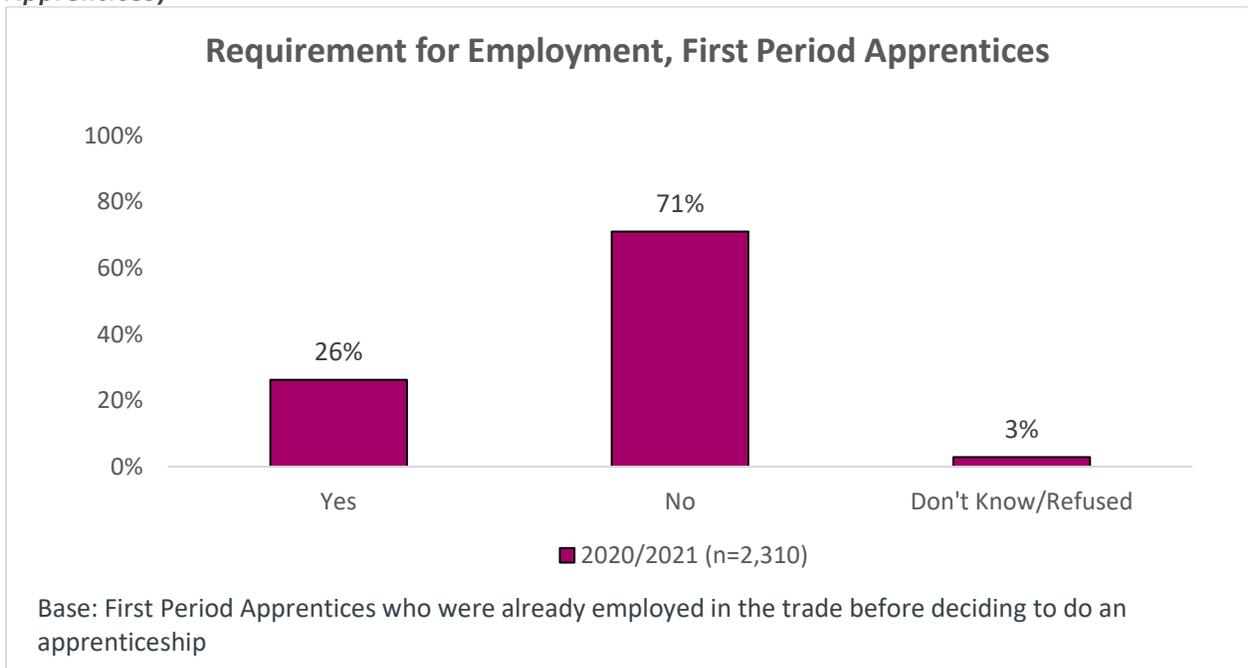


Figure 9: Was registering as an apprentice required for your employment? (F2Z, First Period Apprentices)



First Period Apprentices were also asked a series of questions about how they found their employer and how difficult this was. Roughly one-quarter already had an employer (24%), while 35% report that it took them less than a month (22% in one week or less). Over two-thirds report that it took them one month or longer (36%).

More than 4 in 10 found their employer through a friend or family member (44%) or through a job search site such as Monster or Indeed (17%). Overall, two-thirds report that it was somewhat (26%) or very (40%) easy to find their employer, while 31% found it somewhat (21%) or very (10%) difficult.

Figure 10: How long did it take you to find your first employer? (FP4B, First Period Apprentices)

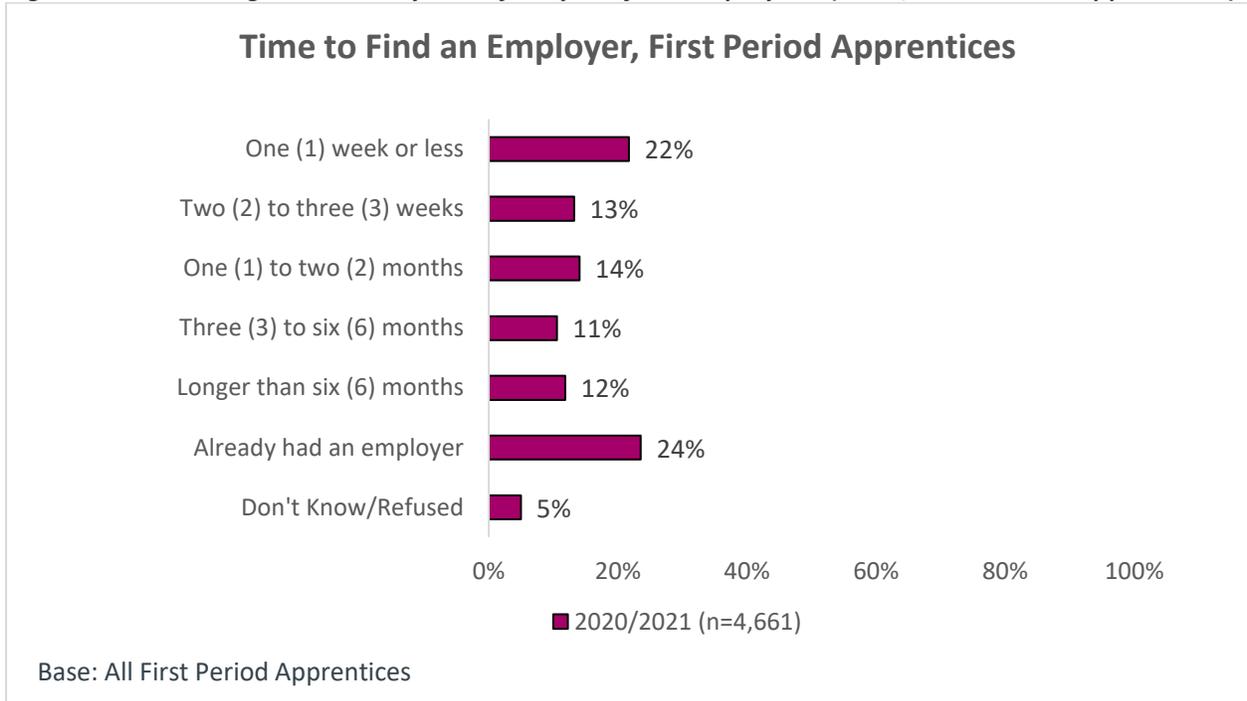


Figure 11: How did you find your first employer? (FP4C, First Period Apprentices)

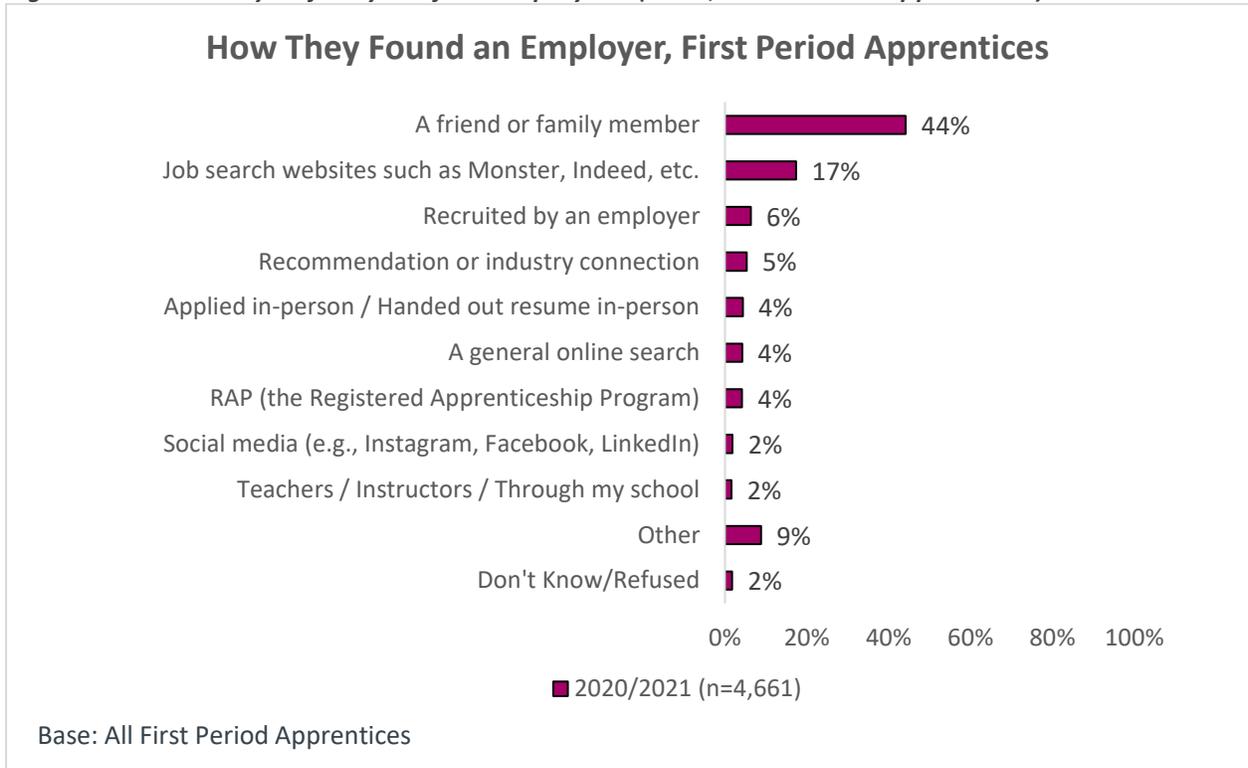
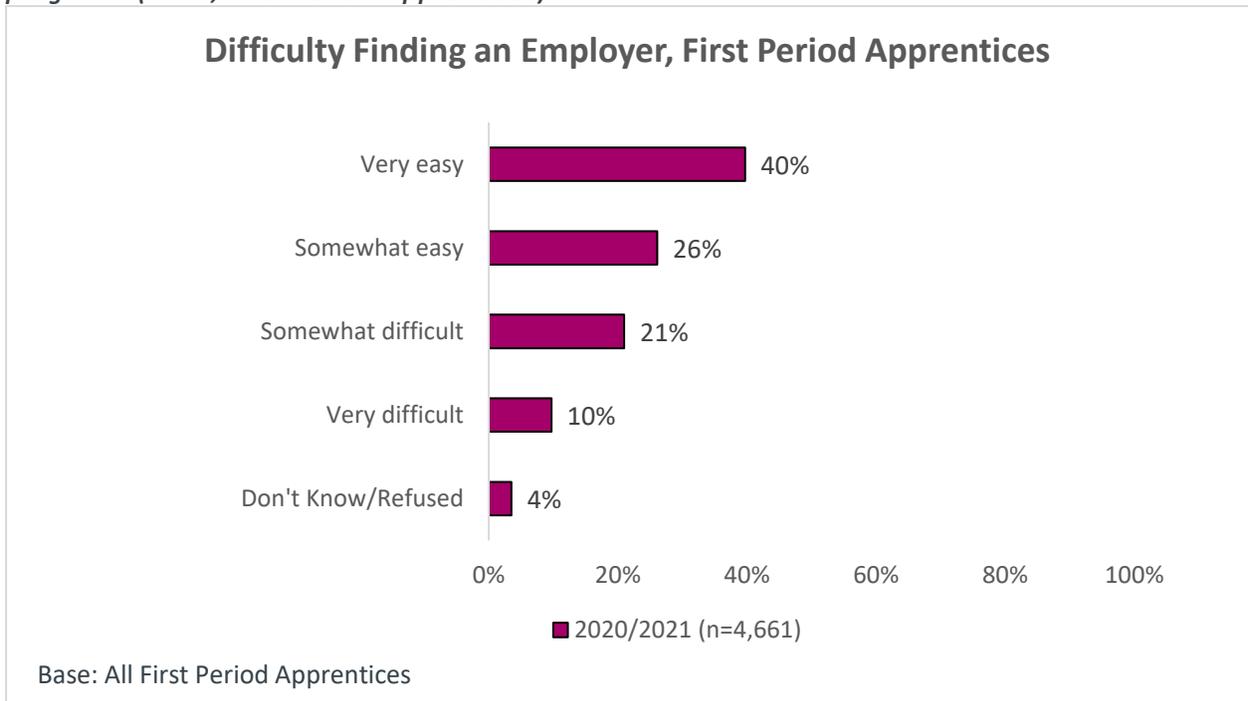


Figure 12: How difficult was it for you to find your first employer for your apprenticeship program? (FP4A, First Period Apprentices)



FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

Programs in which First Period Apprentices were more likely to report **already being employed** in the trade before deciding to do an apprenticeship (as opposed to finding an employer after deciding to do an apprenticeship) included: Welder (55%), Steamfitter-Pipefitter (64%), Carpenter (62%), and Crane and Hoisting Equipment Operator (85%).

Men (53%) are also more likely to report already being employed in the trade (compared to 34% of women). Conversely, women (61%) and Indigenous respondents (53%) are more likely to report deciding to do an apprenticeship before finding an employer.

FPA's in the following programs are more likely to report that an apprenticeship **was required for their employment**: Electrician (33%), Hairstylist (54%), Plumber (36%), and Ironworker (39%).

Apprentices who identify as being a visible minority are also more likely to report that registering was required by their employer – 36% versus 24% of not visible minority respondents.

Respondents in Urban regions (34%) are significantly more likely to report that it was **difficult finding their employer**, including Calgary and Edmonton (both 34%, versus Red Deer at 26%). Programs that report experiencing more difficulty included Hairstylist (41% found it difficult) and Automotive Service Technician (39%).

First Period Apprentices who participated in RAP are more likely to report that it was **easy to find their first employer** (74%, versus 66% of all First Period Apprentices). Interestingly, Non-Progressors are more likely to report that they found it easy to find their first employer – 74% versus 62% of Progressors.

In terms of demographics, subsegments that report more difficulty finding an employer include: Women (36% found it difficult, versus 30% of men); those with disabilities (37% versus 30% of individuals without a disability); and visible minorities (41% versus 28% of those who do not identify as a visible minority).

4.1.2.3 CHALLENGES BECOMING AN APPRENTICE

Slightly more than half of First Period Apprentices report that they experienced challenges when first trying to become an apprentice. These challenges most frequently include a lack of finances (17% of all First Period Apprentices) and inability to find an employer (16%). Twelve percent (12%) changed employers to find a better fit.

Figure 13: Did you experience any of the following when first trying to become an apprentice? (FP3, First Period Apprentices)

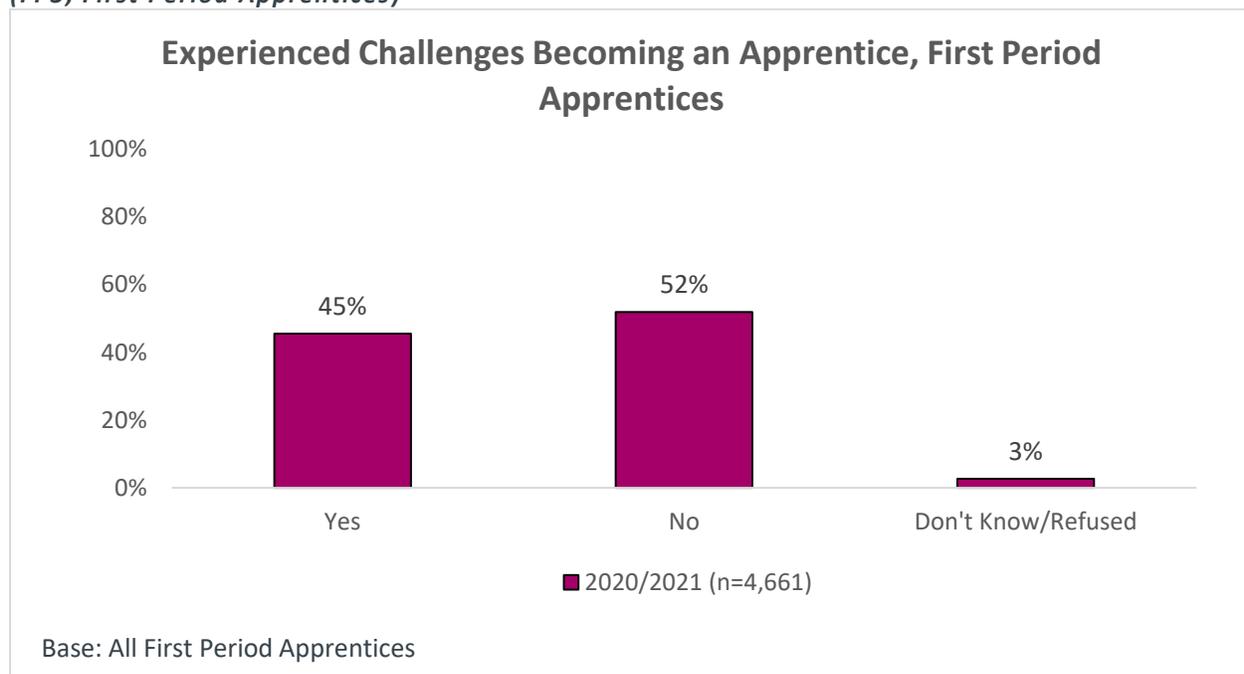


Table 5: Challenges Becoming an Apprentice (First Period Apprentices)

	Percent of Respondents
Base: All First Period Apprentices	2020/2021 (n=4,661)
Experienced Any Challenges	45%
Lack of finances	17%
Could not find an employer	16%
Changed employers trying to find the right one	12%
Did not meet entrance requirements	7%
Failed entrance exam	4%
Language barrier	3%
Other	7%
None/No Challenges	52%
Don't Know	2%
Refused/prefer not to answer	1%

FP3. Did you experience any of the following when **first** trying to become an apprentice?

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

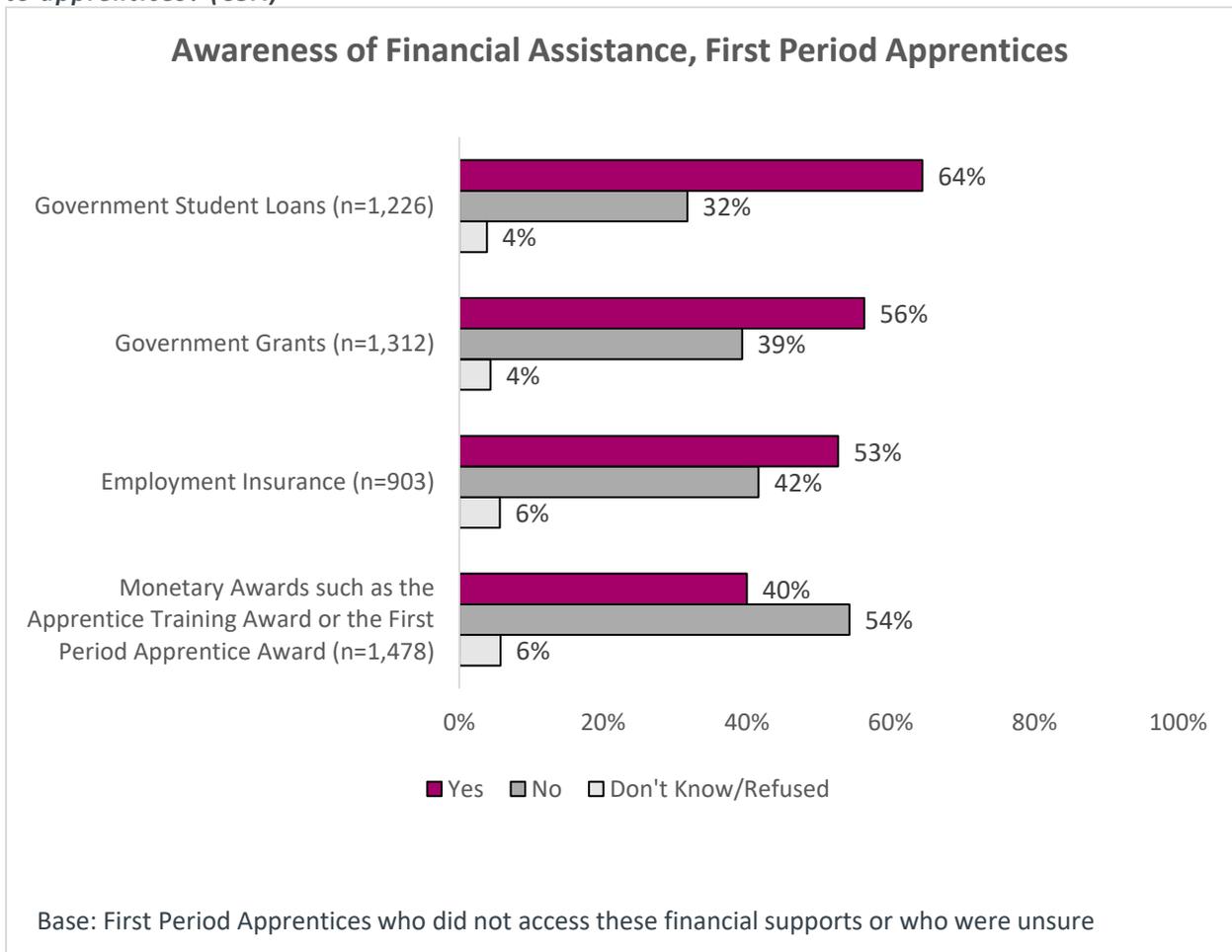
Generally speaking, Urban respondents (e.g., Calgary and Edmonton) and First Period Apprentices in the Electrician, Hairstylist, and Automotive Service Technician programs are more likely to cite **challenges with finances and/or finding an employer/finding the right employer** – the top challenges among all First Period Apprentices.

In terms of demographics, subsegments that more commonly reported experiencing difficulties including a lack of finances, being unable to find an employer, and changing employers included women, those with disabilities, and visible minorities.

4.1.2.4 FINANCIAL ASSISTANCE AWARENESS

With regards to the types of financial assistance available to apprentices, First Period Apprentices are most aware of Government Student Loans (64%), Government Grants (56%), and Employment Insurance (53%). Conversely, fewer than half are aware of Monetary Awards (40%), such as the Apprenticeship Training Award or the First Period Apprentice Award.

Figure 14: Before today, were you aware of the following types of financial assistance available to apprentices? (C5A)



FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

Apprenticeship programs that report **higher awareness of the types of financial aid available** included Electrician and Welder (varying percentages depending on the specific type of financial support).

First Period Apprentices who participated in RAP are more likely to report being aware of Monetary Awards – 45% as opposed to 40% of all First Period Apprentices.

Generally speaking, men, non-Indigenous apprentices, and not visible minority respondents report higher awareness of different types of financial supports (compared to women, Indigenous apprentices, and visible minorities).

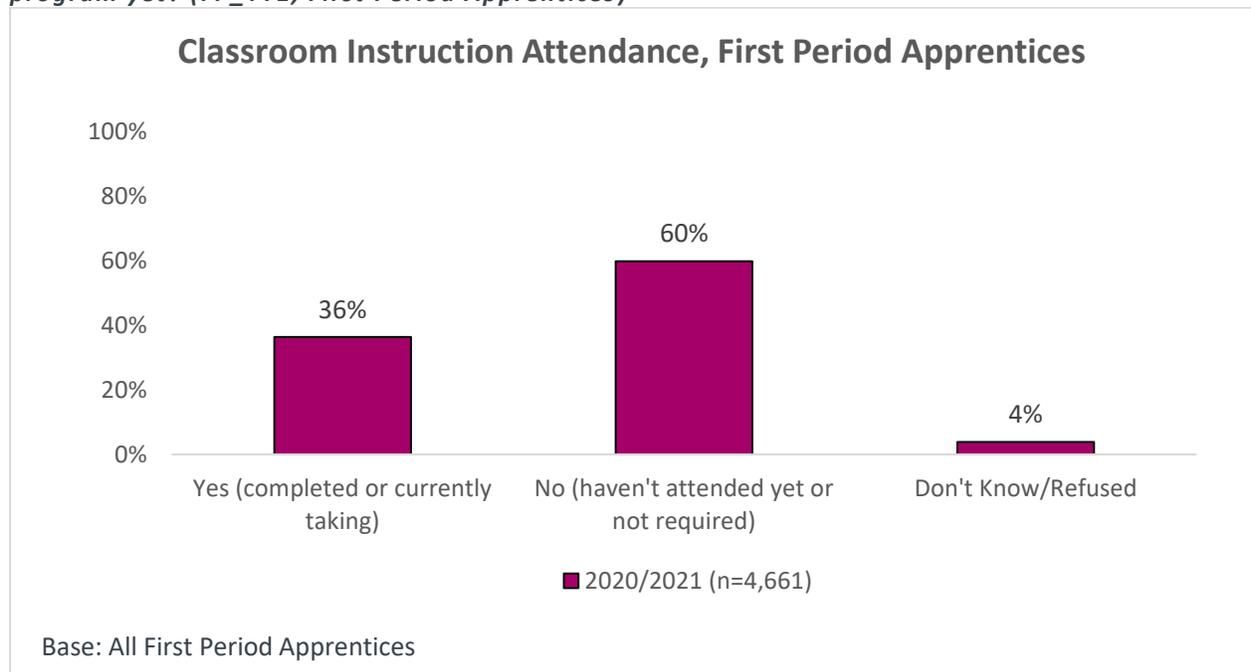
4.1.3 Progression

4.1.3.1 ATTENDANCE AND PREPARATION

Classroom instruction (previously referred to as “Technical Training”⁷) is the theory portion of the program that represents 20% of learning and that happens through school or through an educational provider. More than one-third of First Period Apprentices have completed (25%) or are currently taking (12%) their classroom instruction, while 54% have not completed it yet and 5% are not required to (e.g., have challenged and passed the exam).

Among First Period Apprentices who have not yet taken classroom instruction, 90% agree they feel confident in their ability to complete the in-class coursework, and 84% feel prepared, overall. Among those who have taken classroom instruction, 86% agree that they felt prepared for it.

Figure 15: Have you attended your first period of technical training for your apprenticeship program yet? (FP_TT1, First Period Apprentices)



⁷ The survey also referred to classroom instruction as “technical training.” This language is still used in charts/tables as applicable, to reflect the response options as shown in the survey.

Table 6: Classroom Instruction Attendance (First Period Apprentices)

	Percent of Respondents
Base: All First Period Apprentices	2020/2021 (n=4,661)
Yes	36%
Yes, I have completed my technical training	25%
Yes, I am currently taking technical training	12%
No	60%
No, I have not attended technical training yet	54%
No, I am not required to take technical training for first period (challenged and passed exam/got credit for first period)	5%
Don't Know	3%
Refused/prefer not to answer	1%

FP_TT1. Have you attended your first period of technical training for your apprenticeship program yet?

Figure 16: Thinking about first period technical training, how strongly do you agree or disagree that...? (FP_TT2, First Period Apprentices)

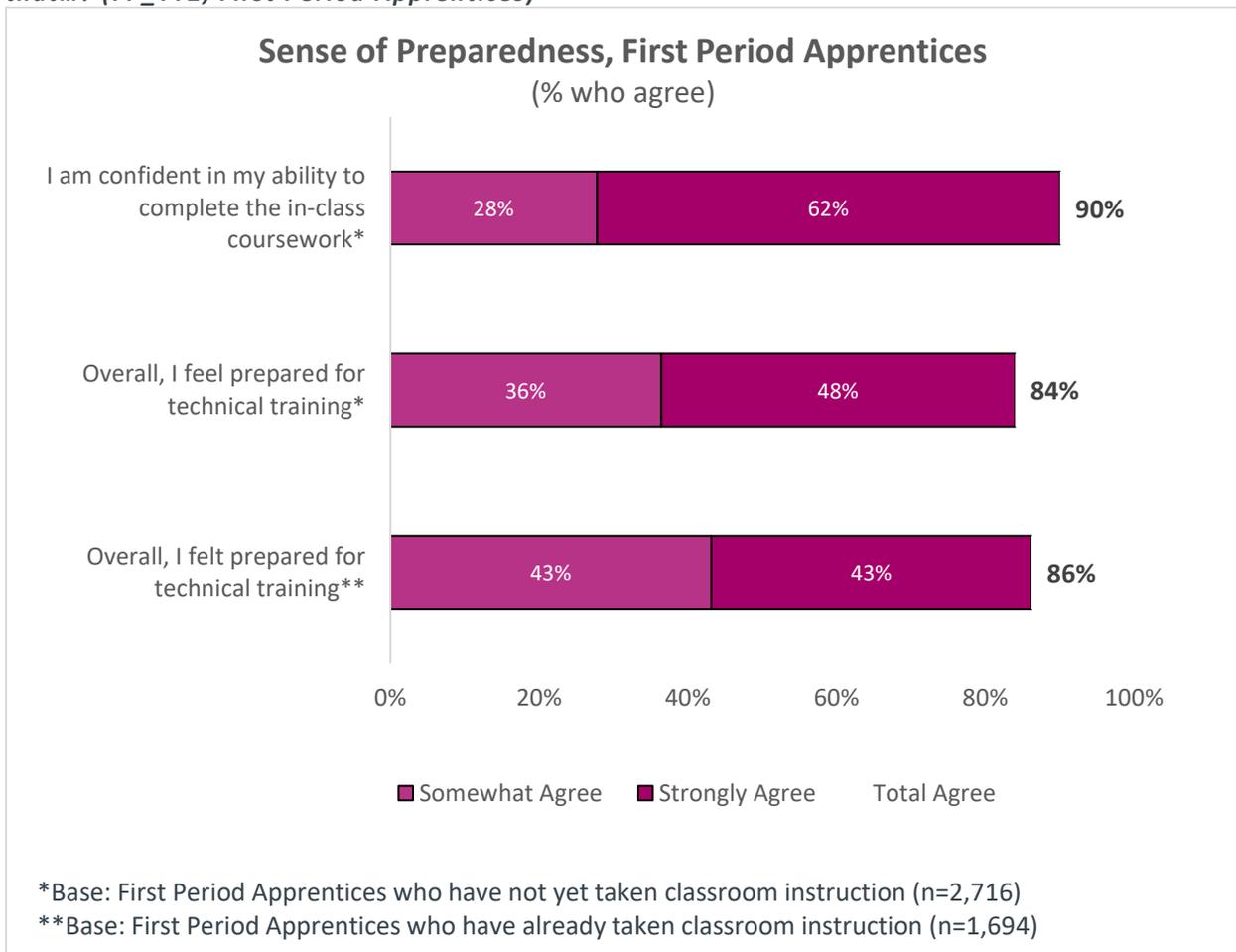


Table 7: Sense of Preparedness (First Period Apprentices)

"I am confident in my ability to complete the in-class coursework"	Percent of Respondents
Base: First Period Apprentices who have <u>not yet</u> taken classroom instruction	2020/2021 (n=2,716)
Total Agree	90%
Strongly agree	62%
Somewhat agree	28%
Total Disagree	5%
Somewhat disagree	3%
Strongly disagree	1%
Don't Know	4%
Refused	2%

FP_TT2_B. Thinking about first period technical training, how strongly do you agree or disagree that...?

Table 8: Sense of Preparedness (First Period Apprentices)

"Overall, I <u>feel</u> prepared for technical training"	Percent of Respondents
Base: First Period Apprentices who have <u>not yet</u> taken classroom instruction	2020/2021 (n=2,716)
Total Agree	84%
Strongly agree	48%
Somewhat agree	36%
Total Disagree	9%
Somewhat disagree	6%
Strongly disagree	3%
Don't Know	5%
Refused	2%

FP_TT2_A. Thinking about first period technical training, how strongly do you agree or disagree that...?

Table 9: Sense of Preparedness (First Period Apprentices)

"Overall, I <u>felt</u> prepared for technical training"	Percent of Respondents
Base: First Period Apprentices who have taken classroom instruction	2020/2021 (n=1,694)
Total Agree	86%
Strongly agree	43%
Somewhat agree	43%
Total Disagree	12%
Somewhat disagree	8%
Strongly disagree	4%
Don't Know	1%
Refused	<1%

FP_TT2_C. Thinking about first period technical training, how strongly do you agree or disagree that...?

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

First Period Apprentices in Southern Alberta (42%) and/or Calgary (43%) are more likely to report **having completed or are currently completing their technical training** (versus 36% of all First Period Apprentices). Those in the Hairstylist program are also far more likely to have taken their first period (67%). Regarding demographics, women (53%) and those with disabilities (43%) are also more likely to have attended their first period.

First Period Apprentices who participated in RAP are less likely to report having attended their first period of classroom instruction – 32% as opposed to 36% of all First Period Apprentices. First Period Apprentices who took RAP but have not yet completed their classroom instruction are less likely to report feeling confident in their ability to complete in-class coursework (86%, versus 90% of all First Period Apprentices).

With regards to **feeling prepared**, those in the Heavy Equipment Technician program are significantly more likely to have felt prepared (93%) or to feel prepared (if upcoming; 91%) for their classroom instruction – whereas Hairstylist was significantly less likely to report the same (67% of those who have yet to take it feel prepared, while 77% of those who have taken it felt they were prepared, in hindsight).

Unsurprisingly, Progressors who completed classroom instruction agree that they felt prepared for classroom instruction, thinking about it in hindsight (90% versus 81% of Non-Progressors and 70% of those classified as “Other” – e.g., those facing delays in their program).

In terms of demographics, men, non-Indigenous apprentices, persons without disabilities, and not visible minority respondents are more likely to have agreed that they feel or felt prepared for their classroom instruction, and feel confident in their ability to complete the in-class coursework.

Most Graduates attended NAIT (36%) and SAIT (30%), similar to First Period Apprentices who have attended classroom instruction (28% and 25%, respectively).

Table 10: Classroom Instruction Provider (Graduates)

	Percent of Respondents
Base: All Graduates	2020/2021 (n=1,761)
NAIT	36%
SAIT	30%
Red Deer Polytechnic	8%
Northwestern Polytechnic (NWP)	5%
Lethbridge College	4%
Lakeland College	2%
Medicine Hat College	2%
Keyano College	2%
Olds College	2%
Other (1% of respondents or less)	8%
Did not attend/technical training was not required/challenged and passed exam(s)	1%
Don't Know	1%
Refused	<1%

C1. At which post-secondary institution or educational provider did you attend technical training?

Table 11: Classroom Instruction Provider (First Period Apprentices)

	Percent of Respondents
Base: First Period Apprentices who have attended/are attending classroom instruction	2020/2021 (n=1,694)
NAIT	28%
SAIT	25%
MC College Group	6%
Red Deer Polytechnic	6%
Lethbridge College	5%
Northwestern Polytechnic (NWP)	4%
Delmar College of Hair Design Ltd	3%
Lakeland College	3%
Olds College	2%
Keyano College	2%
Other (1% of respondents or less)	15%
Did not attend/technical training was not required/challenged and passed exam(s)	-
Don't Know	1%
Refused	1%

C1. At which post-secondary institution or educational provider did you attend technical training?

Whereas most Graduates report doing some of their classroom instruction prior to the onset of the pandemic (in March 2020) and some during the pandemic (68%), more than half of First Period Apprentices (58%) have only experienced classroom instruction during the pandemic.

Figure 17: The COVID-19 pandemic may have impacted your technical training experience. Please indicate which of the following scenarios best describes your experience with technical training. (COV1, Graduates)

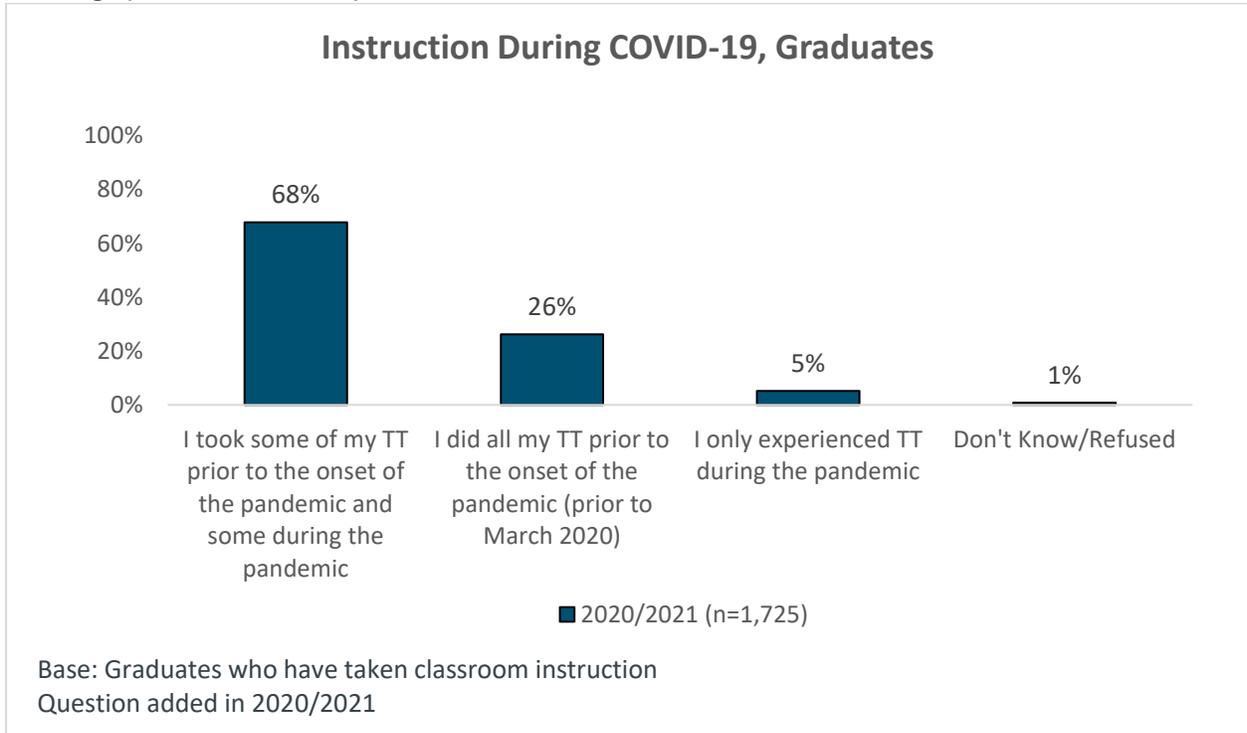
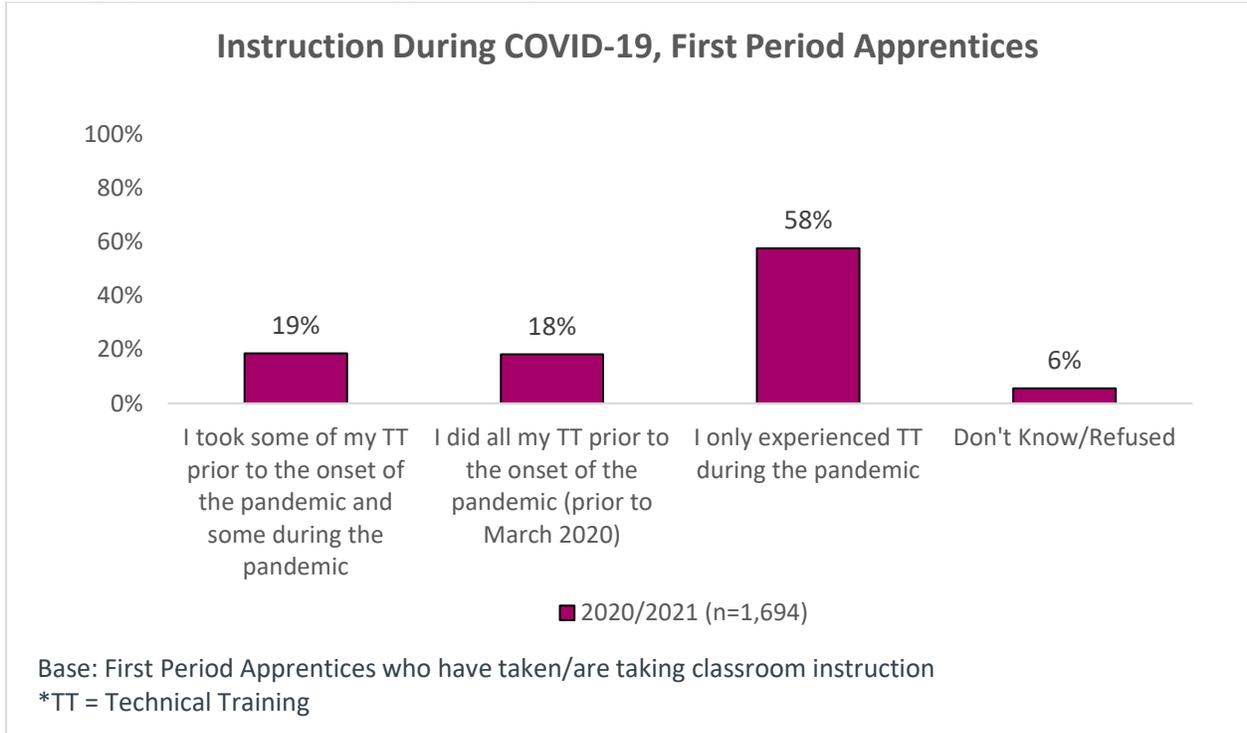


Figure 18: The COVID-19 pandemic may have impacted your technical training experience. Please indicate which of the following scenarios best describes your experience with technical training. (COV1, First Period Apprentices)



Graduates and First Period Apprentices were both asked about the forms of instruction they experienced during their apprenticeship, **prior to the COVID-19 pandemic**. All respondents who had taken or who are taking classroom instruction were asked about traditional classroom labs or lectures, while other forms of learning were only available for specific apprenticeship programs. Overall, 89% of Graduates and 78% of First Period Apprentices report having experience with traditional classroom labs or lectures during their program.

Please Note: Prior to 2020/2021, the question was phrased as “Which of the following forms of instruction did you have experience with during your apprenticeship?” (Graduates only, as First Period Apprentices were not surveyed in prior years). For this reason, Graduate results for 2020/2021 have not been compared to those from previous years.

Figure 19: Prior to the pandemic, did you have experience with the following form(s) of technical training during your apprenticeship? (C4A, Graduates)

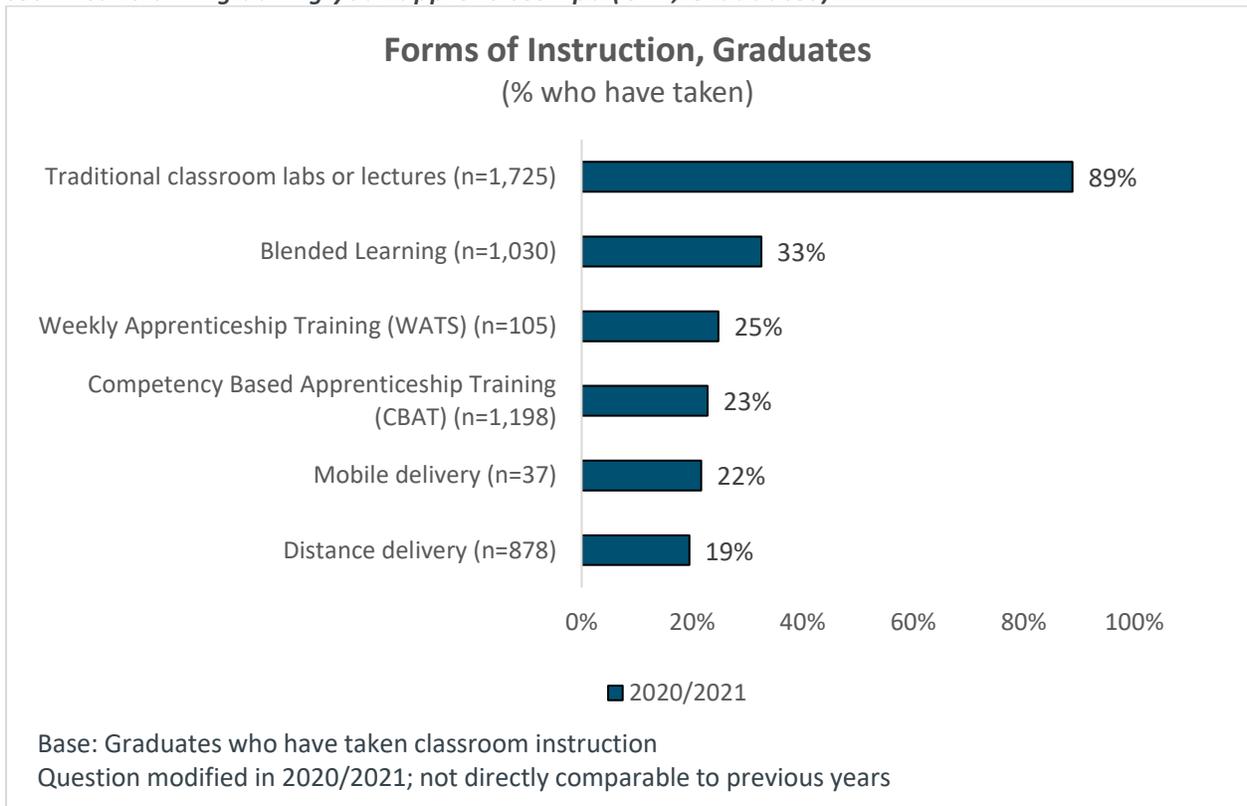


Table 12: Forms of Instruction (Graduates)

	Percent of Respondents 2020/2021				
	Yes	No	N/A	Don't Know	Refused
<i>Base: Graduates who have taken classroom instruction; bases for each form of instruction depend on the apprenticeship programs available via each form.</i>					
Traditional classroom labs or lectures (n=1,725)	89%	8%	2%	1%	<1%
Blended Learning (n=1,030)	33%	64%	1%	2%	<1%
Weekly Apprenticeship Training (WATS) (n=105)	25%	64%	9%	3%	-
Competency Based Apprenticeship Training (CBAT) (n=1,198)	23%	69%	4%	4%	<1%
Mobile delivery (n=37)	22%	59%	11%	8%	-
Distance delivery (n=878)	19%	74%	3%	2%	<1%

C4A. Prior to the pandemic, did you have experience with the following form(s) of technical training during your apprenticeship?

Figure 20: Prior to the pandemic, did you have experience with the following form(s) of technical training during your apprenticeship? (C4A, First Period Apprentices)

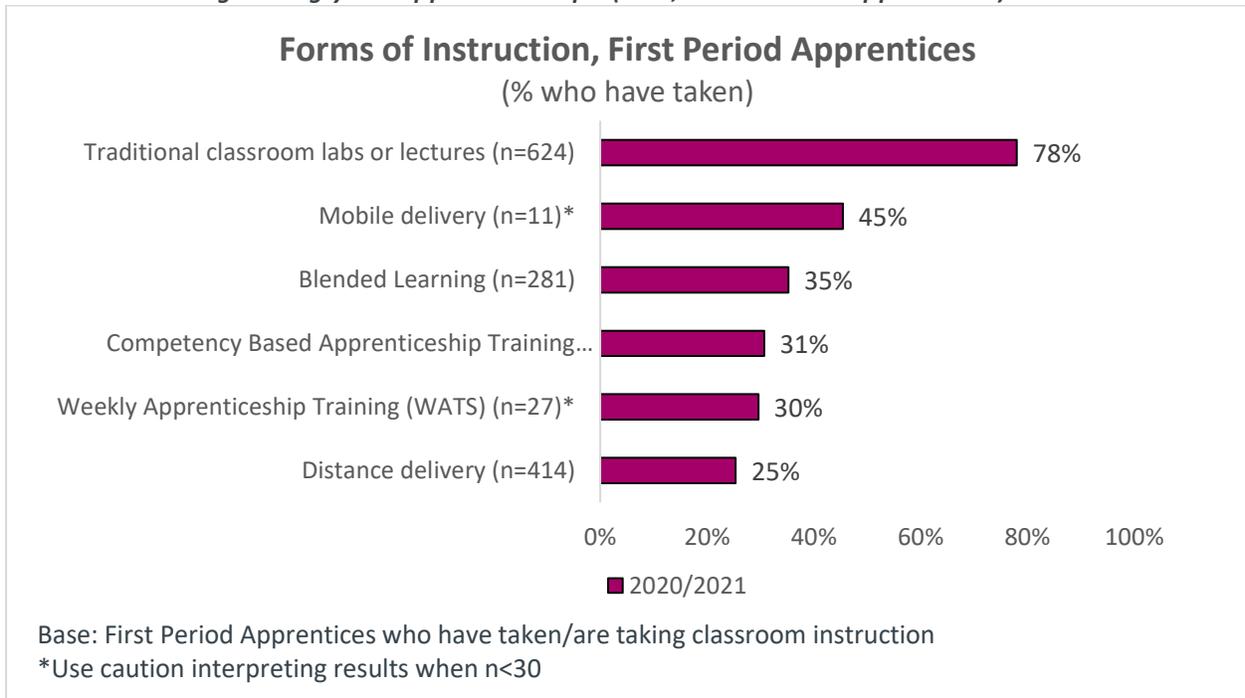


Table 13: Forms of Instruction (First Period Apprentices)

	Percent of Respondents 2020/2021				
	Yes	No	N/A	Don't Know	Refused
Base: First Period Apprentices who have taken classroom instruction.					
Traditional classroom labs or lectures (n=624)	78%	16%	2%	3%	<1%
Mobile delivery (n=11)*	45%	55%	-	-	-
Blended Learning (n=281)	35%	58%	2%	4%	-
Competency Based Apprenticeship Training (CBAT) (n=319)	31%	56%	4%	8%	1%
Weekly Apprenticeship Training (WATS) (n=27)*	30%	44%	19%	7%	-
Distance delivery (n=414)	25%	62%	7%	6%	1%

C4A. Prior to the pandemic, did you have experience with the following form(s) of technical training during your apprenticeship?

