COMPREHENSIVE REPORT

Survey of 2018/2019 Graduates of Apprenticeship Programs

May 2020

Alberta Advanced Education

CONTENTS

OVERALL SUMMARY

OVERALL SATISFACTION WITH ALBERTA'S APPRENTICESHIP PROGRAM

Overall satisfaction with Alberta's apprenticeship program is reflected in graduates' opinions of whether or not they would still have chosen to become an apprentice based on their experiences with the Alberta apprenticeship program.

Although overall satisfaction with Alberta's Apprenticeship program remains high (89%), 2018/2019 results have declined when compared to all previous years, reaching its lowest rating in the past five years, and continuing on a downward trend since 2009/2010.

Respondents in the Northeast region (93%) and Northwest region (93%) are more likely to be satisfied overall with Alberta's Apprenticeship program than those in the Urban region (88%).

Among the 2018/2019 respondents, overall satisfaction with Alberta's apprenticeship program has continued to decrease among all trade groups (with the exception of those in Architectural/Construction, Metal and Other) forming a downward trend over the past five survey years. Satisfaction in apprenticeship programs in the 'other' group has increased significantly compared to 2016/2017 (86% in 2018/2019, 79% in 2016/2017) returning to a level closer to that of 2014/2015 (89%).

Overall satisfaction remains high among the 10 largest apprenticeship programs[1], with a range of 83%-97% being satisfied overall with Alberta's apprenticeship program.

Satisfaction is highest among industrial mechanics, with the vast majority of graduates (97%) indicating they are satisfied overall, and lowest among the hairstylists (83%).

Among electricians, there was a decrease in overall satisfaction in 2018/2019 (84% in 2018/2019, compared to 88% in 2016/2017), forming a downward trend over the past five survey years. There was a slight decrease in overall satisfaction among crane and hoisting equipment operators in 2018/2019 (91%), plumbers (88%), and automotive service technicians (85%) although not significant, each have been trending downward over the past five survey years.

[1] The 10 largest apprenticeship programs in 2018/2019 represent the programs with the largest number of survey respondents of 118 or more per program. Together the 10 largest apprenticeship programs comprise 74% of the total survey respondents.

ON-THE-JOB LEARNING

SATISFACTION WITH THE RECORD BOOK

Apprenticeship graduates were asked about their satisfaction with their record book. In 2018/2019, 80% of graduates were satisfied overall with the usefulness of their record book, consistent with the past two survey years results.

However, when looking at the 'very satisfied' scores and 'somewhat satisfied' scores in isolation, 'very satisfied' scores have been trending down since 2011/2012 and 'somewhat satisfied' scores have been trending up since 2014/2015. This shift of very satisfied scores moving to somewhat satisfied scores could indicate that more recent graduates are more likely to find it only somewhat useful.

Overall satisfaction with the record book is highest among the vehicle (85%) and metal apprenticeship program groups (84%), and lowest among the electrical program groups (75%). Overall satisfaction with the record book for all apprenticeship program groups is consistent with 2016/2017 results, showing no significant changes. However, when looking at the 'very satisfied' scores in isolation 'very satisfied' scores have been decreasing for all program groups (albeit with some periods of year over year consistency) since 2011/2012.

In regard to the satisfaction of the attributes of on-the-job learning, there is a decrease in the overall satisfaction and those who are 'very satisfied' forming a downward trend since 2011/2012 for the attribute of "the extent to which on-the-job learning is covered in the record book". This may be an indicator that the material covered in the on-the-job learning is not in the record book, or vice versa. The parallel in the decreasing trends of the record book attribute scores and the satisfaction with the usefulness of the record book indicate that more recent graduates are more likely to find it only somewhat useful.

Those in the Northeast (84%) and Northwest (84%) regions are more likely to be satisfied with the usefulness of the record book compared those in the Urban region (79%).

ATTRIBUTES OF ON-THE-JOB LEARNING

Graduates were asked how satisfied they were with eight attributes of on-the-job learning. In 2018/2019 overall satisfaction with various attributes of on-the-job learning tends to be relatively similar to 2016/2017 results.

- Overall satisfaction with the ability of your supervising journeyperson to teach skills in the profession is significantly higher than the past five reporting years (87% in 2018/2019, 85% in 2016/2017).
- Those who are very satisfied with the ability of their supervising journeyperson to teach skills in the profession has increased significantly from 2016/2017 (54% in 2018/2019, 51% in 2016/2017).
- Those who are very satisfied with the adequacy of equipment and facilities for learning skills in the profession has decreased significantly (47% in 2018/2019, 50% in 2016/2017), forming a downward trend since 2011/2012.

- Those who are very satisfied with the extent to which on-the-job learning covered tasks in the record book has decreased significantly since 2016/2017 (41% in 2018/2019, 44% in 2016/2017), forming a downward trend since 2011/2012.

OVERALL ON-THE-JOB LEARNING

Graduates were asked to rate their level of satisfaction with respect to the overall quality of their on-the-job learning. Graduate satisfaction with the quality of on-the-job learning has increased slightly in 2018/2019 (90%) when compared to 2016/2017 (89%), although satisfaction still has not returned to 2011/2012 (95%) or 2014/2015 (93%) levels.

Looking further into overall satisfaction and very satisfied ratings for the overall quality of on-the-job learning, it is found that overall satisfaction in 2018/2019 has increased in the Northwest region when compared to 2016/2017 results (93% in 2018/2019, 88% in 2016/2017). The increase in the satisfaction of the following attributes of on-the-job learning may account for the increase satisfaction of the overall quality of on-the-job learning for the Northwest region:

- "The ability of your supervising journeyperson" (increased 9%, from 84% in 2016/2017 to 93% in 2018/2019)
- "Your supervising journeyperson's ability to use up-to-date practices" (increased 6%, from 85% in 2017/2017 to 91% in 2018/2019)
- "Your on-the-job learning preparing you for the provincial apprenticeship exams" (increased 9%, from 69% in 2016/2017 to 78% in 2018/2019)

While there has not been a significant decrease in the satisfaction with the overall quality of on-the-job learning for those in the south region, satisfaction has been trending downwards since 2011/2012.

Overall satisfaction with the quality of on-the-job learning in 2018/2019 is consistent compared to 2016/2017 in all trade groups, excluding the metal trade group, where satisfaction increased in 2018/2019 compared to 2016/2017 results (92% in 2018/2019, 89% in 2016/2017).

In regard to the ten largest apprenticeship programs, the majority (a range of 84%-95%) are satisfied overall with the quality of on-the-job learning, with graduates of the crane and hoisting equipment operator program most satisfied overall (95%), while those of the automotive service technician program are least satisfied overall (84%). When comparing the satisfaction of on-the-job learning across apprenticeship programs, those in the automotive service technician program have reported the lowest scores for the attribute "learning the skills you needed to work in the profession" for the past two years (86% satisfaction in both 2016/2017 and 2018/2019, lower than the average 90% in both years, across the top 10 trades).

Satisfaction in 2018/2019 is consistent with 2016/2017, excluding crane and hoisting equipment operators (95% in 2018/2019, 88% in 2016/2017), and welders (94% in 2018/2019, 88% in 2016/2017), where it has increased.

CLASSROOM INSTRUCTION

TRAINING PROVIDER FOR CLASSROOM INSTRUCTION

The majority of respondents attended classroom instruction at` either NAIT (38%) or SAIT (28%), followed by Red Deer College (7%).

SATISFACTION WITH CLASSROOM INSTRUCTION DELIVERY METHODS

Graduates were asked about the forms of instruction they had experienced during their apprenticeship program. All graduates who completed the formal classroom instruction component of their apprenticeship were asked about the traditional lab/lecture component, as it is available in all apprenticeship programs. Other forms offered, including distance delivery, Competency Based Apprenticeship Training (CBAT), mobile delivery, Weekly Apprenticeship Training (WATS), and blended learning are available in some apprenticeship programs and corresponding questions were asked only to graduates in these programs.

The majority of graduates (94%) had experience with the traditional lab/lecture method; almost half had experience with mobile delivery (48%); at least a third had experience with CBAT (34%), blended learning (37%), and WATS (32%), while a lesser proportion (17%) had experience with distance delivery.

The majority of graduates who experienced each form of instruction are satisfied in 2018/2019. Graduates are most satisfied with the mobile delivery style of classroom instruction (98%), followed by blended learning and distance delivery (94%), traditional lab/lecture (93%), CBAT (92%), and WATS (89%).

There has been a significant increase in satisfaction in 2018/2019 for distance delivery (94% in 2018/2019, compared to 86% in 2016/2017). Distance delivery also saw an increase among those very satisfied in 2018/2019 compared to 2016/2017 (57% in 2018/2019, 47% in 2016/2017) forming an upward trend over the past five survey years.

ATTRIBUTES OF CLASSROOM INSTRUCTION

Graduates were asked to provide a satisfaction rating for a series of seven attributes regarding classroom instruction. Overall, satisfaction remains similar to 2016/2017 results. Satisfaction with the extent to which classroom instruction was generally up-to-date with trade practices decreased significantly in 2018/2019 from 2016/2017 results (83% in 2018/2019, 85% in 2016/2017), this forms a downward trend since 2011/2012.

Comparing the very satisfied responses indicates that the 2018/2019 results are consistent with 2016/2017 results, except in two areas. Respondents who cited they were very satisfied with their classroom instruction preparing them for the provincial apprenticeship exams decreased significantly in 2018/2019 (58%) compared

to 2016/2017 (61%) results, forming a downward trend since 2011/2012. Respondents who cited they were very satisfied with their classroom instruction being up-to-date with trade practices also decreased significantly in 2018/2019 (45%) compared to 2016/2017 (50%), forming a downward trend since 2011/2012.

OVERALL QUALITY OF CLASSROOM INSTRUCTION

Graduates were asked to rate their level of satisfaction with the overall quality of the classroom instruction (also known as technical training) component of their apprenticeship program. Graduate satisfaction with the quality of classroom instruction has remained fairly consistent throughout the years. Results in 2018/2019 (93%) remain unchanged from 2016/2017 (93%) results. 2018/2019 results have decreased since 2011/2012 (96%) results and are comparable to 2009/2010 (93%) results.

Those in the Northeast region (96%) are more likely to be satisfied with the overall quality of classroom instruction than those in the Urban region (92%).

Comparing the results by program group for those indicating they are very satisfied overall with the quality of classroom instruction indicates that 2018/2019 results are consistent with 2016/2017 results.

Satisfaction with the overall quality of classroom instruction among the 10 largest apprenticeship programs remains high (a range of 88%-97%) with heavy equipment technicians and carpenters (97%) being the most satisfied overall, and crane and hoisting equipment operators (88%) being least satisfied overall.

FUNDING OF CLASSROOM INSTRUCTION

Graduates were asked about the types of financial assistance they used while attending classroom instruction, including both government and non-government sources. The largest proportion of graduates indicated that they used personal savings (83%), followed by Employment Insurance (81%), and government grants (65%) to fund their program. There is an increase in students using scholarships to fund their program in 2018/2019 (15%) compared to 2016/2017 results (11%). Fourteen per cent (14%) of graduates received benefits (such as company insurance, Employment Insurance, and support from their employer including paid accommodation, discounts on books, etc.) as a means of financial assistance during their program.

Regional differences in regard to receiving funding for classroom instruction are as follows:

- Those in the South region (20%) are more likely to receive scholarships than those in the urban (15%), Northeast (12%), and Northwest (13%) regions.
- Those in the urban region (83%) are more likely to receive Employment Insurance than those in the Northeast (74%) and Northwest (75%) regions.
- Those in the Urban region (35%) are more likely to receive government student loans than those in the Northeast (27%) and Northwest (28%).
- Those in the Urban region (67%) and South region (66%) are more likely to receive government grants than those in the Northeast (56%).