*Use caution interpreting data when n<30

FORMS OF INSTRUCTION: DEFINITIONS AND BASES

- **Traditional classroom labs or lectures:** Also referred to as block release, this form means you attend technical training full-time for a specific period of time (e.g., 8 weeks). This is the traditional way of instruction in which an apprentice leaves work and goes to school for a block of time. There is a set curriculum and a fixed time period.
- **Distance delivery:** Modular learning over a distance using telecommunication technology using theory modules. This type of instruction is intended to reduce the amount of time an apprentice has to spend away from the work site or home. The apprentice must still attend the post-secondary institution/educational provider during the day, and possibly during some evenings or weekends to complete the laboratory or practical competencies.
 - *Only asked of those in the following programs: Electrician, Welder, Industrial Mechanic (Millwright), Heavy Equipment Technician, Parts Technician, Hairstylist, Locksmith.*
- **Competency Based Apprenticeship Training (CBAT):** Modular based learning program in which you proceed at your own pace. In this type of instruction, apprentices have a fixed start date for their course, but their completion date will vary depending on how quickly or slowly they are able to master the objectives of the program. Learning can be extended by up to 2 weeks longer than traditional technical training.
 - *Only asked of those in the following programs: Carpenter, Electrician, Plumber, Steamfitter-Pipefitter, Gasfitter, Auto Service Technician, Welder, Industrial Mechanic, Heavy Equipment Technician, Instrument and Control Technician, Sprinkler Systems Installer, Locksmith.*
- **Mobile delivery:** The post-secondary institution/educational provider moves to the location where the technical training is required.
 - *Only asked of those in the following programs: Crane and Hoisting Equipment Operator.*
- **Weekly Apprenticeship Training (WATS):** One day per week apprenticeship technical training. The apprentice takes technical training in short segments over an extended period of time and can remain employed full time while learning. The apprentice should live and work near the post-secondary institution/educational provider .
 - *Only asked of those in the following programs: Cook, Baker, or Parts Technician.*
- **Blended Learning:** A combination of theory delivered online via e-Learning while the practical portion of technical training takes place at the shop facilities of the post-secondary institution/educational provider. The e-Learning portion consists of educational materials such as digital and multimedia learning objects, simulations, videos, and electronic apprentice assessments, and provides opportunities for apprentices and instructors to interact in a virtual classroom.
 - *Only asked of those in the following programs: Carpenter, Electrician, Plumber, Auto Service Technician, Welder, Machinist, Heavy Equipment Technician.*

4.1.3.2 EARLY EXITS

First Period Apprentices who are no longer in their first year of the program were asked a series of questions regarding the reasons for this. Overall, more than 6 in 10 report having progressed to another period or having completed the program (63%), while 25% are considered “non-progressors” in the sense that they left the program altogether (13%), changed to a different apprenticeship program (6%), or left the apprenticeship program for other reasons.

Those who changed programs most often explained that it simply was not the right program for them (48% cited it as one of their reasons, and 36% cited it as their main reason for changing programs). Those who left the apprenticeship altogether most often said the same thing – that it was not the right program for them (49% cited it as one of their reasons and 35% cited it as their main reason for leaving apprenticeship altogether).

Table 14: Reasons for Not Being a First Period Apprentice (First Period Apprentices)

	Percent of Respondents
Base: First Period Apprentices who report that they are not in the first period of their apprenticeship program	2020/2021 (n=757)
Progressed to Another Period (Progressors)	63%
Second period	46%
Third period	9%
Fourth period	4%
Completed the program/graduated	4%
Did Not Progress to Another Period (Non-Progressors)	25%
Left the program altogether	13%
Changed to a different apprenticeship program	6%
Personal reasons (e.g., health issues, financial issues)	2%
Changed to a different post-secondary program (not apprenticeship)	2%
Found a different job/changed career path	1%
Lack of employment in field or trade	1%
Other	10%
Already completed the first period*	2%
Have not yet enrolled/taking a break	2%
Completing first period in another province	2%
Have yet to complete the required hours/record book issues	1%
Have not yet successfully completed exams	1%
Other	3%
Don't Know	1%
Refused	1%

FP0. Why are you not a first period <<specific trade name>> apprentice?

*Unclear what the apprentice did after completing the first period.

Table 15: All Reasons for Changing Programs (First Period Apprentices)

	Percent of Respondents
<i>Base: First Period Apprentices who changed to another apprenticeship or other post-secondary program</i>	2020/2021 (n=61)
Decided it was not the right program for me	48%
Did not like the work environment	15%
Financial reasons	11%
Was laid off	11%
Did not like the work	10%
Lack of employment in the field or trade	5%
Unsupportive employer/lack of relevant training on the job	5%
Decided to go to university	3%
Family responsibilities	3%
Personal illness or disability	3%
Moved out of province	2%
On-the-job training was too difficult	2%
Other	7%
Don't Know	2%
Refused	15%

FPOA. Why did you change programs?

Table 16: Main Reason for Changing Programs (First Period Apprentices)

	Percent of Respondents
<i>Base: First Period Apprentices who changed to another apprenticeship or other post-secondary program</i>	2020/2021 (n=61)
Decided it was not the right program for me	36%
Financial reasons	8%
Did not like the work environment	7%
Was laid off	7%
Did not like the work	5%
Decided to go to university	3%
Unsupportive employer/lack of relevant training on the job	3%
Family responsibilities	2%
Lack of employment in the field or trade	2%
Personal illness or disability	2%
Other	10%
Don't Know	2%
Refused	15%

FPOB1. Of the following, what was your main reason for changing programs?

Table 17: All Reasons for Leaving the Program (First Period Apprentices)

	Percent of Respondents
<i>Base: First Period Apprentices who left the program altogether</i>	2020/2021 (n=98)
Decided it was not the right program/career for me	49%
Was laid off	22%
Did not like the work environment	21%
Financial reasons	19%
Lack of employment in the field or trade	13%
Did not like the work	12%
Family responsibilities	8%
Personal illness or disability	8%
Moved out of province	4%
On the job training was too difficult	4%
COVID-related	3%
Lack of employer support	3%
Technical training was too difficult	3%
Lack of sufficient training	2%
Other	8%
Don't Know	-
Refused	5%

FP0A2. Why did you leave the apprenticeship program altogether?

Table 18: Main Reason for Leaving the Program (First Period Apprentices)

	Percent of Respondents
<i>Base: First Period Apprentices who left the program altogether</i>	2020/2021 (n=98)
Decided it was not the right program/career for me	35%
Did not like the work environment	10%
Was laid off	10%
Financial reasons	9%
Lack of employment in the field or trade	6%
Personal illness or disability	5%
Did not like the work	3%
Moved out of province	3%
Family responsibilities	1%
Lack of employer support	1%
Other	8%
Don't Know	2%
Refused	6%

FP0B2. Of the following, what was your main reason for leaving the apprenticeship program?

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

Those in the Hairstylist and Plumber apprenticeship programs are significantly more likely to report **leaving the apprenticeship program altogether** – 24% of each, versus 13% of all those who are no longer in the program.

In terms of demographics, women (19%) are more likely than men (12%) to report having left the program altogether.

4.1.3.3 FINANCIAL ASSISTANCE ACCESS

Those who have taken or who are taking classroom instruction were asked whether they accessed any types of financial assistance during their apprenticeship program. Graduates frequently report using Employment Insurance (80%), personal savings (71%), and government grants (62%). Conversely, First Period Apprentices have relied more heavily on personal savings (67%), as opposed to EI for classroom instruction (47%).

Among those who received support from their employer (22%), Graduates most often report that their employer paid all their tuition (57%), similar to First Period Apprentices (59%).

Graduates whose employers paid some of their wages (n=71) report that they received 51% of their regular wage from their employer, on average, while First Period Apprentices (n=38) report that they received 62% of their regular wage, on average. For Graduates, this is a significant decrease from a mean of 83% as reported in 2018/2019.

Please Note: *In previous years, the question was phrased “Did you receive any of the following types of assistance during your Alberta apprenticeship program?” This question was also structured differently in previous years, so results are not directly comparable (previous years are not shown in the following charts and tables). Also new to the 2020/2021 question are the following types of financial assistance:*

- *Personal savings*
- *Financial support from employer*
- *Financial support from family*
- *Pandemic-related benefits (e.g., CERB, Canada Recovery Benefit, Canada Recovery Sickness Benefit, Canada Recovery Caregiving Benefit)*

Figure 21: Did you access any of the following to help pay for your Alberta apprenticeship program? (C5C, Graduates)

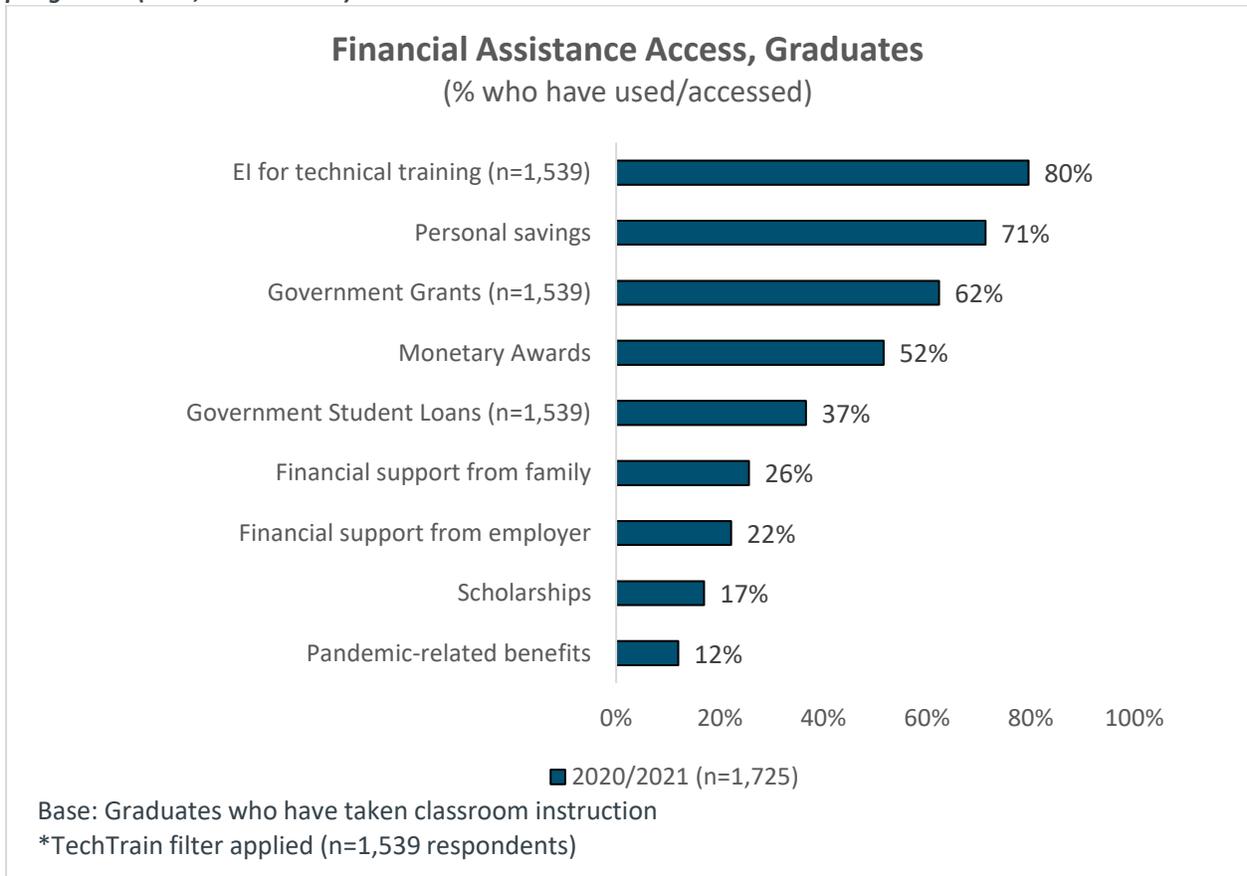


Table 19: Financial Assistance Access (Graduates)

Base: Graduates who have taken classroom instruction	Percent of Respondents 2020/2021 (n=1,725)			
	Yes	No	Don't Know	Refused
Employment Insurance for technical training (n=1,539)*	80%	20%	<1%	<1%
Personal savings	71%	27%	1%	1%
Government Grants (n=1,539)*	62%	36%	1%	1%
Monetary Awards (e.g., Apprentice Training Award or the First Period Apprentice Award)	52%	45%	3%	<1%
Government Student Loans (n=1,539)*	37%	62%	1%	<1%
Financial support from family	26%	73%	<1%	1%
Financial support from employer	22%	77%	<1%	1%
Scholarships	17%	80%	2%	1%
Pandemic-related benefits (e.g., CERB, Canada Recovery Benefit, Canada Recovery Sickness Benefit, CRCB)	12%	86%	1%	1%

C5C. Did you access any of the following to help pay for your Alberta apprenticeship program?

*TechTrain filter applied

Table 20: Employer Support (Graduates)

	Percent of Respondents
Base: Graduates who received financial support from their employer	2020/2021 (n=383)
Paid all tuition	57%
Paid all wages	27%
Paid some tuition	24%
Paid some wages	18%
Paid for extra education expenses (e.g., learning materials, equipment, exam fees)	3%
Paid for travel expenses (e.g., fuel, vehicle, plane tickets, accommodations)	2%
Reimbursement bonus based on grades or upon completion	2%
Other (1% of respondents or less)	3%
None of the above	2%
Don't Know	-
Refused	1%

C5CG1. What kind(s) of support did your employer provide you with?

GRADUATE SUB-SEGMENT DIFFERENCES

The following programs are more likely to have **accessed EI** for their apprenticeship program: Electrical (80%); Metal (80%); and Mechanical (83%).

Graduates in the Mechanical program are also more likely to report **using personal savings** (78%, versus 71% of all Graduates who took classroom instruction).

Graduates who took RAP in high school are more likely to report **receiving Monetary Awards** (62%, versus 52% of all Graduates).

In terms of demographics, men (77%) and Graduates without a disability (75%) are more likely to report **accessing EI**, compared to their counterparts (51% of women and 66% of individuals with a disability). Conversely, women (68%) and visible minorities (70%) are more likely to report receiving government grants (as opposed to 61% of men and 61% of not visible minority respondents).

Among those who received support from their employer, Graduates in Electrical programs are more likely than those in other apprenticeship programs to report that their employer **paid all of their wages** (44%, versus 27% of everyone who received financial support from their employer).

Employers are also more likely to pay all wages in the Northeast (48%) and Northwest (38%) regions, compared to 21% in Urban and 25% in Southern Alberta.

Demographically-speaking, women who received employer support are more likely to report that their employer paid all of their wages (55%, versus 25% of men).

Figure 22: Did you access any of the following to help pay for your Alberta apprenticeship program? (C5C, First Period Apprentices)

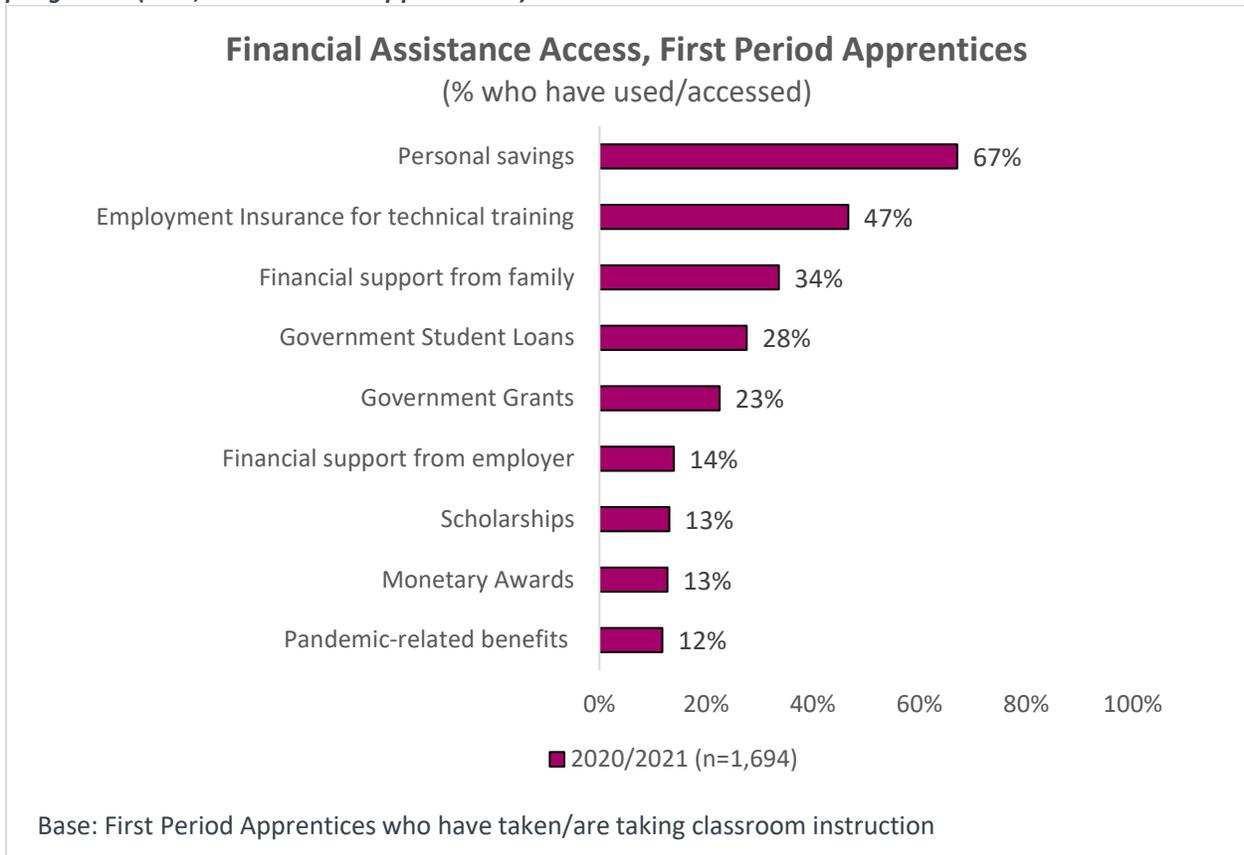


Table 21: Financial Assistance Access (First Period Apprentices)

	Percent of Respondents 2020/2021 (n=1,694)			
	Yes	No	Don't Know	Refused
Base: First Period Apprentices who have taken/are taking classroom instruction				
Personal savings	67%	31%	1%	1%
Employment Insurance for technical training	47%	49%	3%	1%
Financial support from family	34%	65%	1%	1%
Government Student Loans	28%	70%	2%	1%
Government Grants	23%	72%	5%	1%
Financial support from employer	14%	83%	2%	1%
Monetary Awards (e.g., Apprentice Training Award or the First Period Apprentice Award)	13%	79%	7%	1%
Scholarships	13%	82%	4%	1%
Pandemic-related benefits (e.g., CERB, Canada Recovery Benefit, Canada Recovery Sickness Benefit, Canada Recovery Caregiving Benefit)	12%	86%	1%	1%

C5C. Did you access any of the following to help pay for your Alberta apprenticeship program?

Table 22: Employer Support (First Period Apprentices)

	Percent of Respondents
	2020/2021 (n=236)
Base: First Period Apprentices who received financial support from their employer	
Paid all tuition	59%
Paid all wages	27%
Paid some wages	16%
Paid some tuition	13%
Paid for extra education expenses (e.g., learning materials, equipment, exam fees)	3%
Paid for travel expenses (e.g., fuel, vehicle, plane tickets, accommodations)	1%
Reimbursement bonus based on grades or upon completion	1%
Other (1% of respondents or less)	3%
None of the above	4%
Don't Know	2%
Refused	1%

C5CG1. What kind(s) of support did your employer provide you with?

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

Programs more likely to have **received EI for classroom instruction** included: Electrician (57%), Heavy Equipment Technician (54%), Steamfitter-Pipefitter (76%), Carpenter (72%), and Plumber (73%) – versus 47% of all First Period Apprentices.

Notably, those in the Hairstylist program were more likely to access **Government Student Loans** (55% versus 28% for all First Period Apprentices), as well as Government Grants (32% versus 23%). They were also less likely to report using personal savings (52% versus 67% of all First Period Apprentices).

RAP participants are more likely to have accessed **Monetary Awards** (28% versus 13% of all First Period Apprentices who took classroom instruction) and Scholarships (36% versus 13%).

In terms of demographics, men (55%) were more likely to access EI, whereas women were more likely to access government student loans (46%) and government grants (32%). Indigenous respondents are also more likely to report receiving government grants for their apprenticeship program (29%).

4.1.3.4 PROGRAM CHALLENGES AND INTERRUPTIONS

Overall, Graduates (20%) and First Period Apprentices (17%) cited financial problems or lack of financial support as the biggest challenge that they faced. This was followed by finding an employer (7% of Graduates and 8% of First Period Apprentices) and dealing with an unsupportive or unhelpful employer/supervisor (7% of Graduates and 5% of First Period Apprentices).

Please Note: The question was modified in the 2020/2021 survey so that respondents were shown a list of options (select all that apply plus an “other specify”), whereas in previous years the question was open-ended (no options shown to select from). As such, results are not directly comparable to previous years. However, top (unaided) responses from Graduates in 2018/2019 (n=3,409) included:

- Financial problems/low wages to start/lack of financial help – 18%
- General dislike of school/prefer working – 7%
- Getting papers signed/getting apprenticed/finding work – 7%
- Journeymen/applying my training/getting respect – 7%

Table 23: Biggest Challenge Faced (Graduates)

	Percent of Respondents
	2020/2021 (n=1,761)
Base: All Graduates	
Financial problems or lack of financial support	20%
Finding an employer	7%
Unsupportive/unhelpful employer/journeyperson/supervisor	7%
General dislike of school (i.e., prefer working)	4%
Work/life balance (e.g., school, work, family)	4%
Inconsistent employment	4%
Travel time/was inconvenient to access technical training	4%
Too much to learn	3%
Unsupportive job site culture	3%
Technical training was too difficult, in general	3%
Applying my technical training on-the-job	3%
Other (2% of responses or less)	20%
None/nothing	15%
Don't Know	2%
Refused	1%

F11_2021. What was the biggest challenge that you faced during your apprenticeship?

GRADUATE SUB-SEGMENT DIFFERENCES

Graduates in the Electrical program are more likely to report that finding an employer was their biggest challenge during their program (12%, versus 7% of all Graduates).

Those who identify as a visible minority are more likely to report that financial problems were their biggest challenge (25%, versus 19% of those who do not identify as a visible minority).

Table 24: Biggest Challenge Faced (First Period Apprentices)

	Percent of Respondents
Base: All First Period Apprentices	2020/2021 (n=4,661)
Financial problems or lack of financial support	17%
Finding an employer	8%
Unsupportive/unhelpful employer/journeyperson/supervisor	5%
General dislike of school (i.e., prefer working)	4%
Too much to learn	4%
On-the-job training was too difficult, in general	3%
Transitioning into the program/Adjusting to new situations (e.g., anxiety, nervous, expectations)	3%
Technical training was too difficult, in general	3%
Travel time/was inconvenient to access technical training	3%
COVID-related	3%
Other (2% of responses or less)	23%
None/nothing	18%
Don't Know	4%
Refused	1%

F11_2021. What was the biggest challenge that you faced during your first period?

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

Those in the Hairstylist (22%) and Plumber (24%) trades are **more likely to cite financial problems or lack of financial support** as the biggest challenge they faced during their first period – versus 17% of all First Period Apprentices. Hairstylist apprentices are also more likely to **cite challenges with finding an employer** (11% versus 8%) and **dealing with an unsupportive or unhelpful employer or supervisor** (9% versus 5%).

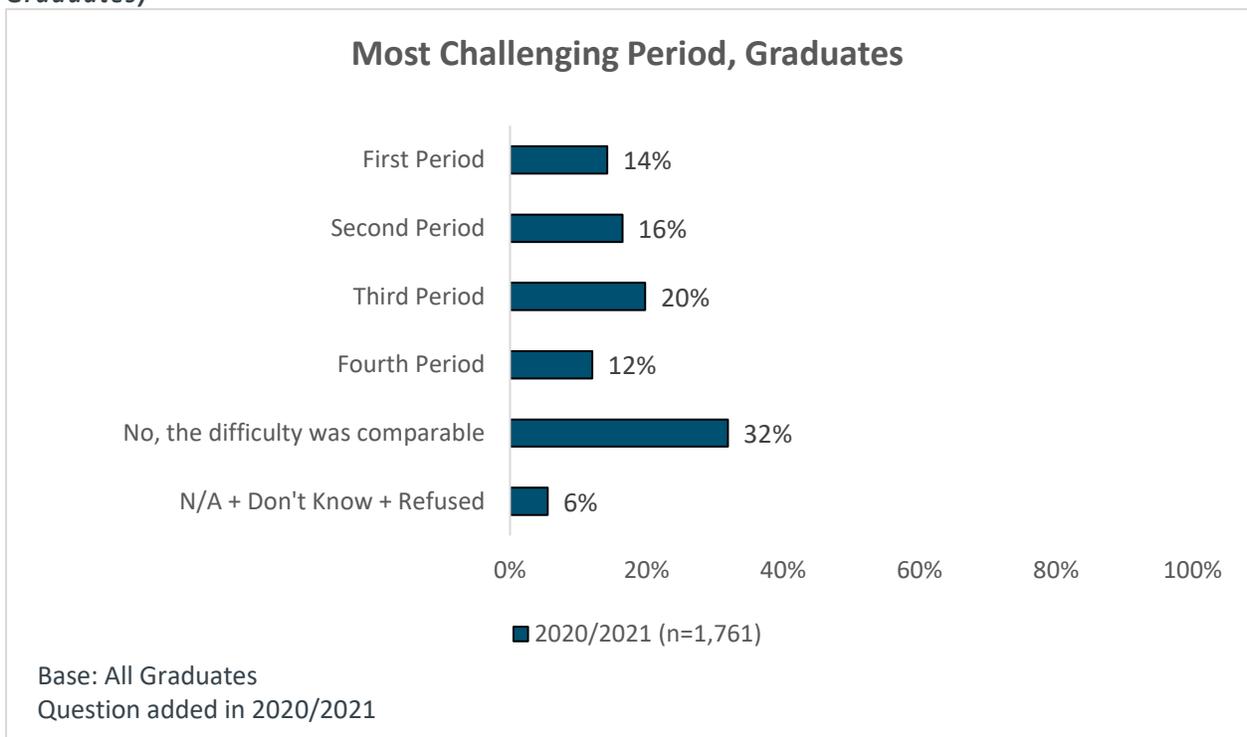
In terms of demographics, Indigenous First Period Apprentices (22%) and visible minorities (20%) are more likely than their counterparts to report having financial problems or a lack of financial support as their biggest challenge.

Women (11%) and visible minorities (10%) report more challenges with finding an employer (compared to 7% of men and 7% of not visible minority respondents).

Graduates most often report that all four periods were equally challenging (32%), although 20% feel that the third period was the most challenging.⁸

Those who felt that a specific period was more challenging than the others generally felt that this period simply had too much to learn (27% overall). While this was generally the biggest challenge for the first three periods, the main challenge in fourth period was online or hybrid learning (25%) – followed by other COVID-related challenges (16%). These results make sense given that the fourth period was when 2020/2021 Graduates would have been impacted directly by the COVID-19 pandemic.

Figure 23: Was there a particular period that was more challenging than the others? (F11B, Graduates)



⁸ While results are not directly comparable to previous years (due to a change in the way the question was asked), the third period was also noted to have more challenges by Graduates in previous years.

Table 25: Reasons Certain Period Were More Challenging (Graduates)

<i>Base: Graduates who felt that one period was more challenging than the others</i>	Percent of Respondents 2020/2021				
	P1 (n=251)	P2 (n=290)	P3 (n=349)	P4 (n=212)	Overall (n=1,102)
Too much to learn	31%	41%	21%	15%	27%
Technical training was too difficult, in general	13%	16%	19%	14%	16%
Financial problems or lack of financial support	15%	8%	8%	10%	10%
Academic portion of school was difficult/ Learning curve (theory side)	7%	12%	11%	6%	9%
Online learning is difficult/Hybrid learning	1%	2%	5%	25%	7%
Transitioning into the program/Adjusting to new situations (e.g., anxiety, nervous, expectations)	14%	3%	2%	2%	5%
COVID-related	-	1%	5%	16%	5%
Applying my technical training on-the-job	4%	6%	5%	2%	5%
Long hours/Heavy workload/Heavy course load/Not enough time to learn	3%	7%	3%	4%	4%
Finding an employer	6%	1%	3%	6%	4%
Lack of availability of hours needed/Lack of experience	3%	2%	7%	2%	4%
Unsupportive/unhelpful employer/journeyperson/ supervisor	6%	4%	3%	2%	4%
Other (3% of all responses or less)	24%	19%	19%	26%	23%
Don't Know	2%	2%	5%	3%	3%
Refused	<1%	2%	2%	1%	2%

F11C. Are there any reasons in particular why the <<insert from F11B>> was the most challenging for you?

Percentages in green are used to denote periods in which this concern was reported significantly more often than other periods, while percentages in red are used to denote periods in which this challenge was reported significantly less often than other periods.

Question added in 2020/2021.

GRADUATE SUB-SEGMENT DIFFERENCES

Graduates in the Metal programs are more likely to report that their **first period** was the most challenging (30%, compared to 8% of those in Electrical and 14% of all Graduates). Metal Graduates are also more likely to explain that there was too much to learn (36%, versus 27% of all apprenticeship programs).

The **second period** was more often the most challenging for Graduates in Electrical (22%), while the **third period** was more often the most challenging for Graduates in Vehicle & Related trades (24%).

Graduates in the Electrical programs are also more likely have found the **fourth period** the most challenging. They are also more likely to say that the online learning was difficult (11%, versus 7% of all programs).

Graduates in Architectural Construction (15%) and Electrical (15%) apprenticeship programs are more likely to feel that the academic portion was difficult, compared to all apprenticeship programs (9%), and particularly those in Vehicle & Related programs (6%).

In terms of demographics, men are more likely to feel that there was too much to learn (29%, compared to 19% of women). The same applied to visible minorities (36%, versus 25% of not visible minority respondents).

Seven percent (7%) of Graduates report moving from one Canadian province or territory to another during their apprenticeship (4% moved once, 2% moved twice, and 1% moved three times or more). Overall, results are comparable to previous years in terms of the number of out-of-province moves.

Among those who moved (n=125), 38% felt that the move(s) had a positive impact on their ability to complete their apprenticeship (a significant decrease from previous years) while 26% felt that the move(s) had a negative impact.

Figure 24: During your apprenticeship, did you ever move from one Canadian province or territory to another? If so, how many times did you move? (E44, Graduates)

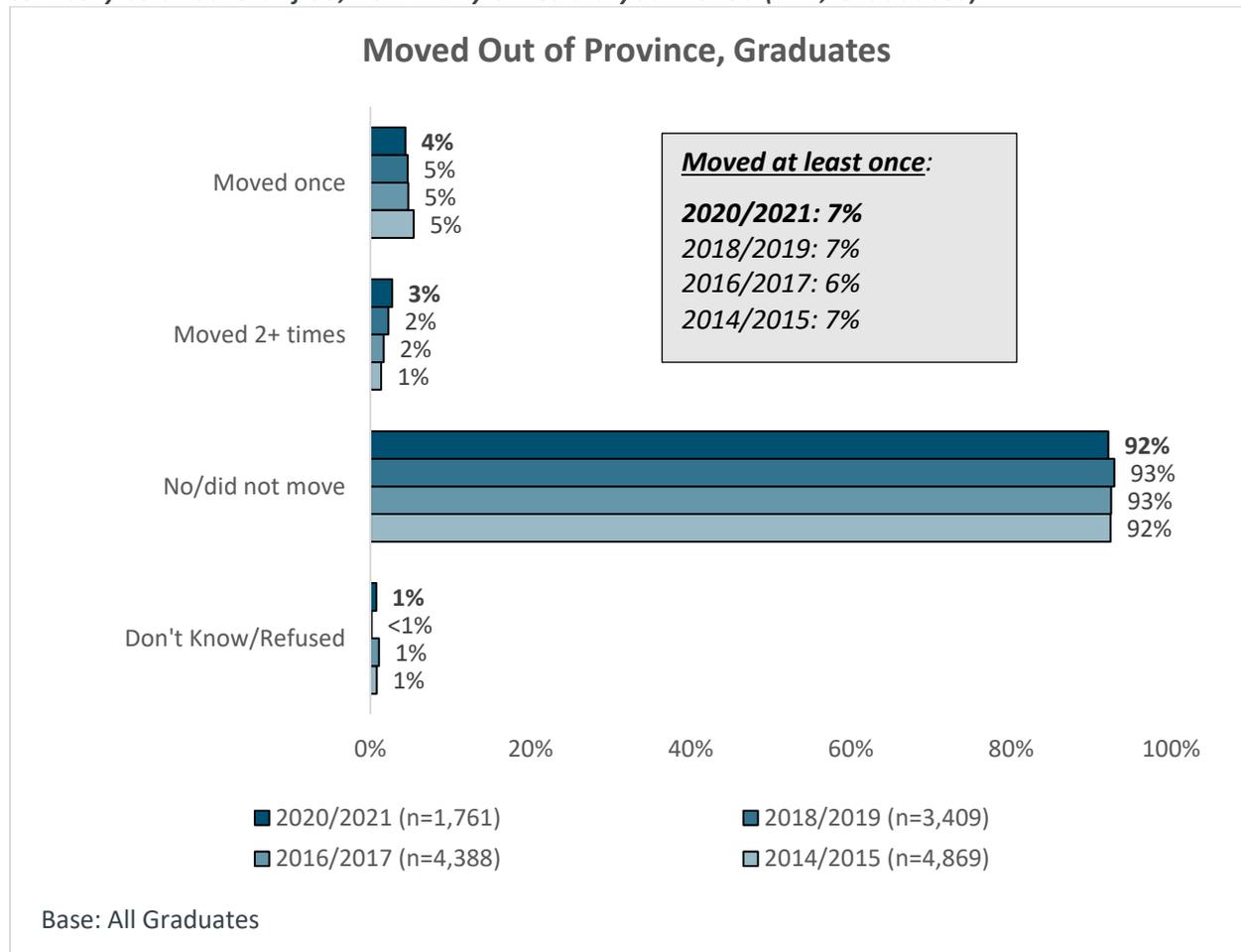


Table 26: Impact of Move(s) on Ability to Complete Apprenticeship (Graduates, Year-Over-Year)

<i>Base: Graduates who moved at least once during their apprenticeship</i>	Percent of Respondents			
	2014/2015 (n=330)	2016/2017 (n=282)	2018/2019 (n=236)	2020/2021 (n=125)
Overall Positive	60%	58%	52%	38% ^{1 2 3}
Very positive (1 out of 5)	43%	37%	35%	21% ¹
Somewhat positive (2 out of 5)	16%	18%	17%	18%
Neutral	17%	21%	19%	26%
Overall Negative	21%	21%	25%	26%
Somewhat negative (4 out of 5)	9%	7%	7%	13%
Very negative (5 out of 5)	12%	14%	18%	14%
Don't Know	3%	2%	3%	6%
Refused	-	1%	1%	3%

E44A. Overall, please rate how positively or negatively the move(s) may have affected your ability to complete your apprenticeship.

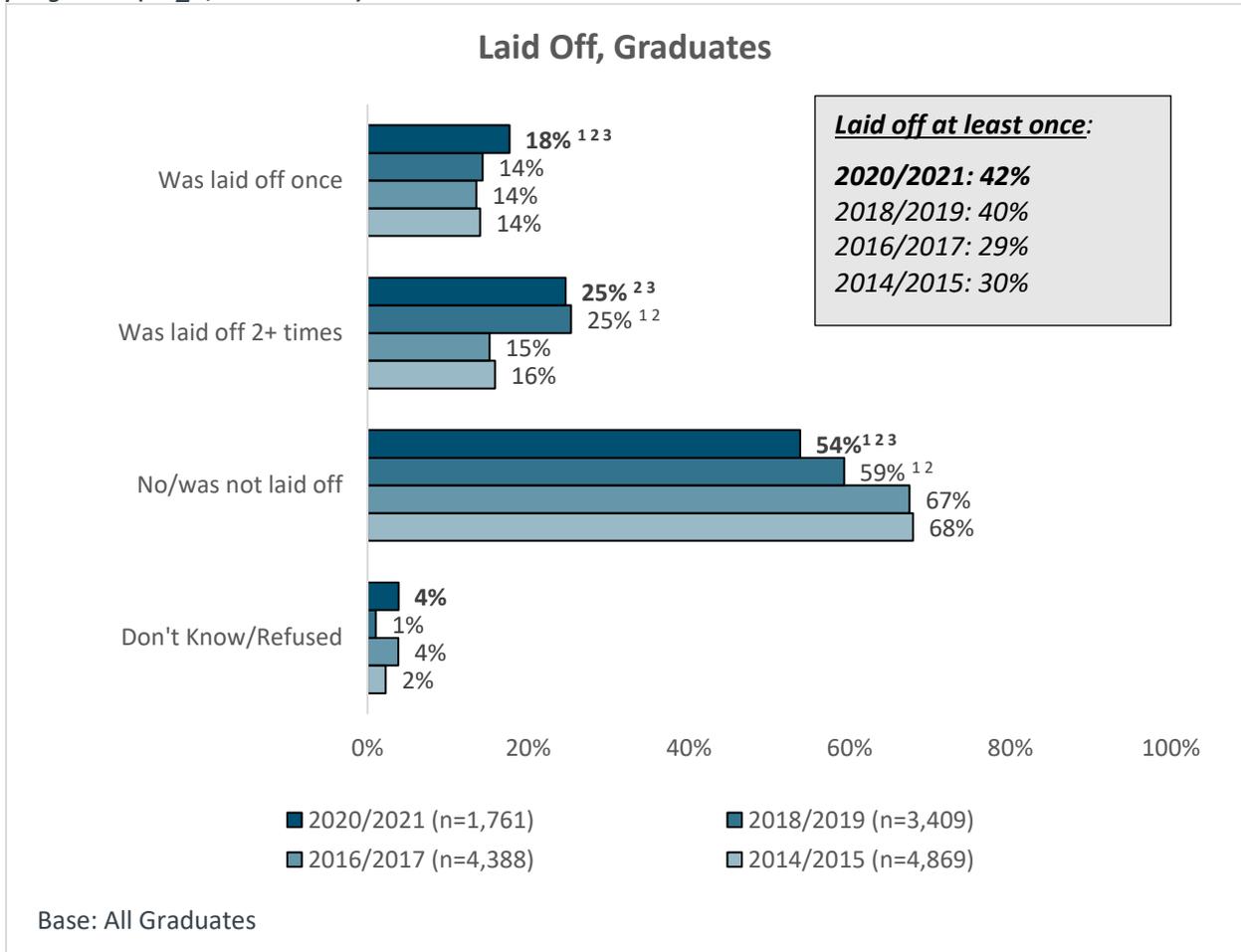
Question added in 2014/2015.

GRADUATE SUB-SEGMENT DIFFERENCES

Graduates in the Northeast region are more likely to report moving at least once during their apprenticeship (14%, compared to 7% of all Graduates).

During the program, 42% of Graduates (comparable to 40% in 2018/2019) and 25% of First Period Apprentices report being laid off at least once. Graduate trends show that lay-offs are increasing each year, with significant increases compared to 2018/2019 or earlier.

Figure 25: Did you ever experience a lay-off from an employer during your apprenticeship program? (E4_3, Graduates)⁹



⁹ Note individual percentages (when added) may not be the same as the reported total (e.g., 42% laid off in 2020/2021 and 40% laid off in 2018/2019), due to rounding.

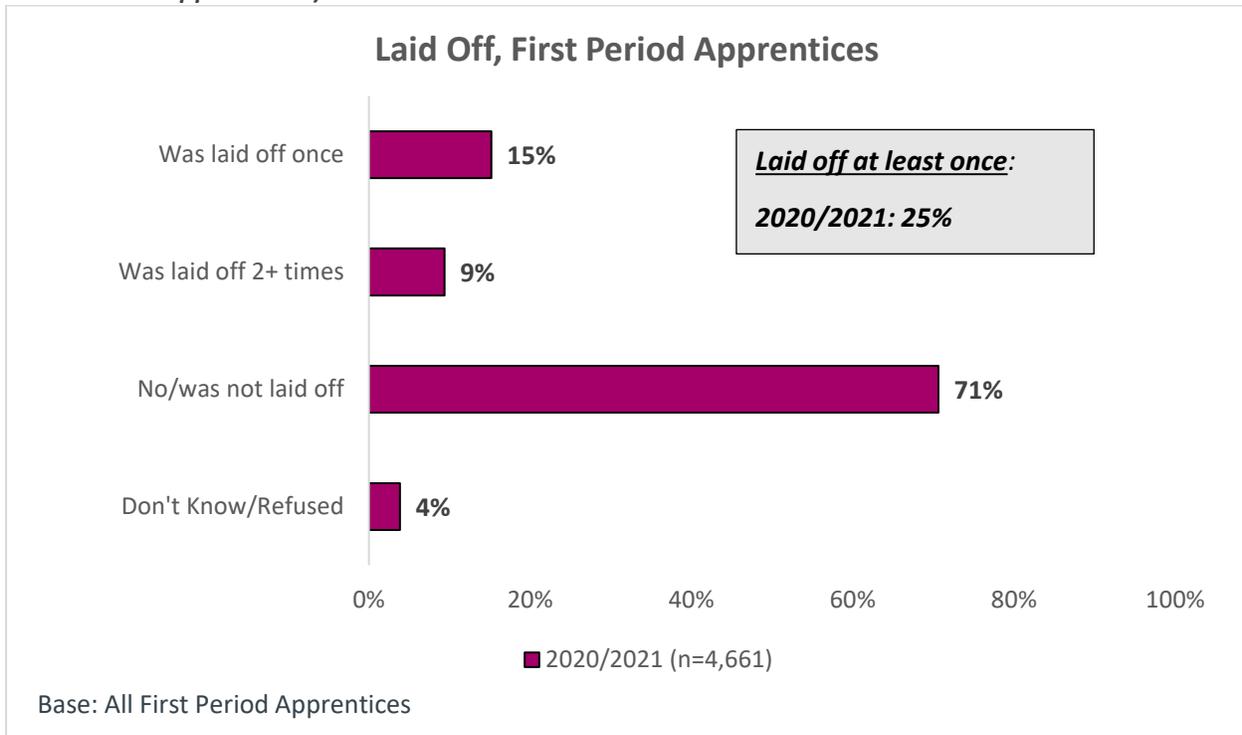
GRADUATE SUB-SEGMENT DIFFERENCES

Apprenticeship programs more likely to report having been laid off are Electrical (58%) and Mechanical (49%), particularly compared to Vehicle & Related (34%).

Lay-offs are also reported more often from Graduates in Urban regions (46%).

In terms of demographics, Graduates with disabilities more often report being laid off during their apprenticeship (54%, versus 42% of those without disabilities).

Figure 26: Did you ever experience a lay-off from an employer during your first period? (E4_3, First Period Apprentices)¹⁰



FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

Apprentices in Edmonton are significantly more likely to have **been laid off** during their first period (30%, versus 22% each in Calgary and Red Deer, and 25% of all First Period Apprentices).

Trades that experienced more lay-offs included: Welder (30%); Hairstylist (38%); and Steamfitter-Pipefitter (39%).

Non-Progressors are more likely to have been laid off during their first period – 38% versus 25% of all First Period Apprentices.

In terms of demographics, women (34%), Indigenous apprentices (30%), those with disabilities (34%), and those who identify as a visible minority (30%) are more likely to have been laid off.

¹⁰ Note individual percentages (when added) may not be the same as the reported total (e.g., 25% laid off), due to rounding.

Under an apprenticeship contract, an apprentice must attend one period of classroom instruction within a 12-month period – failure to attend is considered a delay (unless classroom instruction is not required by the specific apprenticeship program).

Half of Graduates (50%, a significant increase from 46% in 2018/2019) report that they delayed attending classroom instruction at some point during their program. Approximately one-quarter (26%) of First Period Apprentices report the same.

Among those who delayed attending classroom instruction, top reasons are that they did not want to give up wages or that they needed the income (36% of Graduates and 36% of First Period Apprentices) and that their employer wanted them to work (32% of Graduates and 22% of First Period Apprentices). Affordability was also a top concern (22% of Graduates and 28% of First Period Apprentices).

Please Note: The list of responses for this question were significantly revised in 2020/2021. As such, results are not directly comparable to those from previous years. However, it may still be noted that top responses for Graduates in previous years when asked why they delayed attending classroom instruction included: lack of financial resources (47% in 2018/2019), did not want to give up wages (32%), and that their employer wanted them to work (31%).