- Those in the South region (52%) are more likely than those in the Northeast (41%) to receive monetary awards.

SOURCES OF FUNDING

The majority of 2018/2019 respondents are aware of the various forms of financial assistance available to them including Employment Insurance (96%), government grants (93%) government student loans (89%), and monetary awards (79%). Over one-in-seven (15%) of students are aware of the scholarship opportunities available to them. Awareness of EI has decreased slightly in 2018/2019 (96%), compared to 2016/2017 (97%). Awareness of government student loans has increased significantly in 2018/2019 (89%) compared to 2016/2017 (83%). Awareness of government grants has increased significantly in 2018/2019 (93%) compared to 2016/2017 (91%). Awareness of monetary awards has also increased in 2018/2019 (79%) compared to 2016/2017 (68%).

Regarding graduates applying for financial assistance, it is found that in 2018/2019 the incidence of applying for government grants remains consistent with 2016/2017 results. Applications for Employment Insurance have increased (88% in 2018/2019, compared to 86% in 2016/2017), forming an upward trend since 2014/2015. There are also increases in those that applied for government student loans (41% in 2018/2019, 35% in 2016/2017), and monetary awards (71% in 2018/2019, 50% in 2016/2017).

In regard to receiving sources of funding from any of these four government sources, the proportion receiving help from all these sources have remained relatively similar to 2016/2017 results, although there is an decrease in graduates receiving Employment Insurance (96% in 2018/2019, 97% in 2016/2017).

Graduates who applied for financial assistance were asked if they encountered any difficulties when receiving their assistance, to which a third (33%) indicated yes for Employment Insurance, consistent with 2016/2017 results (34%), and (7%) indicated yes for government student loans (also consistent with 2016/2017 results (9%).

Graduates were asked to describe any difficulties they encountered while applying for or receiving financial assistance. The top challenge cited by graduates in regard to applying for Employment Insurance is that it took too long to receive benefits and process information (27%), while for government student loans the main barrier cited is the process was difficult, complicated, and time consuming (12%). The main difficulty encountered by graduates when receiving Employment Insurance is the time in which it took to receive the support (25%). The main difficulty encountered by graduates when receiving government student loans is that they had troubles accessing the money (4%).

The following details the awareness, application for and success rates for receiving government funding by trade group. Awareness for each source of funding is highest among (asked of program group graduates):

- ✓ Employment Insurance – Vehicle trade group (89%)
- ✓ Government student loans – Mechanical trade group (86%)
- ✓ Government grants – Vehicle trade group (85%)
- ✓ Monetary awards – Vehicle trade group (65%)

Incidence of application is highest among (asked of those graduates who are aware):

- ✓ Employment Insurance – Architectural/Construction (25%)
- ✓ Government student loans – 'Other' trade group (10%)
- ✓ Government grants – 'Other' trade group (40%)
- ✓ Monetary award – 'Other' trade group (38%)

Frequency of receiving funding is highest among (asked of those graduates who applied):

- ✓ Employment Insurance – Mechanical trade group (86%)
- ✓ Government student loans – Mechanical trade group (39%)
- ✓ Government grants – 'Other' trade group (74%)
- ✓ Monetary award – 'Other' trade group (62%)

In regard to the success graduates have applying or receiving funding, the following groups are found to be most successful (lowest incidence of difficulty):

- ✓ Employment Insurance – Electrical or Metal trade groups (31%)
- ✓ Government student loans – Electrical or Vehicle trade groups (6%)

INDUSTRY SOURCES OF FUNDING

Among the 2018/2019 respondents, the following sources of financial support were received from employers or industry:

- ✓ Tuition paid for by employer (28%);
- ✓ Wages by employer (12%);
- ✓ Support or gift from family member (11%);
- ✓ Loan from family member (6%);
- ✓ Bank loan (4%);
- ✓ Travel costs paid for by employer (4%);
- ✓ Grant from employer association or employee association (3%);
- ✓ Gift or grant from employer (3%); and
- ✓ Loan from employer (2%).

The proportion of 2018/2019 respondents who received wages from their employer has decreased significantly in 2018/2019 (12%) compared to 2016/2017 results (15%), forming a downward trend over the past three years. Those who had their tuition paid for by their employer while attending classroom instruction remains consistent with 2016/2017 results.

Those in the Northeast (20%) and Northwest (21%) regions are more likely to receive wages from their employer than those in the Urban (10%) or South (14%) regions.

Among those who received wages from their employer during their most recent period of classroom instruction, over half (52%) of graduates received 100% of their regular wage, a decrease from all previous survey years.

The average wage amount received by respondents in 2018/2019 is 83% of their regular wage. Although fluctuating downwards slightly, this average has remained somewhat consistent throughout the years (a range of 83%-87%), despite being the lowest average over the past five reporting years.

While the greatest proportion (21%) of the 2018/2019 respondents from the 'other' program group report receiving wages while attending classroom instruction, these respondents also report receiving the lowest average percentage of their wage (66%) when compared to all other program groups.

Regarding tuition, two-in-five (39%) of graduates from apprenticeship programs in the vehicle program group report having it paid for by their employer. By contrast only one-in-five (21%) of respondents in 'other' or electrical trades report that employers paid for their tuition.

In regard to the receipt of wages by form of instruction encountered, in 2018/2019 respondents participating in WATS (35%) and mobile delivery (29%) were more likely to receive wages while attending their classroom instruction. Those who participated in WATS (90%) or mobile delivery (86%) were more likely to receive a higher average percentage of their regular wage while attending classroom instruction. Average wages received for various methods range from 82%-90% of graduates' regular wage.

REPAYMENT OF STUDENT LOANS

Among students in 2018/2019 who attended classroom instruction and indicated they received a government student loan, the average amount paid towards all government student loans last month was $486 (including those who paid $0). When excluding those who paid $0 last month, the average goes up to $1,063. Over three-in-five (63%) said their reason for not making a payment was because they are in the grace period.

REASONS FOR EVER DELAYING CLASSROOM INSTRUCTION

2018/2019 respondents were asked if they had ever delayed attending classroom instruction during their apprenticeship, with nearly half (46%) indicating they had, the highest in the past five reporting years, and forming an upward trend.

Those in the Urban region (47%) are more likely than those in the Northeast region (40%) to delay classroom instruction during their apprenticeship program.

Respondents of 2018/2019 who delayed their classroom instruction cited their main reason as not being able to afford to take the instruction due to a lack of financial resources (47%), followed by not wanting to give up the wages they were earning (32%) and/or that their employer wanted them to work (31%).

Among the 2018/2019 respondents who indicated that they delayed attending classroom instruction, the electrical (50%) and metal program groups (47%) are more likely to have delayed. And 47% of the electrical and 48% of the mechanical program groups delayed because they could not afford to attend.

By program group, the proportion of apprenticeship graduates that delayed due to a lack of finances ranged from 10% among 'other' programs to 24% among the metal program group.

Graduates who had delayed their classroom instruction due to finances were asked if they had informed their employer or asked their employer for assistance. Two-in-five (41%) graduates indicate that they had informed their employer, while less than one-in-five (14%) asked for their employer for assistance.

Respondents in 2018/2019 are most likely to delay their classroom instruction due to finances in the second (47%) and/or third (48%) periods, and this is consistent with previous survey years.

Graduates who delayed classroom instruction were also asked whether their employer offered to pay some or all of their tuition or wages for that period. Among the 2018/2019 respondents, the proportion who indicate that their employer offered to pay all or some of their tuition ranges from 11%-15%, while the proportion of employers that offered to pay some or all their wages ranges from 2%-3%.

SATISFACTION WITH CLIENT SERVICES STAFF

Graduates were asked to rate their level of satisfaction with respect to the attributes of Client Services staff.

SATISFACTION WITH ATTRIBUTES OF CLIENT SERVICES STAFF

In 2018/2019, two-in-five (42%) respondents report having contact with Client Services staff. The majority of graduates (a range of 90%-93%) were satisfied overall with staff service on all six measured attributes. Graduates were most satisfied with receiving courteous service (93%), and least satisfied with the quality of advice and ease of access for services (90%). Results in 2018/2019 are relatively similar to the previous reporting year.

Very satisfied ratings in 2018/2019 have remained consistent with 2016/2017 results.

Overall satisfaction with the quality of services from Client Services staff remains high in 2018/2019 (93%, consistent with past years results), with over two-thirds (67%) indicating being very satisfied.

Those in the Northeast region (99%) are more likely to be satisfied with the overall quality of services from Client Services staff than those in the Urban (92%), South (93%), and Northwest (94%) regions.

Among 2018/2019 respondents, overall satisfaction with staff service by apprenticeship program group remains high with a range of 91%-95% being satisfied; results are consistent with 2016/2017, excluding the 'other' program group where satisfaction has increased compared to 2016/2017 (91% in 2018/2019, 84% in 2016/2017). The mechanical and vehicle program groups (95%) garner the highest level of overall satisfaction, while 'other' and electrical program groups (91%) garner the lowest.

Among those very satisfied with Client Services staff service, the 'other' program group increased significantly since 2016/2017 (60% in 2018/2019, 47% in 2016/2017).

Among the regions, those very satisfied with Client Services staff service has decreased significantly in the Northwest region compared to 2016/2017 results, comparable more to 2014/2015 results (63% in 2018/2019, 80% in 2016/2017, 62% in 2014/2015).

Among the ten largest apprenticeship programs, there has been an increase in satisfaction with Client Services staff among steamfitter-pipefitters in 2018/2019 compared to 2016/2017 results (98% in 2018/2018, 91% in 2016/2017), and among hairstylists (91% in 2018/2019, 79% in 2016/2017).

LABOUR MARKET EXPERIENCES

CURRENT EMPLOYMENT STATUS

The current employment status of graduates was captured in the study. Nine-in-ten (89%) of the 2018/2019 graduates were employed at the time of the survey, while 8% of graduates reported they were not employed but looking for work and 3% indicated they were not employed and not looking for work (or don't know, refused to answer).

The proportion of graduates who are currently employed has increased in 2018/2019 and is significantly higher than in 2016/2017 (85%), and in 2014/2015 (86%). 2018/2019 results also see a decrease in graduates who are not employed and looking for work (8%) compared to 2016/2017 (11%) results.

Those in the Northwest region (95%) are more likely to be employed than those in the Urban (87%) and Northeast (89%) regions.

One-in-ten (8%) graduates in 2018/2019 are currently not employed but looking for work. Five percent (5%) of graduates currently not employed, but looking for work, indicate that they are currently looking for work directly related to their apprenticeship training.

Compared to 2016/2017, the proportion employed has increased significantly among those in the metal trade group (86% in 2018/2019, 78% in 2016/2017), and those in the mechanical trade group (86% in 2018/2019, 82% in 2016/2017).

Among employed graduates in 2018/2019, the majority (92%) indicate that they are currently working in their trade profession. This proportion is consistent with 2016/2017 (92%) results.

Graduates were also asked to identify the extent to which the work they are currently doing is related to their journeyperson certification. Over three-quarters (77%) of graduates in 2018/2019 indicate their work is directly related to their apprenticeship program, an increase when compared to 2016/2017 results (69%).

In 2018/2019 graduates were asked to indicate which sector they were currently employed in, with the majority (50%) stating the industrial sector, forming a downward trend over the past three years. This is followed by the commercial sector (45%).

When asked to provide their current position or job title, the greatest proportion of employed graduates (78%) indicate they are a journeyperson.

When asked if they had started their own business since becoming a journeyperson, nearly one-in-ten (7%) working graduates of 2018/2019 indicate yes, similar to 2016/2017 results (7%).