Figure 27: At any time during your apprenticeship program, did you delay attending technical training? (C8, Graduates)

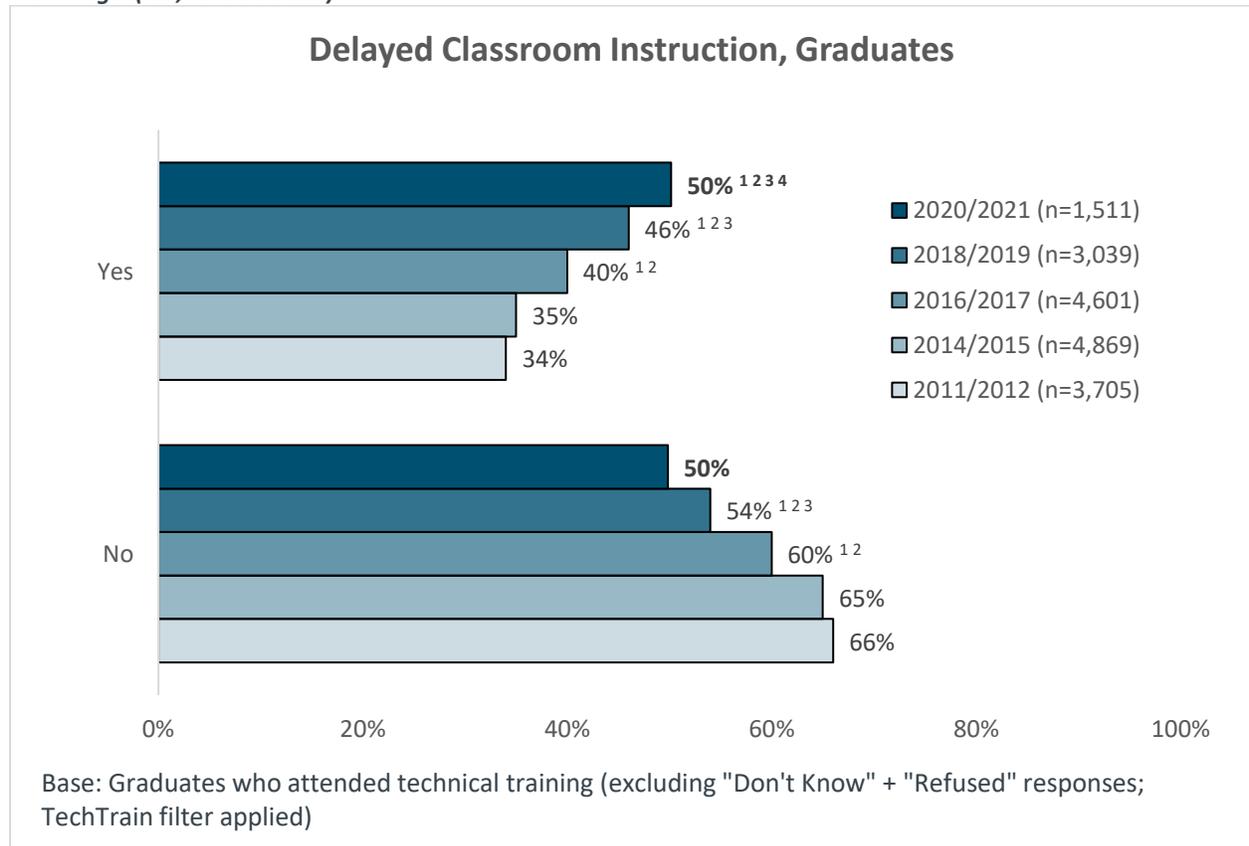


Table 27: Reasons for Delaying Classroom Instruction (Graduates)

	Percent of Respondents
<i>Base: Graduates who delayed attending classroom instruction (TechTrain filter applied)</i>	2020/2021 (n=758)
You did not want to give up wages/needed the income	37%
Your employer wanted you to work	32%
You could not afford to pay for technical training	22%
Lost or changed jobs	15%
COVID-related	11%
The dates that training was offered were not convenient	11%
There was not enough space at a post-secondary institution	9%
You generally do not like school	7%
You were concerned about your ability to complete the coursework	7%
Employment situation changed (laid off, changed jobs, plant shut down, could not find a job)	3%
Wanted more field experience/hours/needed more hours/needed months	3%
Other (2% of respondents or less)	17%
Don't Know	<1%
Refused	1%

C1_1. For which of the following reasons did you delay attending technical training?

GRADUATE SUB-SEGMENT DIFFERENCES

Those in the Electrical (61%) and Mechanical (53%) apprenticeship programs are more likely to report having delayed classroom instruction at some point, compared to all programs (46%). Delays were less common for those in Architectural Construction (32%).

In terms of demographics, men are more likely to report delaying their classroom instruction (49%, versus 28% of women). They are also more likely to explain that they lost or changed jobs (17%, versus 7% of women).

Graduates in Electrical programs are more likely to explain that they did not want to give up their wages and/or needed the income (44%, compared to 36% of all programs and 29% of those in Vehicle & Related). Meanwhile, Graduates in Vehicle & Related programs are more likely to explain that they delayed because they lost or changed jobs (22%).

Figure 28: At any time during your first period, did you delay attending technical training? (C8, First Period Apprentices)

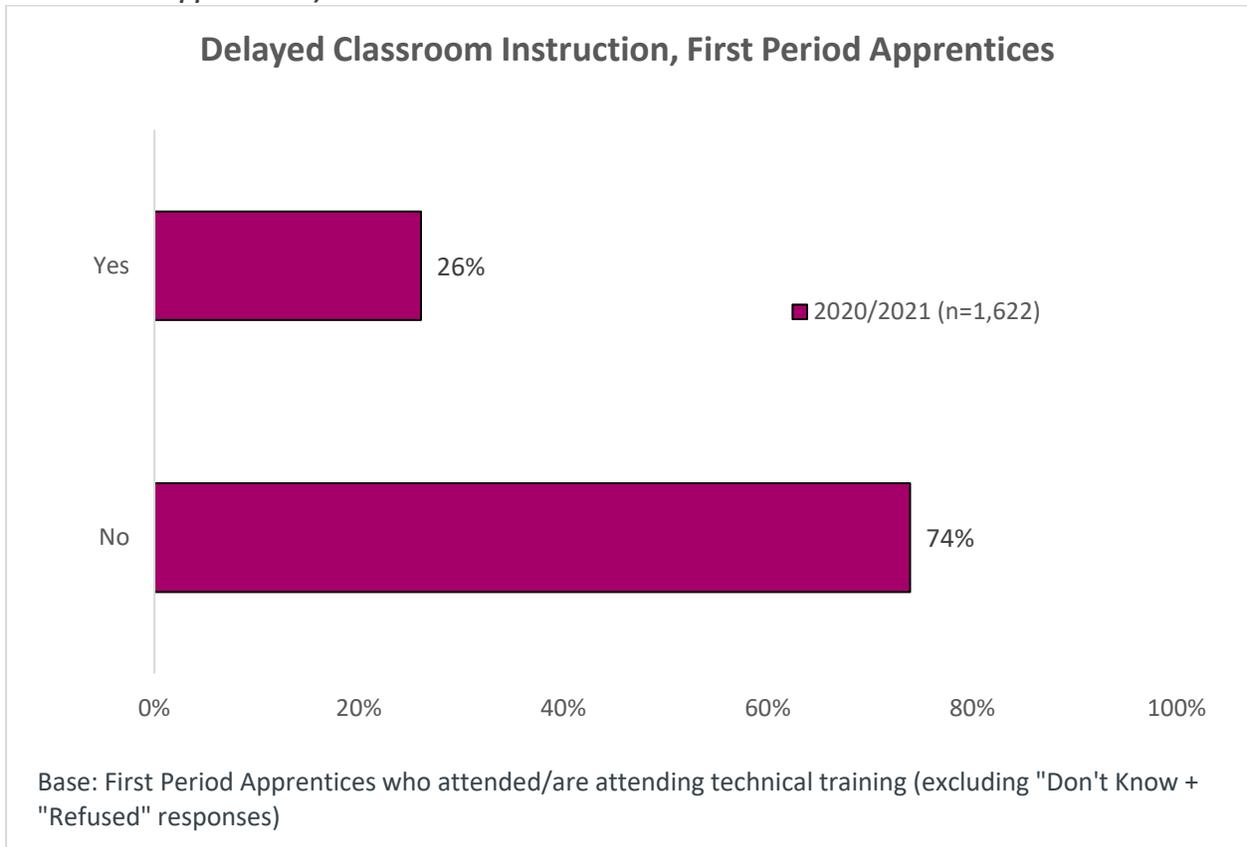


Table 28: Reasons for Delaying Classroom Instruction (First Period Apprentices)

Base: First Period Apprentices who delayed attending classroom instruction	Percent of Respondents
	2020/2021 (n=423)
You did not want to give up wages/needed the income	36%
You could not afford to pay for technical training	28%
Your employer wanted you to work	22%
COVID-related	18%
Lost or changed jobs	15%
The dates that training was offered were not convenient	12%
You were concerned about your ability to complete the coursework	10%
You generally do not like school	10%
There was not enough space at a post-secondary institution	7%
Family situation	3%
Other (2% of respondents or less)	18%
Don't Know	1%
Refused	<1%

C1_1. For which of the following reasons did you delay attending technical training?

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

Apprentices in Edmonton are more likely to have delayed classroom instruction (28%, versus 25% of all First Period Apprentices who took classroom instruction).

Progressors are also more likely to report having delayed classroom instruction (35%, versus 25%).

In terms of demographics, men (29%) are more likely than women (14%) to have delayed instruction. Interestingly, women who *did* delay classroom instruction are more likely to have cited COVID-related concerns as a reason for delaying (32%, versus 16% of men).

4.1.3.5 LIKELIHOOD TO COMPLETE THE PROGRAM

Overall, and as of this point in time, 87% of First Period Apprentices who are still in the apprenticeship program report that they are more likely than not to complete the program (70% very likely and 17% somewhat likely). Those who are not likely to complete the program (0% to 49% likelihood of completing it) most often explain that they are interested in something else (25%) and that finances are a concern (24%). One in five also report that it just is not the right program for them (21%).

Figure 29: Overall, and as of this point in time, how likely are you to complete the apprenticeship program? (FP6A, First Period Apprentices)

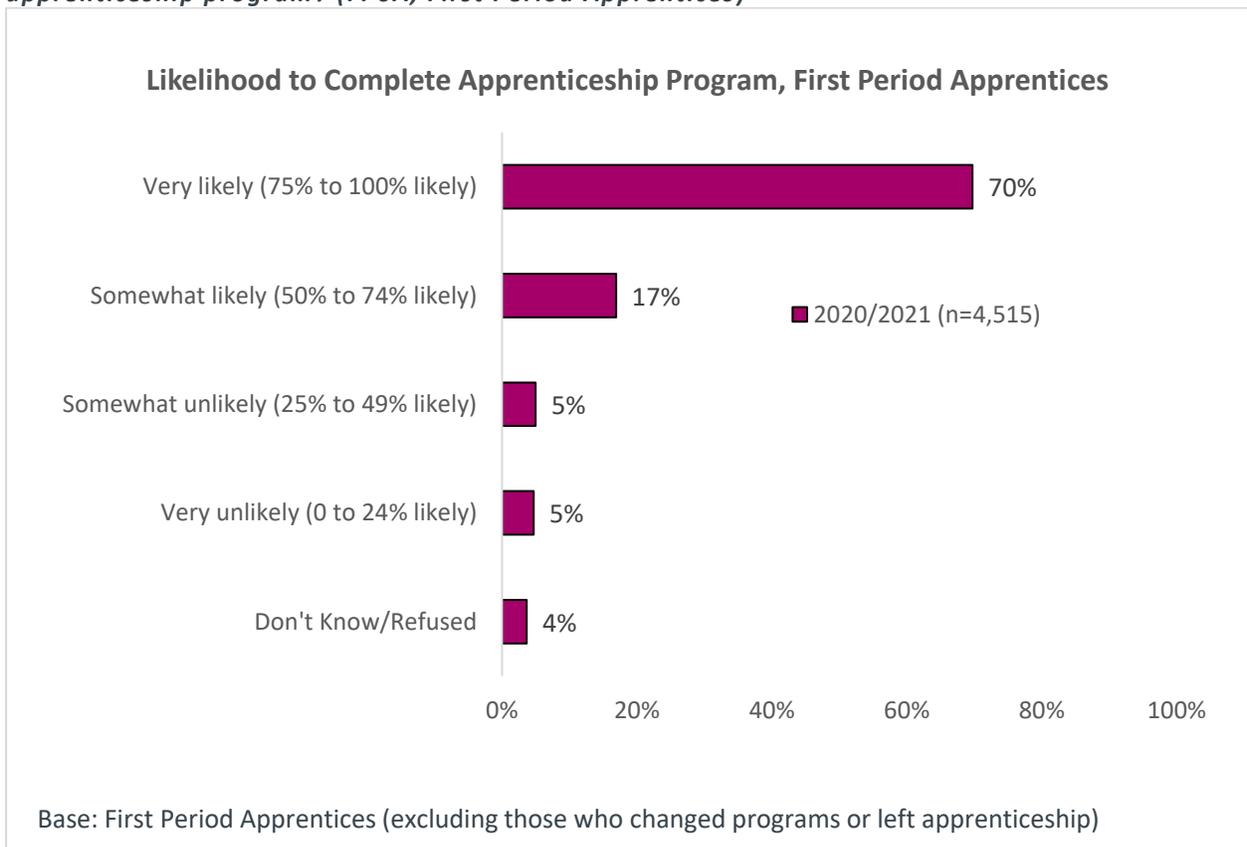


Table 29: Reasons for Not Completing the Program (First Period Apprentices)

	Percent of Respondents
Base: First Period Apprentices who are not likely to complete the program (0% to 49% likelihood of completing)	2020/2021 (n=437)
Am interested in a different career/program	25%
Lack of finances/financial concerns	24%
Decided it was not the right program/career for me	21%
Was just exploring the trade/checking it out	9%
Still do not know what I want to do	8%
Personal issues	8%
Too difficult	6%
Lack of jobs/Difficulty finding employment/Unstable industry	5%
Health problems	5%
Unable to attend class due to vaccination requirements	4%
Employer issues/Poor management	3%
Low wages/Better pay elsewhere	3%
Signed up or registered because I had to	3%
Other (2% of respondents or less)	24%
Don't Know	2%
Refused	3%

FP6B. Why are not you likely to complete the program?

One in four First Period Apprentices have thought about quitting their apprenticeship program. They most often explain that they are not sure that it is the right program for them (27%) and have financial concerns (24%).

Figure 30: Have you ever thought about quitting the apprenticeship program? (FP5A, First Period Apprentices)

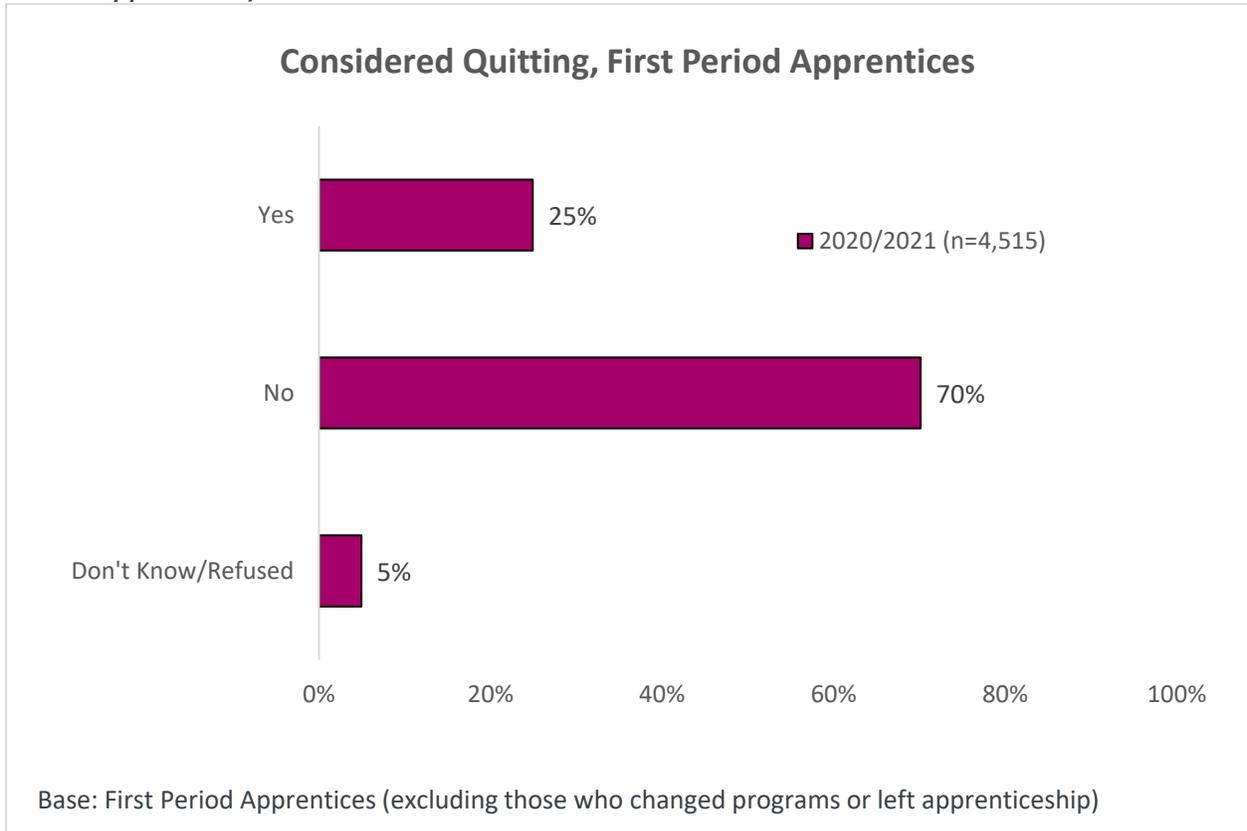


Table 30: Reasons Thinking About Quitting (First Period Apprentices)

	Percent of Respondents
<i>Base: First Period Apprentices who have thought about quitting the program</i>	2020/2021 (n=1,125)
Not sure it is the right program/career for me	27%
Financial reasons	24%
Do not like the work environment	15%
Lack of employment in the field or trade	15%
Was laid off/No employer	13%
To complete a different program	7%
Family responsibilities	6%
Do not like the work	6%
Low wages/Better wages elsewhere	4%
Changing careers/Changing trade	4%
Technical training is too difficult	4%
Personal illness or disability	4%
Other (3% of respondents or less)	33%
Don't Know	1%
Refused	1%

FP5B. Why have you thought about quitting the program?

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

First Period Apprentices in Calgary indicate a **higher likelihood of completing their apprenticeship program** (90%, versus 85% of those in Edmonton). Interestingly, 19% of those in Calgary who are unlikely to finish the program explain that they “still do not know what they want to do,” compared to 8% of all apprentices.

Trades that are less likely to complete their programs include: Hairstylist (82% likely, versus 87% of all First Period Apprentices) and Crane and Hoisting Equipment Operator (78%). Those in the Electrician (31%) programs are more likely to explain that it is not the right program for them, compared to 21% of all First Period Apprentices). Those in the Electrician program are also more likely to report having thought about quitting the program (29%), in addition to those in the Hairstylist (42%) program. Furthermore, those in the Hairstylist program are more likely to cite financial reasons (35%), dislike of the work environment (29%), lack of employment (21%), and being laid off (23%) as reasons they might quit the program.

First Period Apprentices unlikely to complete their program are more likely to explain that they are interested in a different career or program if they took RAP (44%, versus 25% of all First Period Apprentices who are unlikely to complete). Similarly, among those who have thought about quitting the program, those who took CTS in high school are more likely to explain that they are not sure it is the right program for them (44%, versus 27% of those who have thought about quitting).

In terms of demographics, women are significantly less likely to report being likely to finish their program (82%, versus 88% of men). They are also more likely to cite financial concerns as a reason for not finishing the program (34% versus 21% of men). Finally, women are also more likely to report having considered quitting the program (34% versus 23%); the same applied to those with disabilities (37% versus 24% of those without).

4.1.3.6 GRADUATE DRIVERS FOR SUCCESS

Three (3) in ten (10) Graduates report that there are certain things that would have helped them complete their apprenticeship program sooner (31%, comparable to 29% in 2018/2019).

Most often, they explained **more support from their employer** would have helped (18%, a significant increase from 10% in 2018/2019) and more money to attend school, in general (15%).

Interestingly, there was a significant decrease in the proportion of Graduates who report that they could have used more financial assistance, such as grants (9% vs. 13% in 2018/2019).

Please Note: The list of responses for this question were significantly revised in 2018/2019. As such, results are not directly comparable to those from previous years.

When it comes to the factors that Graduates feel are important for completing their apprenticeship program, respondents felt that **having hands-on experience** in the program that related to their classroom instruction was important (91%) as well as **hard work** (91%). Overall results are comparable to those from 2018/2019.

Table 31: Factors that Would Have Sped Up Completion (Graduates)

<i>Base: Graduates who felt that something would have helped them complete the program sooner</i>	Percent of Respondents	
	2018/2019 (n=988)	2020/2021 (n=543)
Employer support/my employer held me back/cancelled his sponsorship/more push by my employer/worked somewhere else	10%	18% ¹
Finances/more money/better wages/employer paid me to go to school/more savings	14%	15%
COVID-related	-	10%
Had difficulty finding a job in my field/finding an employer to apprentice me/if I had the right job/job security	11%	10%
More financial assistance/grants/more publicity about their availability/If I had been eligible/different criteria/funding	13%	9% ¹
If the economy hadn't gone into a recession/if was not laid off because of recession	7%	4%
More classes available - shortage of spaces	6%	4%
Family/personal issues	<1%	3% ¹
Classes/Apprenticeship training cancelled due to COVID	-	3%
Exams given while in school/right after tech training/sooner exams/better access to exams/take final exam	1%	3% ¹
Local campus/availability of courses in Grande Prairie/Red Deer/Lethbridge/Not having to move	2%	3%
Worked more hours/got more hours/overtime/full time work	4%	3%
Other (2% of respondents or less in 2020/2021)	-	37%
Don't Know	1%	1%
Refused	2%	2%

F1_3. What would have helped you complete your apprenticeship sooner?

Figure 31: How would you rate the importance of each of the following factors in completing your Alberta apprenticeship program? (F1_4, Graduates)

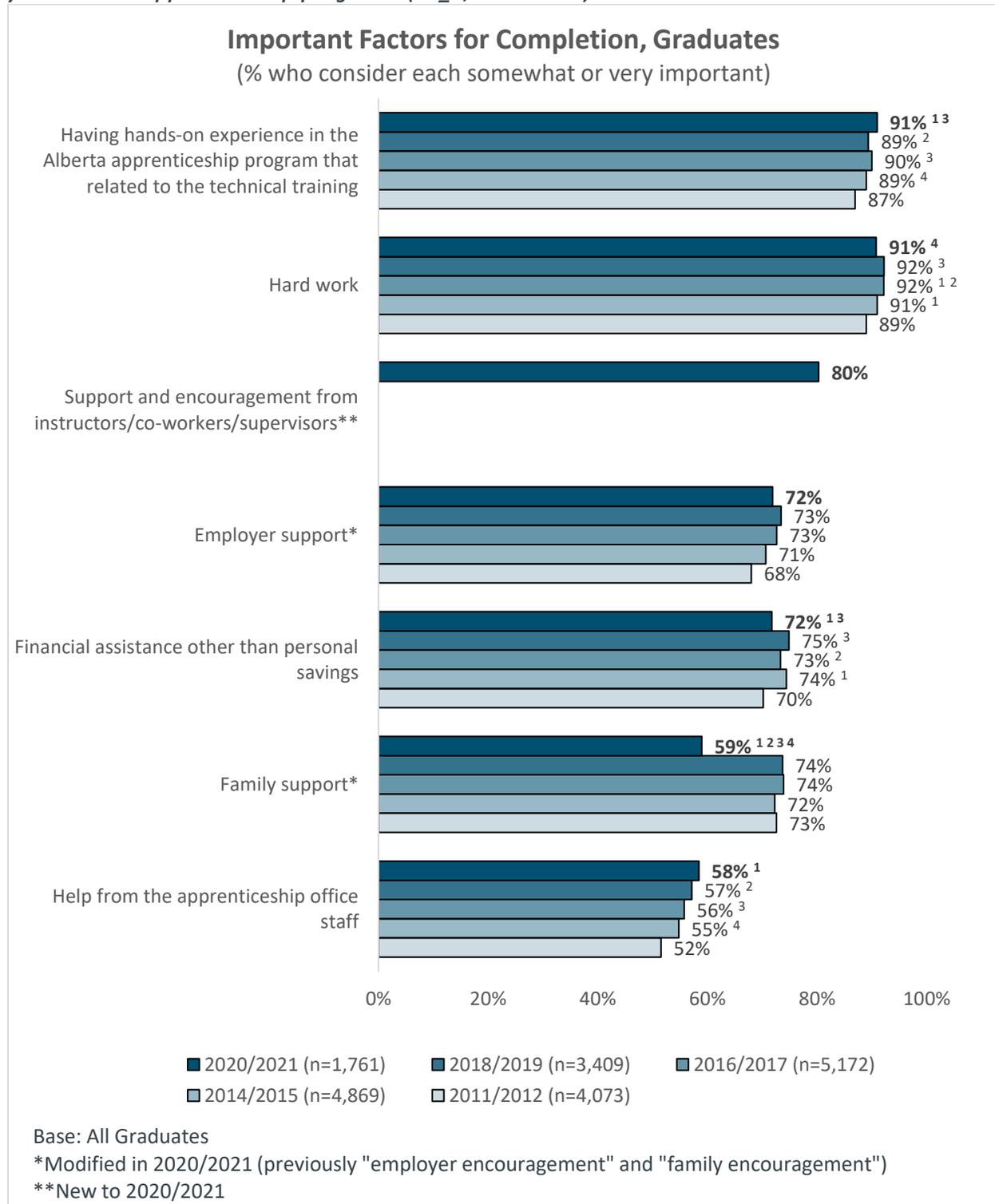


Table 32: Important Factors for Completion (Graduates)

	Percent of Respondents 2020/2021 (n=1,761)					
	Very important (1)	(2)	(3)	(4)	Not at all important (5)	N/A + Refused
<i>Base: All Graduates</i>						
Financial assistance other than personal savings	57%	15%	15%	4%	7%	2%
Employer support	53%	18%	15%	4%	8%	2%
Family support	42%	17%	17%	8%	13%	2%
Hard work	76%	15%	5%	1%	2%	1%
Having hands-on experience in the Alberta apprenticeship program that related to the technical training	77%	14%	5%	2%	2%	1%
Help from the apprenticeship office staff	35%	24%	24%	10%	6%	2%
Support and encouragement from instructors/co-workers/supervisors	57%	24%	13%	3%	3%	1%

F1_4. How would you rate the importance of each of the following factors in completing your Alberta apprenticeship program?

GRADUATE SUB-SEGMENT DIFFERENCES

In particular, Graduates in Vehicle & Related programs feel that more employer support would have helped them complete their apprenticeship sooner (33%, compared to 18% of all programs). More than three-quarters (77%) of Vehicle & Related Graduates felt that employer support is important (compared to 72% of all trades, and particularly those in Mechanical – 66%). Vehicle & Related also report more often that help from Apprenticeship office staff is important (63%, compared to 58% of all trades).

Graduates in Electrical programs are more likely to feel that they could have completed their program sooner if they had an easier time finding an employer (19%).

In terms of demographics, women are more likely to cite COVID-related factors in terms of what would have helped them complete their program sooner (18%, versus 9% of men).

Generally speaking, women are more likely than men to find most of the above aspects important: employer support (87% of women versus 70% of men); family support (69% versus 58%); hard work (97% versus 90%); having hands-on experience (95% versus 90%); and support and encouragement from co-workers (88% versus 79%).

4.1.3.7 IMPACT OF COVID-19

Among First Period Apprentices who were laid off during their apprenticeship (25%; n=1145), half (51%) attribute this to the COVID-19 pandemic.

In terms of the overall challenges that respondents faced due to the pandemic, First Period Apprentices most often mentioned lack of work/reduced hours/etc. (18%). Conversely, Graduates most often cited issues with online or hybrid learning (16%).

Overall, Graduates were split in terms of whether COVID-19 made their program longer to complete (45%) or whether it had no impact (46%). Six percent (6%) report that the pandemic helped them complete their program sooner.

Figure 32: Did you lose employment during your first period due to the COVID-19 pandemic? (FP_COV1, First Period Apprentices)

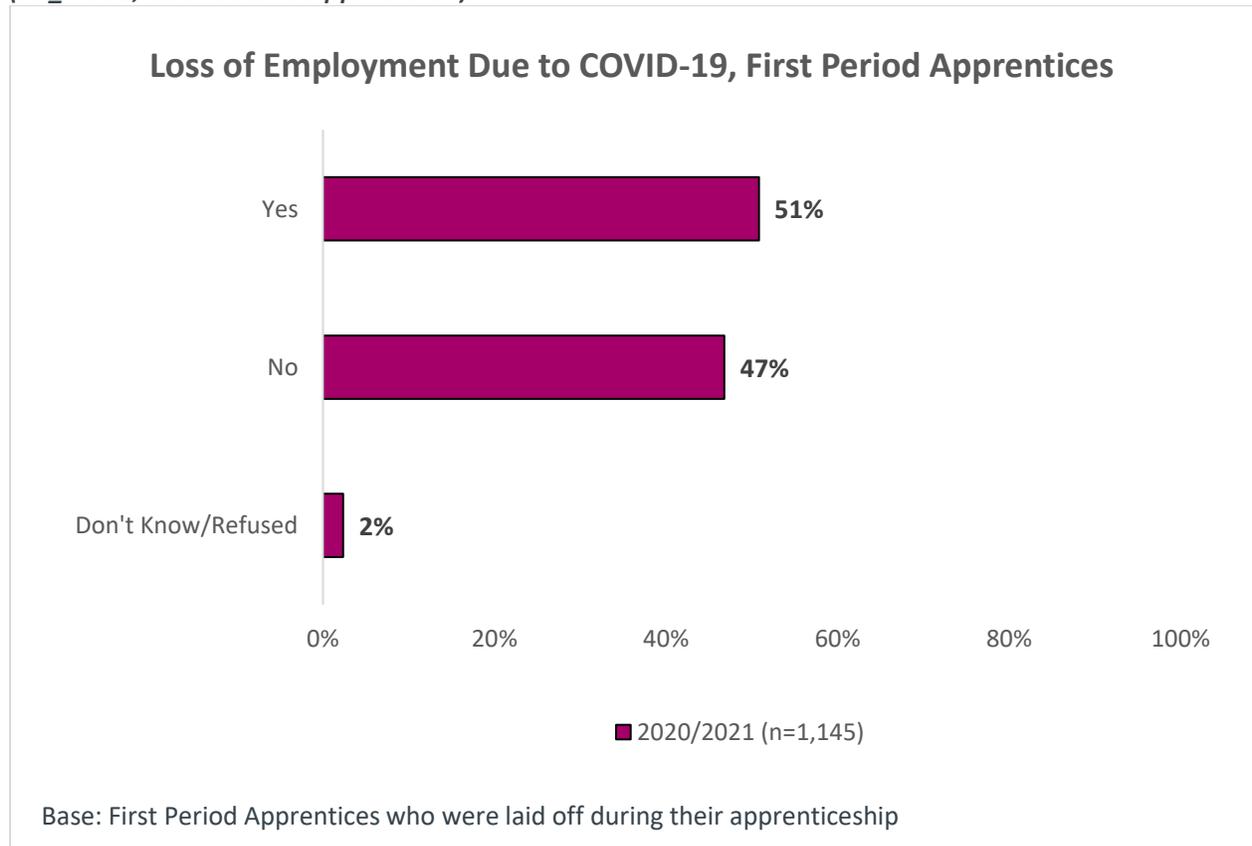


Table 33: Challenges Due to the Pandemic (First Period Apprentices)

	Percent of Respondents
Base: All First Period Apprentices	2020/2021 (n=4,661)
Lack of work/Laid off/Reduced hours/Job security	18%
Wearing masks/ PPE (e.g., uncomfortable, unsafe, hard to hear people speak)	7%
Online learning issues/Learning at home/Lack of interaction	6%
Availability of courses/No face-to-face learning/No access to labs	6%
Vaccination requirements/COVID requirements	4%
Adhering to safety requirements/protocols	4%
Financial strain	4%
Social distancing (e.g., impacts learning, difficult to work)	3%
Economy is slow/Hard to get clients/Business struggling	2%
Lock downs/Shut downs	2%
Personal safety from COVID-19/Afraid to get sick/COVID testing	2%
Tested positive for COVID-19/Got sick/Had to miss work/Had to quarantine	2%
Lack of communication/Difficult to communicate/Social interactions	2%
Other (1% of respondents or less)	14%
None/no challenges	27%
Don't Know	7%
Refused	5%

COV7. What was the biggest challenge that you faced in your first period as a result of the pandemic?

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

First Period Apprentices in Red Deer report **loss of employment during their first period due to the COVID-19 pandemic**, compared to 51% of all apprentices including 47% each in Calgary and Edmonton). Those in Red Deer are also more likely to cite vaccination or other COVID requirements as a challenge (7% versus 4% of all).

Hairstylist apprentices are also more likely to report losing their jobs due to COVID-19 (70%) – as are women (60% versus 48% of men). Plumber (15%) and Ironworker (13%) Apprentices are more likely to cite wearing masks or other PPE as a challenge.

Non-Progressors are more likely to cite being laid off, having a reduction in hours, or concerns about job security as the biggest pandemic-related challenge they faced during their first period (25%, versus 13% of Progressors).

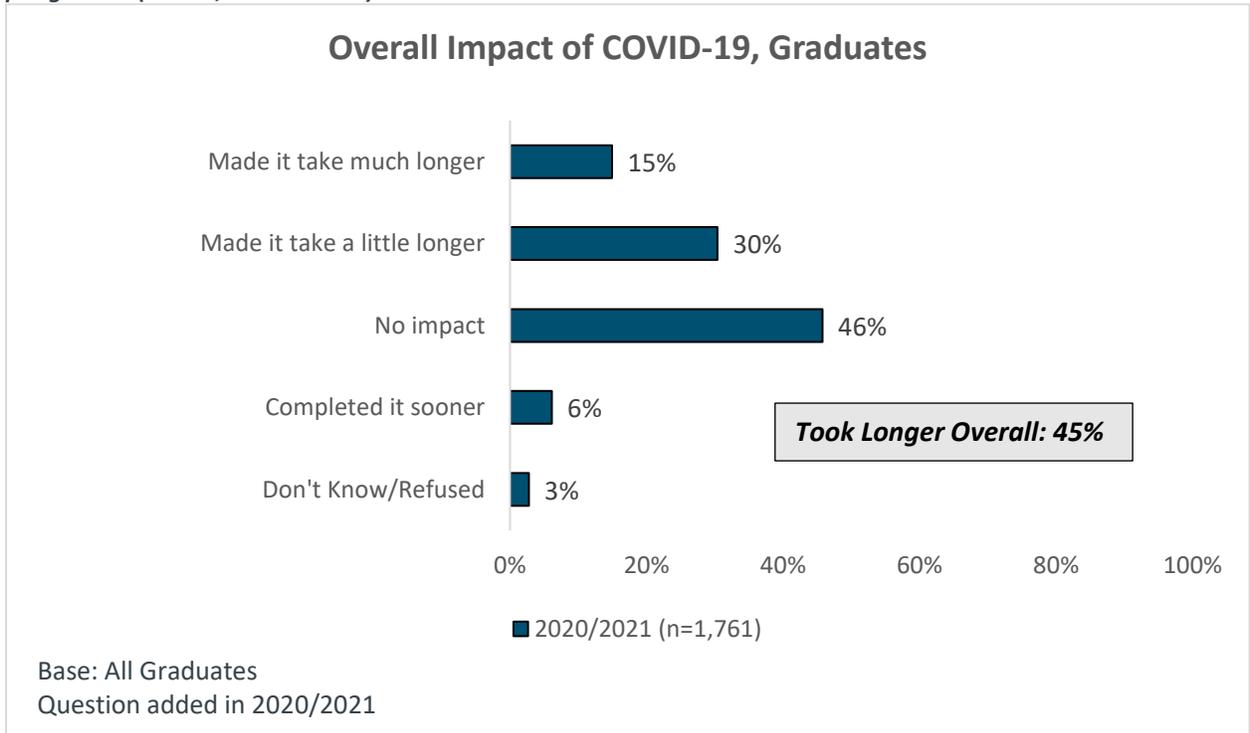
Women (23%) and visible minorities (22%) are more likely than their counterparts to report a lack of work/reduction in hours/etc. as the biggest challenge they faced related to the pandemic.

Table 34: Challenges Due to the Pandemic (Graduates)

<i>Base: All Graduates</i>	Percent of Respondents
	2020/2021 (n=1,761)
Online learning issues/Learning at home/Lack of interaction	16%
Availability of courses/No face-to-face learning/No access to labs	9%
Lack of work/Laid off/Reduced hours/Job security	8%
Delayed my education/Delayed accreditation/Delayed exams	7%
School being cancelled/Postponed/Had to reschedule course	7%
Financial strain	3%
Drop in quality of education/Online teachers not as effective	3%
Challenging my exam/Being able to write my exam	3%
Wearing masks/PPE (e.g., uncomfortable, unsafe, hard to hear people speak)	3%
Blended learning/Hybrid learning	2%
Other (1% of respondents or less)	14%
None/no challenges	30%
Don't Know	6%
Refused	4%

COV7. What was the biggest challenge that you faced in your first period as a result of the pandemic?

Figure 33: What impact did the pandemic have on the time it took you to complete your program? (COV6, Graduates)



GRADUATE SUB-SEGMENT DIFFERENCES

Graduates in the Electrical programs are more likely to report that online learning issues were the biggest challenge they faced during their apprenticeship (20%, compared to 16% of all apprenticeship programs and particularly 10% of those in Architectural Construction). Electrical are also more likely to report that there was a lack of availability of courses, no face-to-face learning, and/or no access to labs (12%).

4.1.4 Post-Apprenticeship

4.1.4.1 MANAGING STUDENT LOANS

Graduates who received student loans and who made a payment last month (39%) paid \$1,244 on average.¹¹ However, most Graduates did not make a payment last month (45%), most often explaining that they were still in the grace period (58%) or that they had already fully paid off their loans (20%).

Please Note: These questions were modified slightly in 2020/2021 so data is not directly comparable to previous years (the mean calculation method and reasons for not making a payment differed slightly due to different bases).

Table 35: Monthly Student Loan Repayment

<i>Base: Graduates who received government student loans (TechTrain filter applied)</i>	Percent of Respondents	
	2018/2019 (n=1,020)	2020/2021 (n=564)
\$1 to \$250	20%	24%
\$251 to \$500	6%	7%
\$501 to \$750	<1%	1%
\$751 to \$1,000	2%	1%
Over \$1,000	5%	7%
Mean Payment Last Month (excluding \$0)	\$1,063	\$1,244
Median Payment Last Month (excluding \$0)	\$200	\$200
Did not make a payment last month	40%	45%
Don't Know	20%	11%
Refused	7%	5%

C6N. How much did you actually pay towards all government student loans combined last month?

Table 36: Reasons for Not Making a Payment (Graduates)

<i>Base: Graduates who received government student loans and did not make a payment last month (TechTrain filter applied)</i>	Percent of Respondents	
	2018/2019 (n=404)	2020/2021 (n=253)
Still in the grace period	63%	58%
Have paid off government student loans in full	18%	20%
Could not afford to make a payment	3%	10%
On the repayment assistance plan (RAP)	3%	2%
Have yet to set up a payment arrangement	2%	2%
Account issues (e.g., lack of support, access issues)	-	1%
Don't Know	3%	4%
Refused	1%	2%

C6M_2. Did you not make a payment because...?

¹¹ Including any student loans from Canada, Alberta or other provinces or territories.

GRADUATE SUB-SEGMENT DIFFERENCES

Electrical Graduates are more likely to report that they did not make a payment on their student loans last month – 51% compared to 43% of all Graduates who received loans.

4.1.4.2 CAREER ADVANCEMENT

Since becoming a journeyperson, 9% of Graduates have started their own business, a significant increase from 7% in 2018/2019. More than one-third (36%) report providing on-the-job learning to registered apprentices in the trade – significantly lower than 2018/2019 and a continuation of a downward trend.

Figure 34: Have you started your own business since becoming a journeyperson? (E3_6, Graduates)

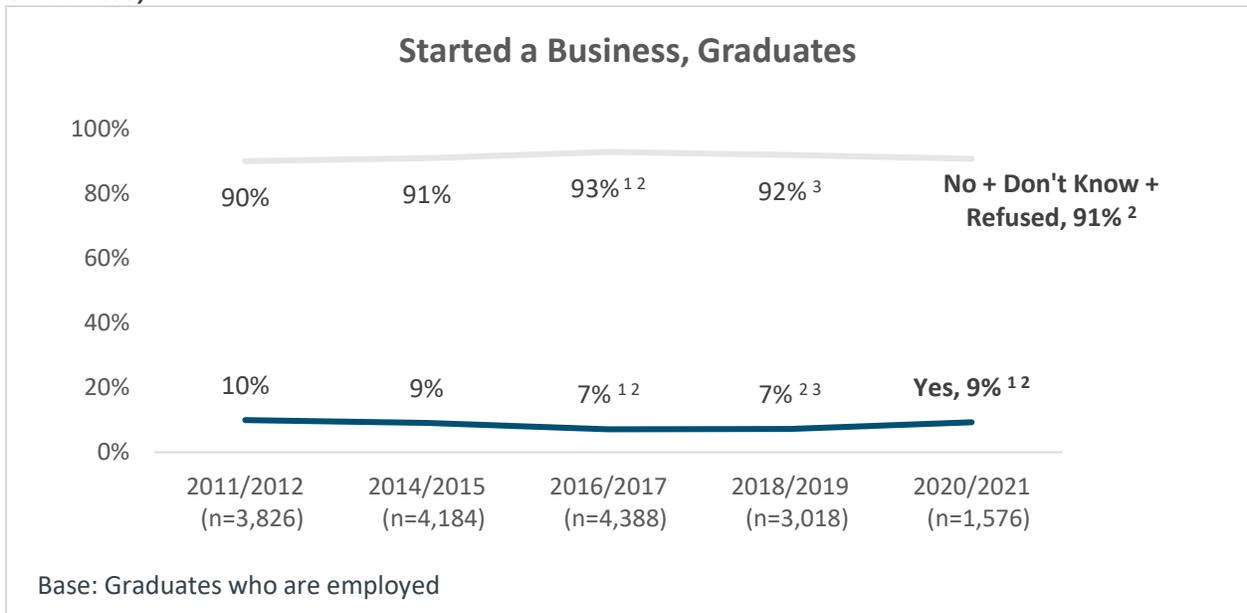
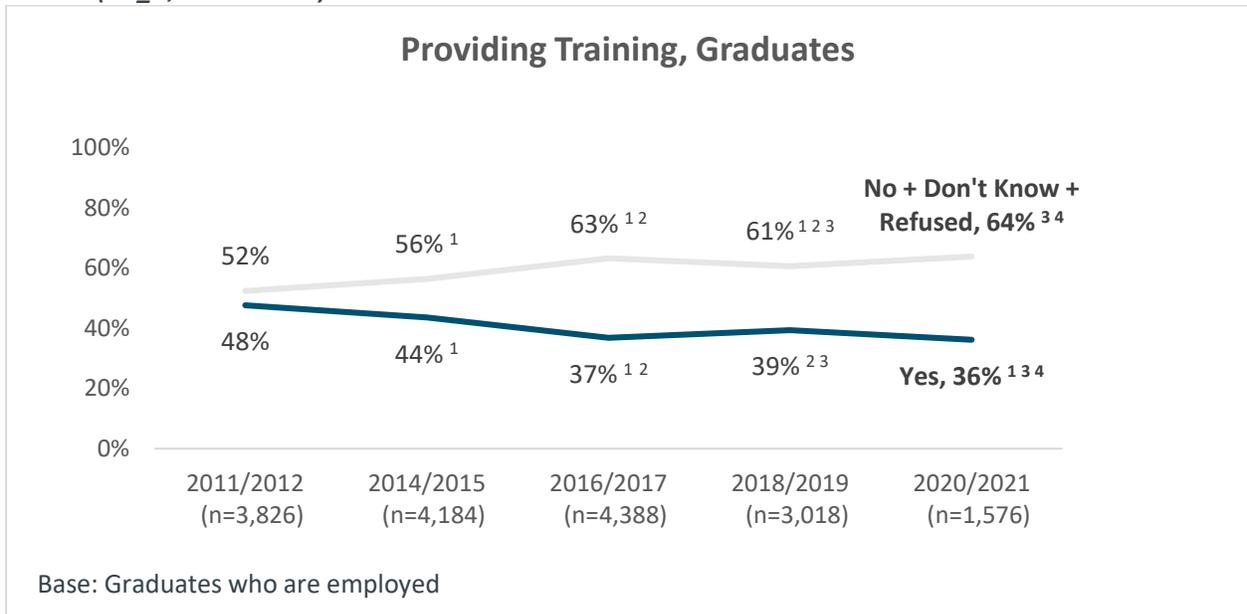


Figure 35: Are you currently providing any on-the-job learning to registered apprentices in the trade? (E3_7, Graduates)



GRADUATE SUB-SEGMENT DIFFERENCES

Electrical (43%) and Mechanical (46%) Graduates more often report providing on-the-job learning to registered apprentices, compared to all trades (36%). Men also more often report the same (38%, versus 24% of women), as do not visible minority respondents (38%, versus 25% of visible minorities).

4.1.4.3 CONTINUING EDUCATION

Similar to previous years, 5% of **Graduates** are enrolled in another apprenticeship program while 4% are enrolled in another non-apprenticeship program (e.g., another post-secondary program or industry-specific training, such as fire protection, safety officer, rope access, etc.). Those who are enrolled in another apprenticeship program most often report being in the electrician (10%), heavy equipment technician (10%), or steamfitter-pipefitter (10%) apprenticeship programs. Those who are enrolled in another non-apprenticeship program are most often working towards a diploma or other certificate (48%). One-quarter (25%) are obtaining industry-specific training.

Four percent (4%) of First Period Apprentices are enrolled in another apprenticeship program (most often the electrician or heavy equipment technician programs – 13% and 10%, respectively), while 5% are enrolled in another non-apprenticeship program. Those enrolled in another non-apprenticeship program are most often working towards a diploma or certificate (43%) or are obtaining industry-specific training (19%).

Please Note: This question was modified slightly in 2020/2021, so data is not directly comparable to previous years.