In 2018/2019, nearly two-in-five (39%) graduates are providing training to registered apprentices, consistent with 2016/2017 results (37%), but significantly less than years prior to 2016/2017.

MONTHLY EMPLOYMENT INCOME

Graduates who are employed at the time of the survey were asked for their average monthly income since they became a certified journeyperson. The greatest proportion (11%) of 2018/2019 graduates are earning $9,000 or more per month on average, with an average (mean) monthly earning of $6,938 and median of $6,000.

When looking at current average monthly earnings by apprenticeship program group, graduates of the mechanical program group ($8,130) report the highest average monthly earnings, followed by the metal program group ($7,799). Graduates of the 'other' programs ($3,444) have the lowest average reported monthly earnings.

Along with being asked about their current average monthly earnings, graduates were asked how many hours they work in an average week, including overtime hours. In 2018/2019 half (49%) of graduates indicate that they work between 40 and 49 hours per week, with an average of 50.3 hours across all graduates.

Looking specifically at the average overtime hours worked in a week, one-third (33%) of 2018/2019 graduates indicate that they do not work any overtime hours in a typical week, followed by one-in-five (21%) who work between 1 and 5 overtime hours. The average overtime hours worked in a week among 2018/2019 graduates is 8.0 hours.

Among the various program groups in 2018/2019, graduates of the architectural/construction program group (11.8 overtime hours) have the highest average hours of overtime worked in a week.

In 2018/2019 graduates were asked if they had experienced being laid-off during their apprenticeship to which two-in-five (40%) report having been. One-quarter (25%) of those graduates further indicate being laid-off more than once.

In 2018/2019, graduates were asked if they had moved from one province/territory to another during their apprenticeship, and what effect they feel the move had on completing their apprenticeship. The vast majority (93%) have not moved during their apprenticeship. Of the 7% that had moved, 5% indicate they had moved once.

Of those who had moved (7%), over half (52%) feel that the move had a positive effect on them completing their apprenticeship based on a rating scale between 1 to 5 where 1 is a very positive effect and 5 is a very negative effect. One-quarter (25%) feel the move had a negative effect and 19% indicate a neutral effect.

CHALLENGES AND ASSETS

Graduates were asked to identify the biggest challenge they faced during their apprenticeship program. The greatest proportion (18%) of 2018/2019 graduates indicate financial problems, low wages starting off, or lack of financial help as the biggest challenge they faced. These barriers are consistent with the top mentions of previous years.

Graduates were asked to specify the period of their apprenticeship in which they experienced their biggest challenge. Overall, among the 2018/2019 respondents, there is an increase in those indicating challenges in their second, third, and forth period compared to 2016/2017. The proportions indicating challenges in their first period are consistent with 2016/2017 results.

Consistent with previous years, respondents in 2018/2019 identified instructors as the greatest asset to their ability to complete their apprenticeship program.

Among graduates in 2018/2019 who provided input on what would have helped them complete their apprenticeship program sooner, one-in-seven (14%) graduates indicated that finances, more money, and/or better wages would have helped.

Graduates were asked to rate the importance of a number of factors in completing their apprenticeship program. Among the 2018/2019 respondents, the largest proportion (92%) identify hard work as the most important (1 or 2 out of 5) factor in completing their apprenticeship training, followed closely by hands-on experience (89%). Nearly two-in-five graduates (57%) indicate that the apprenticeship office was an important factor in completing their apprenticeship.

COMMUNICATIONS AND GRADUATES' COMMENTS

One-third (32%) of 2018/2019 graduates indicate that their main reason for entering their apprenticeship program was because they liked the work and found it challenging.

AWARENESS OF THE INDUSTRY NETWORK

Compared to previous survey years, respondents of 2018/2019 indicate the highest level of familiarity with the Alberta Apprenticeship Training and Industry Training (AIT) Board, with three-quarters (75%) being familiar or very familiar, an increase over all previous survey years. Similarly, an increased proportion indicate they are familiar with the Provincial Apprenticeship Committees (PACs) compared to 2016/2017 results (36% in 2018/2019, 32% in 2016/2017), and Local Apprenticeship Committees (LACs) (35% in 2018/2019, compared to 28% in 2016/2017).

Graduates in the Urban region (77%) are more likely than those in the South (67%) and Northwest (72%) regions to be familiar with the Alberta AIT Board. Graduates in the Northeast region (43%) are more likely than those in the Urban (35%) and Northwest (34%) regions to be aware of the PAC.

COMMUNICATION

In 2018/2019 graduates were asked about their MyTradesecrets account. The majority (96%) of graduates indicate using the site to check their marks.

In 2018/2019, graduates were asked if they had difficulties using their MyTradesecrets account. Nearly one-in-five (19%) indicated having difficulties, with the majority of these respondents citing logging in and/or remembering their password as the primary difficulty (56%). One-third (33%) cited the layout of the site making it difficult to find the information they were looking for.

When graduates who had difficulties with their MyTradesecrets account were asked to provide suggestions, nearly three-in-ten (29%) suggested a better user interface to make the site more user friendly in terms of layout, navigation, menu, etc.

In 2018/2019 graduates were asked if they had ever used Apprenticeship and Industry Training's website, www.tradesecrets.alberta.ca, to find out about apprenticeship programs and services. Nearly three-in-five (59%) have looked for information. Among these respondents, nearly two-in-five (38%) cited that they looked at the website for information on how to apply for programs or services, and over one-third (35%) cited they looked at the website to find information on Classroom instruction dates and/or locations.

Graduates in the Urban region (60%) are more likely than those in the South (55%) and Northeast (52%) regions to have looked for information on the Tradesecrets website.

ENROLLMENT IN ANOTHER PROGRAM

In 2018/2019, graduates were asked if they were currently enrolled in a post-secondary program. Nearly one-in-ten (9%) are; 5% are enrolled in another apprenticeship program, and 3% in another post-secondary program.