Figure 36: Are you currently enrolled in another program, such as another apprenticeship program, another post-secondary program or industry-specific training? (E4_2_5, Graduates)

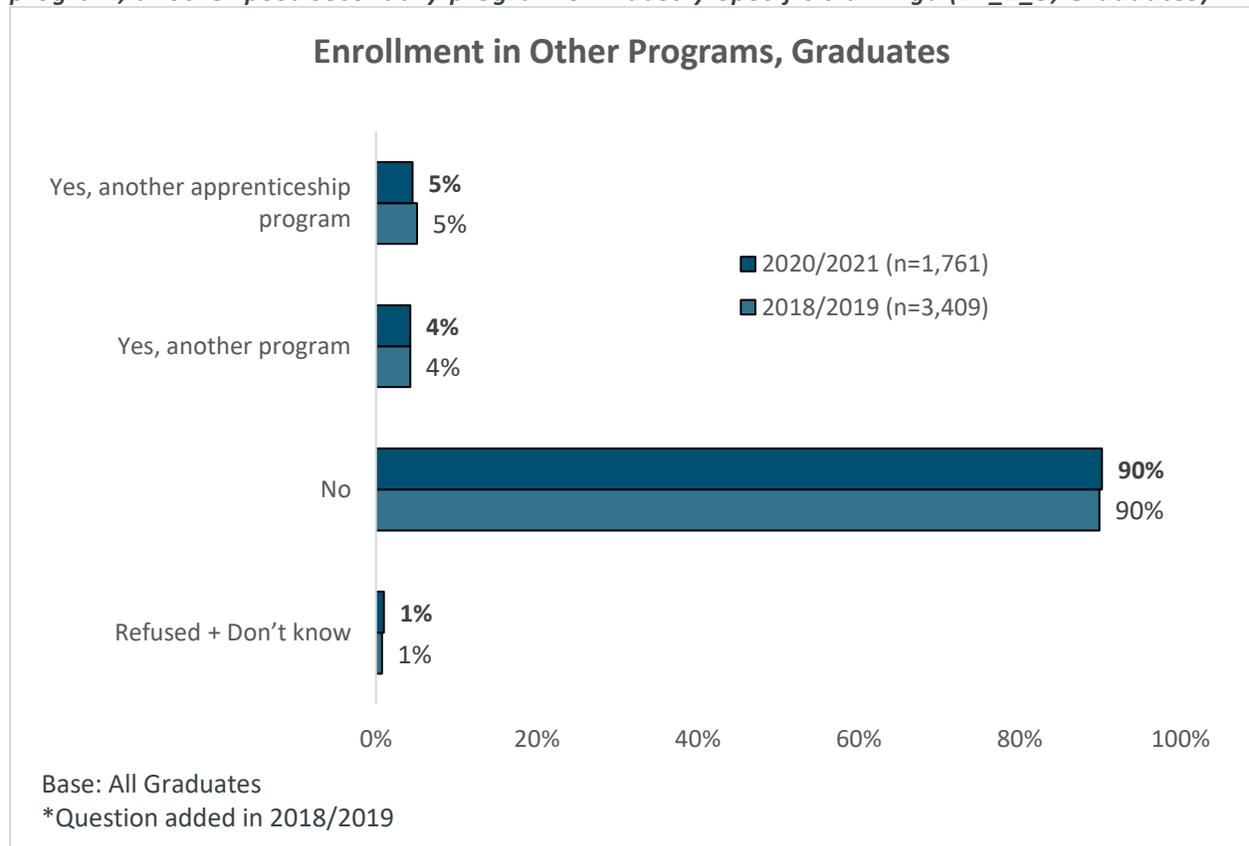


Table 37: Enrollment in Other Apprenticeship Programs (Graduates, Year-Over-Year)

<i>Base: Graduates who are enrolled in another <u>apprenticeship</u> program</i>	Percent of Respondents	
	2018/2019 (n=174)	2020/2021 (n=84)
Electrician	11%	10%
Heavy Equipment Technician	9%	10%
Steamfitter-Pipefitter	7%	10%
Gasfitter A	10%	8%
Refrigeration and Air Conditioning Mechanic	3%	8%
Instrument Technician	5%	6%
Welder	13%	6%
Automotive Service Technician	2%	5%
Heavy Duty Mechanic Off Road	5%	4%
Industrial Mechanic (Millwright)	6%	4%
Parts Technician	1%	4%
Other (2% of respondents or less)	28%	25%
Don't Know	-	-
Refused	1%	2%

E4_2_6A. Which **apprenticeship** program?

Table 38: Other Program Objective (Graduates)

<i>Base: Graduates who are enrolled in another <u>non-apprenticeship</u> program</i>	Percent of Respondents
	2020/2021 (n=75)
Diploma or certificate	48%
Industry required or industry-specific training such as Rope Access, Master Electrician, Safety Officer, Fire Protection	25%
Bachelor's Degree	15%
Blue Seal Certification	13%
Master's Degree or Doctoral/PhD	3%
Other (2% of respondents or less)	1%
Don't Know	7%
Refused	3%

E45. What are you working towards as you complete this program?

Question new to 2020/2021

Figure 37: Are you currently enrolled in another program, such as another apprenticeship program, another post-secondary program or industry-specific training? (E4_2_5, First Period Apprentices)

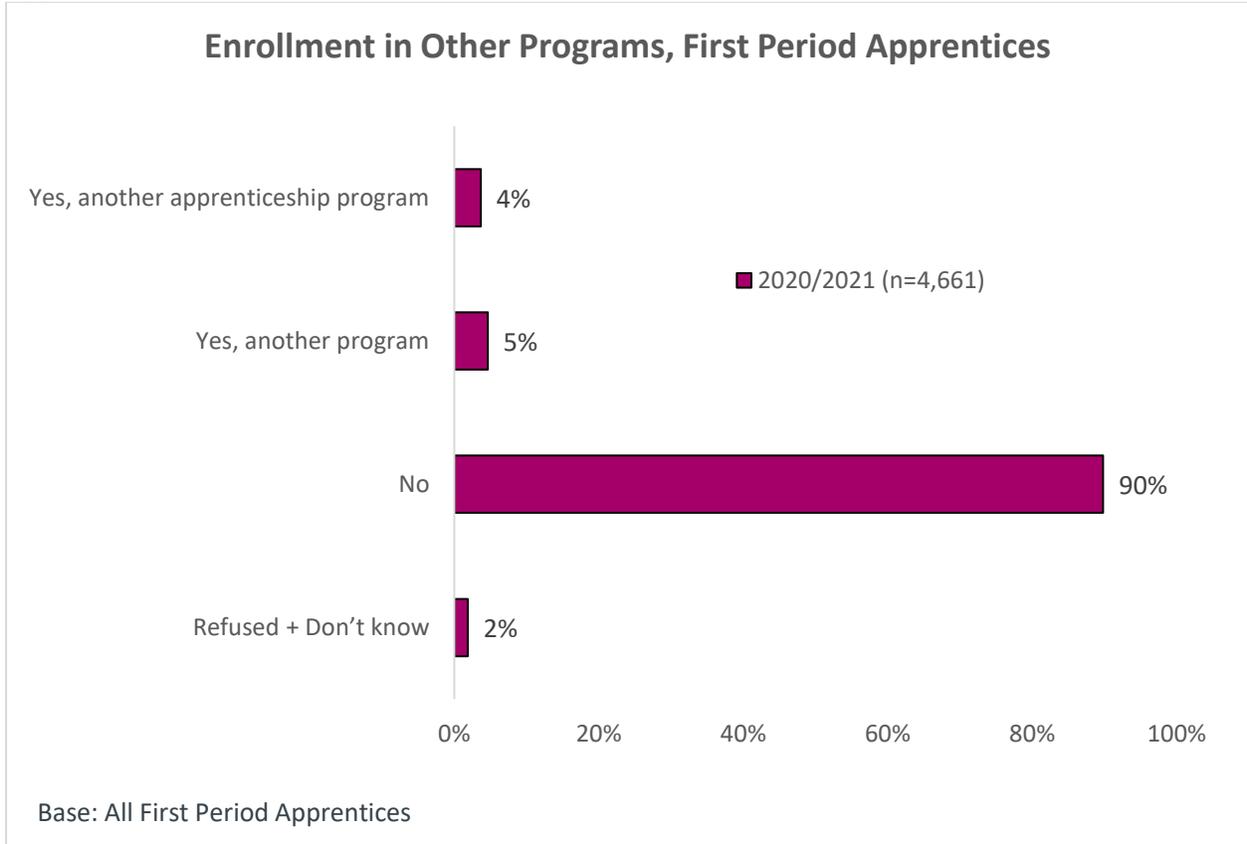


Table 39: Enrollment in Other Apprenticeship Programs (First Period Apprentices)

	Percent of Respondents
Base: First Period Apprentices who are enrolled in another apprenticeship program	2020/2021 (n=187)
Electrician	13%
Heavy Equipment Technician	10%
Welder	7%
Automotive Service Technician	6%
Steamfitter-Pipefitter	6%
Carpenter	4%
Plumber	4%
Instrument Technician	3%
Industrial Mechanic (Millwright)	3%
Hairstylist	3%
Heavy Duty Mechanic Off Road	3%
Ironworker – Structural/Ornamental	3%
Other (2% of respondents or less)	32%
Don't Know	2%
Refused	2%

E4_2_6A. Which **apprenticeship** program?

Table 40: Other Program Objective (First Period Apprentices)

	Percent of Respondents
Base: First Period Apprentices who are enrolled in another <u>non-</u> apprenticeship program	2020/2021 (n=216)
Diploma or certificate	43%
Industry required or industry-specific training such as Rope Access, Master Electrician, Safety Officer, Fire Protection	19%
Bachelor's Degree	16%
Blue Seal Certification	8%
Red Seal	5%
Master's Degree or Doctoral/PhD	4%
Other	4%
Don't Know	5%
Refused	4%

E45. What are you working towards as you complete this program?

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

While **enrollment in other programs** is overall quite low (8% of all First Period Apprentices), it is higher for those in the Welder (13%) and Carpenter (12%) trades.

Non-Progressors are significantly more likely to be enrolled in another program (28%, versus 6% of Progressors).

4.2 Employment

4.2.1 Employment Status

Comparable to 2018/2019, 89% of **Graduates** are currently employed (7% of whom are self-employed, also comparable to last year). Six percent (6%) are not employed but are looking for work (a decrease, and the lowest percentage since 2011/2012), while 3% are not employed but are not looking for work.

Among those who are currently looking for work, 58% are looking for work that is directly related to their Alberta journey person certification – a decrease and a continuation of a downward trend for several years now. Conversely, slightly more Graduates are looking for work that is somewhat related to their certification (18%, up from 14% in 2018/2019 and a significant increase from previous years). Overall, these results suggest that Graduates may have fewer options or are having more difficulty finding work, and are therefore more open-minded about the type of employment that they are looking for.

Among those who are not employed and not looking for work, 27% are choosing to not work right now, and 24% indicate that they are enrolled in a post-secondary program. It is notable that 14% (a significant increase from 3% in 2018/2019) report that there is no work available.

Among **First Period Apprentices**, 83% are currently employed, 10% are not employed but are looking for work, and 4% are not employed but are not looking for work.

Figure 38: Which of the following categories best describes your current employment status? (E1, Graduates)

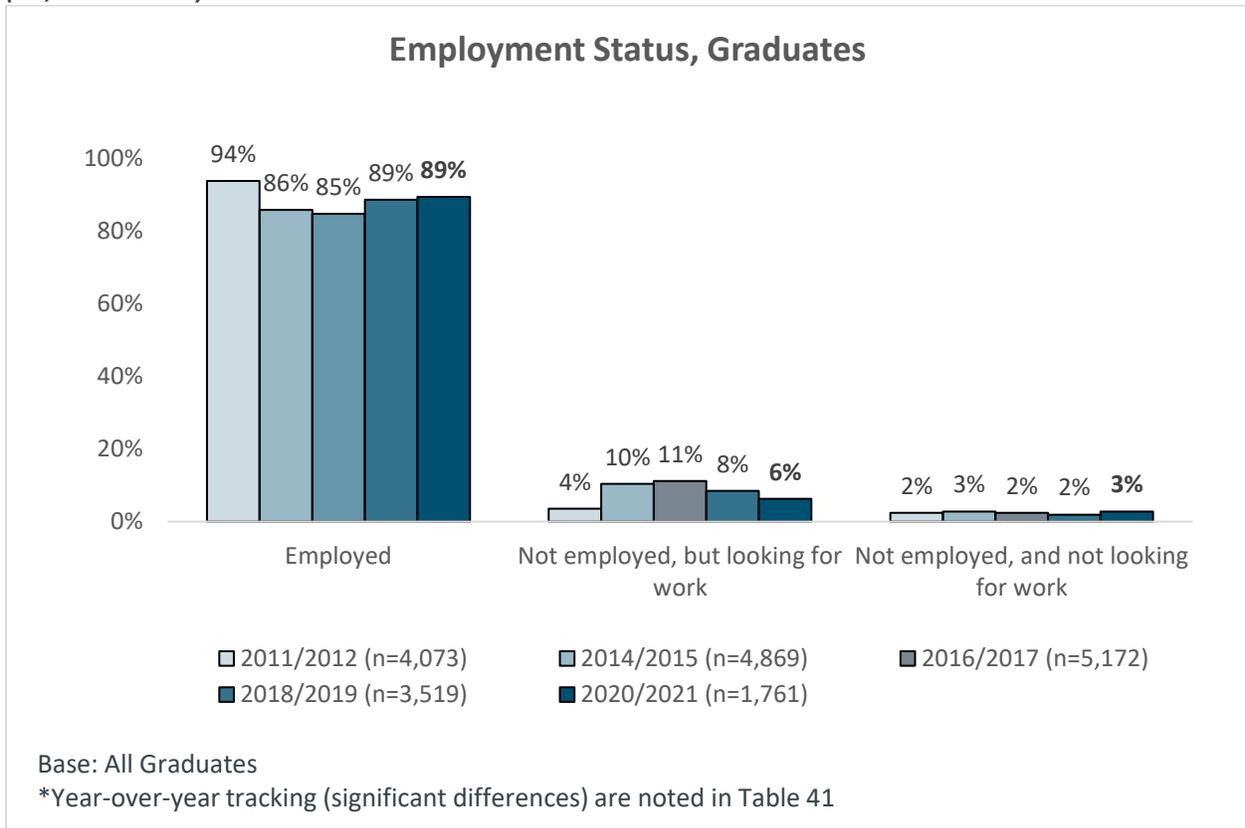


Table 41: Employment Status (Graduates)

<i>Base: All Graduates</i>	Percent of Respondents				
	2011/2012 (n=4,073)	2014/2015 (n=4,869)	2016/2017 (n=5,172)	2018/2019 (n=3,519)	2020/2021 (n=1,761)
Employed	94%	86% ¹	85% ²	89% ¹²³	89% ²³⁴
Not employed but looking for work	4% (n=144)	10% ¹ (n=505)	11% ² (n=581)	8% ¹²³ (n=295)	6% ¹²³⁴ (n=110)
Looking for work that is directly related to the Alberta journeyperson certification*	78% of those not employed but looking	70% of those not employed but looking	63% ¹² of those not employed but looking	63% ²³ of those not employed but looking	58% ³⁴ of those not employed but looking
Looking for work that is somewhat related*	14%	11%	14%	14%	18% ³
Looking for work that is not related *	3%	2%	3%	3%	7% ³
Looking for any kind of work at all*	3%	16% ¹	19% ²	19% ³	15% ⁴
Not employed and not looking for work	2%	3%	2% (n=123)	2% ² (n=67)	3% ¹ (n=49)
Choosing not to work at this time**	-	-	22% of those not looking	13% of those not looking	27% of those not looking
Currently enrolled in post-secondary**	-	-	24%	43% ¹	24% ¹
No work available**	-	-	8%	3%	14% ¹
Unwell/not well enough to work** ***	-	-	-	10%	12%
Maternity/paternity leave**	-	-	14%	15%	10%
In a different line of work**	-	-	-	-	8%
Starting my own business**	-	-	-	3%	6%
Other (4% or less)	-	-	36%	12%	4%
Don't Know	-	-	-	-	<1%
Refused	<1%	1%	2%	1%	1%

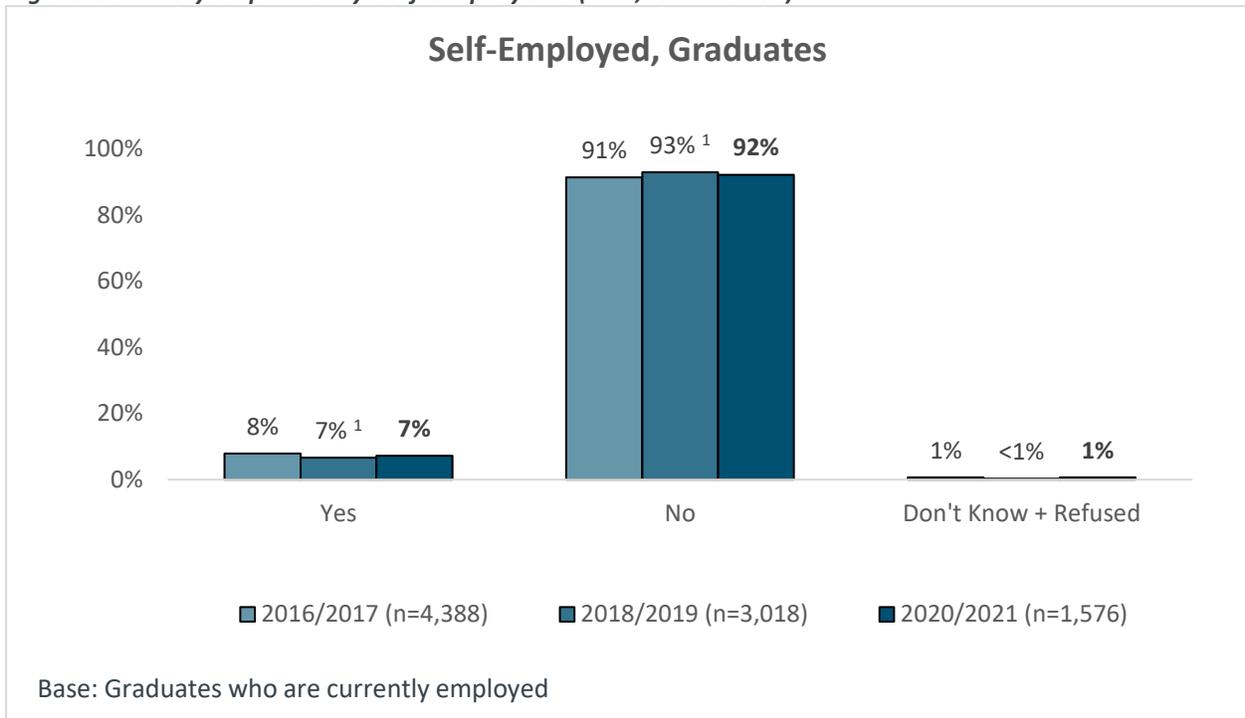
E1. Which of the following categories best describes your current employment status?

*E1A. Which of the following best describes the type of work you are looking for? Percentages are based on those who are not employed but looking for work?

**E1C. Why are you currently not looking for work?

***New response option in 2020/2021

Figure 39: Are you primarily self-employed? (E1B, Graduates)



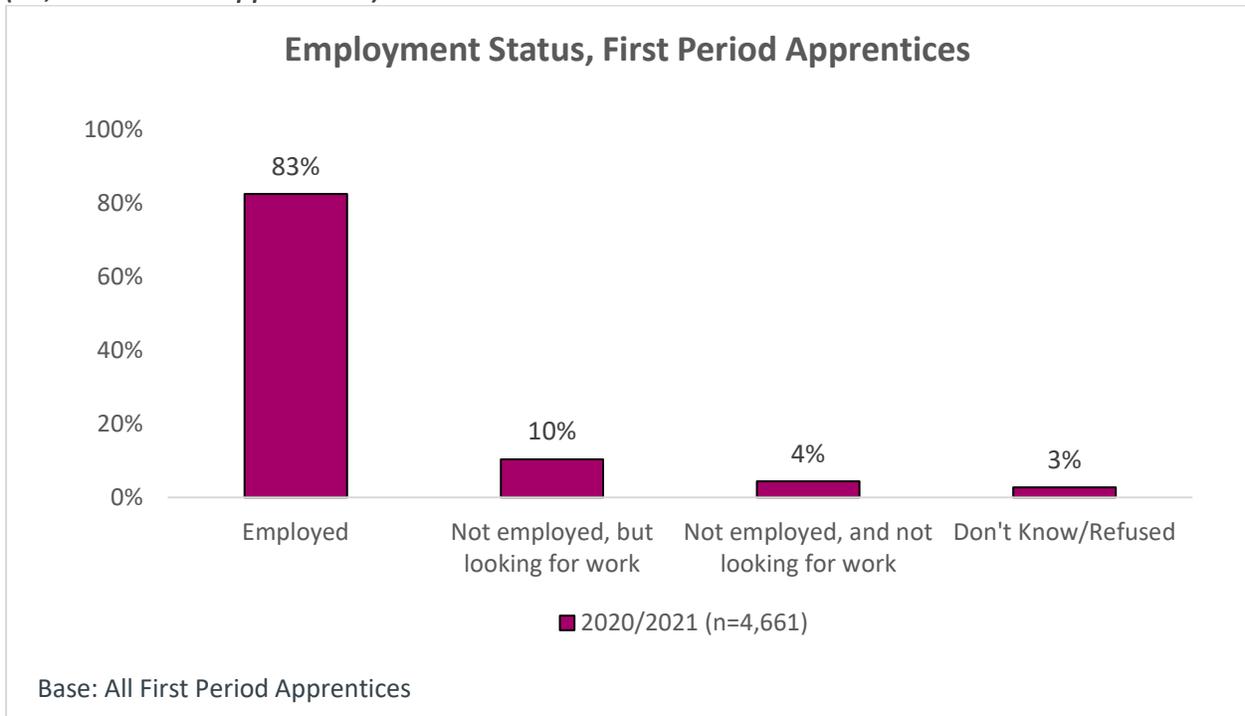
GRADUATE SUB-SEGMENT DIFFERENCES

Graduates in Vehicle & Related trades are more likely to report being employed (95%). Those in the Electrical (9%), Metal (11%), and Mechanical (9%) programs are more likely to report being unemployed but looking for work, similar to those in Urban regions (8%), and particularly those in Edmonton (9%).

Graduates who took CTS (100%) and RAP (97%) in high school area more likely to report being employed, versus 89% of all Graduates.

In terms of demographics, non-Indigenous Graduates (90%), those without disabilities (90%), and not visible minority respondents (91%) are more likely to report being employed (compared to 85% of Indigenous, 86% of those with disabilities, and 84% of visible minorities).

Figure 40: Which of the following categories best describes your current employment status? (E1, First Period Apprentices)



FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

Overall **employment** is lower in Edmonton (78% versus 83% of all First Period Apprentices). It is also lower in the Hairstylist (74%) and Steamfitter-Pipefitter (71%) trades, for which 16% and 24%, respectively, are looking for work.

Non-Progressors are less likely to be employed (75%, versus 83% of all First Period Apprentices), but they are also more likely to report that they are not looking for work (12% versus 4%).

In terms of demographics, men (84%), non-Indigenous apprentices (84%), and not visible minority respondents (85%) are more likely to be employed, whereas their counterparts are more likely to be unemployed and looking for work (13% of women; 14% of Indigenous respondents; 15% of visible minorities).

4.2.2 Working in the Profession

More than 9 out of 10 Graduates who are currently employed report working in the profession in which they completed their apprenticeship (92%, comparable to 2018/2019).

More than three-quarters report that their work is directly related to their Alberta journey person certification (77%), while 20% report that their work is somewhat related to their certification. Results are overall consistent with those from 2018/2019.

Figure 41: Are you currently working in the <<Trade Name>> profession? (E2, Graduates)

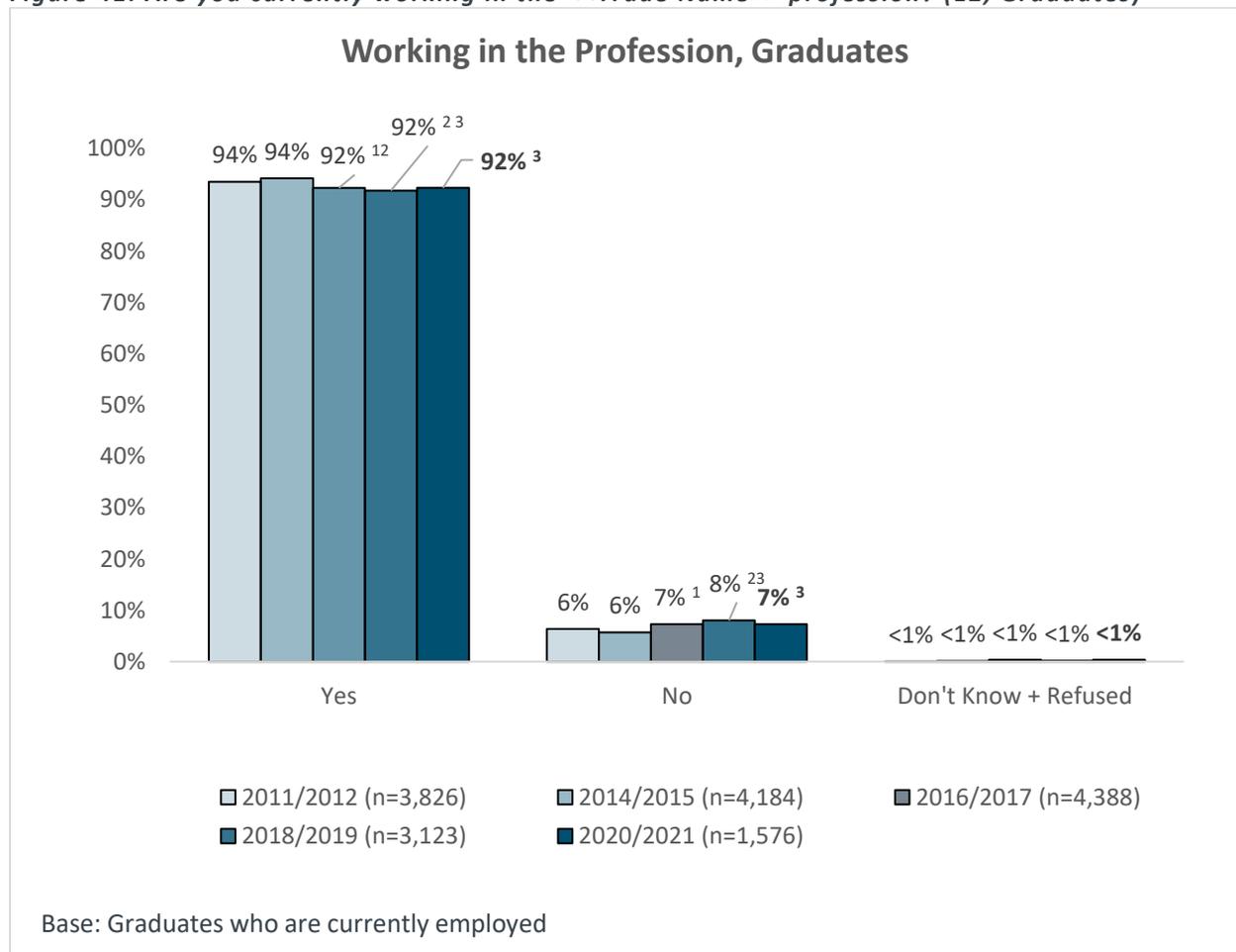


Figure 42: To what extent is the work you are currently doing related to your Alberta journeyperson certification? (E3, Graduates)

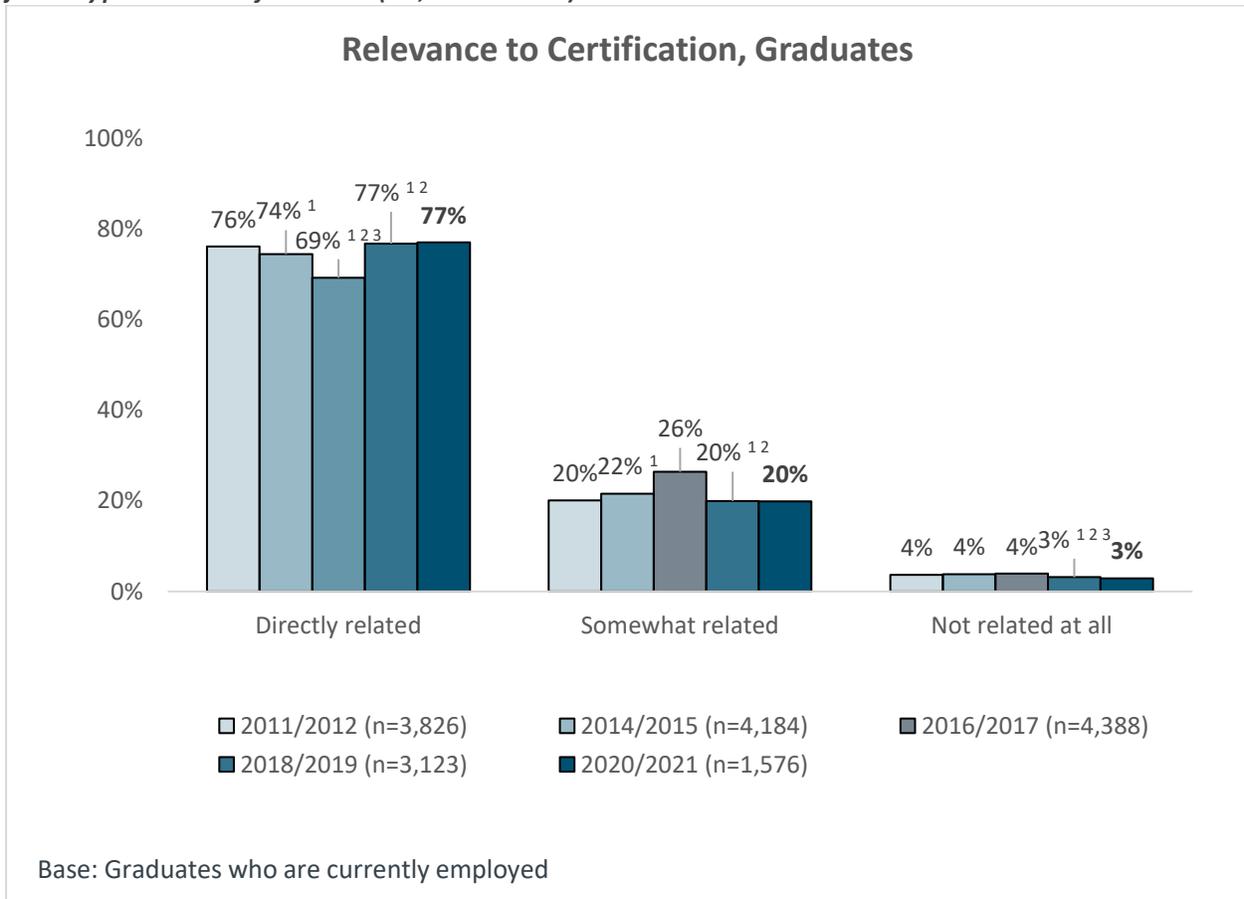


Table 42: Job Title/Position (Graduates, Year-Over-Year)

Base: Graduates who are currently employed	Percent of Respondents*				
	2011/2012 (n=3,826)	2014/2015 (n=4,184)	2016/2017 (n=4,388)	2018/2019 (n=3,018)	2020/2021 (n=1,576)
Journeyman/Technician/Operator/ etc.	74%	77%	73%	78%	75%
Foreman	7%	7%	6%	6%	6%
Supervisor/Lead Hand/Director/ Superintendent/Team Leader	5%	6%	6%	5%	4%
Manager/Administrator	4%	2%	3%	2%	2%
Owner/Co-Owner/Proprietor	2%	2%	2%	2%	2%
Don't Know	-	-	-	1%	1%
Refused	-	-	-	2%	2%

E3A. What is your position or job title?

*Top Responses shown only

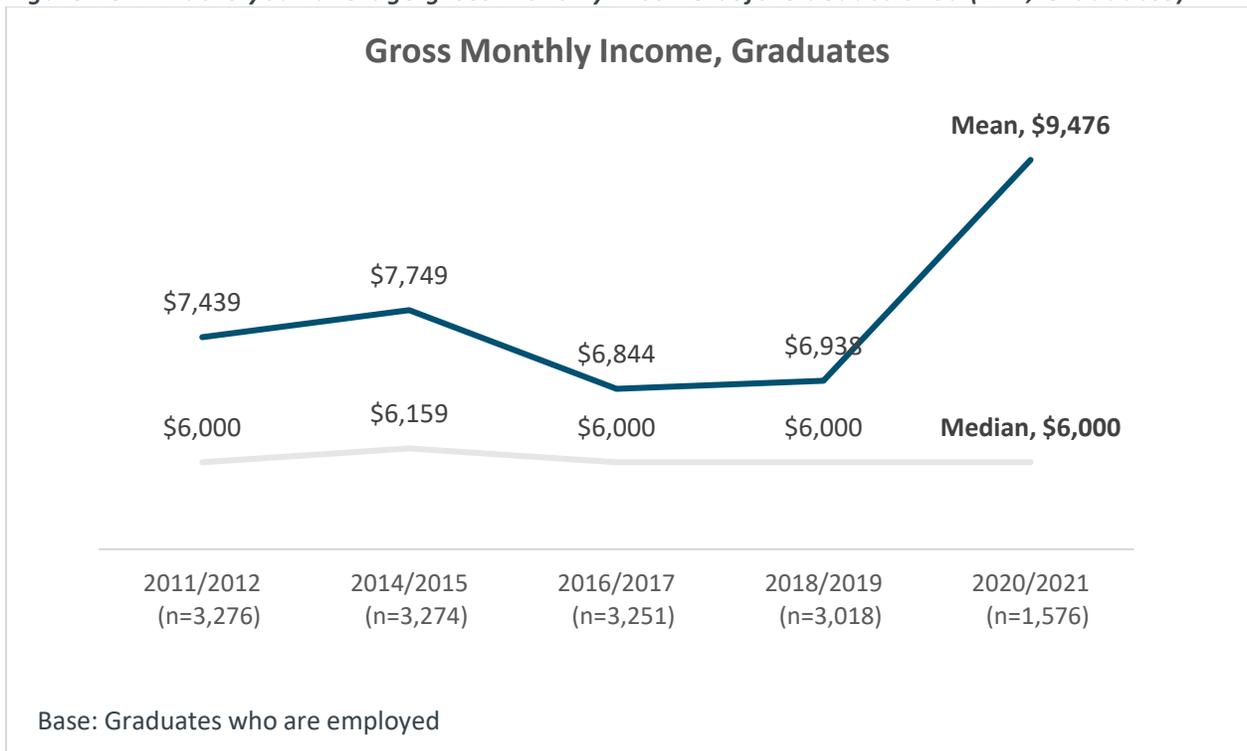
4.2.3 Income and Working Hours

With regards to gross monthly income (i.e., before deductions), employed Graduates report earning \$9,476 on average since becoming a certified journeyman – a significant increase from \$6,938 as reported in 2018/2019. The median reported income continues to be the same at \$6,000.

When asked how much they earned last month from all jobs, before taxes, Graduates in 2020/2021 report earning an average of \$6,807 per month (median = \$6,000).

Please Note: Gross income includes earnings plus holiday and vacation pay from all the jobs held by Graduates, including self-employment. Reported income only includes income from work and not other sources (e.g., investments).

Figure 43: What is your average gross monthly income before deductions? (E4X, Graduates)



In terms of the hours that Graduates work, they report working an average of 49.8 hours per week, including overtime. On average, Graduates work 7.2 hours of overtime per week.

Figure 44: How many hours do you work in an average week including overtime? (E4_1, Graduates)

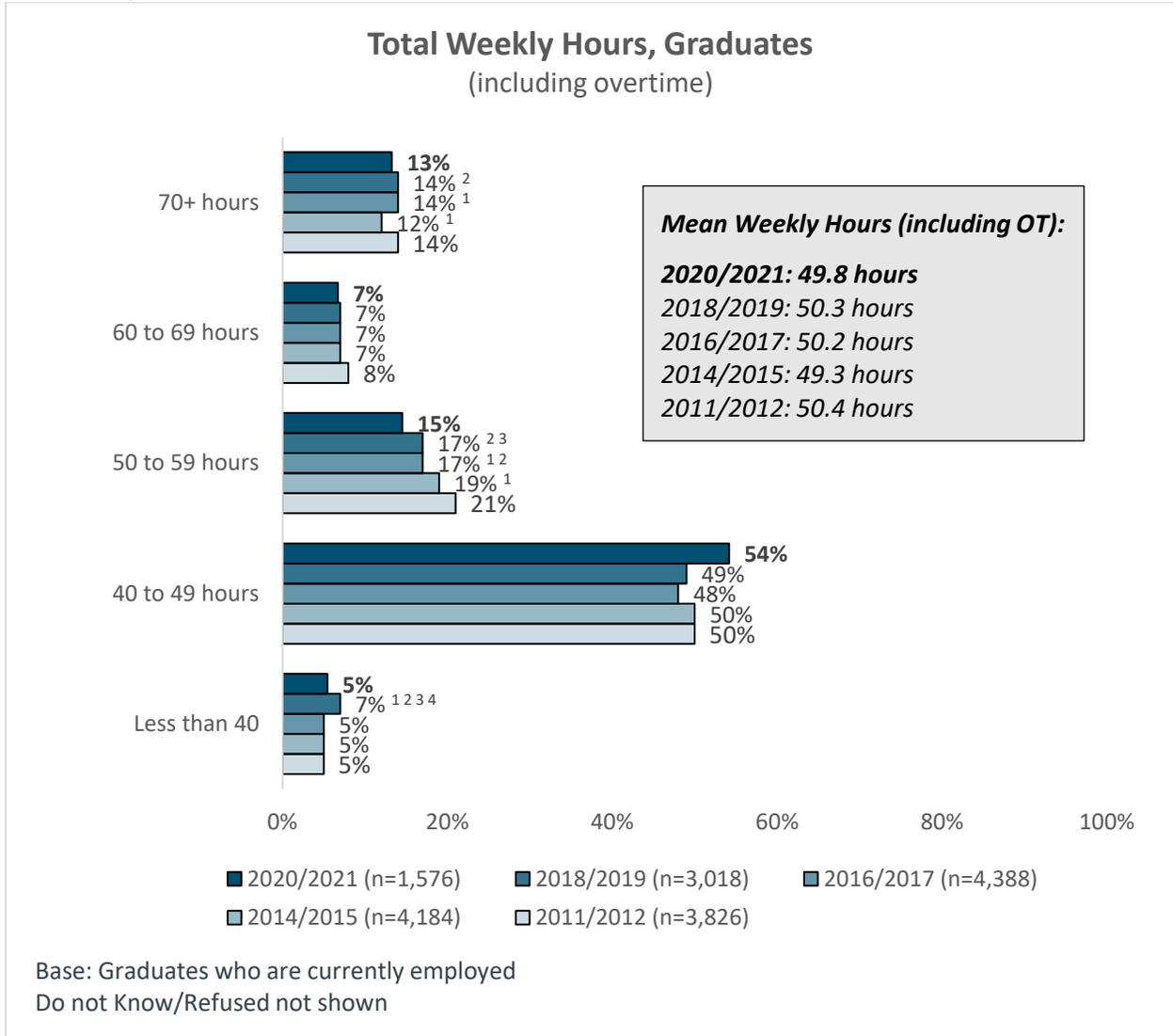
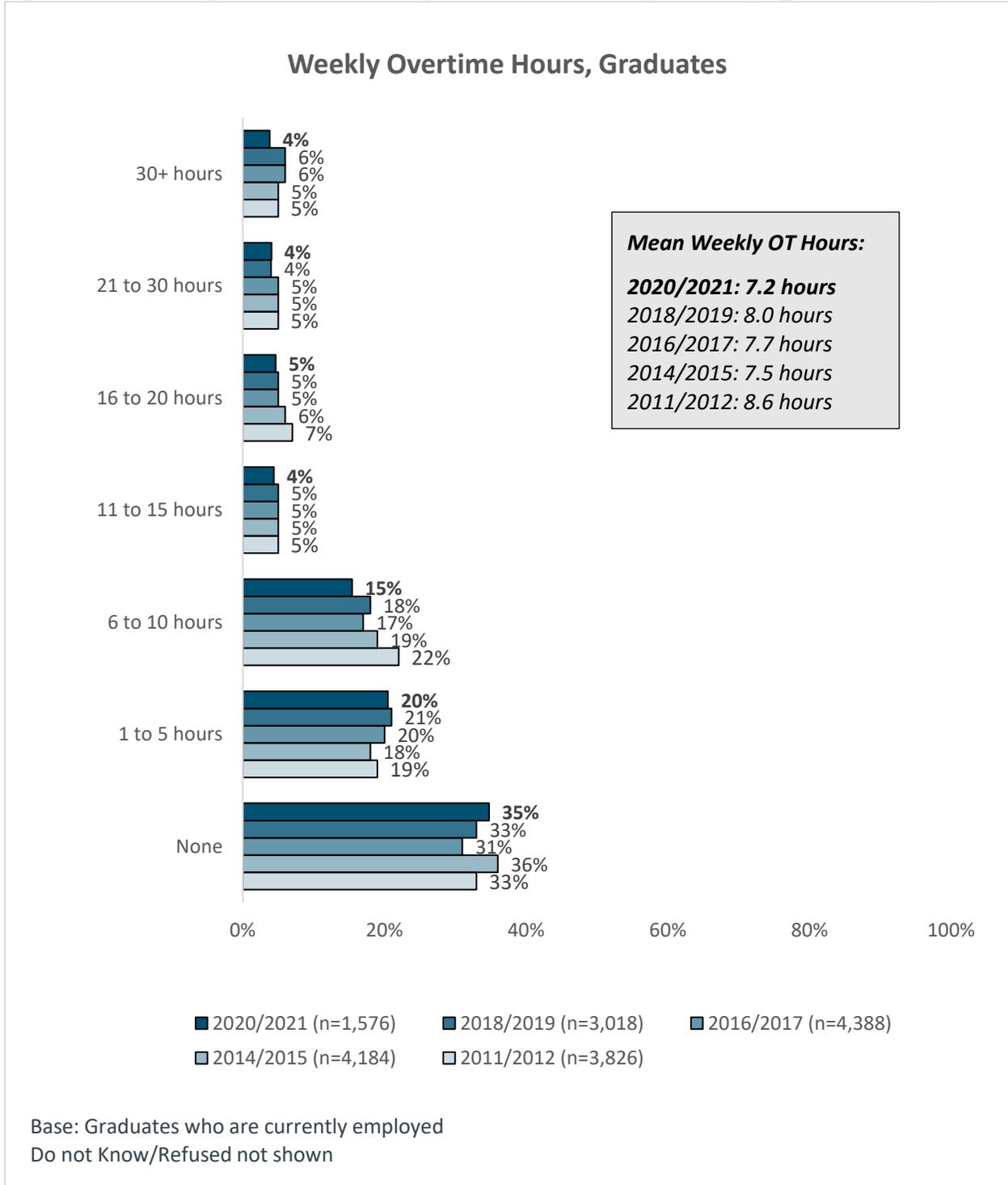


Figure 45: How many overtime hours do you work in an average week? (E4_2, Graduates)



GRADUATE SUB-SEGMENT DIFFERENCES

Graduates in the Metal trade group are more likely to report working more overtime hours in an average week (10.1 hours on average, compared to 7.2 across all apprenticeship programs), similar to men (7.4 hours on average compared to 5.5 hours for women).

4.2.3.4 IMPACT OF COVID-19 ON EMPLOYMENT

With regards to the impact of the pandemic on Graduates' employment, 40% have seen a decrease in income (22% had a slight decrease while 18% had a significant decrease) and 36% report that they have seen a decrease in their working hours (23% had a slight decrease and 13% had a significant decrease).

Figure 46: How has your income been impacted by the COVID-19 pandemic? (COV3, Graduates)

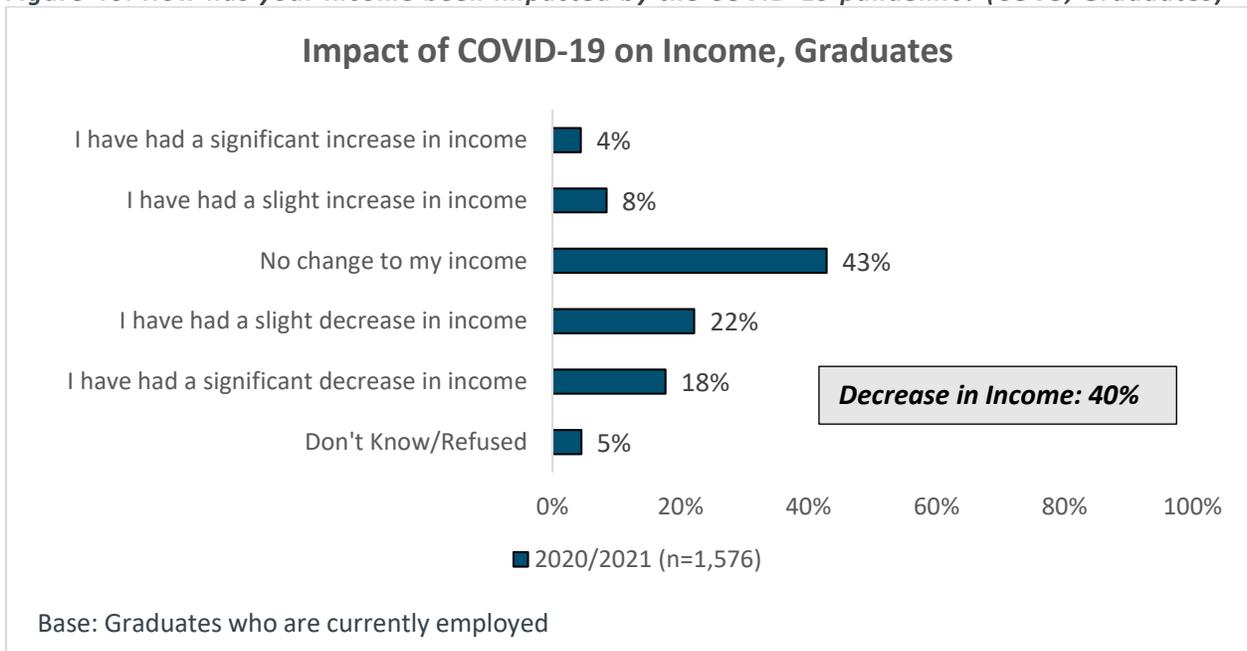
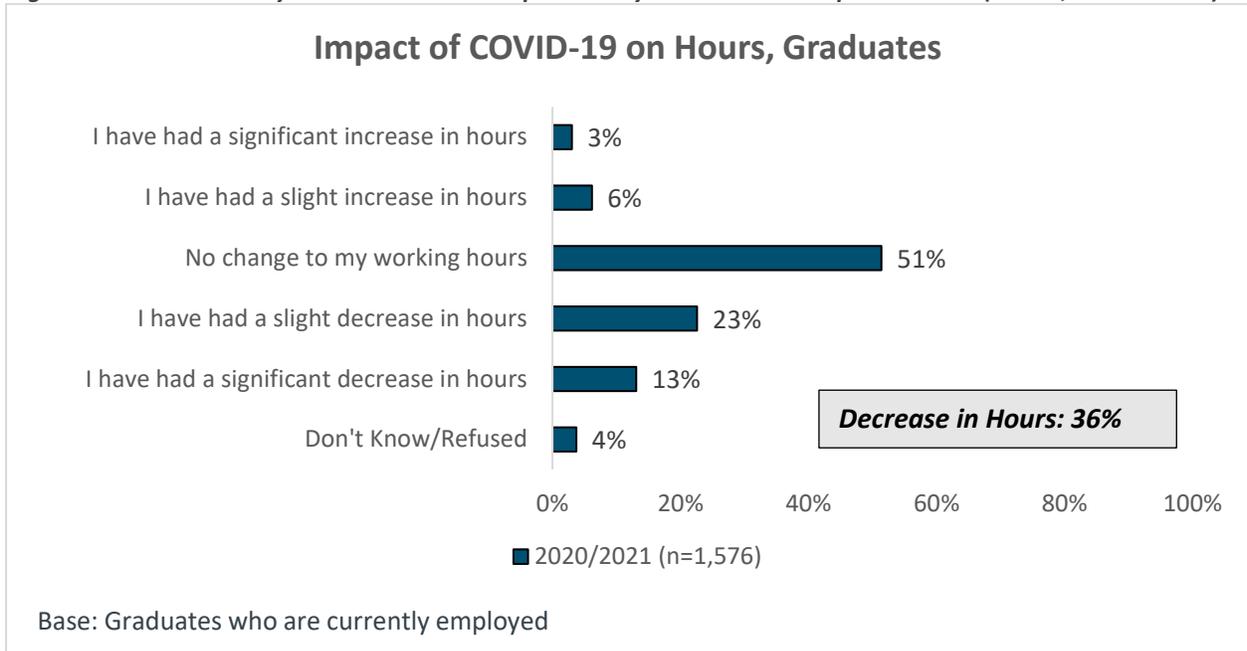


Figure 47: How have your hours been impacted by the COVID-19 pandemic? (COV4, Graduates)



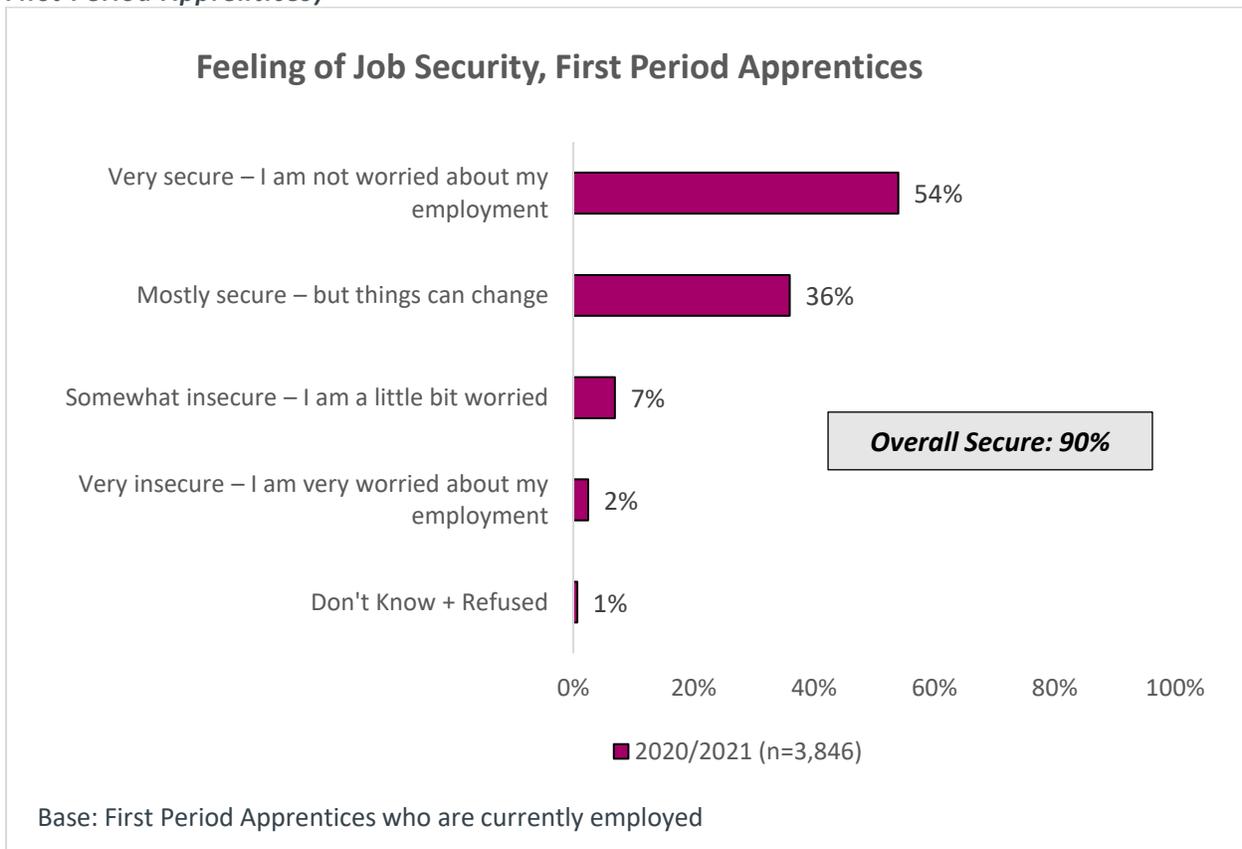
GRADUATE SUB-SEGMENT DIFFERENCES

Women are more likely to report a decrease in income due to the pandemic (55%, versus 38% of men). Not visible minority respondents are more likely to report an increase in income (14%, versus 9% of visible minorities). Women are also more likely to report a decrease in their working hours, due to the pandemic (49%, versus 34% of men).

4.2.4 Job Security

With regards to feelings of job security, 9 out of 10 First Period Apprentices report feeling mostly (46%) or very (54%) secure with their jobs right now. This is also in consideration of employer regulations for COVID-19.

Figure 48: For your current employment, how secure do you feel in your job right now? (FP_E5, First Period Apprentices)



FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

Those in the Heavy Equipment Technician programs report feeling more secure with their employment than apprentices, in general (94% versus 90%). Hairstylist apprentices report feeling the most insecure (13%).

In terms of demographics, First Period Apprentices with disabilities are significantly more likely to report feeling insecure about their employment (13%, compared to 9% of those without disabilities.)

4.3 Program Satisfaction

4.3.1 Pre-Apprenticeship Programs

Respondents who took a pre-apprenticeship program (or more than one) were asked to rate how valuable they felt these programs were. Most Graduates who participated in the Registered Apprenticeship Program (RAP) felt it was valuable (95%), while 87% of those who participated in pre-employment programs that provide credit for the first period felt they were valuable. Four (4) in 5 respondents felt that the CTS program was valuable (80%).

First Period Apprentices who participated in pre-apprenticeship programs tended to provide higher ratings – 93% felt that RAP was valuable, 92% felt that CTS was valuable, and 92% felt that pre-employment programs that provide credit for the first period were valuable.

In terms of *why* respondents felt that these programs were valuable, participants most often explained that the pre-apprenticeship programs they participated in helped them to learn new skills, to be better prepared for the apprenticeship program, and to decide if the program was well-suited to them. These were generally the top 3 responses, regardless of audience or program.

Please Note: Due to a change in the question structure and response options (reasons for why the programs were valuable), results are not directly comparable to previous years.

Figure 49: Overall, how valuable was the pre-apprenticeship program(s)? (P3a, Graduates)

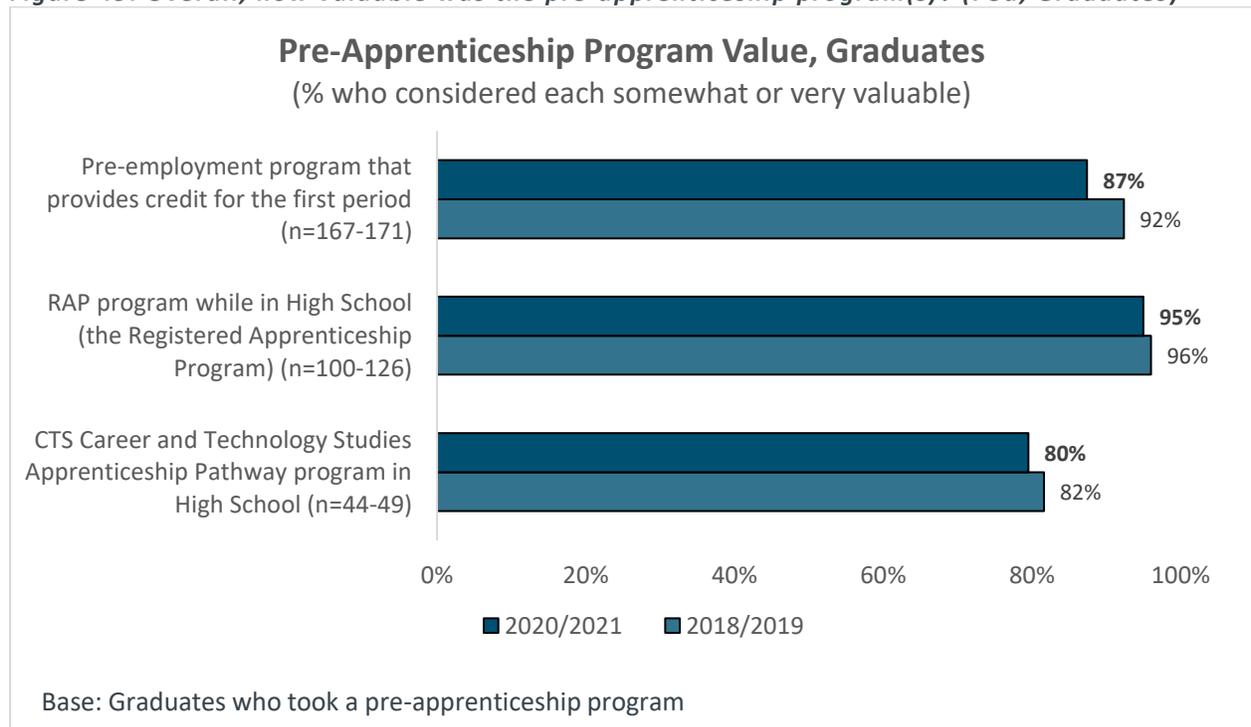


Table 43: Pre-Apprenticeship Program Value (Graduates)

	Percent of Respondents 2020/2021				
	Very valuable	Somewhat valuable	Not very valuable	Not at all valuable	Do not Know
Base: Graduates who took a pre-apprenticeship program					
CTS Career and Technology Studies Apprenticeship Pathway program in High School (n=44)	52%	27%	14%	2%	5%
RAP program while in High School (the Registered Apprenticeship Program) (n=100)	73%	22%	3%	1%	1%
Pre-employment program that provides credit for the first period (n=167)	57%	30%	8%	4%	1%

P3a. Overall, how valuable was/were the pre-apprenticeship program(s) to you?

Table 44: Value of CTS Program (Graduates)

Career and Technology Studies (CTS) Apprenticeship Pathway program in High School	Percent of Respondents
Base: Graduates who took this type of pre-apprenticeship program and felt it was valuable	2020/2021 (n=35)
Learned new skills	71%
Helped me be better prepared for, and to succeed in, the apprenticeship program	63%
Helped me decide if an apprenticeship program is suitable for me/allowed me to explore my options	51%
Helped me meet the entrance requirements for the apprenticeship program	26%
Helped me find an employer	17%
Helped me pass the entrance exam for the apprenticeship program	14%
Earned credits	3%
Earned money	3%
Other (less than 3% of respondents)	6%
Don't Know	-
Refused	-

P3B. How was/were the pre-apprenticeship program(s) valuable to you?

P3B Table 45: Value of RAP (Graduates)

RAP while in High School (the Registered Apprenticeship Program)	Percent of Respondents
Base: Graduates who took this type of pre-apprenticeship program and felt it was valuable	2020/2021 (n=95)
Learned new skills	56%
Helped me be better prepared for, and to succeed in, the apprenticeship program	56%
Helped me decide if an apprenticeship program is suitable for me/allowed me to explore my options	46%
Helped me find an employer	29%
Helped me meet the entrance requirements for the apprenticeship program	24%
Hands-on training/practical experience	6%
Helped me pass the entrance exam for the apprenticeship program	5%
Earned credits	5%
Helped me earn the required hours	4%
Other (2% of respondents or less)	12%
Don't Know	-
Refused	-

P3B. How was/were the pre-apprenticeship program(s) valuable to you?

P3B Table 46: Value of Pre-Employment Programs (Graduates)

Pre-employment program that provides credit for the first period	Percent of Respondents
Base: Graduates who took this type of pre-apprenticeship program and felt it was valuable	2020/2021 (n=146)
Helped me be better prepared for, and to succeed in, the apprenticeship program	62%
Learned new skills	58%
Helped me find an employer	47%
Helped me decide if an apprenticeship program is suitable for me/allowed me to explore my options	31%
Helped me meet the entrance requirements for the apprenticeship program	27%
Helped me pass the entrance exam for the apprenticeship program	26%
Hands-on training/practical experience	3%
Helped me learn more about the trade/more in-depth knowledge	3%
Other (2% of respondents or less)	7%
Don't Know	1%
Refused	-

P3B. How was/were the pre-apprenticeship program(s) valuable to you?

Figure 50: Overall, how valuable was the pre-apprenticeship program? (P3a, First Period Apprentices)

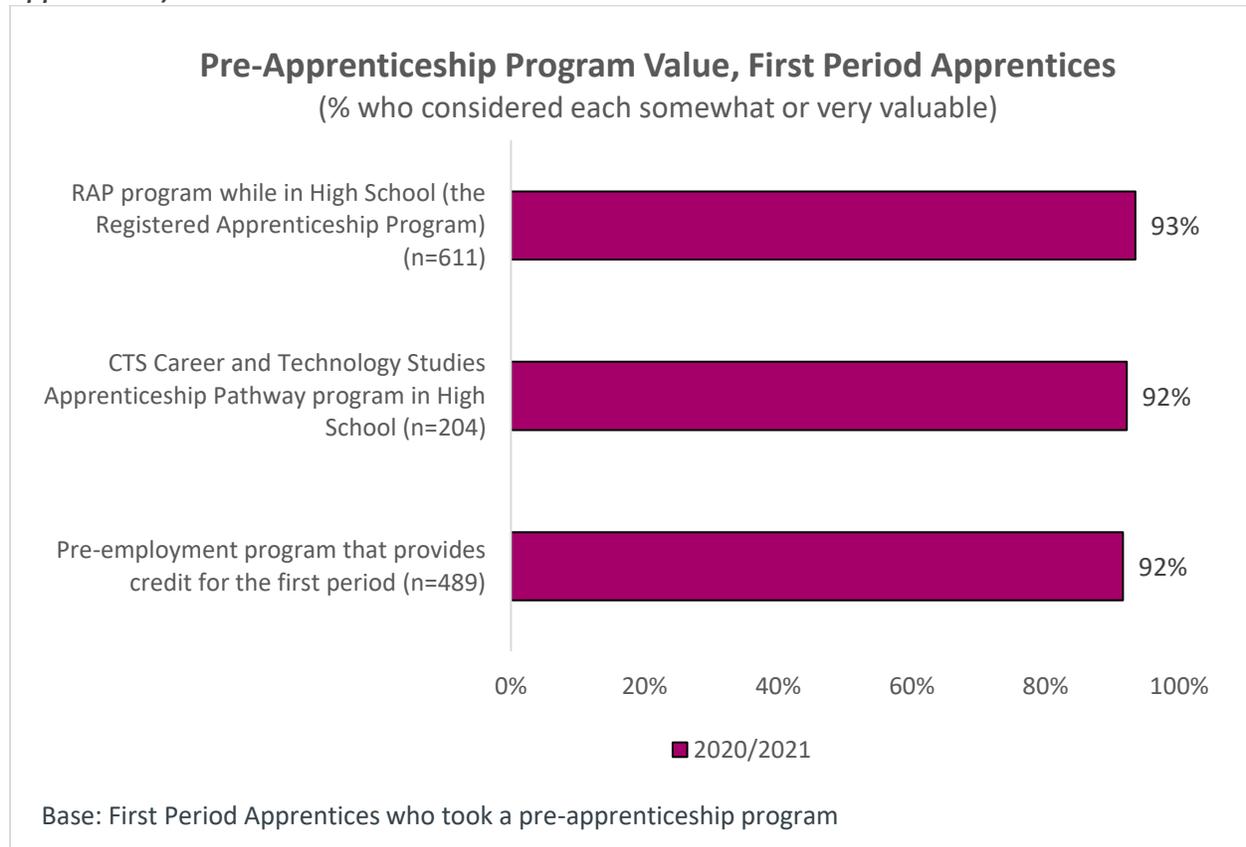


Table 47: Pre-Apprenticeship Program Value (First Period Apprentices)

Base: First Period Apprentices who took a pre-apprenticeship program	Percent of Respondents 2020/2021				
	Very valuable	Somewhat valuable	Not very valuable	Not at all valuable	Do not Know
CTS Career and Technology Studies Apprenticeship Pathway program in High School (n=204)	60%	32%	5%	2%	<1%
RAP program while in High School (the Registered Apprenticeship Program) (n=611)	75%	18%	3%	2%	1%
Pre-employment program that provides credit for the first period (n=489)	65%	27%	6%	2%	1%

P3a. Overall, how valuable was/were the pre-apprenticeship program(s) to you?

Table 48: Value of CTS Program (First Period Apprentices)

Career and Technology Studies (CTS) Apprenticeship Pathway program in High School	Percent of Respondents
<i>Base: First Period Apprentices who took this type of pre-apprenticeship program and felt it was valuable</i>	2020/2021 (n=188)
Learned new skills	66%
Helped me be better prepared for, and to succeed in, the apprenticeship program	53%
Helped me decide if an apprenticeship program is suitable for me/allowed me to explore my options	45%
Helped me meet the entrance requirements for the apprenticeship program	28%
Helped me find an employer	23%
Helped me pass the entrance exam for the apprenticeship program	12%
Hands-on training/practical experience	5%
Helped me learn more about the trade/more in-depth knowledge	3%
Other (less than 3% of respondents)	7%
Don't Know	2%
Refused	-

P3B. How was/were the pre-apprenticeship program(s) valuable to you?

Table 49: Value of RAP (First Period Apprentices)

RAP while in High School (the Registered Apprenticeship Program)	Percent of Respondents
<i>Base: First Period Apprentices who took this type of pre-apprenticeship program and felt it was valuable</i>	2020/2021 (n=571)
Learned new skills	59%
Helped me be better prepared for, and to succeed in, the apprenticeship program	47%
Helped me decide if an apprenticeship program is suitable for me/allowed me to explore my options	43%
Helped me find an employer	32%
Helped me meet the entrance requirements for the apprenticeship program	23%
Hands-on training/practical experience	6%
Helped me pass the entrance exam for the apprenticeship program	6%
Earned credits	4%
Helped me learn more about the trade/more in-depth knowledge	4%
Helps me build my career	3%
Helped me earn the required hours	3%
Other (2% of respondents or less)	7%
Don't Know	1%
Refused	<1%

P3B. How was/were the pre-apprenticeship program(s) valuable to you?

Table 50: Value of Pre-Employment Programs (First Period Apprentices)

Pre-employment program that provides credit for the first period	Percent of Respondents
<i>Base: First Period Apprentices who took this type of pre-apprenticeship program and felt it was valuable</i>	2020/2021 (n=448)
Learned new skills	67%
Helped me be better prepared for, and to succeed in, the apprenticeship program	54%
Helped me find an employer	35%
Helped me decide if an apprenticeship program is suitable for me/allowed me to explore my options	32%
Helped me meet the entrance requirements for the apprenticeship program	24%
Helped me pass the entrance exam for the apprenticeship program	22%
Hands-on training/practical experience	4%
Helped me learn more about the trade/more in-depth knowledge	4%
Other (3% of respondents or less)	7%
Don't Know	2%
Refused	-

P3B. How was/were the pre-apprenticeship program(s) valuable to you?

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

First Period Apprentices in the Hairstylist trade are less likely to have felt that RAP was valuable to them (84% felt it was valuable, versus 93% of all First Period Apprentices).

Women are also less likely to report that RAP was valuable (87%, compared to 95% of men).

4.3.2 On-the-Job Learning

With regards to on-the-job learning, 87% of Graduates are satisfied with the quality, overall, comparable to 89% of First Period Apprentices.

Graduates and First Period Apprentices are generally both satisfied with various aspects of on-the-job learning:

- **Covering the tasks or types of work specified in the record book** – 83% of Graduates and 86% of First Period Apprentices
- **Learning the skills needed to work in the profession** – 88% of Graduates and 90% of First Period Apprentices
- **The expertise of the supervising journey person** – 87% of Graduates and 89% of First Period Apprentices
- **The ability of the supervising journey person to teach skills in the profession** – 85% of Graduates and 88% of First Period Apprentices
- **The availability of the supervising journey person** – 86% of Graduates and 88% of First Period Apprentices
- **The adequacy of equipment and facilities for learning skills** – 87% of Graduates and 89% of First Period Apprentices
- **The supervising journey person's ability to use up-to-date practices** – 86% of Graduates and 89% of First Period Apprentices

However, responses were notably lower with regards to on-the-job learning preparing respondents for the provincial apprenticeship exams – 71% of Graduates and 69% of First Period Apprentices were satisfied in this regard.¹²

Additionally, overall results for Graduates show a decline in year-over-year trends for satisfaction with on-the-job learning.

When it comes to the “softer” aspects of on-the-job learning, Graduates and First Period Apprentices are generally quite satisfied with their experience. More than 4 in 5 Graduates and roughly 9 in 10 First Period Apprentices (or more) are satisfied with aspects of their experience such as: relevance of tasks to the trade; being given the opportunity learn new tasks; having the opportunity to learn a wide variety of tasks; enjoying the tasks they were assigned; and others.

¹² Note that, in 2020/2021, due to the COVID-19 pandemic, respondents were instructed to select “not applicable” if their exams were cancelled due to the pandemic.

Figure 51: How satisfied were you with your on-the-job learning during your apprenticeship in terms of each of the following? (B2, Graduates)

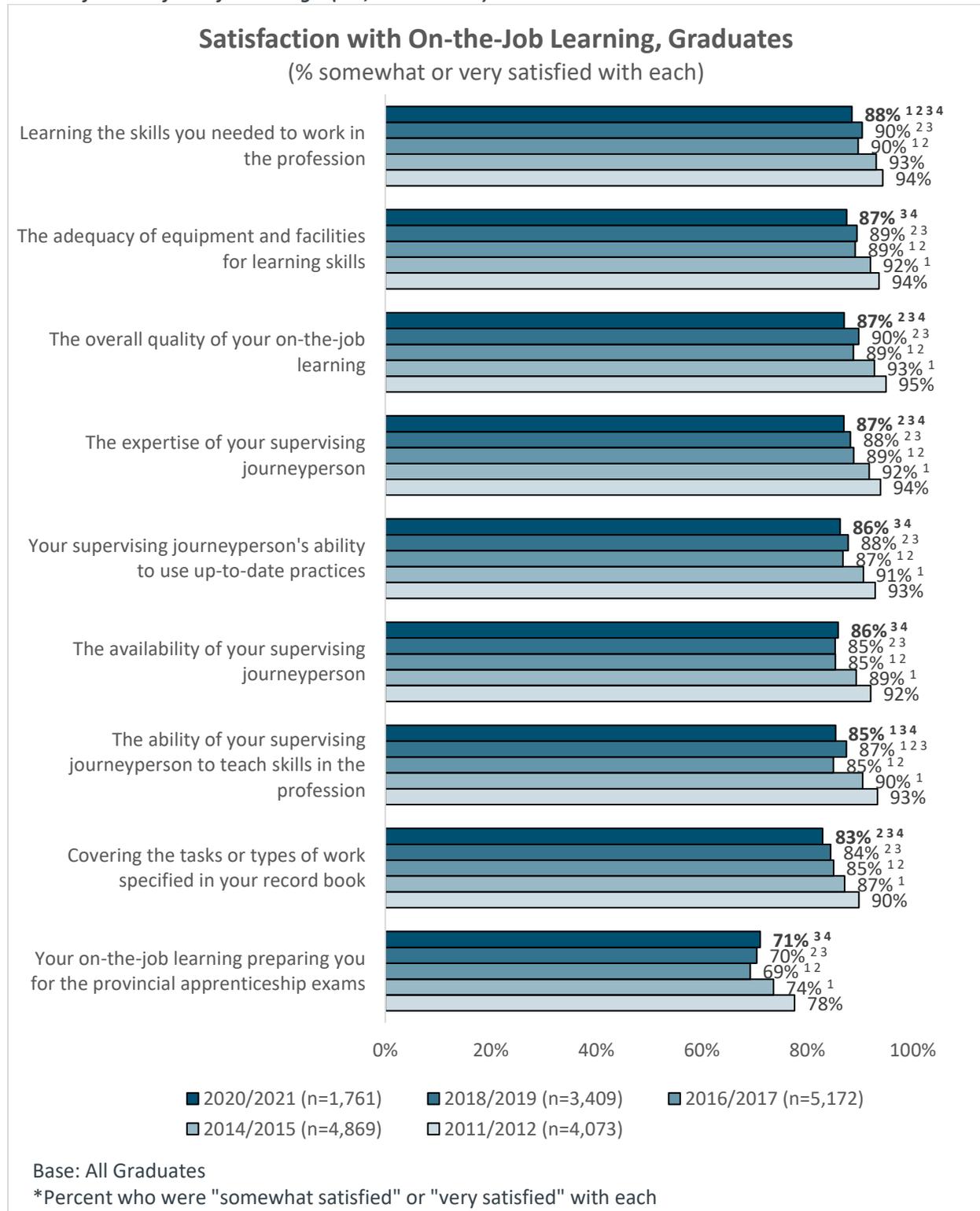


Table 51: Satisfaction with On-the-Job Learning (Graduates)

Base: All Graduates	Percent of Respondents 2020/2021 (n=1,761)				
	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	N/A + Don't Know + Refused
Learning the skills you needed to work in the profession	51%	38%	8%	2%	1%
The adequacy of equipment and facilities for learning skills	47%	41%	9%	2%	1%
The overall quality of your on-the-job learning	49%	38%	8%	4%	1%
The expertise of your supervising journeyman	55%	32%	8%	4%	2%
Your supervising journeyman's ability to use up-to-date practices	49%	37%	9%	3%	2%
The availability of your supervising journeyman	55%	31%	8%	4%	2%
The ability of your supervising journeyman to teach skills in the profession	52%	34%	9%	4%	2%
Covering the tasks or types of work specified in your record book	43%	39%	11%	5%	1%
Your on-the-job learning preparing you for the provincial apprenticeship exams	32%	39%	15%	8%	6%

B2. How satisfied were you with your *on-the-job learning* during your apprenticeship in terms of each of the following?

GRADUATE SUB-SEGMENT DIFFERENCES

Graduates in Metal apprenticeship programs are more likely to report higher satisfaction levels with regards to: the expertise of their supervising journeyman (91% compared to 87% overall); the ability of their supervising journeyman to teach skills in the profession (89% versus 85%); and the availability of their supervising journeyman (90% versus 86%).

Electrical programs are less likely to report satisfaction with their on-the-job learning, in terms of preparing them for the provincial exams (64% satisfied versus 71% overall), while Vehicle & Related are less likely to report satisfaction with their supervising journeyman's ability to use up-to-date practices (83% versus 86%).

Graduates in the Northeast are more likely to report higher satisfaction with the expertise of their supervising journeyman (93% versus 87% overall). Graduates in the Northeast are more likely to report higher satisfaction with the expertise of their supervising journeyman (93% versus 87% overall).

Figure 52: How satisfied were you with your on-the-job learning during your first period in terms of each of the following? (B2, First Period Apprentices)

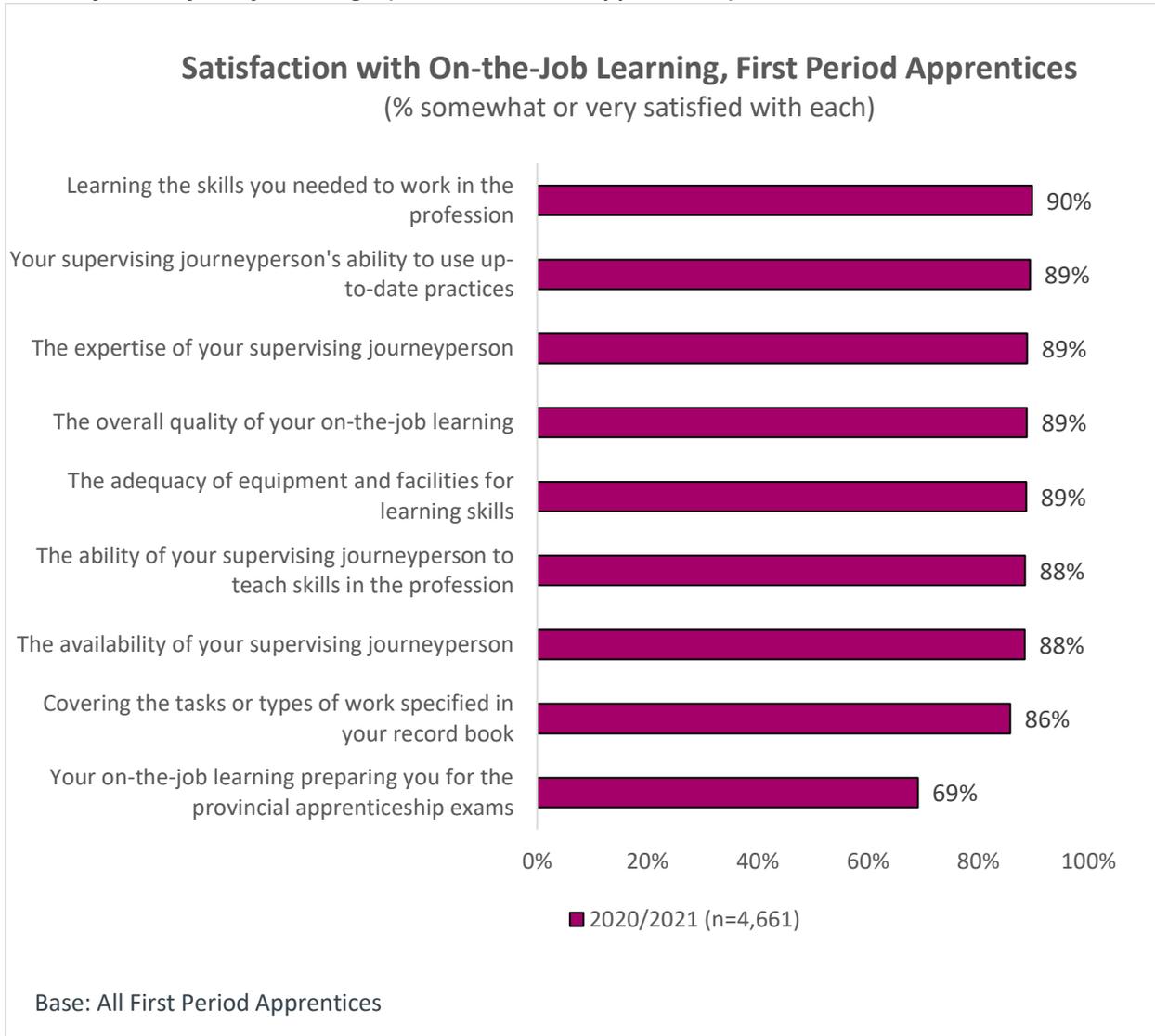


Table 52: Satisfaction with On-the-Job Learning (First Period Apprentices)

<i>Base: All First Period Apprentices</i>	Percent of Respondents 2020/2021 (n=4,661)				
	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	N/A + Don't Know + Refused
Covering the tasks or types of work specified in your record book	49%	36%	6%	3%	5%
Learning the skills you needed to work in the profession	58%	32%	5%	2%	3%
The expertise of your supervising journeyperson	66%	23%	5%	3%	4%
The ability of your supervising journeyperson to teach skills in the profession	63%	25%	5%	3%	4%
The availability of your supervising journeyperson	63%	26%	5%	3%	4%
The adequacy of equipment and facilities for learning skills	57%	32%	6%	2%	3%
Your supervising journeyperson's ability to use up-to-date practices	62%	27%	4%	2%	4%
Your on-the-job learning preparing you for the provincial apprenticeship exams	38%	31%	8%	5%	18%
The overall quality of your on-the-job learning	59%	30%	5%	3%	3%

B2. How satisfied were you with your *on-the-job learning* during your first period in terms of each of the following?

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

Those in Urban regions (particularly Edmonton) are overall, less satisfied with all aspects of on-the-job learning, while those in Southern Alberta (particularly Red Deer) report the highest levels of satisfaction. Demographically-speaking, men, non-Indigenous apprentices, those without disabilities, and those who do not identify as being a visible minority are more likely to report being satisfied.

When looking at different trades, satisfaction was the lowest among Hairstylist apprentices (79% satisfied with the overall quality of on-the-job-learning). This applied for all aspects of on-the-job learning with the exception of having adequate equipment and facilities for learning skills, for which satisfaction was par with apprentices as a whole.

Overall, Progressors are more likely to report higher satisfaction with their on-the-job learning during their first period.

First Period Apprentices who participated in RAP are also more likely to report higher satisfaction all-around.

Figure 53: Thinking about your on-the-job learning experience, how strongly do you agree or disagree that...? (B3, Graduates)

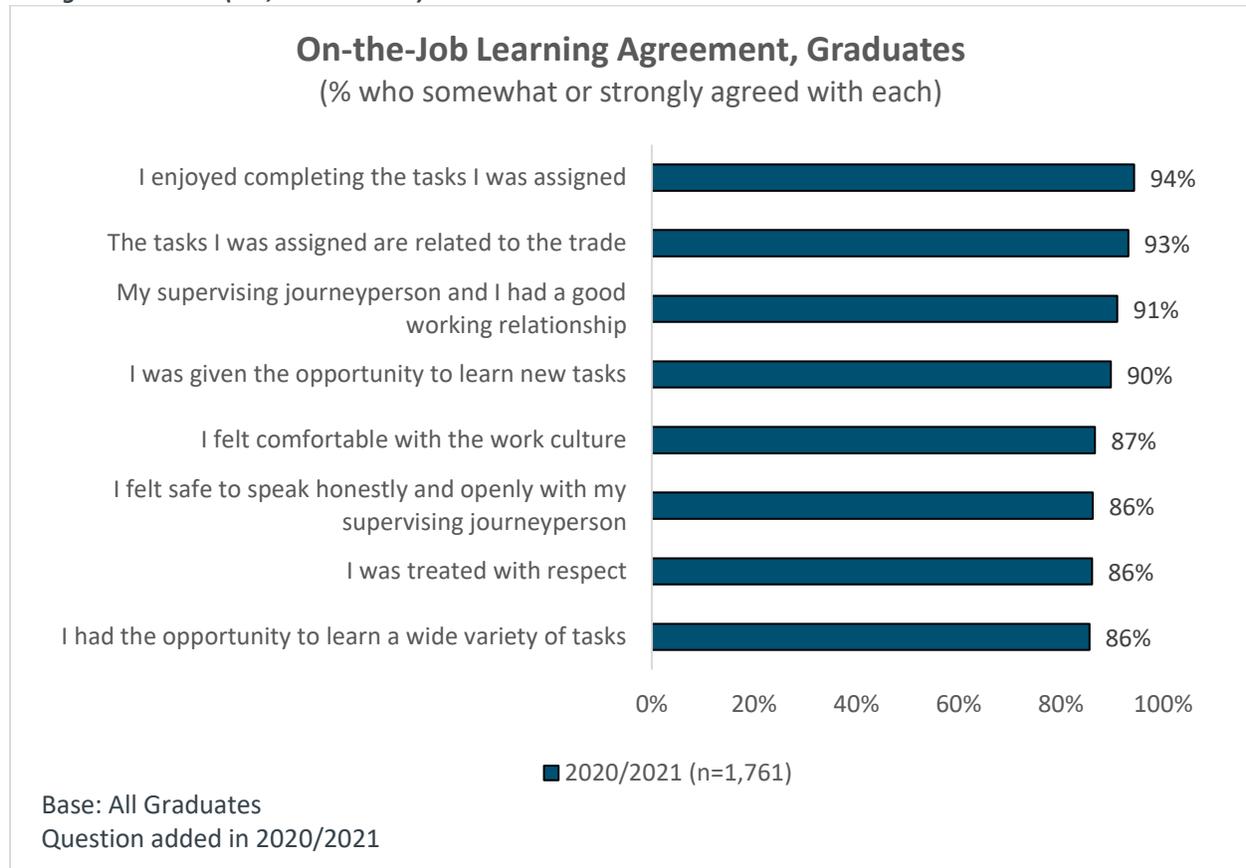


Table 53: On-the-Job Learning Agreement (Graduates)

Base: All Graduates	Percent of Respondents 2020/2021 (n=1,761)				
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't Know + Refused
The tasks I was assigned are related to the trade	59%	34%	5%	1%	1%
I was given the opportunity to learn new tasks	61%	29%	8%	2%	<1%
I had the opportunity to learn a wide variety of tasks	59%	27%	10%	4%	<1%
I enjoyed completing the tasks I was assigned	60%	35%	4%	1%	<1%
My supervising journeyman and I had a good working relationship	63%	28%	5%	3%	2%
I felt safe to speak honestly and openly with my supervising journeyman	61%	25%	7%	5%	2%
I felt comfortable with the work culture	58%	28%	7%	5%	1%
I was treated with respect	57%	29%	8%	5%	1%

B3. Thinking about your on-the-job learning experience, how strongly do you agree or disagree that...?

GRADUATE SUB-SEGMENT DIFFERENCES

Graduates in Metal apprenticeship programs are more likely to agree that they felt comfortable with the work culture (92% versus 87% overall).

Electrical programs are less likely to agree that they had the opportunity to learn a wide variety of tasks (81% versus 86% overall).

In terms of demographics, women are less likely to agree that they felt comfortable with the work culture (81%, versus 87% of men) and that they were treated with respect (80%, versus 87% of men). The findings are similar for those who are Indigenous, individuals with a disability, and/or those who identify as a visible minority (varying percentages).

Figure 54: Thinking about your on-the-job learning experience, how strongly do you agree or disagree that...? (B3, First Period Apprentices)

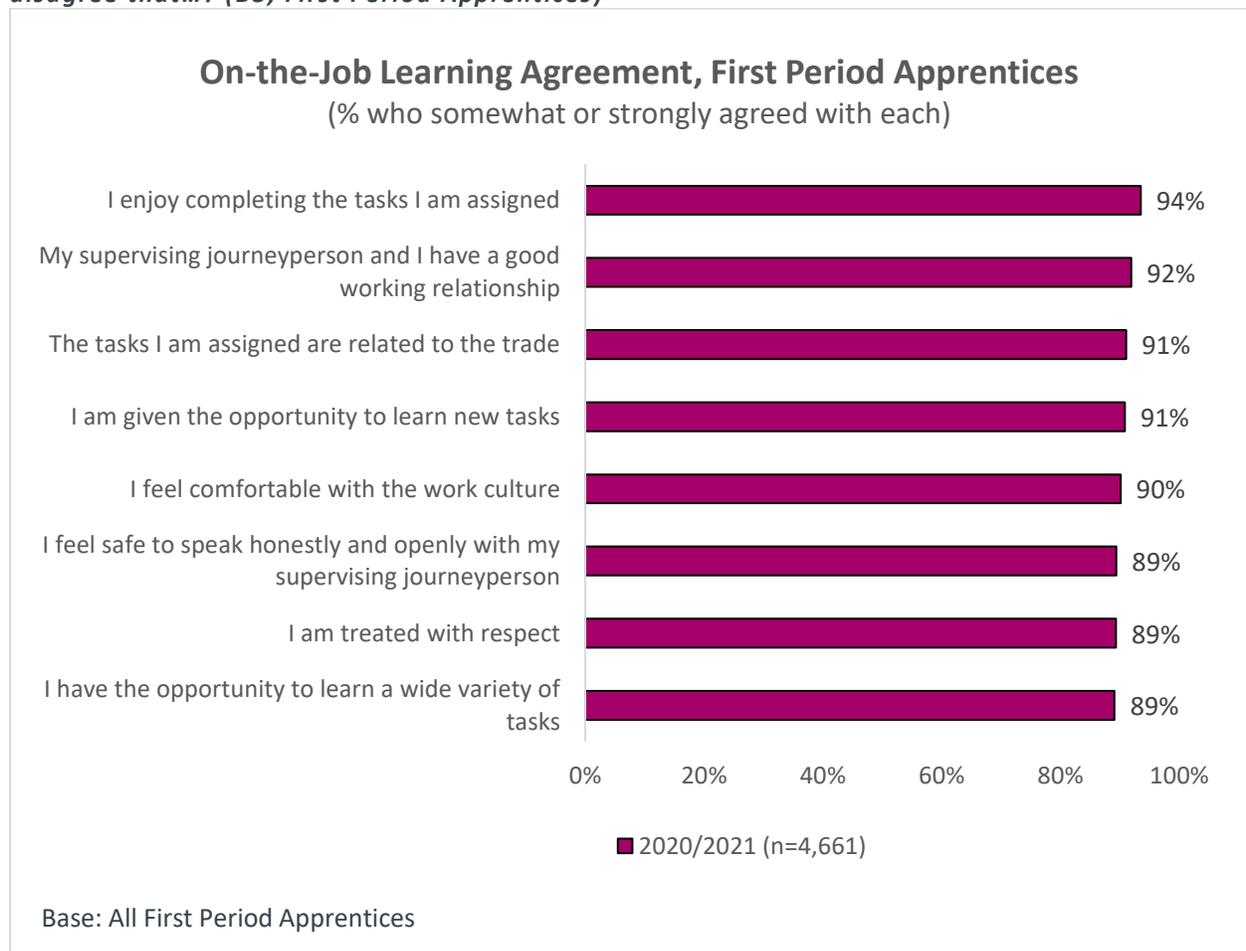


Table 54: On-the-Job Learning Agreement (First Period Apprentices)

	Percent of Respondents 2020/2021 (n=4,661)				
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't Know + Refused
<i>Base: All First Period Apprentices</i>					
The tasks I am assigned are related to the trade	63%	28%	5%	2%	2%
I am given the opportunity to learn new tasks	67%	23%	5%	2%	2%
I have the opportunity to learn a wide variety of tasks	65%	25%	7%	2%	2%
I enjoy completing the tasks I am assigned	67%	26%	3%	1%	2%
My supervising journey person and I have a good working relationship	74%	18%	3%	2%	3%
I feel safe to speak honestly and openly with my supervising journey person	72%	17%	4%	4%	3%
I feel comfortable with the work culture	69%	21%	5%	3%	2%
I am treated with respect	68%	21%	5%	3%	2%

B3. Thinking about your on-the-job learning experience, how strongly do you agree or disagree that...?

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

Hairstylist apprentices report the lowest ratings with regards to their work environment (81% to 89% agreement on all statements, versus 89% to 94% of all apprentices). “I feel comfortable with the work culture” (82%), “I am treated with respect” (81%), and “I feel safe to speak honestly and openly with my supervising journey person (81%) are the lowest-rated statements among this group.

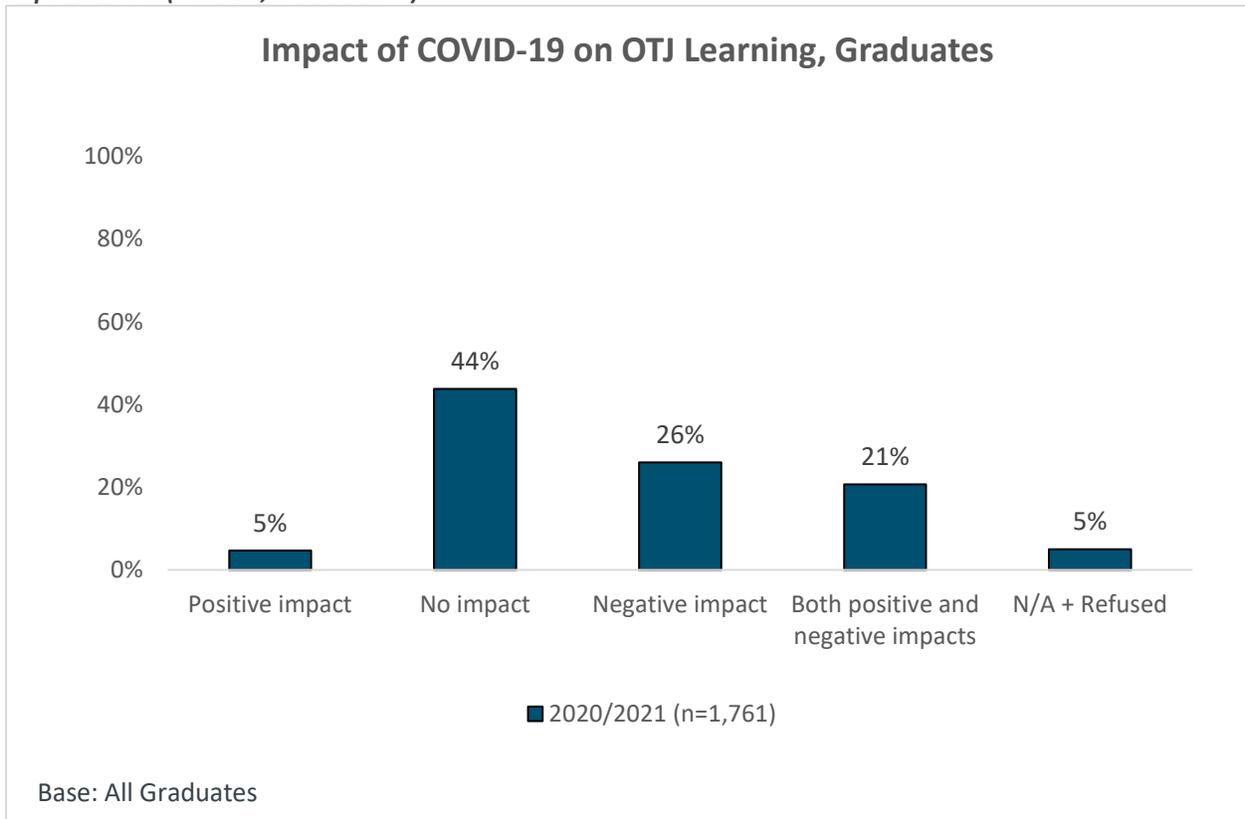
Overall, Progressors are more likely to report higher satisfaction with work experience during their first period.

In terms of demographics, women, non-Indigenous apprentices, individuals without a disability, and those who do not identify as being a visible minority are more likely to report being satisfied.

4.3.2.1 IMPACT OF COVID-19 ON OTJ LEARNING

In terms of the overall impact of the COVID-19 pandemic on the on-the-job learning experience, 44% of Graduates and 32% of First Period Apprentices report that it had no impact. Approximately one-quarter of Graduates (26%) report a negative impact – while 30% of First Period Apprentices report the same.

Figure 55: Overall, how did the COVID-19 pandemic impact your on-the-job learning experience? (COV4a, Graduates)

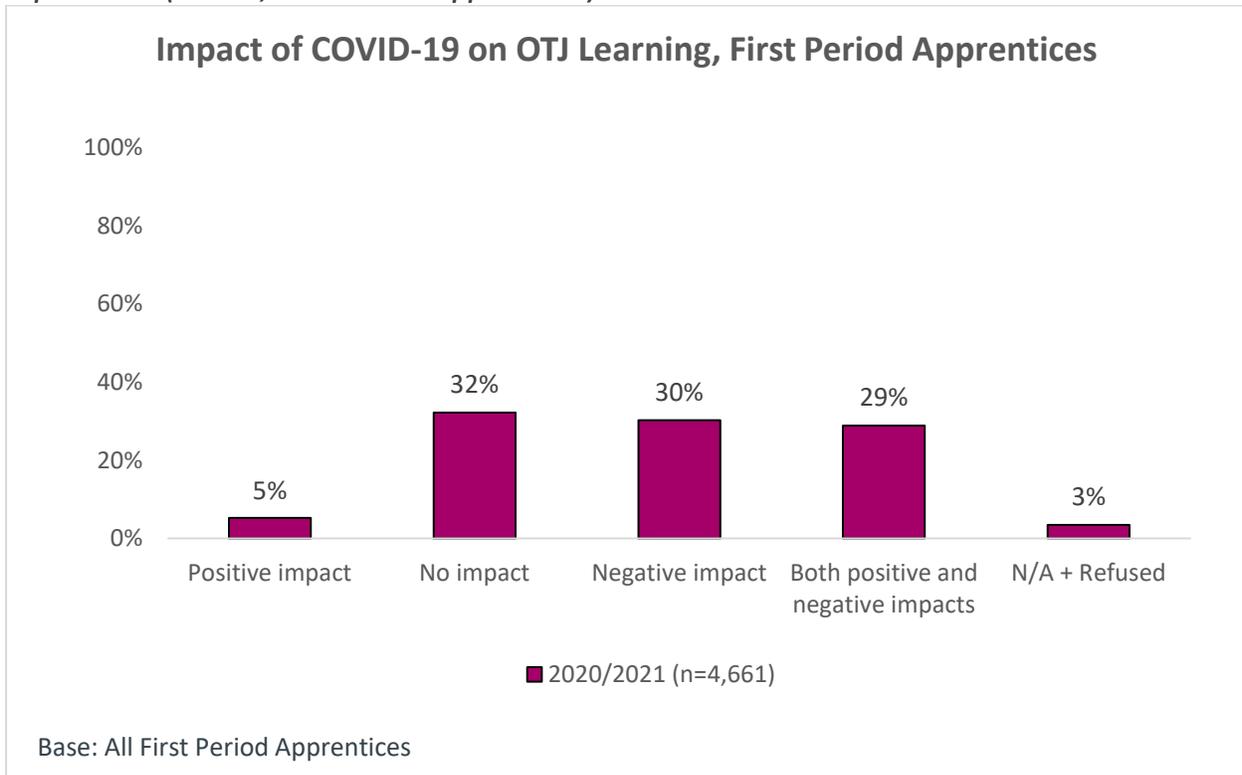


GRADUATE SUB-SEGMENT DIFFERENCES

Graduates in Architectural Construction are more likely to report that there was no impact to their on-the-job learning experience from the pandemic (53% versus 44% overall), and they are less likely to report a negative impact (20% versus 26% overall).