When asked which program they are in, over one-in-ten (13%) of those enrolled in an apprenticeship program are taking the welding program, and one-in-ten (11%) are taking the electric motor systems technician program. Among those enrolled in a post-secondary program, 5% are enrolled in a business management program or electrical engineering program. Among those who said they were enrolled in another type of program, nearly one-in-ten (8%) said they were enrolled in a project management program.

PRE-APPRENTICESHIP PROGRAM ATTENDANCE

Of all apprenticeship graduates surveyed, 17% took a pre-apprenticeship program. Those who became a hairstylist, in the trade group “other”, were the most likely to have taken a pre-apprenticeship program with 35% participating in a pre-apprenticeship program and the majority of whom (57%) participated in a diploma or certificate program.

A greater proportion of those in the urban (19%) and south (17%) region were more likely to have taken a pre-apprenticeship program than those elsewhere.

Of Apprenticeship Graduates who took a pre-apprenticeship program the program taken most often differed by trade group.

Likewise, the attendance of the program differs by region with those in urban regions being more likely to participate in a trades/apprenticeship preparatory program (31%) and those in the south and northwest more likely to participate in the RAP program (34% and 47% respectively).

Overall, each program group rated the value of the pre-apprenticeship programs they attended. Of the top attended programs per trade group, all were considered valuable. Of all trade groups, those in the vehicle program group valued (98%) their most attended program, the RAP program.

The pre-apprenticeship programs were considered valuable because participants learned new skills and they helped participants find an employer.

KEY PERFORMANCE SUMMARY

Overall, satisfaction with the apprenticeship and trade certification system in Alberta remains high for all key performance indicators, and the vast majority (89%) of respondents are somewhat satisfied and/or very satisfied overall with each key performance indicator.

Results for overall satisfaction have decreased slightly in 2018/2019 and remain on a downward trend since 2009/2010. More notably, the proportion of graduates who are currently employed (89%) has increased significantly since 2016/2017. This is the first increase in three years, although employment in 2018/2019 has not recovered to 2011/2012 levels. Overall satisfaction with the quality of classroom instruction, and quality of services received from apprenticeship Client Services staff remain unchanged from 2016/2017 results.

STUDY BACKGROUND

Advanced Education (AE) and the Alberta Apprenticeship and Industry Training (AIT) Board measure and report on the performance of the apprenticeship system. This report provides a detailed analysis of the results of the survey of 2018/2019 apprenticeship graduates.

The 2018/2019 Apprenticeship Graduate Survey is the eleventh iteration of the survey, and the current results will be compared to the results for previous years where possible (graduates of 2009/2010, 2011/2012, 2014/2015, and 2016/2017). The survey has been modified over time, so it is not possible to compare all questions to results of all prior years. A census sampling approach was used, meaning that all graduates were invited to participate. Margin of error refers to the measurable sampling error that occurs when a random sample is used to estimate results of a population and is not applicable to a census. If the same number of interviews had been completed using a random sample of graduates rather than a census, the margin of error would be ±1.2 percentage points, 19 times out of 20.

New questions were added in the 2018/2019 survey to ask about graduates' experiences with pre-apprenticeship programs and current enrollment in other post-secondary programs including apprenticeship programs. New questions have been indicated on figures and tables, along with wording changes in the survey. A short survey was introduced in 2018/2019 to increase the number of respondents who took the survey. This survey included four of the five KPI questions, a question regarding which institution the student took their training at, and another question regarding whether they were working in their profession. More detailed information regarding the short survey can be found in the methodology.

A random draw prize incentive was added for those who completed the full survey online or by telephone. Those who completed the short version were ineligible for the prize draw.

The incentives were provided through a contest in which graduates who completed the survey were selected at random to win one of ten prizes, each consisting of a $100 VISA gift certificate, subject to correctly answering a skill testing question. Three of the prizes were awarded in an "early bird" draw for those who completed surveys before December 16, 2019. The remaining seven prizes were awarded following completion of data collection.

The survey allowed graduates the option to opt in or out of the contest. Those who opted in were asked to provide their names and email addresses so that the randomly selected winners could be contacted. The numbers of graduates completing the survey, opting into the contest and providing their email addresses were 2,499 at the December 16 cut off for the early bird draw, and 3,188 at completion of data collection (91% of survey completions). All of the early bird winners contacted replied to claim their prize. Five of the seven final draw winners replied, while the remaining two graduates notified did not reply and this required new winners to be randomly selected. The replacement winners both replied. In Leger's experience, this is a high level of prize opt in and uptake for surveys in general and indicates an interest in, and relevance of, the prize incentives that were offered.

PROJECT PURPOSE AND OBJECTIVES

Comparing current satisfaction measures with results from prior years facilitates a better understanding of the apprenticeship education system, and subsequently may provide insights for improvements. Furthermore, the results and key findings support policy development, internal business decisions, and accountability through reporting of key performance measures.

Specific objectives of the research include:

- ✓ Measuring graduates' satisfaction with their apprenticeship program;
- ✓ Determining graduates' sources of funding and experiences with various types of government funding for attending apprenticeship classroom instruction;
- ✓ Determining graduates' labour market experiences;
- ✓ Determining graduates' views on key factors for successful completion of their Alberta apprenticeship program;
- ✓ Generating institutional reports and comparing these results with the Alberta apprenticeship program as a whole (i.e. overall institutional reports combined);
- ✓ Comparing results of this survey with previous iterations and discussing historical trends; and
- ✓ Analyzing any new additional survey questions

In particular, the Department and Board are responsible for measuring and reporting on the performance of the apprenticeship and industry training system established Key Performance Indicators (KPIs). Specifically, the KPIs to be addressed by the survey include:

- ✓ Graduate satisfaction with on-the-job learning (B2i);
- ✓ Graduate satisfaction with overall quality of classroom instruction (C3h)
- ✓ Graduate satisfaction with overall quality of service received from Apprenticeship Client Services staff (D2g);
- ✓ Graduate current employment status (E1); and
- ✓ Graduate's opinion, in retrospect, if they would take apprenticeship program again (F6X).