In terms of demographics, men (45%), Graduates without a disability (45%), and not visible minority respondents (46%) are more likely to report that the pandemic did not impact their on-the-job learning experience.

Figure 56: Overall, how did the COVID-19 pandemic impact your on-the-job learning experience? (COV4a, First Period Apprentices)



FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

Hairstylist (45%) and Steamfitter-Pipefitter (41%) First Period Apprentices are the most likely to indicate that COVID-19 had a negative impact on their on-the-job learning, as are women (36%) and those with disabilities (36%).

Those least impacted by COVID-19 included those in the Heavy Equipment Technician (45%), Carpenter (43%), and Crane and Hoisting Equipment Operator (48%) programs.

4.3.3 Classroom Instruction

In terms of the **forms of classroom instruction** available to Graduates (program-dependent), at least 9 out of 10 are satisfied with Weekly Apprenticeship Training (96%), traditional classroom labs or lectures (94%), and Competency Based Apprenticeship Training (90%).

First Period Apprentices report similar results – they are most satisfied with Competency Based Apprenticeship Training (92%) and traditional classroom labs or lectures (89%).

With regards to **specific aspects of classroom instruction**, Graduate results remained high and overall consistent with previous years. Graduates report the highest satisfaction levels for the instructors' expertise (94% satisfied), overall quality of instruction (94%), and the teaching ability of the instructors (94%).

First Period Apprentices report somewhat lower satisfaction, with the highest ratings belonging to the instructors' expertise in the profession (90%), the adequacy of the shop or lab equipment provided (89%), the teaching ability of the instructors (89%), and the overall quality of instruction (88%).

Both Graduates and First Period Apprentices provided slightly lower satisfaction ratings with regards to the instruction being up to date with practices in the profession, in general – 82% of Graduates and 82% of First Period Apprentices. First Period Apprentices are also noticeably less satisfied with classroom instruction in terms of the degree to which it helped them prepare for the provincial apprenticeship exams (63%).

When First Period Apprentices, specifically, were asked what they would change about their classroom instruction experience, 17% suggest dedicating more time to learning practical skills, followed by 16% who suggest making the course material more relevant or current.

Figure 57: How satisfied were you with ...? (C4, Graduates)

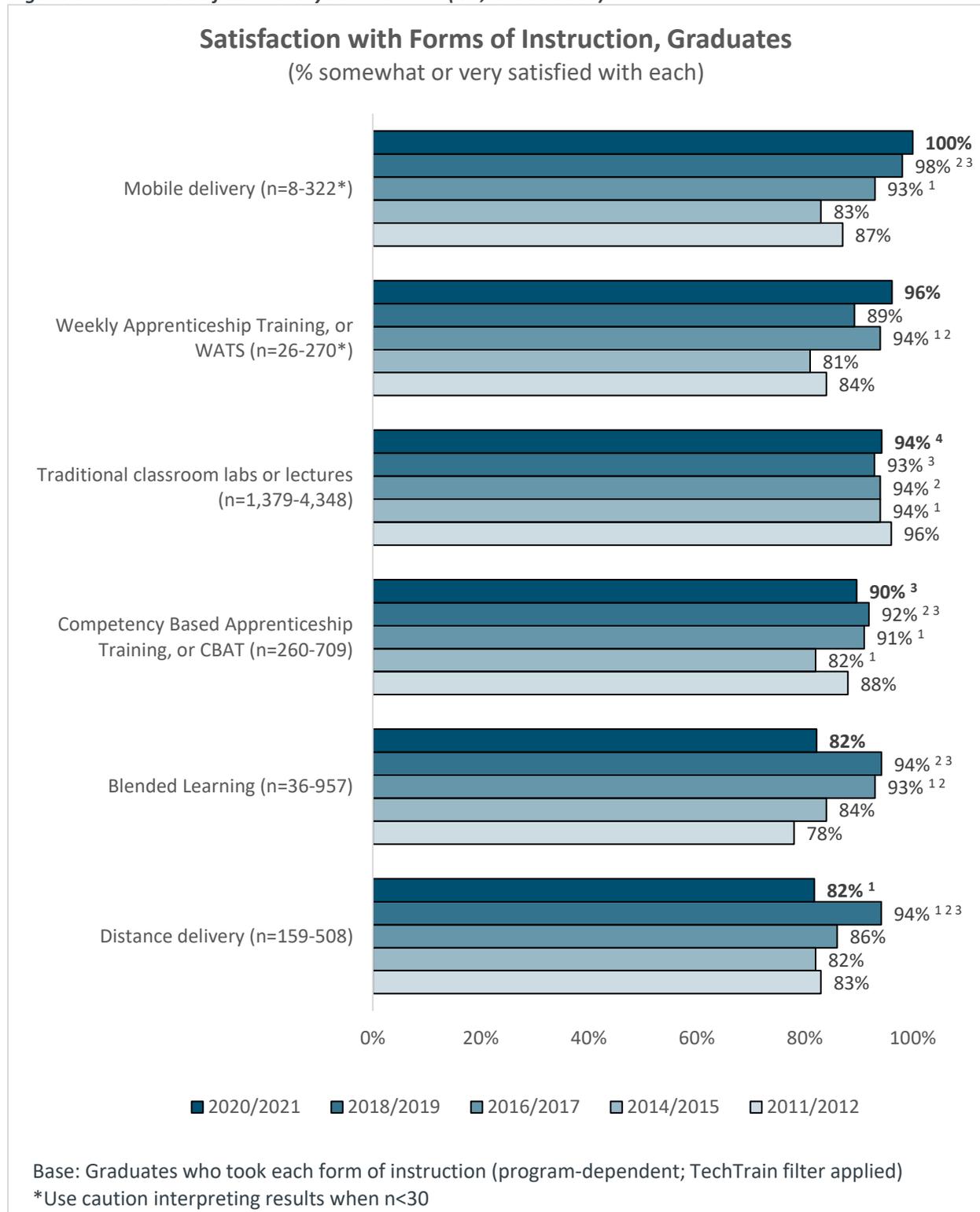


Table 55: Satisfaction with Forms of Instruction (Graduates)

Base: Graduates who took each form of instruction (TechTrain filter applied)	Percent of Respondents 2020/2021				
	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	N/A + Don't Know + Refused
Traditional classroom labs or lectures (n=1,379)	65%	29%	4%	1%	<1%
Distance delivery (n=159)	34%	48%	14%	3%	1%
Competency Based Apprenticeship Training (CBAT) (n=260)	47%	42%	6%	3%	2%
Mobile delivery (n=8)*	50%	50%	-	-	-
Weekly Apprenticeship Training (WATS) (n=26)**	62%	35%	4%	-	-
Blended Learning (n=326)	35%	47%	10%	5%	3%

C4. How satisfied were you with ...?

**Use caution interpreting results when n<30

GRADUATE SUB-SEGMENT DIFFERENCES

Those in Vehicle & Related apprenticeship programs are more likely to be satisfied with traditional classroom labs or lectures (97%) compared to those in Electrical programs (92%). Conversely, those in Electrical programs report higher satisfaction with blended learning, compared to Vehicle & Related (90% versus 76%).

Distance delivery was rated higher in Calgary (92% satisfied) than other regions (74% in Edmonton, 75% in Red Deer, and 81% overall).

Graduates with individuals with a disability (84%) are less likely than those without (95%) to report being satisfied with traditional classroom labs or lectures.

Figure 58: How satisfied were you with ...? (C4, First Period Apprentices)

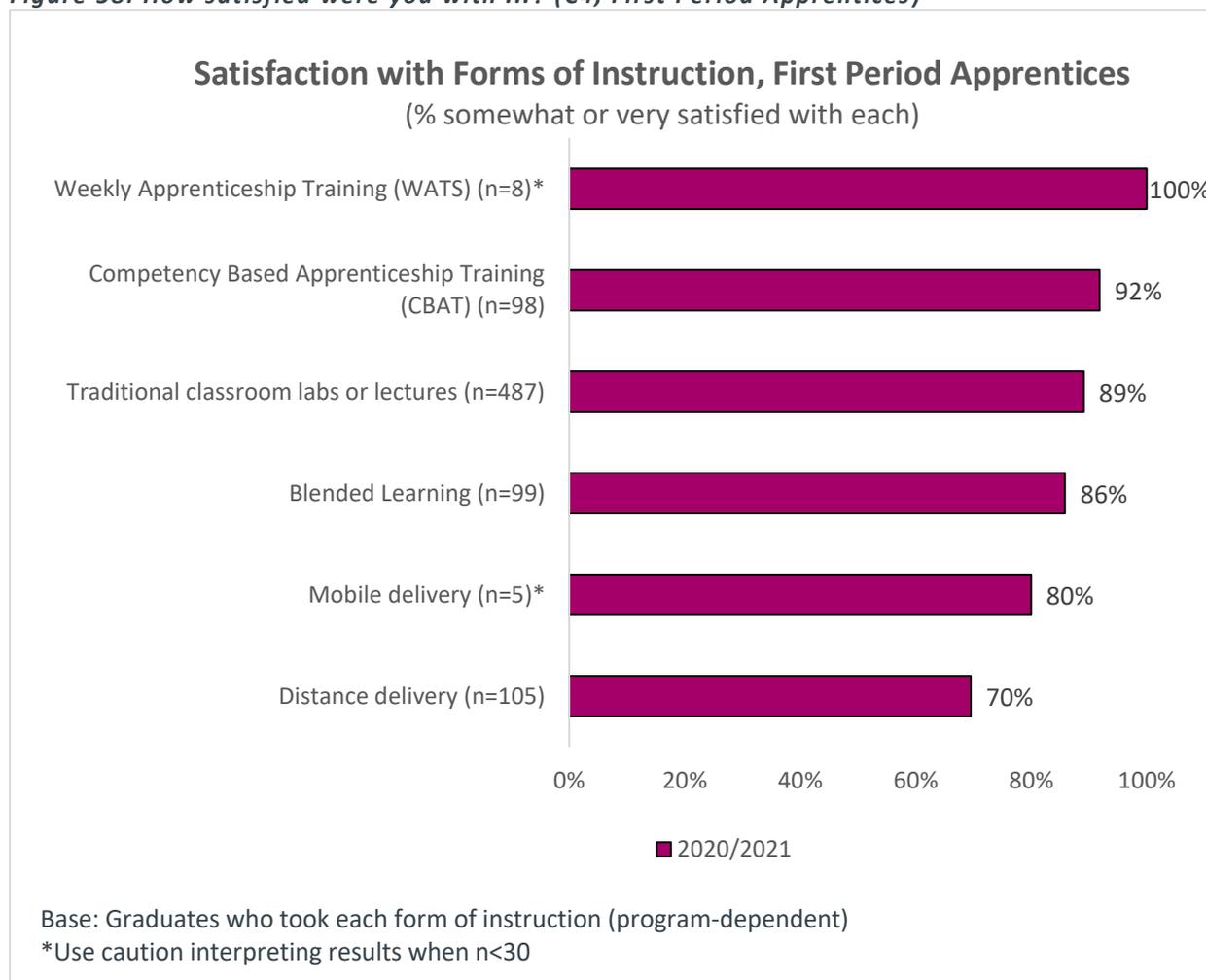


Table 56: Satisfaction with Forms of Instruction (First Period Apprentices)

Base: First Period Apprentices who took each form of instruction	Percent of Respondents 2020/2021				
	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	N/A + Don't Know + Refused
Traditional classroom labs or lectures (n=487)	55%	34%	7%	2%	1%
Distance delivery (n=105)	28%	42%	20%	5%	6%
Competency Based Apprenticeship Training (CBAT) (n=98)	42%	50%	3%	2%	3%
Mobile delivery (n=5)*	40%	40%	20%	-	-
Weekly Apprenticeship Training (WATS) (n=8)*	63%	38%	-	-	-
Blended Learning (n=99)	42%	43%	9%	4%	1%

C4. How satisfied were you with ...?

*Use caution interpreting results when n<30

Figure 59: Generally, how satisfied were you with your technical training in terms of each of the following? (C3, Graduates)

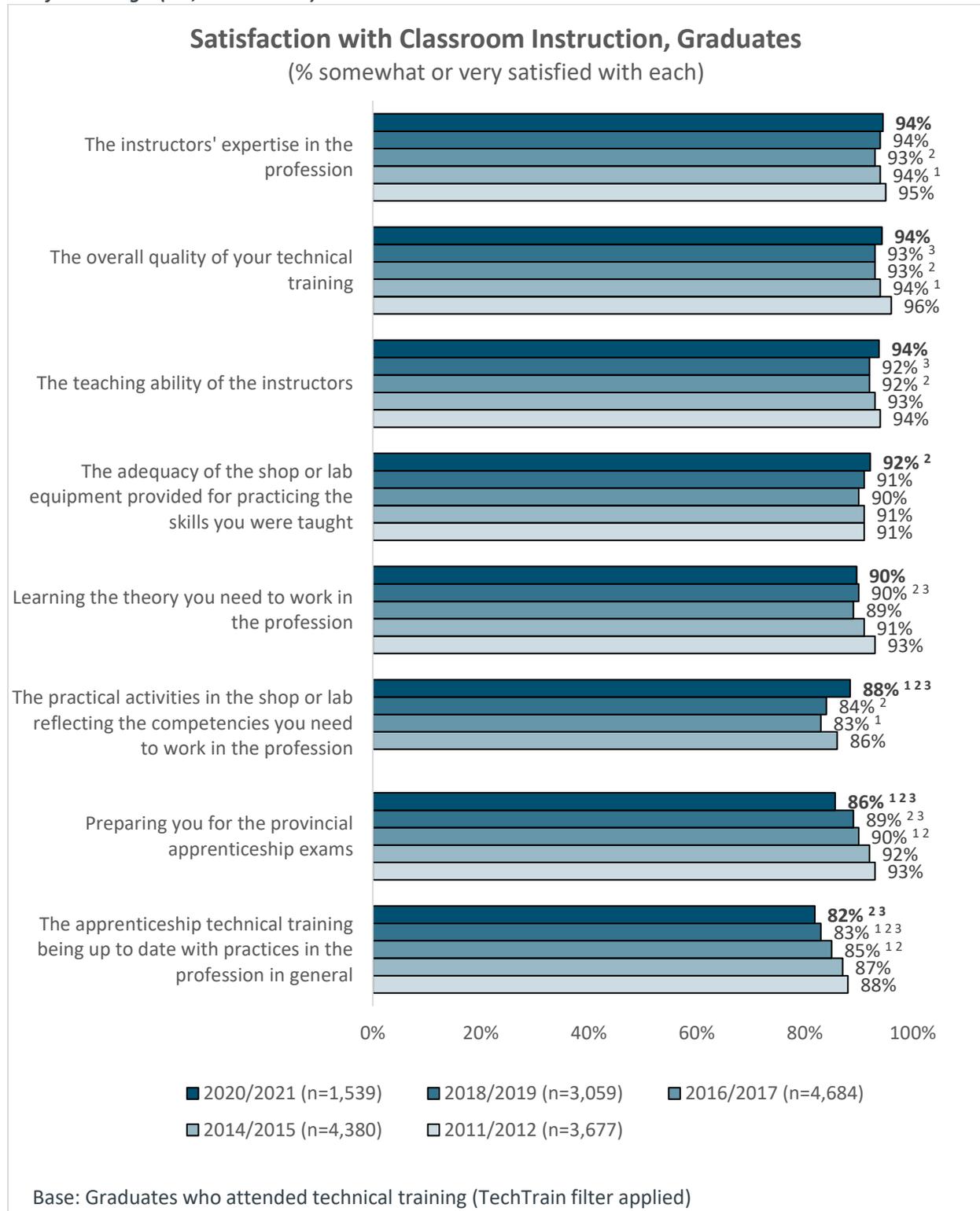


Table 57: Satisfaction with Classroom Instruction (Graduates)

<i>Base: Graduates who attended technical training (TechTrain filter applied)</i>	Percent of Respondents 2020/2021 (n=1,539)				
	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	N/A + Don't Know + Refused
The instructors' expertise in the profession	68%	26%	4%	1%	1%
The overall quality of your technical training	59%	36%	4%	1%	<1%
The teaching ability of the instructors	60%	34%	5%	1%	<1%
The adequacy of the shop or lab equipment provided for practicing the skills you were taught	65%	27%	6%	2%	1%
Learning the theory you need to work in the profession	48%	42%	8%	2%	<1%
The practical activities in the shop or lab reflecting the competencies you need to work in the profession	48%	40%	8%	2%	1%
Preparing you for the provincial apprenticeship exams	53%	33%	7%	3%	4%
The apprenticeship technical training being up to date with practices in the profession in general	42%	40%	13%	4%	1%

C3. Generally, how satisfied were you with your **technical training** in terms of each of the following?

GRADUATE SUB-SEGMENT DIFFERENCES

Generally speaking, those in Architectural Construction, Metal, and Vehicle & Related trade groups are more likely to report being **satisfied with their classroom instruction**. Vehicle & Related are particularly more likely to report higher satisfaction with regards to the overall quality of their classroom instruction (97%, versus 91% of those in Electrical and 94% of those in all trades).

In terms of demographics, women and individuals with a disability are generally less satisfied than men and those who do not have a disability, in terms of their classroom instruction (varying percentages).

Figure 60: Generally, how satisfied were you with your technical training in terms of each of the following? (C3, First Period Apprentices)

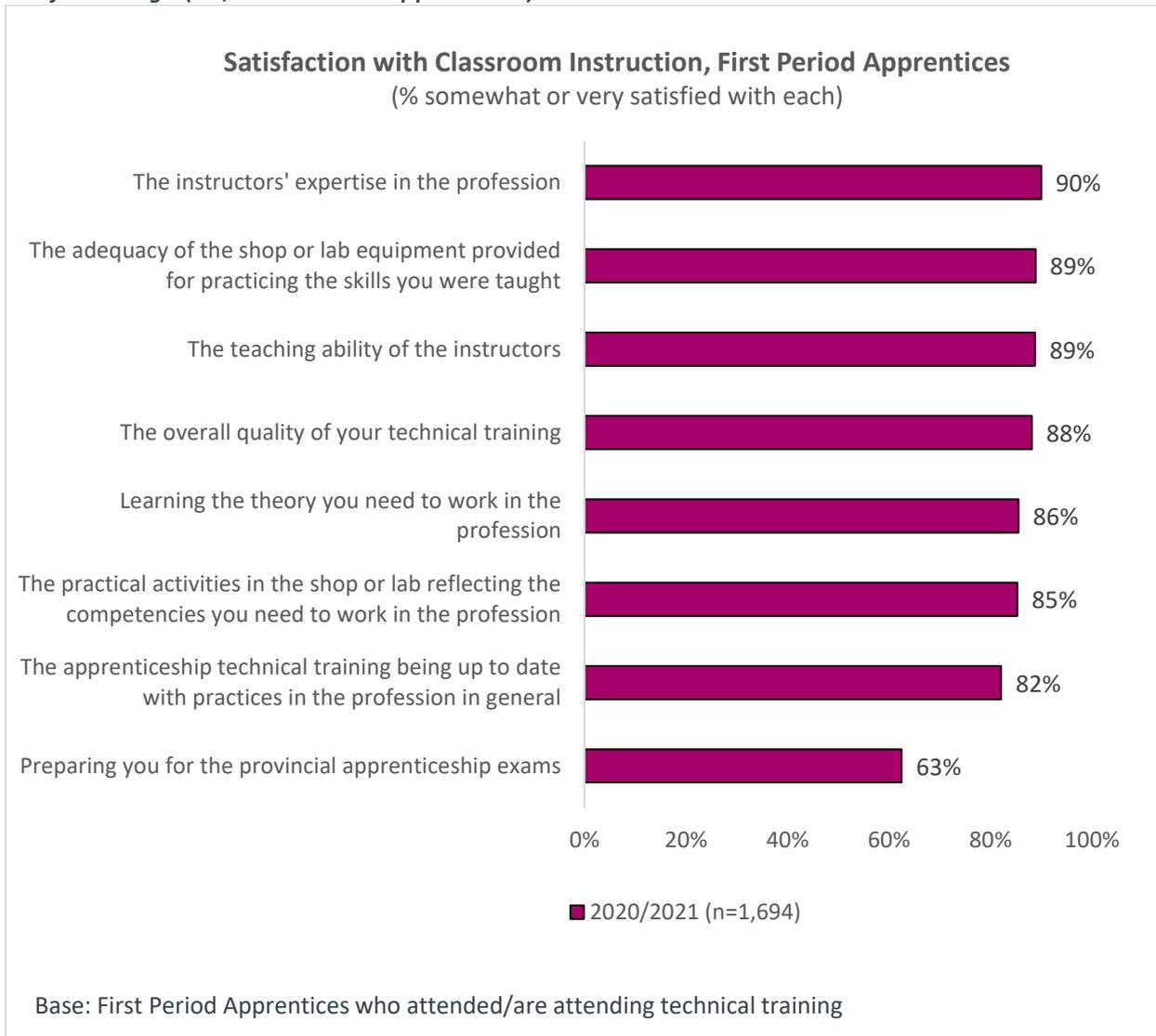


Table 58: Satisfaction with Classroom Instruction (First Period Apprentices)

<i>Base: First Period Apprentices who attended/are attending technical training</i>	Percent of Respondents 2020/2021 (n=1,694)				
	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	N/A + Don't Know + Refused
Learning the theory you need to work in the profession	43%	42%	9%	4%	2%
The practical activities in the shop or lab reflecting the competencies you need to work in the profession	50%	35%	8%	3%	3%
The instructors' expertise in the profession	67%	23%	6%	3%	2%
The teaching ability of the instructors	59%	30%	6%	3%	2%
The adequacy of the shop or lab equipment provided for practicing the skills you were taught	64%	25%	6%	2%	3%
The apprenticeship technical training being up to date with practices in the profession in general	47%	35%	10%	5%	3%
Preparing you for the provincial apprenticeship exams	35%	28%	7%	5%	25%
The overall quality of your technical training	52%	37%	7%	3%	2%

C3. Generally, how satisfied were you with your **technical training** in terms of each of the following?

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

Overall, First Period Apprentices in the Hairstylist trade report the lowest satisfaction levels with regards to their classroom instruction (57% to 81% depending on the item, with 75% reporting overall satisfaction with the quality of their instruction).

Those in the Heavy Equipment Technician (94%) and Carpenter (96%) trades report the highest overall satisfaction.

Overall, Progressors are generally more satisfied with their classroom instruction, with 92% satisfied overall with the quality (compared to 88% of all First Period Apprentices who attended classroom instruction).

Demographically-speaking, women are less likely to be satisfied with their classroom instruction all-around, with 80% being satisfied, overall, with the quality of instruction (compared to 91% of men). Individuals with a disability are also more likely to report lower satisfaction scores.

Table 59: Suggestions for Improvement (First Period Apprentices)

	Percent of Respondents
Base: First Period Apprentices who have attended/are attending technical training	2020/2021 (n=1,694)
More time learning practical skills	17%
Make the course material more relevant/current	16%
More in-person training / Face-to-face / Less online	10%
More time to cover technical training	8%
Improve instructor skills	7%
Ensure theory is useful for on-the-job	7%
Upgrade equipment and tools	3%
Ensure labs are useful for on-the-job	3%
COVID-19 related	3%
Other (2% of respondents or less)	9%
Nothing/no changes	14%
Don't Know	3%
Refused	1%

FP_TT4. If you could only change **one** thing about your technical training experience, what would it be?

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

In terms of suggestions for improvement, Welder apprentices are more likely to suggest more time learning practical skills (24%), while Heavy Equipment Technician (26%) and Hairstylist (24%) apprentices are more likely to suggest improving the relevance of the course material. Carpenter apprentices are more likely to feel a need for more in-person training (20%).

Women (22%) are more likely than men (14%) to suggest making the course material more relevant.

4.3.3.1 IMPACT OF COVID-19 ON CLASSROOM INSTRUCTION

In terms of the overall impact of the COVID-19 pandemic on the classroom instruction experience, more than half of Graduates (56%) report that they experienced a negative impact to some degree (34% felt an overall negative impact while 22% felt there was a positive and negative impact). Just under 3 in 10 indicate that the pandemic did not have an impact on their experience (28%).

Results are similar for First Period Apprentices – 61% experienced a negative impact (35% overall negative and 27% positive and negative) while 24% felt there was no impact to their classroom instruction experience.

Figure 61: Overall, how did the COVID-19 pandemic impact your technical training experience? (COV4b, Graduates)

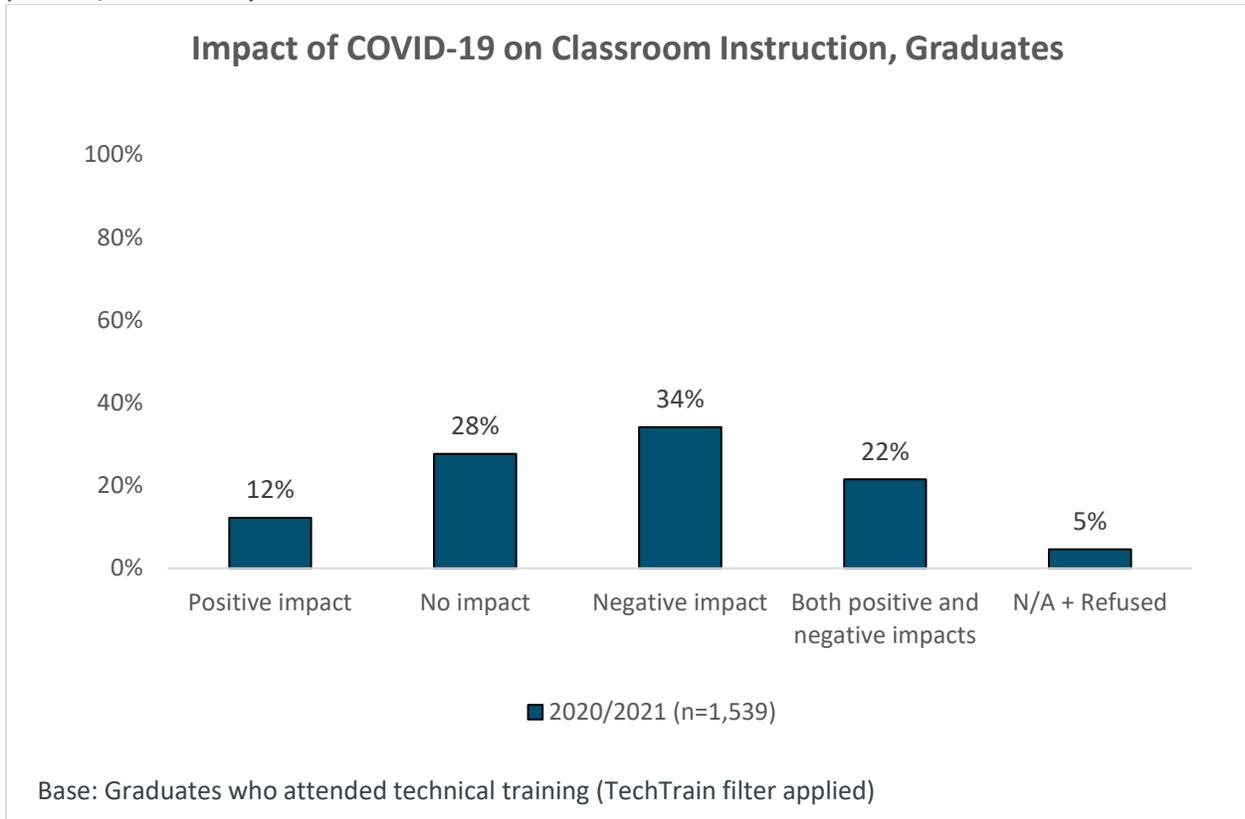
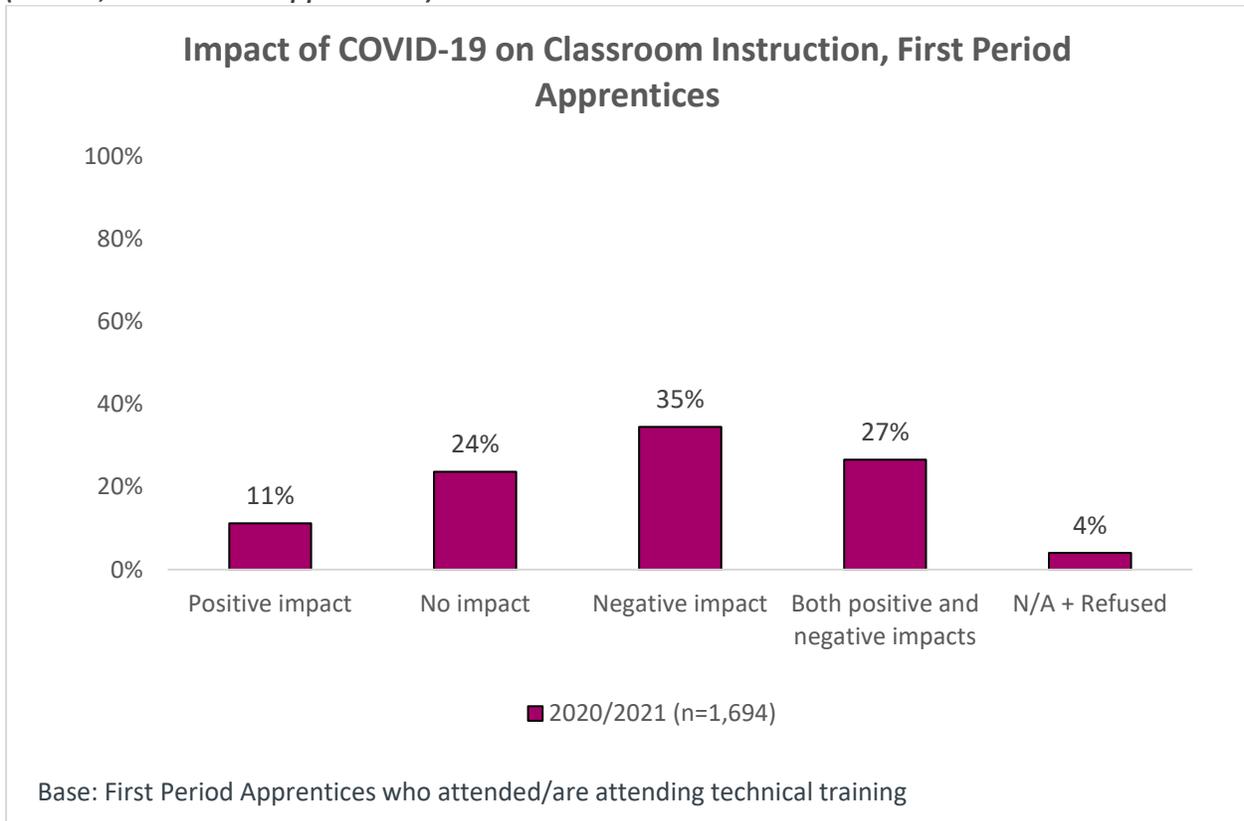


Figure 62: Overall, how did the COVID-19 pandemic impact your technical training experience? (COV4b, First Period Apprentices)



FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

Those in the Welder trade (30%) are more likely to report that they weren't impacted by COVID-19, whereas those in the Automotive Service Technician (43%) trade are the most likely to report being negatively impacted. Apprentices in Red Deer are also more likely to report being negatively impacted (45%) by COVID.

Those who identified as a visible minority are more likely to report that COVID-19 had a negative impact on their classroom instruction experience.

4.3.3.2 HYBRID LEARNING

At times during the pandemic (i.e., after March 2020), classroom instruction was moved to a hybrid format – a combination of online learning for theory and in-person for shop or lab. The majority of Graduates (90%) and First Period Apprentices (72%) who attended technical training report doing hybrid learning, meaning that some training was online (e.g., for theory) and some was in-person or face-to-face (e.g., for shop or lab).

More than two-thirds of Graduates who received hybrid instruction are satisfied (69%), while 63% of First Period Apprentices are satisfied.

When it comes to preferences for the delivery of classroom instruction, majority of Graduates (72%) and First Period Apprentices (61%) prefer instruction that is entirely in-person or face-to-face (e.g., on campus), while approximately one-quarter are in favour of a hybrid format (25% of Graduates and 28% of First Period Apprentices). A hybrid format would entail learning the theory portion online, while shop/lab activities are completed in-person.

Those who would prefer a hybrid or all-online instruction format report mixed preferences for how they would like the theory portion delivered. Among Graduates, a slight majority (59%) would prefer learning as a group (i.e., all students complete their theory at the same time/pace and as a group, as led by the instructor), while 37% prefer learning individually (i.e., students can complete the theory at their own pace, and are guided by the instructor individually).

First Period Apprentices are also split in terms of preference: half (50%) prefer learning their theory individually, while 45% prefer learning as a group.

Figure 63: What form of instruction did you experience during the pandemic? (COV1a, Graduates)

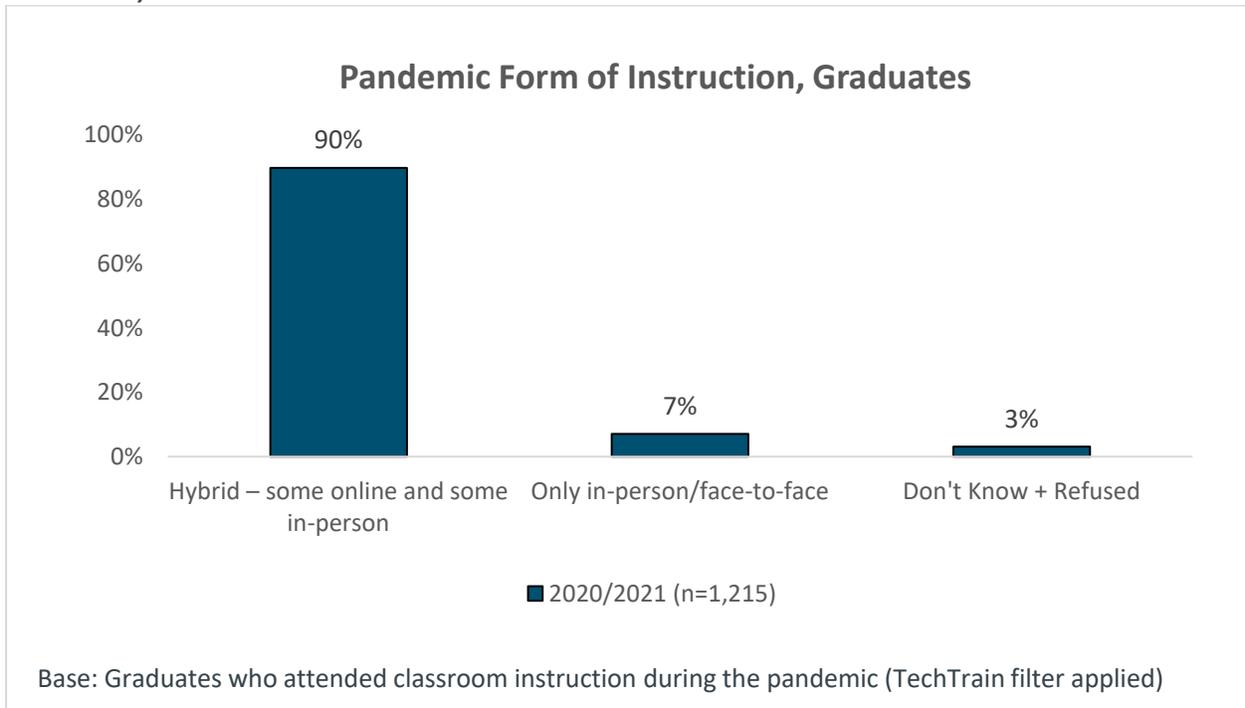


Figure 64: How satisfied were you with the hybrid form of instruction? (COV1b, Graduates)

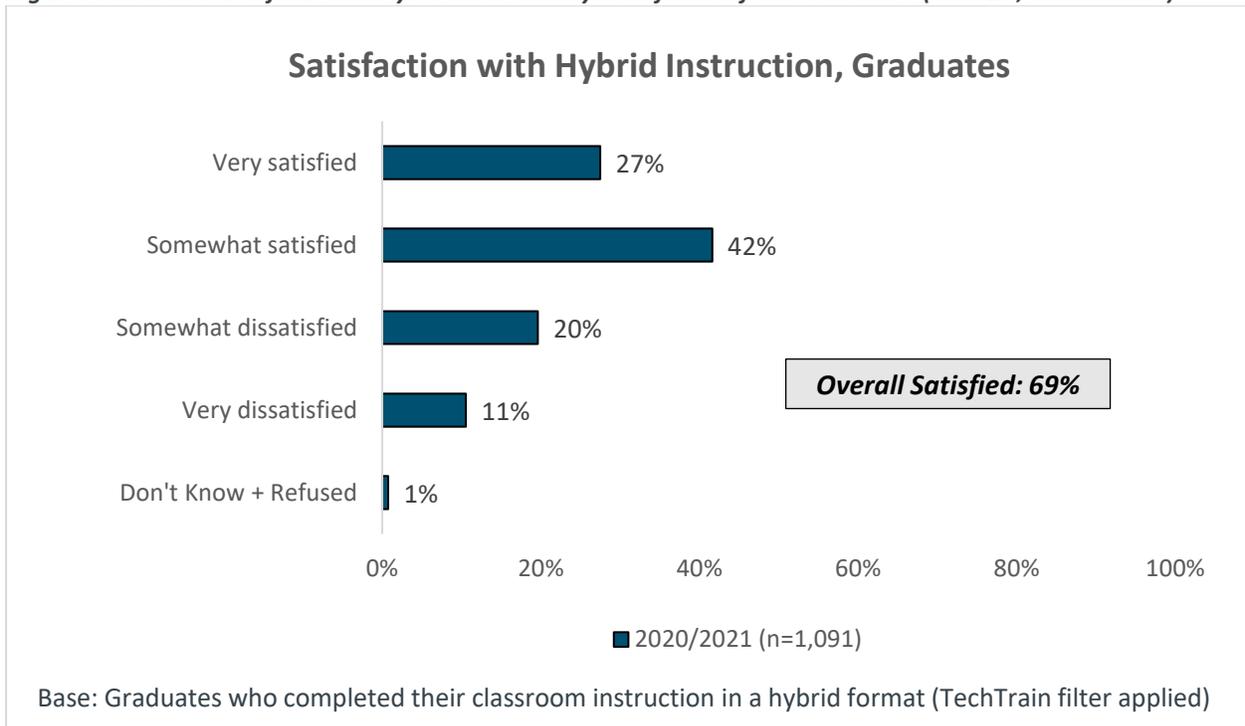


Figure 65: What is your general preference for how technical training is delivered? (COV2, Graduates)

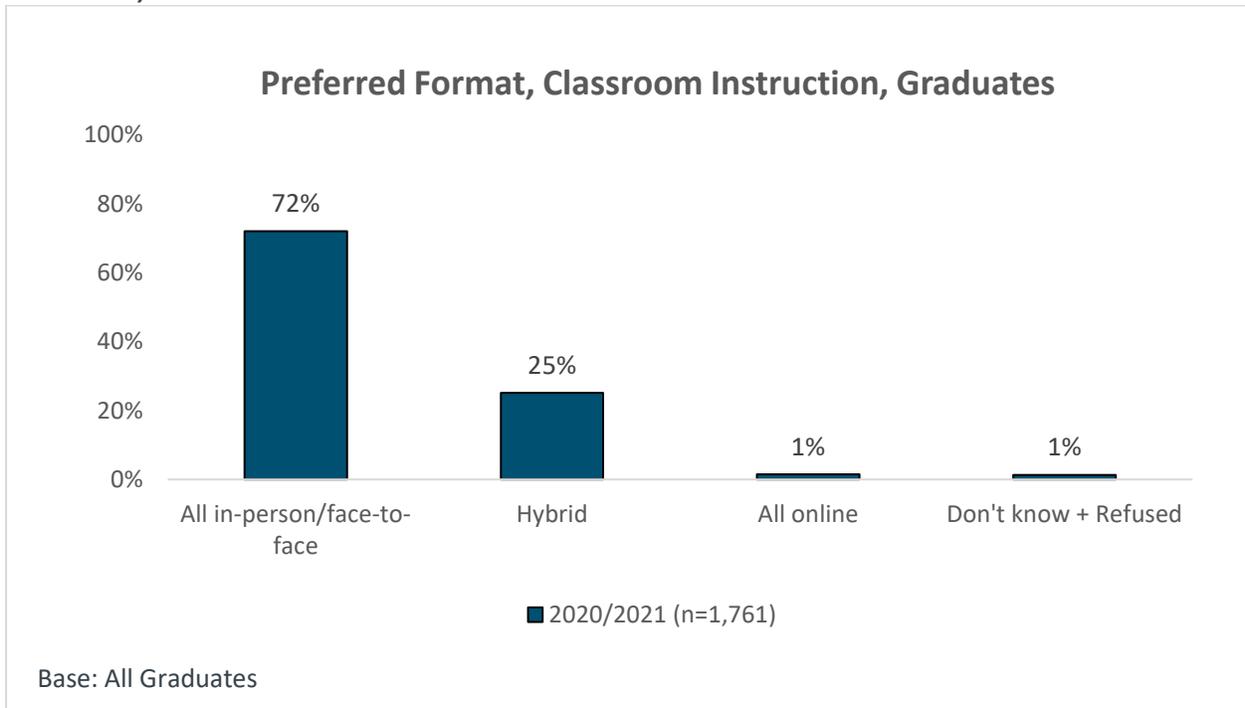
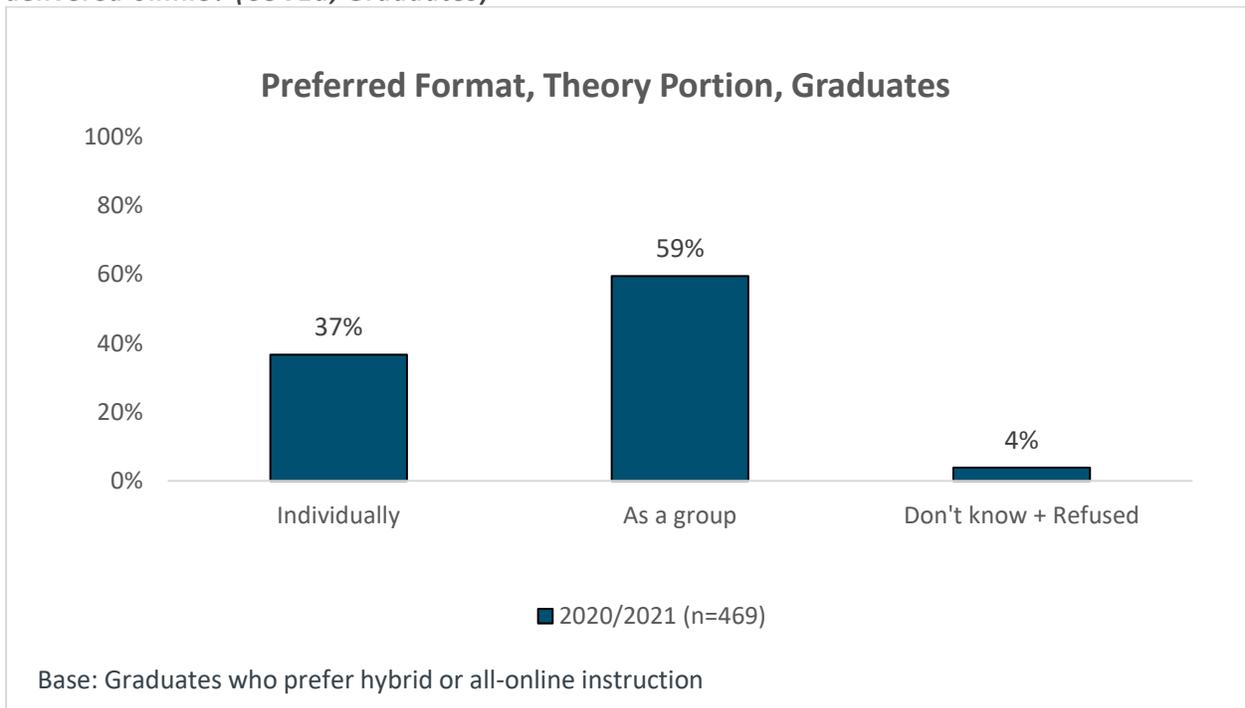


Figure 66: What is your general preference for how the theory portion of technical training is delivered online? (COV2a, Graduates)



GRADUATE SUB-SEGMENT DIFFERENCES

Electrical (93%) and Mechanical (95%) trade groups are more likely to report learning via hybrid instruction during the pandemic, compared to 88% of all trades. Those in Urban regions are also more likely to report doing hybrid instruction (91%, versus 74% of those in the Northeast and 82% of those in the Northwest).

In terms of satisfaction with hybrid instruction, Metal trade groups are more satisfied (76%) than all trades, in general (69%), and Vehicle & Related, in particular (64%). Demographically-speaking, non-Indigenous (71%) and individuals without a disability (70%) Graduates are more likely to report higher levels of satisfaction with their hybrid instruction.

With regards to preferences for the delivery of classroom instruction, Vehicle & Related are more likely to prefer all in-person (78%, compared to 72% of all trade groups). Electrical trade groups are less likely to report a preference for all in-person (67%). Electrical trade groups are also more likely to prefer completing their online theory portion individually (55%, compared to 37% of all trades and 25% of Vehicle & Related, in particular).

Figure 67: What form of instruction did you experience during the pandemic? (COV1a, First Period Apprentices)

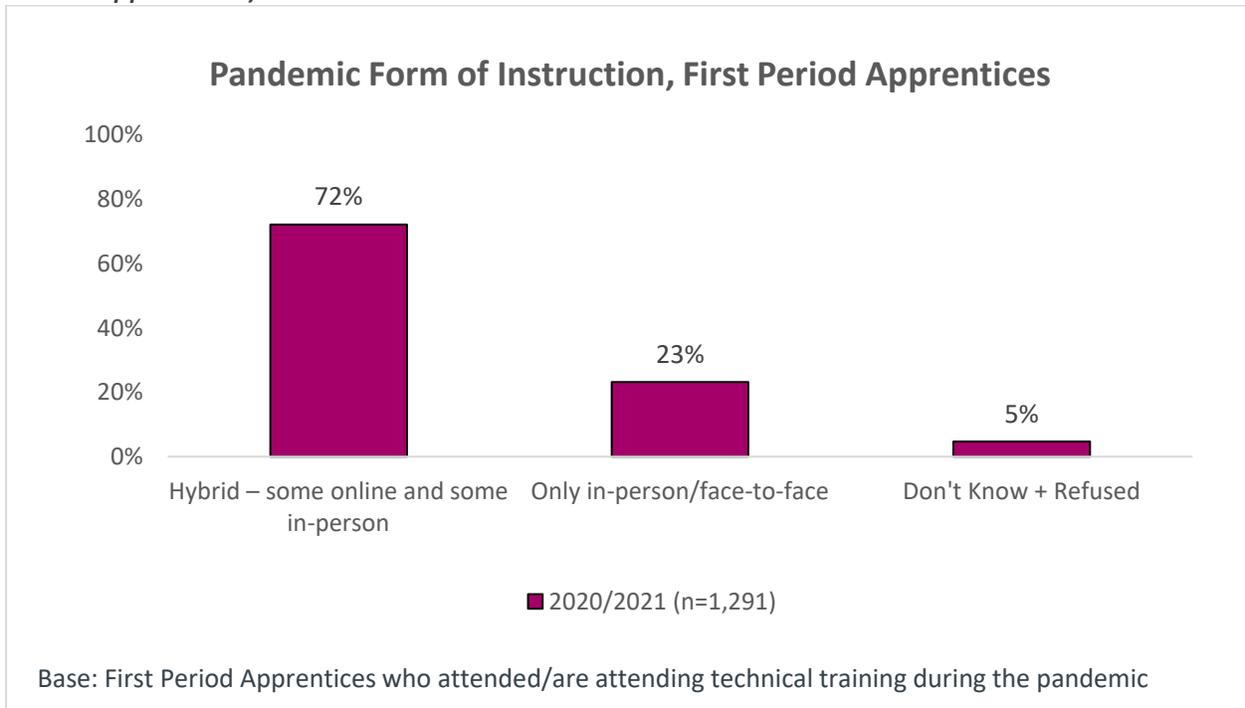


Figure 68: How satisfied were you with the hybrid form of instruction? (COV1b, First Period Apprentices)

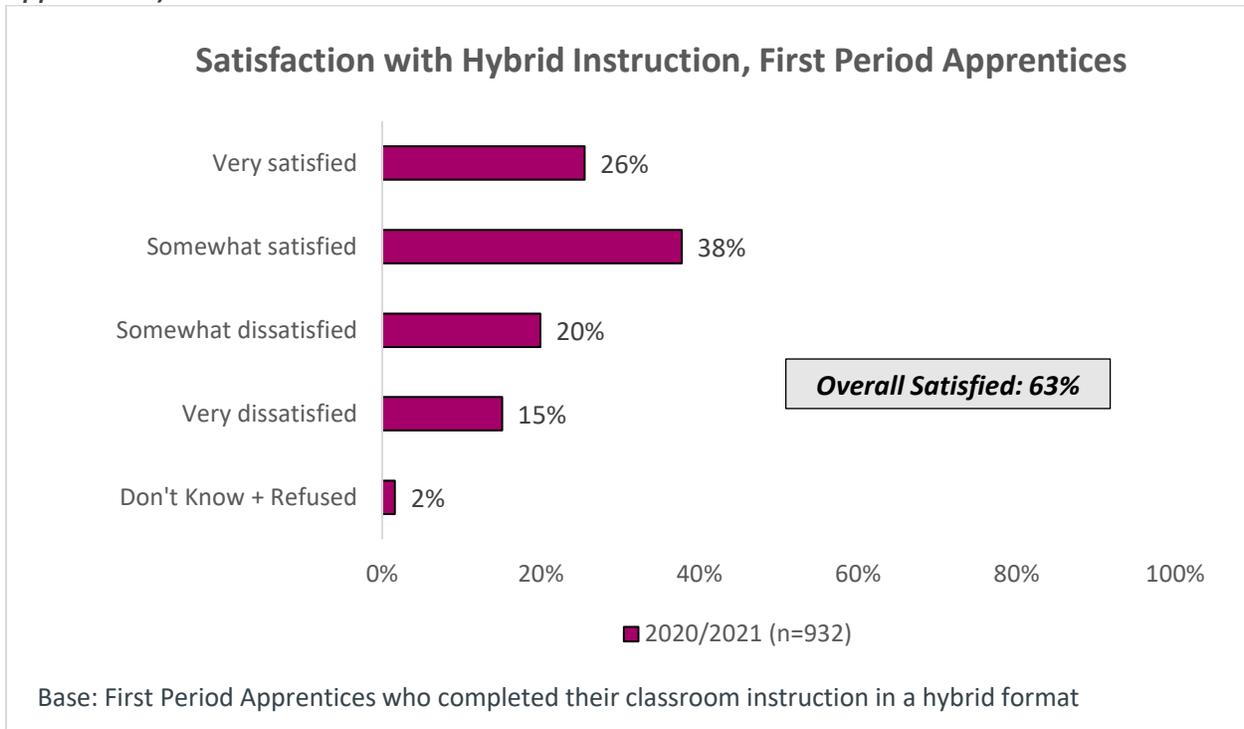


Figure 69: What is your general preference for how technical training is delivered? (COV2, First Period Apprentices)

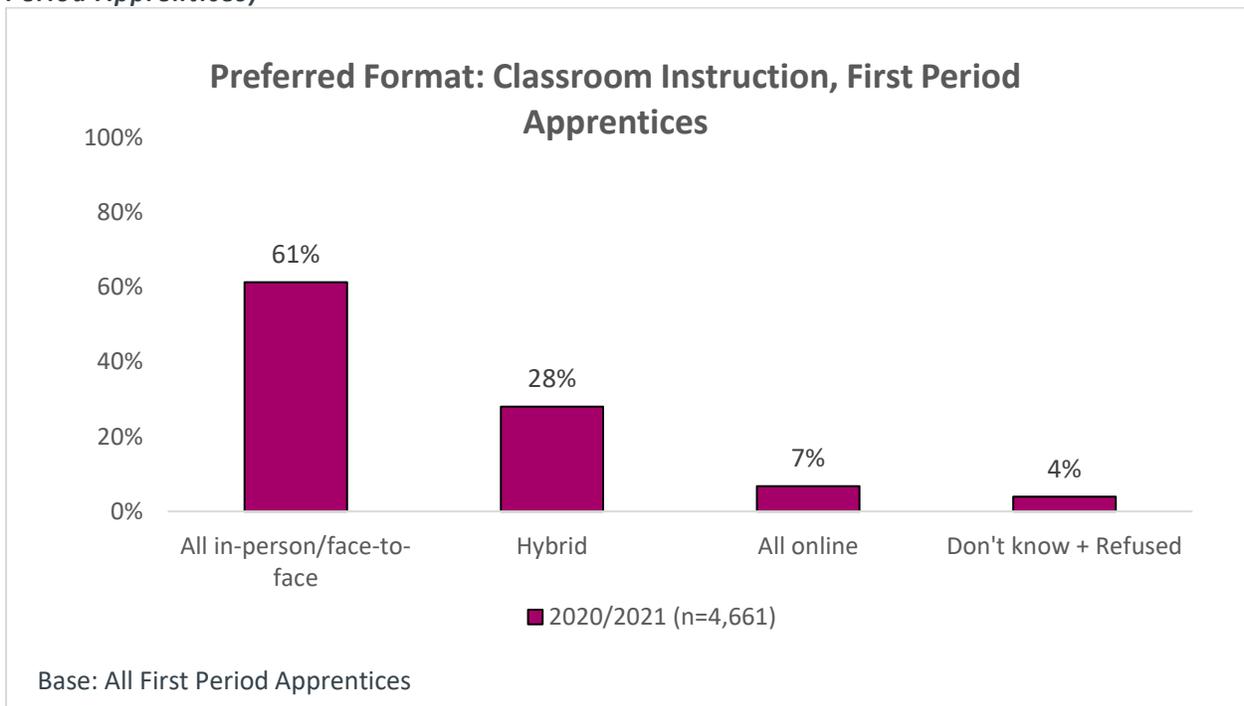
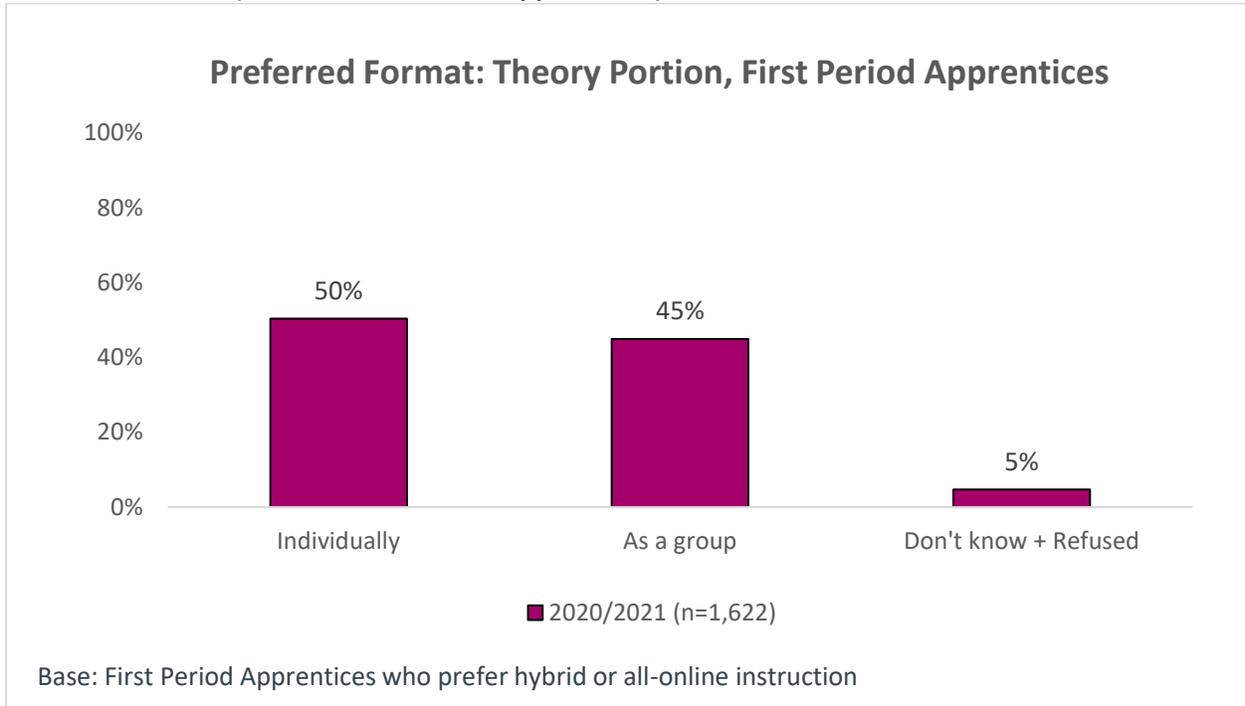


Figure 70: What is your general preference for how the theory portion of technical training is delivered online? (COV2a, First Period Apprentices)



FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

Apprentices in Southern Alberta (44%), Northeast Alberta (36%), and Northwest Alberta (45%) are more likely to report only receiving face-to-face instruction for both theory and shop/lab. Conversely, those in Urban Alberta (83%) – and particularly those in Calgary (84%) and Edmonton (82%) – are more likely to have received hybrid instruction.

Hybrid instruction was also more common amongst those in the Electrician (81%) and Plumber (89%) trades.

In terms of satisfaction with hybrid instruction, Welder apprentices reported the highest satisfaction (77% satisfied), while Hairstylist (55%) and Automotive Service Technician (48%) apprentices report the lowest satisfaction scores.

Trades more likely to prefer face-to-face classroom instruction include: Heavy Equipment Technician (71%); Welder (71%); Hairstylist (70%); and Automotive Service Technician (67%).

Electrician (40%), Steamfitter-Pipefitter (43%), and Plumber (45%) First Period Apprentices are more likely to prefer either all-online or hybrid instruction.

In terms of demographics, men (65%) and non-Indigenous respondents (65%) are more likely to report being satisfied with the hybrid instruction they received (compared to 56% of women and 48% of those who identify as Indigenous). With regards to preferences for learning, women are more likely to prefer in-person for all instruction (65% versus 61% of men). Visible minorities are more likely to prefer some degree of online instruction (40%)– entirely online or hybrid.

For the theory portion of technical training, those with disabilities are more likely to prefer completing it individually (62%, versus 50% of those without disabilities).

4.3.4 Program Tools and Resources

4.3.4.1 RECORD BOOK

The Record Book (or Blue Book) is used to record hours worked in the Alberta apprenticeship program. With regards to the usefulness of the Record Book, 73% of Graduates indicated that they were somewhat (51%) or very (21%) satisfied – a 5-year low, having decreased significantly from 80% in 2018/2019).

The proportion of graduates who were “very dissatisfied” with the usefulness of the Record Book increased significantly in 2020/2021 – 9%, up from 5% in 2018/2019.

Figure 71: How satisfied are you with the usefulness of the Record Book? (B1a, Graduates)

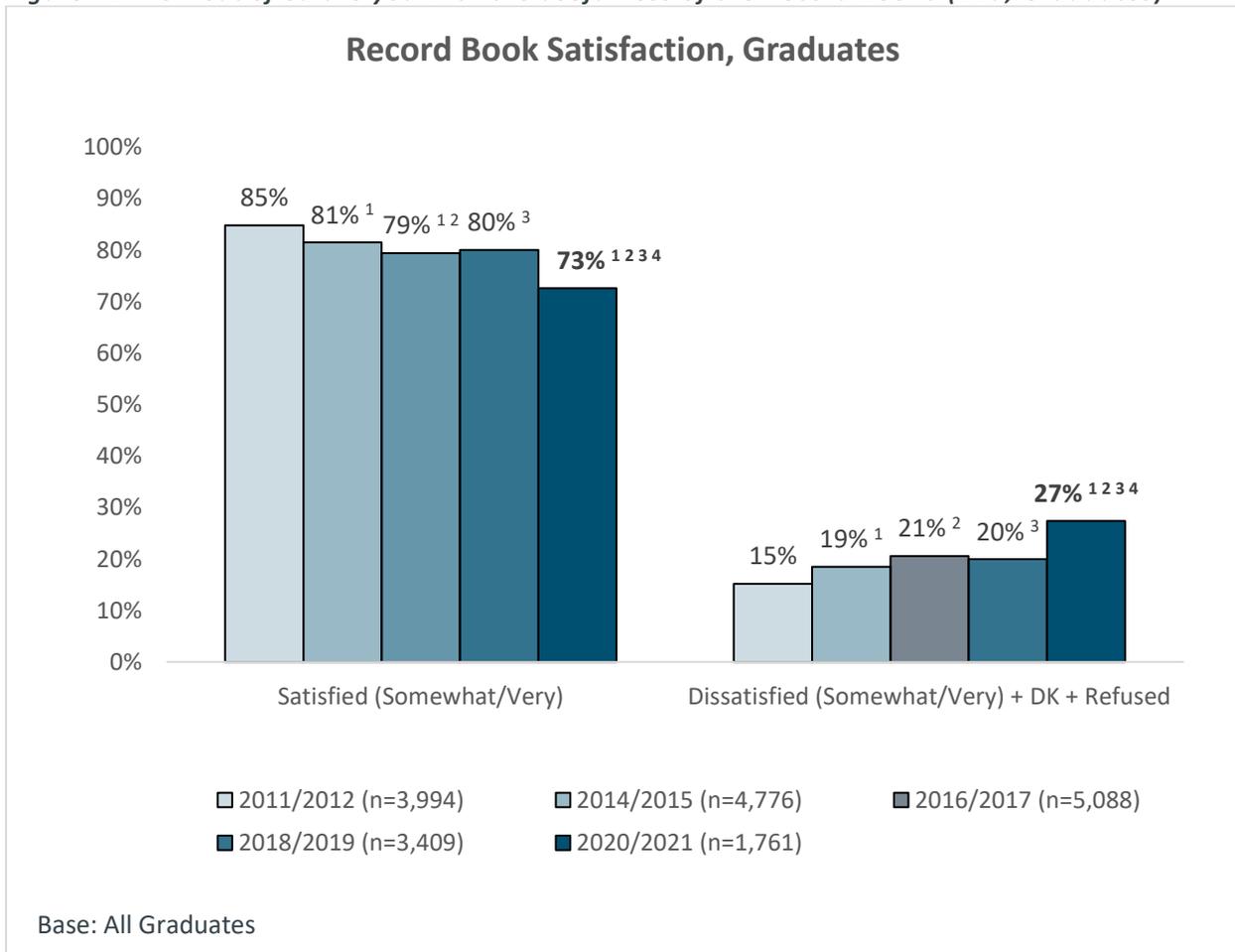


Table 60: Record Book Satisfaction (Graduates, Year-Over-Year)

	Percent of Respondents				
	2011/2012 (n=3,994)	2014/2015 (n=4,776)	2016/2017 (n=5,088)	2018/2019 (n=3,409)	2020/2021 (n=1,761)
Base: All Graduates					
Overall Satisfied	85%	81% ¹	79% ¹²	80% ³	73% ¹²³⁴
Very satisfied (1 out of 5)	36%	34%	30%	29%	21%
Somewhat satisfied (2 out of 5)	49%	47%	50%	51%	51%
Overall Dissatisfied	11%	13% ¹	15% ¹²	16% ²³	24% ¹²³⁴
Somewhat dissatisfied (4 out of 5)	8%	10%	11%	11%	15%
Very dissatisfied (5 out of 5)	3%	4%	4%	5%	9%
Don't Know	4%	5%	5%	3%	3%
Refused	<1%	<1%	1%	<1%	1%

B1a. How satisfied are you with the usefulness of the Record Book?

GRADUATE SUB-SEGMENT DIFFERENCES

Vehicle & Related trade groups report higher satisfaction with the usefulness of the Record Book – 77% compared to 73% of all trade groups.

4.3.4.2 MYTRADESECRETS

Every apprentice has their own MyTradesecrets account which allows them to view information specific to their apprenticeship program. Fifteen percent (15%) of Graduates and 20% of First Period Apprentices report having difficulty using their account. Both Graduates (48%) and First Period Apprentices (39%) cited password difficulties, and struggled with the site layout/navigating to find the information they were looking for (32% of Graduates and 34% of First Period Apprentices).

Those who had difficulties but did not provide additional information (e.g., selected “do not know”) were asked how MyTradesecrets could be improved. Similar to above, the top comments are with regards to improving the interface and overall layout (32% of Graduates and 36% of First Period Apprentices).

Figure 72: Did you have any difficulties using your MyTradesecrets account? (T2A, Graduates)

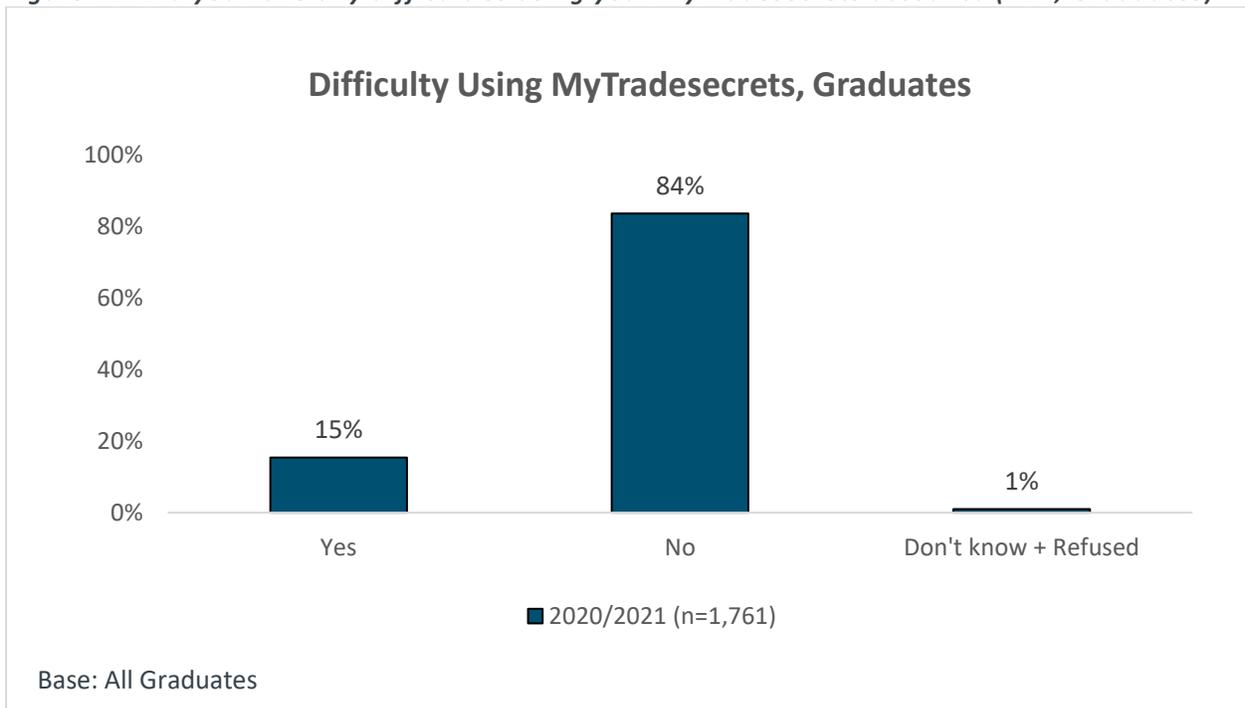


Table 61: Difficulties with MyTradesecrets (Graduates)

	Percent of Respondents
Base: Graduates who had difficulty using their MyTradesecrets account	2020/2021 (n=271)
Logging in/remembering my password	48%
Layout of the site made it difficult to find the information I was looking for	32%
Using MyAlberta Digital ID	31%
Viewing my correspondence	17%
Applying for programs and services	16%
Uploading documents	15%
Checking my marks/grades	13%
Registering for technical training	12%
Updating my personal information	11%
Checking my technical training schedule	9%
Providing consent for or checking the status of an award or scholarship	7%
Technical issues online (e.g., technical errors, uploading files)	7%
Viewing or printing my apprentice ID card	6%
Making an online payment	4%
Other (3% of respondents or less)	14%
Don't Know	2%
Refused	1%

T2B. What did you have trouble with in your MyTradesecrets account?

Table 62: Suggestions to Improve MyTradesecrets (Graduates)

	Percent of Respondents
Base: Graduates who had other difficulties with MyTradesecrets	2020/2021 (n=263)
Better user interface/More user friendly (layout, navigation, menu, search, organized, crashing, etc.)	32%
Easier access/Login/Password	10%
Make an app/Smartphone friendly	5%
Customer service/Better IT support/Online chat	4%
Provide more course info/Scheduling info/Exam info	3%
Training on how to use MyTradesecrets	3%
MyAlberta Digital ID is too complicated/Should be removed	2%
Other (1% of respondents or less)	7%
Don't Know	30%
Refused	2%

T2C. What could we do to make MyTradesecrets better for apprentices?

GRADUATE SUB-SEGMENT DIFFERENCES

Women (23%) and individuals with a disability (25%) report having more difficulties accessing MyTradesecrets – compared to men (14%) and Graduates without a disability (15%).

Figure 73: Did you have any difficulties using your MyTradesecrets account? (T2A, First Period Apprentices)

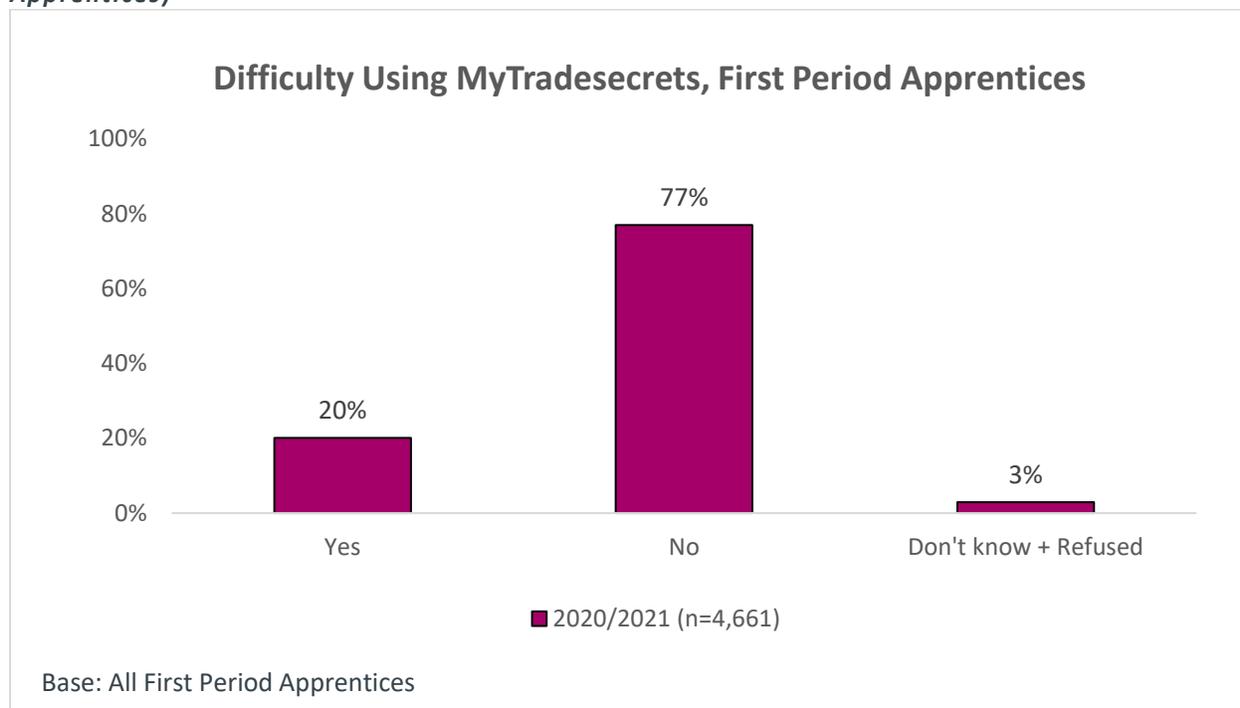


Table 63: Difficulties with MyTradesecrets (First Period Apprentices)

	Percent of Respondents
Base: First Period Apprentices who had difficulty using their MyTradesecrets account	2020/2021 (n=936)
Logging in/remembering my password	39%
Layout of the site made it difficult to find the information I was looking for	34%
Applying for programs and services	26%
Using MyAlberta Digital ID	26%
Registering for technical training	21%
Updating my personal information	13%
Uploading documents	12%
Viewing my correspondence	12%
Checking my technical training schedule	10%
Viewing or printing my apprentice ID card	8%
Checking my marks/grades	7%
Making an online payment	6%
Technical issues online (e.g., technical errors, uploading files)	6%
Providing consent for checking the status of an award or scholarship	6%
Other (3% of respondents or less)	12%
Don't Know	2%
Refused	1%

T2B. What did you have trouble with in your MyTradesecrets account?

Table 64: Suggestions to Improve MyTradesecrets (First Period Apprentices)

	Percent of Respondents
<i>Base: First Period Apprentices who had other difficulties with MyTradesecrets</i>	2020/2021 (n=904)
Better user interface/More user friendly (layout, navigation, menu, search, organized, crashing, etc.)	36%
Easier access/Login/Password	7%
Customer service/Better IT support/Online chat	6%
Make an app/Smartphone friendly	5%
Training on how to use MyTradesecrets	4%
Provide more course info/Scheduling info/Exam info	3%
Easier registration/application process (online or in-person)	3%
More emails/Text notifications	2%
Other (1% of respondents or less)	8%
Don't Know	25%
Refused	4%

T2C. What could we do to make MyTradesecrets better for apprentices?

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

First Period Apprentices in the Hairstylist trade are more likely to report having difficulties with MyTradesecrets (28%, versus 20% of all First Period Apprentices) – but do not have any problems that are particularly unique (i.e., no notable differences between Hairstylist and other apprentices when looking at the problems they experienced – although they are less likely to report having difficulty applying for programs/services and registering for classroom instruction).

In terms of demographics, women (24%) report having more problems than men (19%), as do those with disabilities (30% versus 19% of those without).

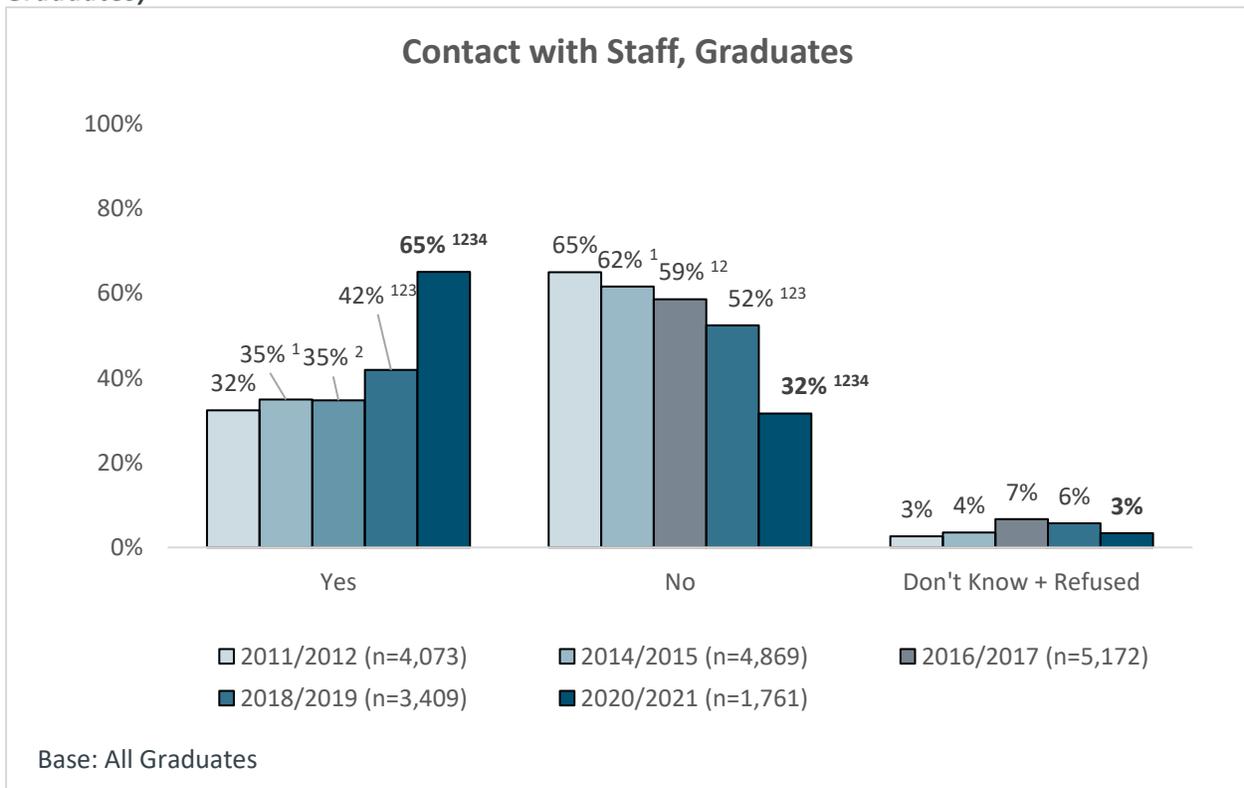
4.3.4.3 APPRENTICESHIP STAFF

Two-thirds of Graduates (65%, a significant increase from 42% in 2018/2019) and 43% of First Period Apprentices had contact with Apprenticeship staff¹³ (e.g., an Apprenticeship staff member came to their school or workplace; they visited the local Apprenticeship office; they called the Apprenticeship and Industry Training [AIT] Information Line; and/or used services provided by Apprenticeship staff). This increase can likely be attributed to the COVID-19 pandemic, as interruptions and changes to workplaces and classroom instruction would have necessitated more interaction with program staff.

Graduates most often had contact with the Edmonton (32%) or Calgary (29%) Apprenticeship offices, similar to First Period Apprentices (30% had contact with Edmonton and 23% had contact with Calgary).

In terms of satisfaction with Apprenticeship staff, 95% of Graduates (a 5-year high) and 92% of First Period Apprentices who had contact with staff report being satisfied, overall, with the quality of service they received. With regards to specific aspects of their experiences, Graduates and First Period Apprentices are overall quite satisfied, roughly 9 in 10 or more are satisfied with each. Graduate results are comparable to previous years.

Figure 74: During your apprenticeship, did you have contact with Apprenticeship staff? (D1_0, Graduates)



¹³ Please note, in previous years staff were referred to as “Client Services staff.”

Table 65: Apprenticeship Office (Graduates)

	Percent of Respondents
<i>Base: Graduates who had contact with Apprenticeship staff</i>	2020/2021 (n=1,145)
Edmonton	32%
Calgary (includes Willow Park) ¹⁴	29%
Red Deer	8%
Grande Prairie	5%
Lethbridge	5%
Fort McMurray	4%
Medicine Hat	3%
Vermillion	3%
Bonnyville	2%
Hinton	2%
Peace River	2%
Other (1% of respondents or less)	2%
Never called an office/only called the AIT Info Line	1%
Don't Know	2%
Refused	<1%

D1. Which apprenticeship office did you or your employer mainly deal with in relation to your Alberta apprenticeship program?

¹⁴ Note: Calgary was modified in 2020/2021 to include Willow Park.

Figure 75: Generally, how satisfied were you with Apprenticeship staff, in terms of each of the following? (D2, Graduates)

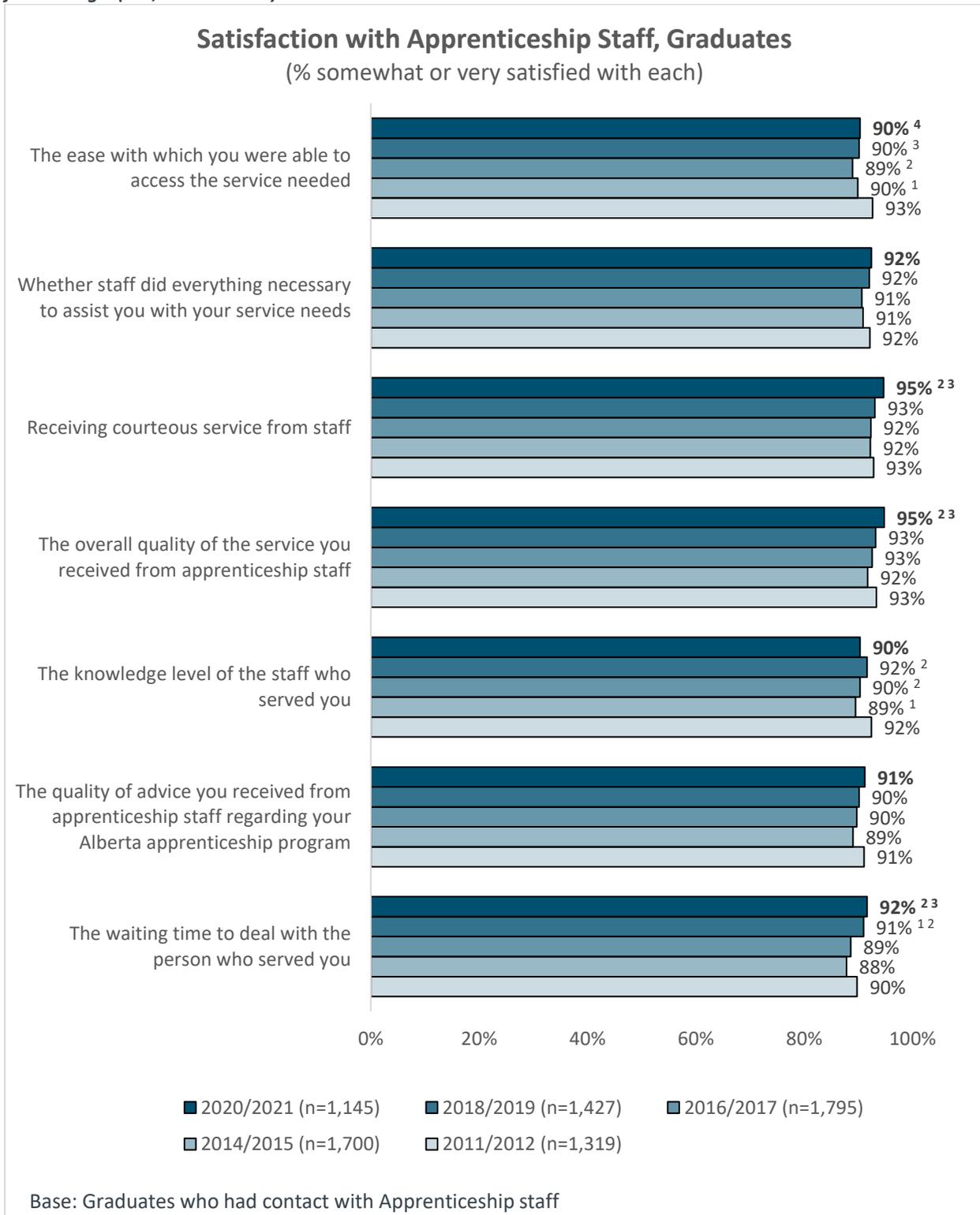


Table 66: Satisfaction with Apprenticeship Staff (Graduates)

<i>Base: Graduates who had contact with Apprenticeship staff</i>	Percent of Respondents 2020/2021 (n=1,145)				
	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don't Know + Refused
The waiting time to deal with the person who served you	56%	36%	6%	2%	1%
The quality of advice you received from staff regarding your Alberta apprenticeship program	64%	27%	5%	3%	1%
The knowledge level of the staff who served you	65%	25%	6%	2%	1%
The overall quality of the service you received from apprenticeship staff	67%	28%	3%	2%	1%
Receiving courteous service from staff	68%	27%	3%	1%	1%
Whether staff did everything necessary to assist you with your service needs	65%	27%	5%	2%	1%
The ease with which you were able to access the service needed	59%	32%	6%	3%	<1%

D2. Generally, how satisfied were you with Apprenticeship staff, in terms of each of the following?

GRADUATE SUB-SEGMENT DIFFERENCES

Graduates in the Northeast are more likely to report having had contact with Apprenticeship staff (75%, versus 65% province-wide).

In terms of satisfaction with the quality of service provided, those in the Northeast are more likely to report that they are satisfied with the quality of advice they received (98% versus 91% overall) and 89% of those in Edmonton, in particular). Those in Edmonton are also less likely to report satisfaction with the waiting time (89% satisfied), the knowledge level of staff (87%), and whether they felt staff did everything necessary to meet their needs (90%).

In terms of demographics, men, non-Indigenous Graduates, and Graduates without disabilities are generally more likely to report higher levels of satisfaction with Apprenticeship staff.

Figure 76: During your first period, did you have contact with Apprenticeship staff? (D1_0, First Period Apprentices)

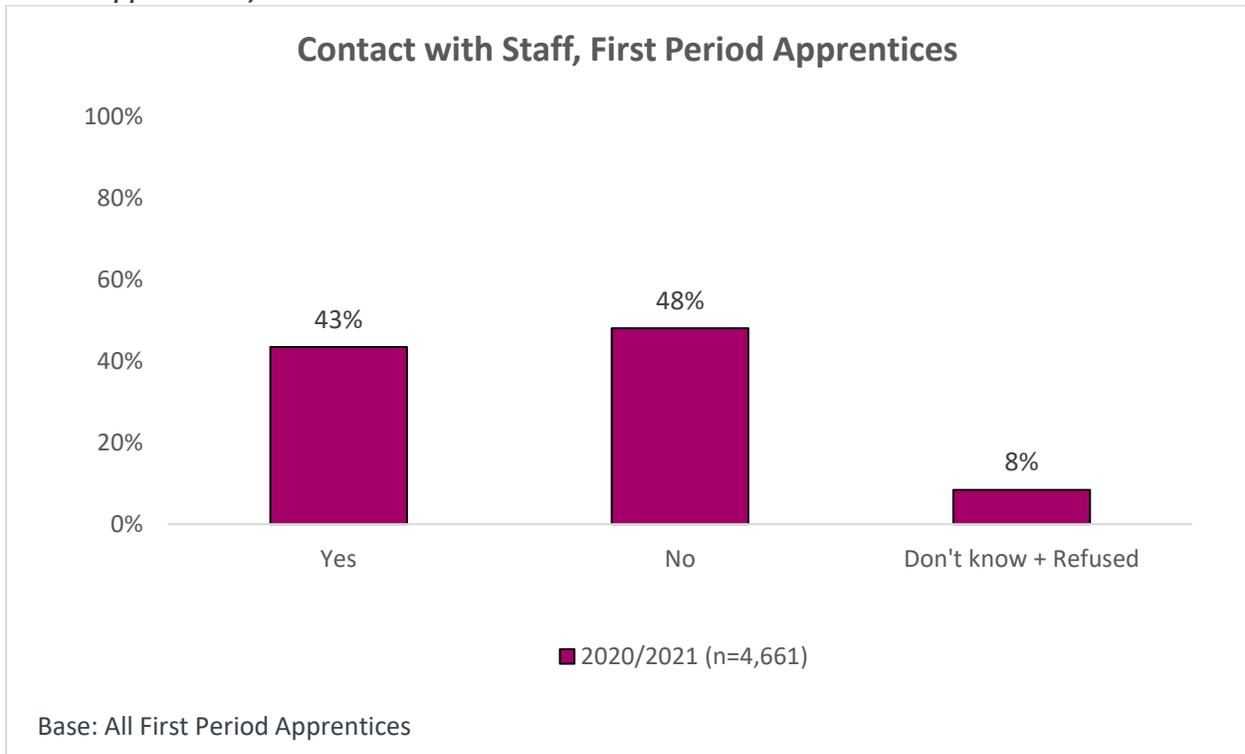


Table 67: Apprenticeship Office (First Period Apprentices)

	Percent of Respondents
Base: First Period Apprentices who had contact with Apprenticeship staff	2020/2021 (n=2,027)
Edmonton	30%
Calgary (includes Willow Park)	23%
Red Deer	8%
Lethbridge	5%
Grande Prairie	4%
Fort McMurray	3%
Bonnyville	3%
Vermillion	2%
Hinton	2%
Medicine Hat	2%
Other (1% of respondents or less)	4%
Never called an office/only called the AIT Info Line	4%
Don't Know	9%
Refused	-

D1. Which apprenticeship office did you or your employer mainly deal with in relation to your Alberta apprenticeship program?

Figure 77: Generally, how satisfied were you with Apprenticeship staff, in terms of each of the following? (D2, First Period Apprentices)



Table 68: Satisfaction with Apprenticeship Staff (First Period Apprentices)

Base: First Period Apprentices who had contact with Apprenticeship staff	Percent of Respondents 2020/2021 (n=2,027)				
	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don't Know + Refused
The waiting time to deal with the person who served you	53%	35%	7%	2%	3%
The quality of advice you received from staff regarding your Alberta apprenticeship program	62%	28%	5%	3%	2%
The knowledge level of the staff who served you	65%	26%	5%	2%	2%
The overall quality of the service you received from apprenticeship staff	66%	26%	3%	2%	2%
Receiving courteous service from staff	64%	28%	4%	2%	2%
Whether staff did everything necessary to assist you with your service needs	66%	25%	5%	2%	2%
The ease with which you were able to access the service needed	59%	30%	6%	3%	2%

D2. Generally, how satisfied were you with Apprenticeship staff, in terms of each of the following?

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

Trades that had more contact with Apprenticeship staff included Heavy Equipment Technician (52%) and Hairstylist (49%).

In terms of the level of service provided by Apprenticeship staff, those in the Welder and Hairstylist trades report lower satisfaction levels, with 88% and 85% satisfied, respectively, with the overall quality of the service they received (compared to 92% of all First Period Apprentices).

Those in the Automotive Service Technician trade report the highest satisfaction with the overall quality of service (98%).

Progressors (49%) are more likely than Non-Progressors (37%) to report having contacted Apprenticeship staff during their first period. Interestingly, those who participated in CTS in high school are also more likely to have had contact with program staff (59%, versus 43% of all First Period Apprentices).

In terms of demographics, those with disabilities (50%) and those who identify as a visible minority (50%) are more likely than their counterparts to report having contacted Apprenticeship staff.

With regards to quality of service, women tend to rate lower satisfaction than men— with 88% satisfied with the overall quality of service they received, compared to 93% of men.

4.3.5 Overall Satisfaction

Overall satisfaction with Alberta’s apprenticeship program is reflected in respondents’ opinions, of whether they would still have chosen to become an apprentice based on their experiences with the Alberta apprenticeship program. In retrospect, nearly 9 out of 10 Graduates and First Period Apprentices indicate that they would still have chosen to become an apprentice (89% of each).

For both Graduates and First Period Apprentices, overall satisfaction is the lowest among those in the Hairstylist program (77% and 74%, respectively). Furthermore, among Graduates, this is a significant decrease from 83% as reported for 2018/2019 (at which time it was again the lowest rated among the 10 biggest programs).

Although overall satisfaction with Alberta’s Apprenticeship program remains high for Graduates (89%), results are still significantly lower than those reported in 2011/2012 and 2014/2015. First Period Apprentices are equally likely to indicate they would take the program again (89%).

Figure 78: In retrospect, based on your experience with the Alberta apprenticeship program, would you still have chosen to become an apprentice? (F6X, Graduates)

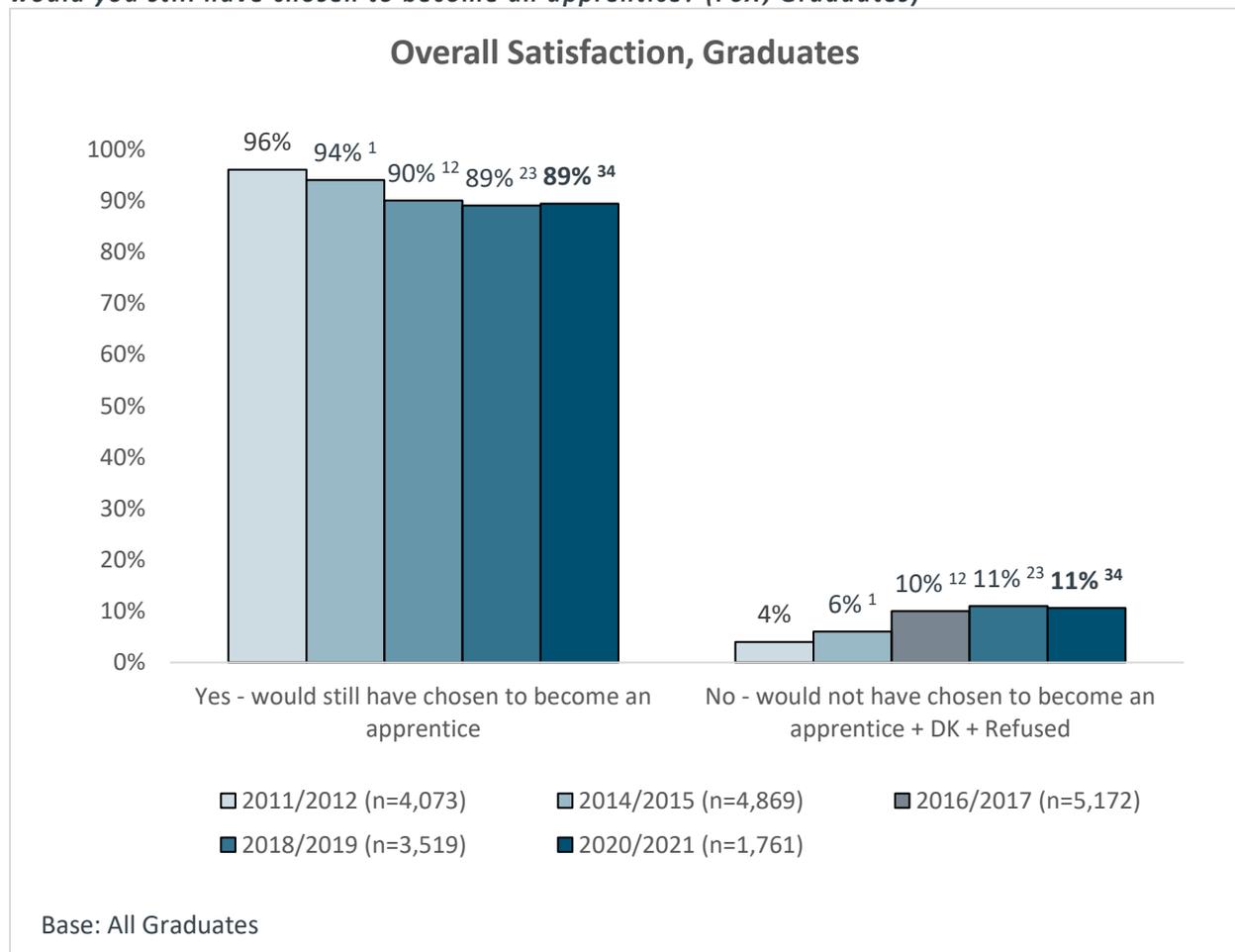


Table 69: Overall Satisfaction with the Apprenticeship Program (Graduates)

Base: All Graduates	Percent of Respondents				
	2011/2012 (n=4,073)	2014/2015 (n=4,869)	2016/2017 (n=5,172)	2018/2019 (n=3,519)	2020/2021 (n=1,761)
Yes	96%	94% ¹	90% ¹²	89% ²³	89% ³⁴
No	3%	4% ¹	6% ¹²	7% ¹²³	7% ³⁴
Don't Know	1%	2%	3%	3%	4%
Refused/prefer not to answer	<1%	1%	1%	<1%	<1%

F6X. In retrospect, based on your experience with the Alberta apprenticeship program, would you still have chosen to become an apprentice?