Current results have been compared to the results for previous survey years where possible (graduates of 2009/2010, 2011/2012, 2014/2015, and 2016/2017) and marked with the following indicators:

Statistically Significant Differences Tracking	
1	Indicates a significant change compared to previous survey iteration
2	Indicates a significant change compared to 2 survey iterations prior
3	Indicates a significant change compared to 3 survey iterations prior
4	Indicates a significant change compared to 4 survey iterations prior

This comprehensive report details the full results of the 2018/2019 apprenticeship graduates survey.

SURVEY FINDINGS

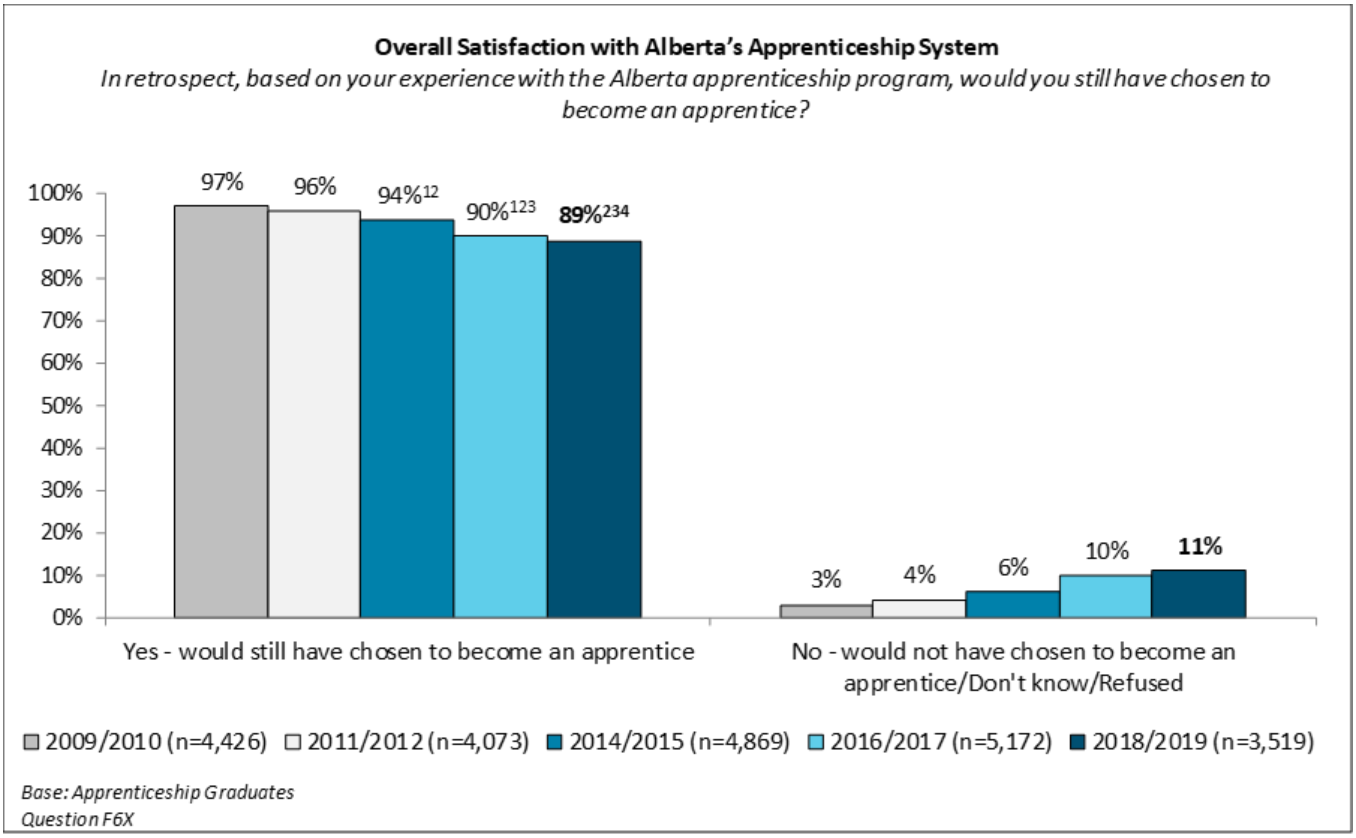
OVERALL SATISFACTION WITH ALBERTA'S APPRENTICESHIP SYSTEM

Overall satisfaction with Alberta's apprenticeship program is reflected in graduates' opinions, of whether or not they would still have chosen to become an apprentice based on their experiences with the Alberta apprenticeship program.

Although overall satisfaction with Alberta's Apprenticeship program remains high (89%), 2018/2019 results have declined when compared to all previous years, reaching its lowest rating in the past five years, and continuing on a downward trend since 2009/2010.

Respondents in the Northeast (93%) and Northwest (93%) regions are more likely to be satisfied overall with Alberta's Apprenticeship system than those in the Urban region (88%)[2].

Figure 1



[2] *The regions are defined by the Apprenticeship and Industry Training office utilized by participants:*
Urban: includes Calgary and Edmonton
South: includes Lethbridge, Red Deer and Medicine Hat
Northeast: includes Bonnyville, Vermilion, Fort McMurray
Northwest: includes Hinton, Slave Lake, Grande Prairie, Peace River

Among the 2018/2019 graduates, overall satisfaction with Alberta's apprenticeship program has continued to decrease among all apprenticeship program groups (with the exception of those in Architectural/Construction, Metal and Other) forming a downward trend over the past five survey years. Satisfaction in apprenticeship programs in the 'other' group has increased significantly compared to 2016/2017 (86% in 2018/2019, 79% in 2016/2017) returning to a level closer to that of 2014/2015 (89%).

Table 1

Overall Satisfaction with Alberta's Apprenticeship Program by Trade Group
(In retrospect, based on your experience with the Alberta apprenticeship program, would you still have chosen to become an apprentice?)