GRADUATE SUB-SEGMENT DIFFERENCES

Graduates significantly **more likely to report that they would choose apprenticeship again** included:

- Those in Architectural Construction (94%), Metal (93%), Mechanical (90%), and Vehicle & Related (91%) trades (versus 83% of those in Electrical trades).
 - Looking at the 10 largest trades, respondents in the Carpenter (96%) and Industrial Mechanic (97%) programs are significantly more likely to report that they would take apprenticeship again, whereas trades that report much lower percentages are Electrician (83%) and Hairstylist (77%, a decrease from 83% in 2018/2019).
 - Overall satisfaction amongst the trade groups has decreased, in general, over the past 10 years. Electrical trades have shown a significant decrease, going from 97% who would still have chosen apprenticeship in 2011/12 to only 83% in 2020/2021.
- Those in the South (93%), Northeast (96%), and Northwest (94%) (versus 87% of those in Urban regions).
- Respondents without a diagnosed permanent disability (90%, versus 84% of those with one).

Figure 79: In retrospect, based on your experience with the Alberta apprenticeship program, would you still have chosen to become an apprentice? (F6X, First Period Apprentices)

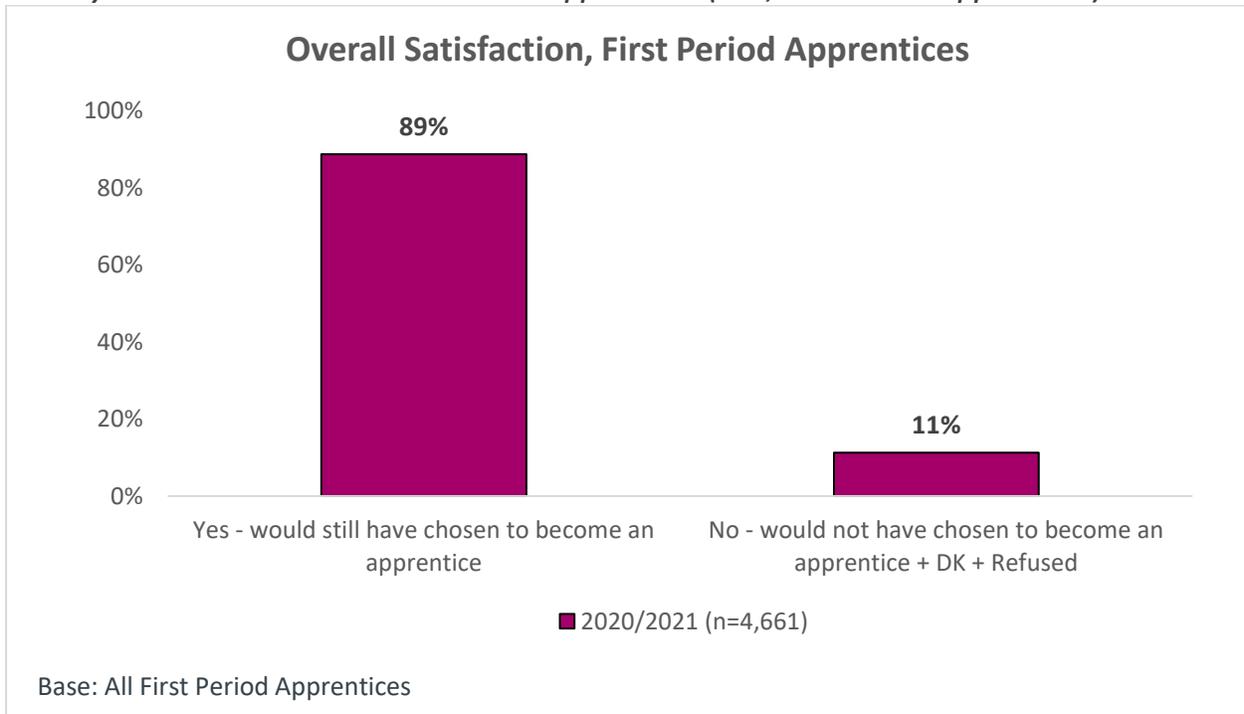


Table 70: Overall Satisfaction with the Apprenticeship Program (First Period Apprentices)

Base: All First Period Apprentices	Percent of Respondents
	2020/2021 (n=4,661)
Yes	89%
No	5%
Don't Know	5%
Refused/prefer not to answer	1%

F6X. In retrospect, based on your experience with the Alberta apprenticeship program, would you still have chosen to become an apprentice?

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

First Period Apprentices in the Hairstylist program are significantly **less likely to report that they would choose apprenticeship again** (only 74% would, vs. 88% to 93% among the other trades).

Demographically-speaking, men (90%) are significantly more likely than women (80%) to report that they would take the program again.

4.4 Industry Awareness and Perceptions

4.4.1 Industry Group Awareness

In terms of familiarity with industry groups, 71% of Graduates and 64% of First Period Apprentices are overall familiar (familiar or very familiar) with the Alberta Apprenticeship and Industry Training (AIT) Board. Conversely, only 3 in 10 respondents or fewer are familiar with Provincial Apprenticeship Committees (31% of Graduates and 20% of First Period Apprentices) and Local Apprenticeship Committees (27% of Graduates and 17% of First Period Apprentices).

Graduate familiarity has decreased significantly for all three types of industry groups since 2018/2019.

Figure 80: How familiar are you with ...? (F8, Graduates)

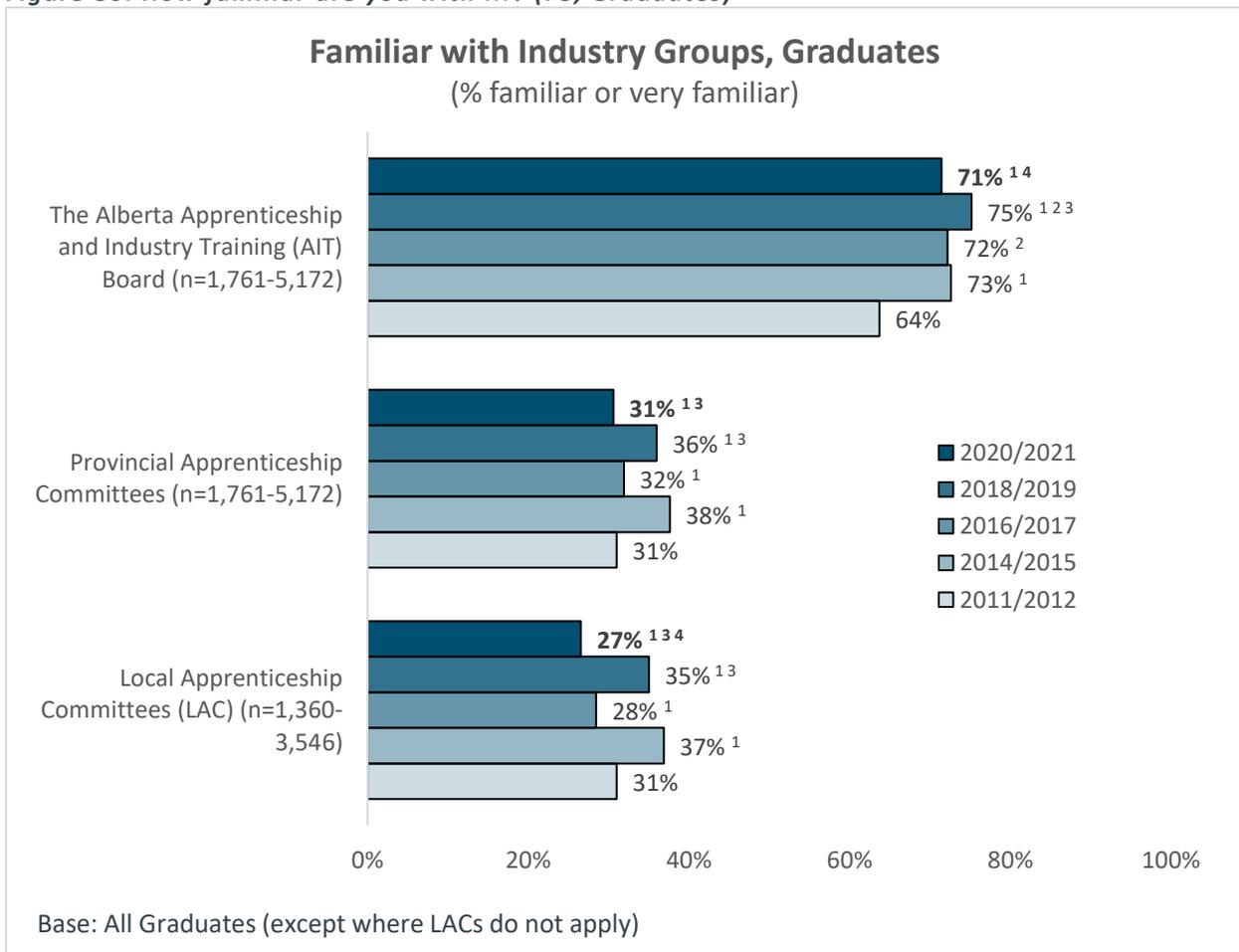


Table 71: Industry Group Awareness (Graduates)

<i>Base: All Graduates</i>	Percent of Respondents 2020/2021 (n=1,761)*			
	Very familiar	Familiar	Not familiar	Don't Know
Local Apprenticeship Committees (LAC) (n=1,360; where applicable)	4%	23%	70%	4%
Provincial Apprenticeship Committees (PAC)	4%	26%	67%	3%
The Alberta Apprenticeship and Industry Training (AIT) Board	22%	50%	27%	1%

F8. How familiar are you with ...?

*Unless otherwise stated

GRADUATE SUB-SEGMENT DIFFERENCES

Regarding industry awareness, Electrical trade groups are more familiar with LACs (33%) than all trades, in general (27%). Urban Graduates are more familiar with the AIT Board (74%) than those in the South (66%) and Northeast (64%).

Graduates who took RAP in high school are also more familiar with the AIT Board (80%, compared to 71% of all Graduates).

Women (79%) are more likely than men (70%) to report familiarity with the AIT Board.

Figure 81: How familiar are you with ...? (F8, First Period Apprentices)

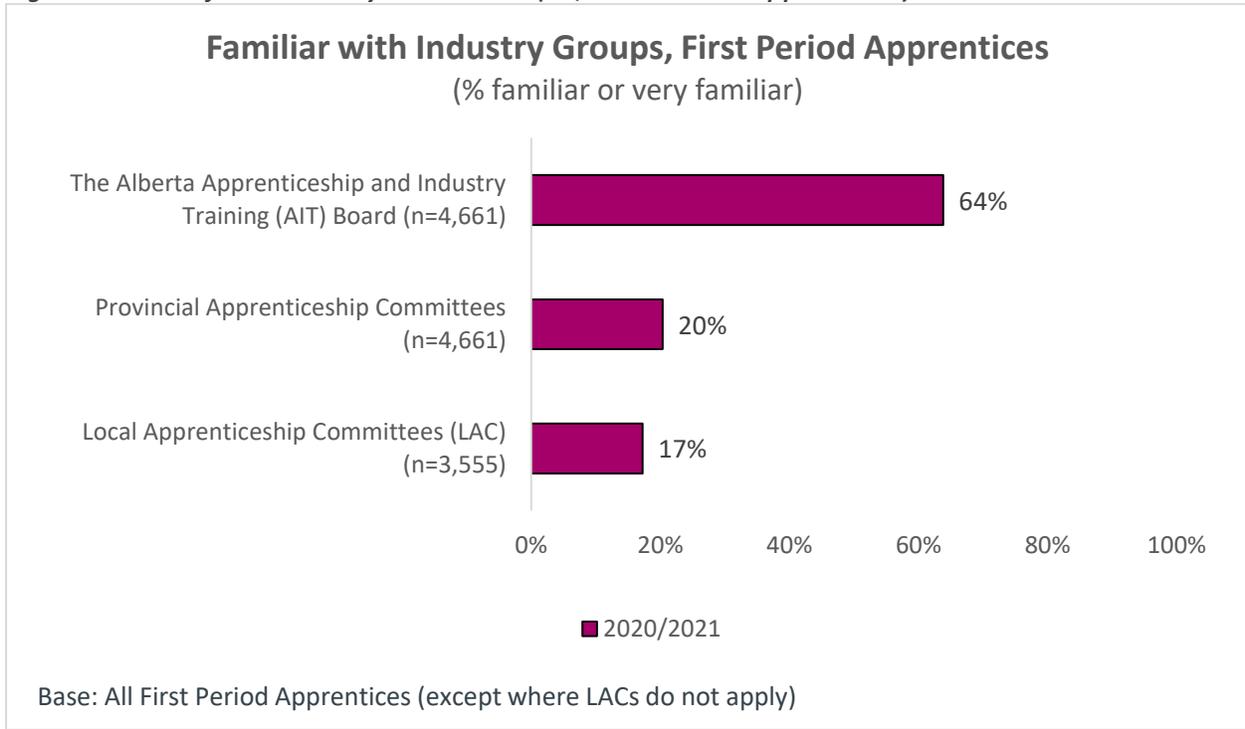


Table 72: Industry Group Awareness (First Period Apprentices)

	Percent of Respondents 2020/2021 (n=4,661)*			
	Very familiar	Familiar	Not familiar	Don't Know
Base: All First Period Apprentices				
Local Apprenticeship Committees (LAC) (n=3,555; where applicable)	3%	14%	78%	5%
Provincial Apprenticeship Committees (PAC)	3%	17%	75%	5%
The Alberta Apprenticeship and Industry Training (AIT) Board	15%	48%	33%	3%

F8. How familiar are you with ...?

*Unless otherwise stated

FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

Regionally, First Period Apprentices in Calgary report higher familiarity with PACs (23%) and the AIT Board (67%).

Trades that report higher familiarity include Electrician and Welder (varying percentages), while the Heavy Equipment Technician, Hairstylist, Automotive Service Technician, and Carpenter trades tend to report lower familiarity.

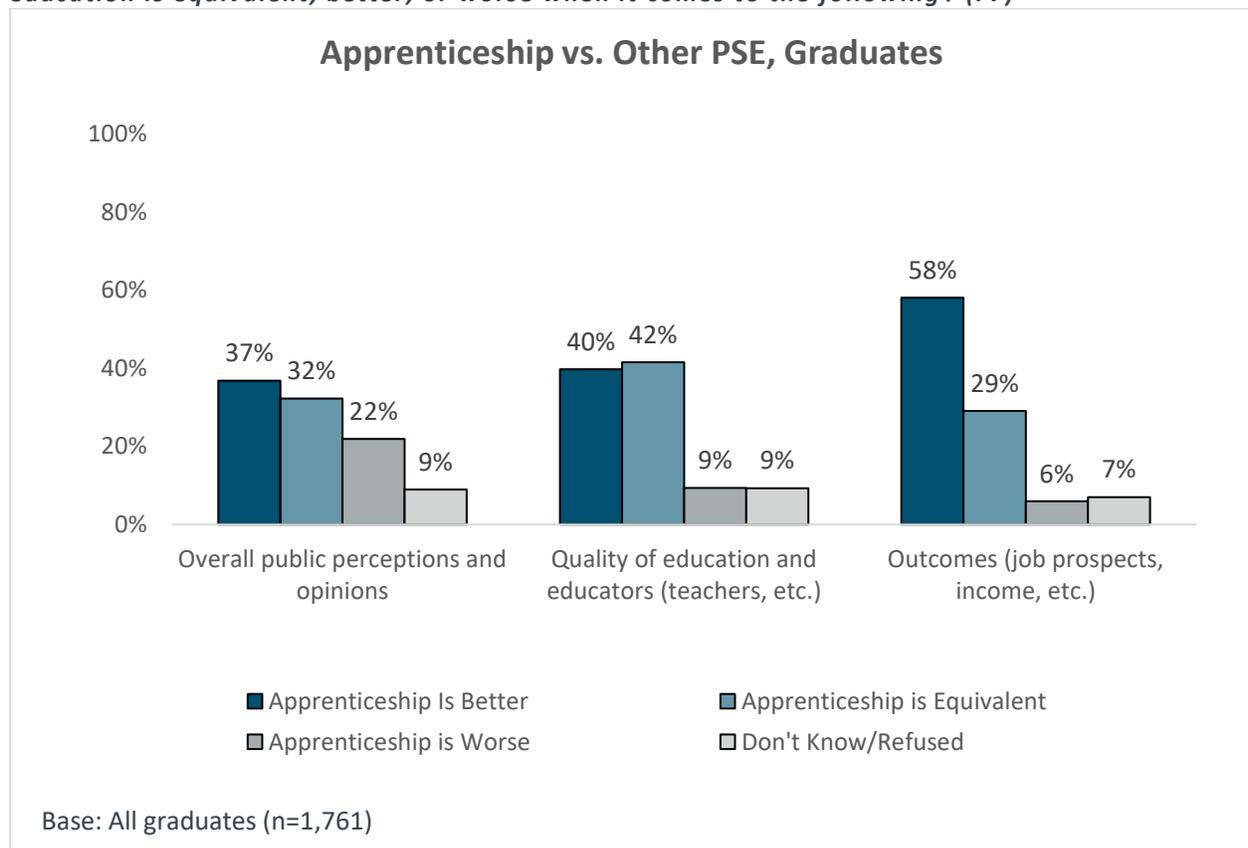
Progressors generally report being more familiar with industry groups, as opposed to Non-Progressors (e.g., 74% of Progressors are familiar with the AIT Board compared to 64% of all First Period Respondents).

4.4.2 Apprenticeship vs. Other Post-Secondary

All said and done, approximately 7 in 10 respondents or more feel that apprenticeship is **at least equivalent** to other post-secondary education programs in terms of outcomes (e.g., job prospects), quality of education (e.g., teachers), and overall public perceptions and opinions. Among both sample groups, respondents feel most positively about apprenticeship outcomes – 58% of Graduates and 55% of First Period Apprentices feel that apprenticeship is **better** than other post-secondary programs.

In fact, at least three-quarters of Firsts Period Apprentices consider apprenticeship, overall, to be on par with or better than other post-secondary programs. While more than 8 out of 10 Graduates consider apprenticeship to be equivalent or better with regards to outcomes and quality of education, closer to 7 out of 10 feel apprenticeship is **equivalent or better** in terms of overall public perceptions.

Figure 82: Compared to other post-secondary education, do you feel that apprenticeship education is equivalent, better, or worse when it comes to the following? (F7)



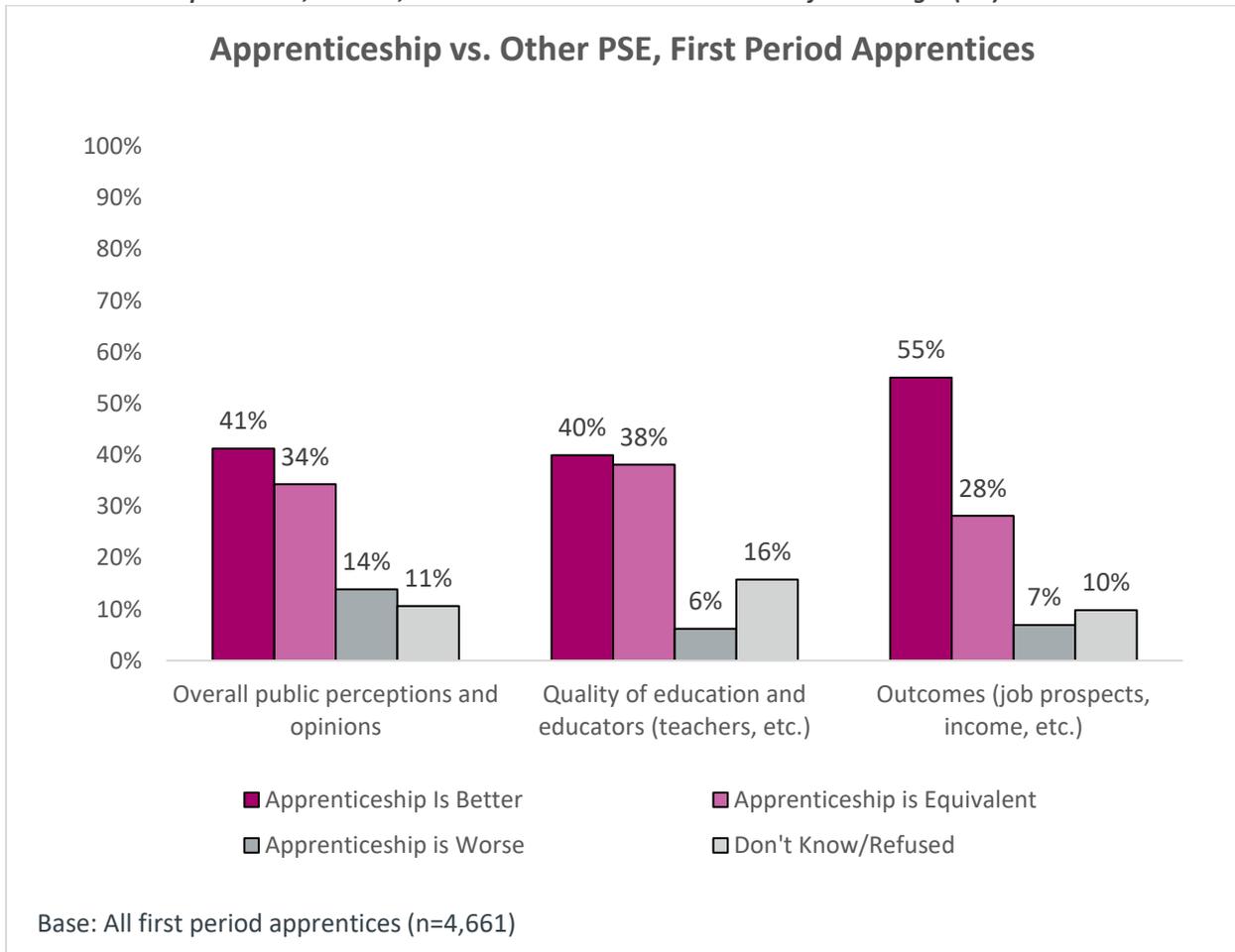
GRADUATE SUB-SEGMENT DIFFERENCES

Vehicle & Related trade groups are more likely to feel that apprenticeship education is better in terms of overall public perceptions and opinions (43%, versus 37% of all trade groups). They are also more likely to feel that it is better in terms of quality of education and educators (47% versus 40%).

Metal trade groups are more likely to report that apprenticeship is better in terms of outcomes (67% versus 58% of all trade groups, and 53% of those in Electrical, in particular).

Graduates who identify as a visible minority are more likely to report that apprenticeship is **better** with regards to overall public perceptions (50%) and quality of education (46%). Graduates who took RAP in high school are also more likely to feel like the quality of education is better (48% versus 40% of all Graduates).

Figure 83: Compared to other post-secondary education, do you feel that apprenticeship education is equivalent, better, or worse when it comes to the following? (F7)



FIRST PERIOD APPRENTICE SUB-SEGMENT DIFFERENCES

First Period Apprentices significantly more likely to feel that apprenticeship is **better** than other post-secondary education with regards to outcomes include those in the Heavy Equipment Technician (64%), Steamfitter-Pipefitter (61%), Crane & Hoisting Equipment Operator (64%), and Ironworker (66%) programs.

Progressors are also more likely to report that apprenticeship is **better** when it comes quality of education (40% versus 30% of Non-Progressors) and outcomes (57% versus 40%).

Electricians (10%) and Hairstylists (19%) are the most likely among the different trades to feel that apprenticeship is **worse** than other post-secondary education with regards to outcomes. Hairstylists are also more likely to feel that apprenticeship is worse with regards to quality of education (15%), while Electricians are also more likely to feel that apprenticeship is worse with regards to overall public perceptions and opinions (19%).

In terms of demographics, men are overall more likely than women to feel that apprenticeship education is **better** than other post-secondary education. Visible minorities are more likely to feel that overall public perceptions and opinions are better for apprenticeship (47%), compared to not visible minority respondents (40%). Respondents with disabilities are more likely to feel that apprenticeship is worse, all-around.

4.5 Respondent Profile

4.5.1 Graduate Profile

Table 73: Respondent Profile (Graduates)

	Percent of Respondents
<i>Base: All Graduates (unless otherwise stated)</i>	2020/2021 (n=1,761)
Gender (Demo1)	
Men	87%
Women	13%
Age (Admin Data)	
20 to 24	15%
25 to 29	28%
30 to 34	21%
35 to 39	16%
40 and older	20%
Mean age	32.7 years
Median age	31 years
Household Composition (Demo3)	
Single adult with dependents	7%
Single adult without dependents	26%
Living as a couple with dependents	35%
Living as a couple without dependents	28%
Don't Know/Refused	4%
Number of Dependents¹⁵ (Demo4)	
<i>Base: Respondents with children or other dependents (n=735)</i>	
One (1) child or dependent	36%
Two (2) children and/or dependents	37%
Three (3) children and/or dependents	14%
Four (4) or more children and/or dependents	5%
Don't Know/Refused	7%
Indigenous Status (Demo5)	
Any Indigenous	6%
First Nations	3%
Métis	3%
None	89%
Don't Know/Refused	5%

¹⁵ A **dependent** is defined as a person who relies on another as a primary source of income. This can include children, elderly parents, family members with a disability, adult children, etc.

	Percent of Respondents
<i>Base: All Graduates (unless otherwise stated)</i>	2020/2021 (n=1,761)
Diagnosed with a Permanent Disability¹⁶ (Demo6)	
Yes	6%
No	92%
Don't Know/Refused	2%
Visible Minority¹⁷ (Demo7)	
Yes	14%
No	82%
Don't Know/Refused	5%
Years Lived in Canada (Demo8)	
Less than 5 years	<1%
Five (5) to less than ten (10) years	5%
Ten (10) years or more	18%
Have always lived in Canada	75%
Don't Know/Refused	1%

¹⁶ A **permanent disability** is defined as a functional limitation caused by a physical or mental impairment that restricts the ability of a person to perform the daily activities necessary to participate in studies at a post-secondary level or the labour force, and that is expected to remain with the person for the person's expected natural life.

¹⁷ As defined by the Government of Canada, **visible minorities** are persons, other than aboriginal peoples, who are non-Caucasian in race or non-white in colour.

4.5.2 First Period Apprentice Profile

Table 74: Respondent Profile (First Period Apprentices)

	Percent of Respondents
Base: All First Period Apprentices (unless otherwise stated)	2020/2021 (n=4,661)
Gender (Demo1)	
Men	83%
Women	17%
Age (Admin Data)	
15 to 19	18%
20 to 24	27%
25 to 34	32%
35 and older	23%
Mean age	28.1 years old
Median age	26 years old
Household Composition (Demo3)	
Single adult with dependents	9%
Single adult without dependents	41%
Living as a couple with dependents	22%
Living as a couple without dependents	20%
Don't Know/Refused	7%
Number of Dependents (Demo4)	
<i>Base: Respondents with children or other dependents (n=1,481)</i>	
One (1) child or dependent	37%
Two (2) children and/or dependents	29%
Three (3) children and/or dependents	13%
Four (4) or more children and/or dependents	7%
Don't Know/Refused	13%
Indigenous Status (Demo5)	
Any Indigenous	10%
First Nations	4%
Métis	5%
Inuit	<1%
None	86%
Don't Know/Refused	4%
Diagnosed with a Permanent Disability (Demo6)	
Yes	6%
No	90%
Don't Know/Refused	3%

	Percent of Respondents
<i>Base: All First Period Apprentices (unless otherwise stated)</i>	2020/2021 (n=4,661)
Visible Minority¹⁸ (Demo7)	
Yes	15%
No	79%
Don't Know/Refused	6%
Years Lived in Canada (Demo8)	
Less than 5 years	3%
Five (5) to less than ten (10) years	6%
Ten (10) years or more	15%
Have always lived in Canada	75%
Don't Know/Refused	1%

¹⁸ As defined by the Government of Canada, **visible minorities** are persons, other than aboriginal peoples, who are non-Caucasian in race or non-white in colour.

Appendix A: Methodology

To maintain continuity and comparability of survey results over time, the 2020/2021 survey was implemented using the same methodology as previous years. As before, the survey was conducted online and by telephone.

QUESTIONNAIRE DESIGN

AE provided Leger with the preliminary draft questionnaire. Leger worked collaboratively with AE to make sure the questionnaire met all research objectives, which included incorporating First Period Apprentices for the first time. Some additional changes were made to the survey to reflect the impact of the COVID-19 pandemic on apprentices' experiences in the program.

Additionally, for the 2020/2021 survey, Leger and AE agreed to remove the "short form" version that was offered for the first time in the 2018/2019 survey. The short form was created as an alternative to respondents who were too busy or unable to complete the full version of the survey; by keeping the survey to just a small subset of KPI questions, respondents would be able to participate without as much time commitment (one of the reasons for refusals). Short form respondents were unable to participate in the draw (an incentive offered to all other participants). As the short form was not found to improve the response rates as much as hoped for, this method was omitted from the current survey.

PROGRAMMING

Leger's programmers updated the existing 2018/2019 survey programming to reflect the 2020/2021 questionnaire, ensuring full comparability with previous years – i.e., maintaining the same variable names and response options (where applicable). Programming was tested in detail (by Leger's internal quality check team, the Leger project management team, and the AE project team) prior to the pre-test. Leger also ran several computer-based simulations, which insert thousands of randomly selected numbers into the data fields, essentially filling the survey with random responses. This is done to ensure that skip patterns are working correctly and to check for any out-of-range or invalid data.

PRE-TEST

Prior to data collection, Leger completed n=30 pre-tests with Graduates and First Period Apprentices to test the questionnaire. While only minor revisions were required for Graduates, Leger and AE agreed upon several changes to the First Period Apprentice questions. As such, the pre-test results for First Period Apprentices were omitted from the final data set. Pre-test data for Graduates were kept in the data file, as the changes were not substantial (i.e., minor wording changes to improve clarity).

Following the pre-test review and survey modifications based on the pre-test feedback, the survey was then finalized, and the programming updated accordingly, with another full quality check to ensure the survey worked correctly.

POPULATION AND SAMPLE

As in previous years, two groups (cohorts) of Graduates were surveyed via census approach:

- **Cohort 1:** Individuals who completed both their classroom instruction and on-the-job learning requirements in the 2020/2021 academic year (target 60% response rate).
- **Cohort 2:** Individuals who completed their classroom instruction prior to the 2020/2021 academic year, or who were not required to take any classes during their program (target 50% response rate).

New to the 2020/2021 survey, **First Period Apprentices** were also included (target 20% response rate; n=3,144). The 20% target response rate was determined based on achieving a margin of error no greater than $\pm 5\%$ at the 95% confidence level, or 19 times out of 20, per trade. Generally, minimum sample sizes were determined based on the following analysis requirements:

- Aggregate analysis for all variables at 95% \pm 5%, or higher
- Analysis of all relevant variables by apprenticeship program (or major apprenticeship program group if responses are inadequate for analysis by individual program) at 95% \pm 10%, or higher
- Analysis of all relevant variables by institution at 95% \pm 10%, or higher
- Analysis of all relevant variables by region (95% \pm 10% confidence level, or higher)

To meet these requirements, quotas were set and met where possible. In situations where the number of cases (e.g., in a particular trade group) were too few to realistically achieve the target, Leger aimed to complete as many surveys as possible with these groups. To maximize the number of groups that can be reported on, priority was given to groups with lower response rates. For the most difficult and high priority cases, a single interviewer was assigned to specific cases to try and locate and establish contact with them. By assigning a single interviewer to a single respondent's case, rapport with an interviewer can be more easily developed (e.g., through voicemails). Interviewers made notes in the case contact record to help support future calls from themselves or other interviewers.

Table 75: Targeted Response vs. Final Response Rates (Overall)

Population	Completions	Total Sample	Minimum Response Rate (%)	Final Response Rate (% of Sample)
Graduates: Cohort 1	1,195	3,234	60%	37%
Graduates: Cohort 2	566	1,515	50%	37%
First Period Apprentices	4,661	15,464	20%	30%
GRAND TOTAL	6,422	20,213	-	32%

However, there were significant challenges with achieving the required response rates this year (see Final Response Rate column in Table 1, above). This has been attributed to external events such as the COVID-19 pandemic and politicization of certain issues such as mask mandates, vaccination requirements, and others. These issues will be further explored in the *Issues and Considerations* report (provided separately).

Considering this, it is important to use caution when interpreting results, including year-over-year-trends. Data that may have been impacted by perceptions of the pandemic and/or the provincial government are noted with additional commentary.

TELEPHONE DATA COLLECTION

The desired data collection methodology for this AE project was clearly described within the RFP, and Leger adhered to all prescribed requirements. The survey was conducted via telephone and online (through email notifications sent to those for whom valid email addresses were available).

All telephone interviews were conducted from Leger’s Computer Aided Telephone Interviewing (CATI) stations, located within Canada. Using Leger’s CATI software, interviewers input data directly into an electronic data file while on the telephone with each respondent. Each question appeared on the interviewer’s screen, accompanied by a list of eligible responses and spaces to enter verbatim comments where applicable. The programmed survey is set up to automatically ask questions that are relevant based on responses to previous questions (e.g., “if yes to QX, skip to QY”) or based on data from the provided sample file.

The sample was randomized with quotas set up for each trade and trade group (and in the case of Graduates, Cohorts 1 and 2). CATI further enabled Leger to track response rates, calling statistics, and sample sizes. In this way, data collection and quota process are regularly tracked.

CALL-BACK PROCEDURES

Call-backs ensure that respondents are not systematically excluded from the study because they are not available on a specific day or at a specific time. To ensure the sample was representative of the population and to maximize the response rate, Leger exceeded the minimum requirements set out in the RFP:

- Made a minimum of **five (5) attempts** for **initial contact** with graduates before considering them unreachable. Look-ups and references/alternate contacts to locate up-to-date contact information were not considered attempts to make initial contact. Initial contact required actual contact on the phone with the respondent.
- After initial contact was made, each number was called a minimum of **six (6) times** to **reach a respondent** for an interview before that number was considered exhausted.

- Call attempts were made on different days and at different times of day. Each number was called no more than twice per day, and never at the same time on different days except in the event where all timeframes/days of the week were exhausted. This was accomplished using a systematic procedure regarding determination of when additional call-backs needed to happen, so the procedure was consistent across all records.
- Appointments were with respondents as required, to ensure interviewing could occur at the respondent's convenience.

INTERVIEWER QUALITY CONTROL

Leger's experienced team of in-house research interviewers conducted all telephone interviews. To ensure high quality data collection, a project briefing on the study was administered prior to fielding. Following this briefing and prior to fielding, interviewers role-played interview situations to become thoroughly familiar with the administration of the questionnaire.

Based on our experiences conducting this study in previous years, as well as from the pre-test, interviewers were provided with objectives of each question, additional notes for context, and rebuttal techniques designed to convert potential refusals into completed surveys. "Soft" refusals (e.g., "not now") were handled with rehearsed responses. Where interviewers were unable to proceed, supervisors would be engaged to determine next steps. Depending on the context, this could mean assigning a supervisor to the case, or coding the record as a "hard" refusal (in which case no further attempts would be made).

As part of Leger's commitment to providing quality data collection, we ensured that a trained and experienced supervisor monitored a minimum of 15% of the telephone interviews, exceeding the Canadian Research and Insights Council (CRIC) standard in market research (10%). The supervisors ensured that the questionnaire was being administered properly by the interviewers and provided immediate ongoing feedback to interviewing staff. Members of the AE project team participated in the pre-test review by listening to interview recordings of interviews and discussing detailed feedback with Leger. The Leger project team also had regular check-ins with the operations team to ensure data collection ran smoothly.

ONLINE DATA COLLECTION

Email invitations to complete the survey were sent to everyone where valid email addresses were available. Those who preferred to complete the survey online were able to do so by clicking the link in the email invitation; however, respondents were also provided with instructions to contact Leger via toll-free number if they wished to participate by phone. The email links were individualized (i.e., with unique IDs) to prevent duplicate responses. This also permitted respondents to stop-and-start the survey at their own convenience, picking up where they last left off. Finally, this system also enabled Leger to track who had not yet participated, to target reminders and follow-up calls accordingly.

INTEGRATION OF TELEPHONE AND WEB

Leger’s data collection systems provide compatible telephone (using Voxco software) and web-based interviewing (Decipher software). Completed surveys were reconciled daily across the two methods, to ensure that those who completed the survey via one method did not receive any follow-up reminders via the other (e.g., if completed online, this was reflected in the telephone system so that interviewers would not call that individual). All responses were saved into the same database; each record is easily identified according to the methodology used for completion.

INCENTIVES

A random draw prize incentive was added for those who completed the survey. At the end of the survey, respondents were able to enter a draw for one (1) of ten (10) \$100 electronic Visa gift cards.

Draw winners were randomly selected on March 16, 2021. Winners were contacted via email and had two (2) weeks to claim their prizes by filling out the claim form (full name, date, and answer to a skill-testing question). Respondents who did not claim their prize within two weeks were replaced with back-up winners.

Three (3) of the ten (10) gift cards were awarded to respondents who completed the survey before the “early bird” deadline (November 7th, 2021). The other seven (7) winners were drawn from those who completed the survey before it closed (February 16th, 2022).

COMPLETED SURVEYS

The pretest (n=30 total) was conducted on November 1st, 2021. The full data collection period (following approval of the adjusted survey) was November 17th, 2021, to February 16th, 2022,¹⁹ during which time a total of n=6,422 surveys were completed (overall 30% response rate), including:

- Graduates – n=1,761 (37% response rate, compared to 49% for 2018/2019)
 - Cohort 1 n=1,195 (37% response rate)
 - Cohort 2 n=566 (37% response rate)
- First Period Apprentices – n=4,661 (30% response rate)

Tables 76 through 79 (beginning on the following page) illustrate the distribution of completed interviews by Graduates (Cohorts 1 and 2) and First Period Apprentices.

For details on which programs comprise each Program Trade Group, please refer to [Appendix B](#).

¹⁹ Due to the holidays, data collection was paused from December 24th, 2021 to January 1st, 2022.

GRADUATE RESPONSE RATE TABLES

Overall, **Graduate** results provide a margin of error no greater than $\pm 1.9\%$ at the 95% confidence level, or 19 times out of 20.

Table 76: Method-Specific Completes by Trade Group: Graduates

Program Trade Group	Sample Group	Total Sample	Completed Surveys			Response Rate (% of Total Sample)
			Phone Completes	Web Completes	Total Completes	
Architectural Construction	Cohort 1	362	64	56	120	33%
	Cohort 2	235	38	46	84	36%
	Sub-Total	597	102	102	204	34%
Electrical	Cohort 1	741	114	150	264	36%
	Cohort 2	207	31	36	67	32%
	Sub-Total	948	145	186	331	35%
Metal	Cohort 1	519	103	86	189	36%
	Cohort 2	225	29	45	74	33%
	Sub-Total	744	132	131	263	35%
Mechanical	Cohort 1	688	99	131	230	33%
	Cohort 2	238	36	56	92	39%
	Sub-Total	926	135	187	322	35%
Vehicle & Related	Cohort 1	834	150	197	347	42%
	Cohort 2	366	56	92	148	40%
	Sub-Total	1,200	206	289	495	41%
Other	Cohort 1	90	15	30	45	50%
	Cohort 2	244	32	69	101	41%
	Sub-Total	334	47	99	146	44%
TOTAL	Cohort 1	3,234	545	650	1,195	37%
	Cohort 2	1,515	222	344	566	37%
GRAND TOTAL		4,749	767	994	1,761	37%

Table 77: Case Dispositions Completes by Trade Group: Graduates

<i>Program Trade Group</i>	<i>Sample Group</i>	<i>Total Sample</i>	<i>% Completes</i>	<i>% Ineligible/ Unavailable</i>	<i>% Refused</i>	<i>% Exhausted</i>	<i>% Active</i>
Architectural Construction	Cohort 1	362	33.1%	5.5%	14.4%	23.5%	23.5%
	Cohort 2	235	35.7%	3.4%	15.3%	25.1%	20.4%
	Sub-Total	597	34.2%	4.7%	14.7%	24.1%	22.3%
Electrical	Cohort 1	741	35.6%	8.4%	14.4%	19.2%	22.4%
	Cohort 2	207	32.4%	12.6%	13.5%	18.8%	22.7%
	Sub-Total	948	34.9%	9.3%	14.2%	19.1%	22.5%
Metal	Cohort 1	519	36.4%	6.7%	18.1%	18.5%	20.2%
	Cohort 2	225	32.9%	11.6%	19.6%	16.9%	19.1%
	Sub-Total	744	35.3%	8.2%	18.5%	18.0%	19.9%
Mechanical	Cohort 1	688	33.4%	8.7%	15.1%	20.8%	21.9%
	Cohort 2	238	38.7%	6.3%	13.4%	19.3%	22.3%
	Sub-Total	926	34.8%	8.1%	14.7%	20.4%	22.0%
Vehicle & Related	Cohort 1	834	41.6%	8.2%	10.8%	18.3%	21.1%
	Cohort 2	366	40.4%	7.7%	12.8%	19.1%	19.9%
	Sub-Total	1,200	41.3%	8.0%	11.4%	18.6%	20.8%
Other	Cohort 1	90	50.0%	6.7%	14.4%	15.6%	13.3%
	Cohort 2	244	41.4%	8.2%	11.9%	20.5%	18.0%
	Sub-Total	334	43.7%	7.8%	12.6%	19.2%	16.8%
TOTAL	Cohort 1	3,234	37.0%	7.8%	14.2%	19.6%	21.5%
	Cohort 2	1,515	37.4%	8.1%	14.3%	19.9%	20.3%
GRAND TOTAL		4,749	37.1%	7.9%	14.2%	19.7%	21.1%

FIRST PERIOD APPRENTICE RESPONSE RATE TABLES

Overall, **First Period Apprentice** results provide a margin of error no greater than $\pm 1.2\%$ at the 95% confidence level, or 19 times out of 20.

Table 78: Method-Specific Completes by Trade: First Period Apprentices

Trade	Total Sample	Completed Surveys			Response Rate (% of Total Sample)
		Phone Completes	Web Completes	Total Completes	
Electrician	1,955	303	295	598	31%
Heavy Equipment Technician	1,488	264	266	530	36%
Welder	1,233	180	171	351	28%
Hairstylist	2,029	189	276	465	23%
Steamfitter-Pipefitter	789	104	108	212	27%
Automotive Service Technician	1,075	192	187	379	35%
Carpenter	898	144	125	269	30%
Crane & Hoisting Equipment Operator	939	114	83	197	21%
Plumber	827	143	149	292	35%
Ironworker	434	61	42	103	24%
All Other Trades	3,797	588	677	1,265	33%
GRAND TOTAL	15,464	2,282	2,379	4,661	30%

Table 79: Case Dispositions by Trade: First Period Apprentices

Trade	Total Sample	% Completes	% Ineligible/ Unavailable	% Refused	% Exhausted	% Active
Electrician	1,955	30.1%	9.3%	13.4%	26.9%	19.9%
Heavy Equipment Technician	1,488	30.6%	10.9%	12.2%	22.8%	18.5%
Welder	1,233	35.6%	13.9%	13.1%	25.3%	19.2%
Hairstylist	2,029	28.5%	13.8%	12.0%	29.0%	22.3%
Steamfitter-Pipefitter	789	22.9%	11.8%	19.6%	20.7%	21.0%
Automotive Service Technician	1,075	26.9%	10.8%	13.4%	21.2%	19.3%
Carpenter	898	30.0%	11.6%	16.5%	22.4%	19.6%
Crane & Hoisting Equipment Operator	939	21.0%	16.4%	23.3%	22.3%	17.0%
Plumber	827	35.3%	11.4%	14.6%	21.4%	17.3%
Ironworker	434	23.7%	25.8%	11.5%	23.0%	15.9%
All Other Trades	3,797	33.3%	10.3%	14.9%	22.9%	18.6%
GRAND TOTAL	15,464	30.1%	12.0%	14.5%	24.0%	19.3%

DATA ANALYSIS

To ensure the survey was being completed correctly, Leger closely examined the pre-test results as well as results from the first day of full field (a “soft launch”). Following the project manager’s approval, full data collection began. Upon completion of data collection, Leger’s data analysts and data processing department cleaned the data thoroughly, ensuring:

- All closed-ended questions were within the allowable or logical ranges (allowable ranges were confirmed with the client in any circumstance, where they were not obvious from the questionnaire).
- Skip patterns were followed correctly.
- The data was complete, except where it was intentional and within client expectations.
- Information was consistent and logical across questions, with no contradictions in the data.

CODING OPEN-ENDED RESPONSES

Asking respondents open-ended questions provides valuable insight into the reasons behind their opinions. Uncategorized open-ended responses, however, can be difficult to interpret, particularly when large sample sizes are involved. To address this, in addition to interviewers entering open-ended responses verbatim, Leger’s specialized coding department grouped similar responses into categories by assigning appropriate codes to each open-ended response. This allows the data to be interpreted and compared across sub-segments and action to be taken based on the responses. To ensure consistency in methodology across years for this tracking study an existing codebook/analysis has been used.

Appendix B: Program Trade Groups

ARCHITECTURAL/CONSTRUCTION PROGRAMS

- Bricklayer
- Cabinetmaker
- Carpenter
- Concrete Finisher
- Crane & Hoisting Equipment Operator
- Glazier
- Roofer

ELECTRICAL PROGRAMS

- Communication Technician
- Electrician
- Electric Motor Systems Technician
- Power System Electrician
- Powerline Technician

METAL PROGRAMS

- Boilermaker
- Ironworker
- Machinist
- Industrial Mechanic (Millwright)
- Metal Fabricator (Fitter)
- Welder

MECHANICAL PROGRAMS

- Gasfitter
- Instrument and Control Technician
- Insulator (Heat and Frost)
- Plumber
- Refrigeration and Air Conditioning Mechanic
- Sheet Metal Worker
- Sprinkler Systems Installer
- Steamfitter-Pipefitter

VEHICLE AND RELATED PROGRAMS

- Automotive Service Technician
- Auto Body Technician
- Agricultural Equipment Technician
- Heavy Equipment Technician
- Motorcycle Mechanic
- Outdoor Power/Recreational Equipment Technician
- Parts Technician
- Recreation Vehicle Service Technician
- Transport Refrigeration Technician

OTHER PROGRAMS

- Cook
- Appliance Service Technician
- Baker
- Hairstylist
- Landscape Horticulturist
- Locksmith

Appendix C: Final Survey