Question F6X	Percent of "Yes" mentions				
	2009/2010	2011/2012	2014/2015	2016/2017	2018/2019
Architectural/Construction	98% (n=530)	97% (n=625)	95%[2] (n=652)	92%[123] (n=511)	93%[34] (n=395)
Electrical	98% (n=749)	97% (n=763)	93%[12] (n=923)	89%[123] (n=977)	85%[1234] (n=812)
Metal	97%[12] (n=1,073)	97% (n=682)	94%[12] (n=991)	92%[23] (n=1,111)	92%[34] (n=510)
Mechanical	96% (n=810)	95% (n=815)	94% (n=954)	91%[123] (n=1,097)	90%[234] (n=689)
Vehicle	97% (n=854)	96% (n=768)	95%[2] (n=915)	92%[123] (n=1,088)	91%[234] (n=788)
Other	92% (n=410)	90% (n=420)	89% (n=434)	79%[123] (n=388)	86%[14] (n=325)
Total	97% (n=4,426)	96% (n=4,073)	94%[12] (n=4,869)	90%[123] (n=5,172)	89%[234] (n=3,519)
Base: Apprenticeship Graduates					

Overall satisfaction remains high among the 10 largest apprenticeship programs[3], with a range of 83%-97% being satisfied overall with Alberta's apprenticeship program.

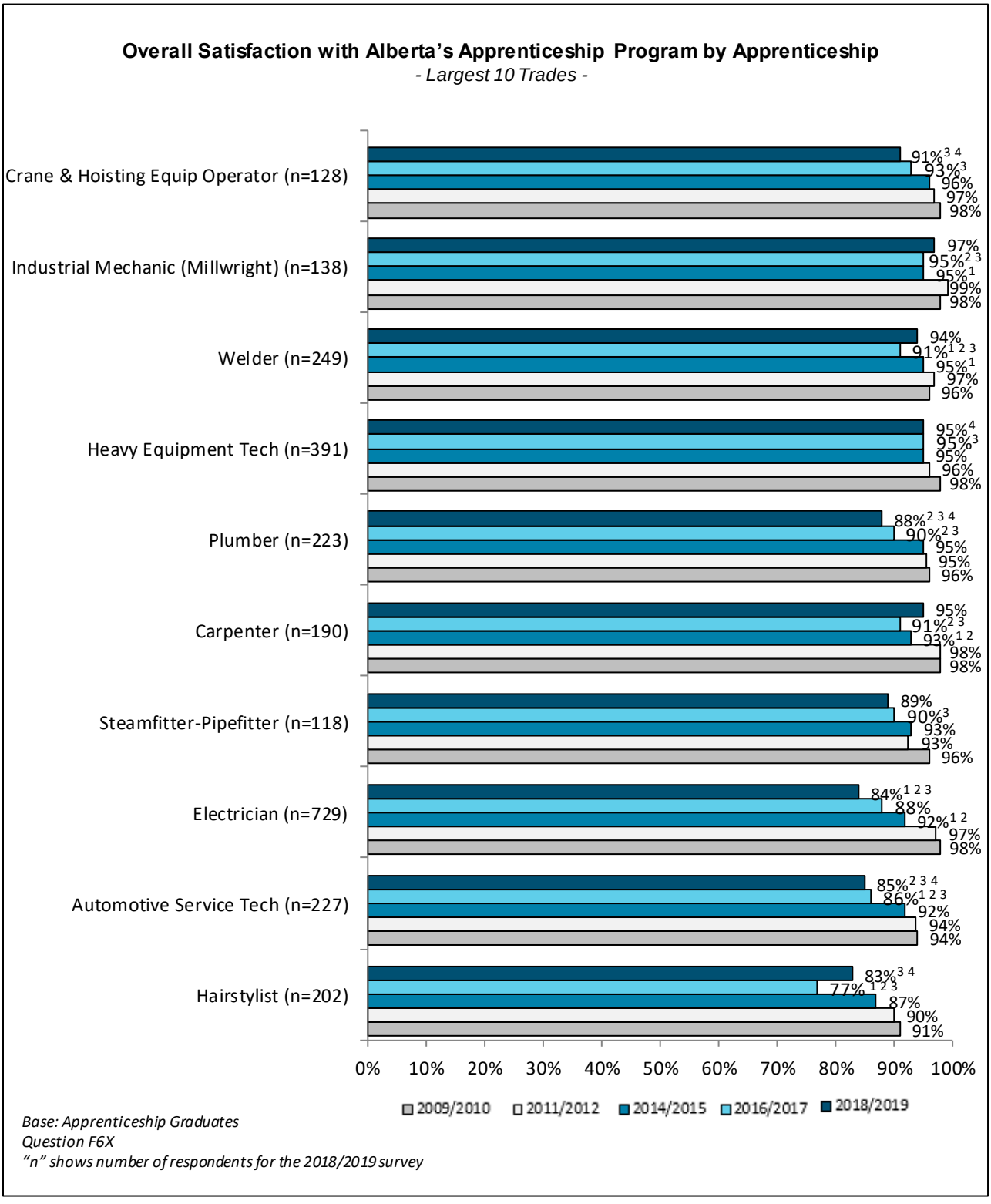
Satisfaction is highest among industrial mechanics, with the vast majority of graduates (97%) indicating they are satisfied overall, and lowest among the hairstylists (83%).

Among electricians, there was a decrease in overall satisfaction in 2018/2019 (84% in 2018/2019, compared to 88% in 2016/2017), forming a downward trend over the past five survey years. There was a slight decrease in overall satisfaction among crane and hoisting equipment operators in 2018/2019 (91%), plumbers (88%), and

[3] The 10 largest apprenticeship programs in 2018/2019 represent the programs with the largest number of survey respondents of 118 or more per program. Together the 10 largest apprenticeship programs comprise 74% of the total graduate population.

Automotive service technicians (85%) although not significant, each have been trending downward over the past five survey years.

Figure 2

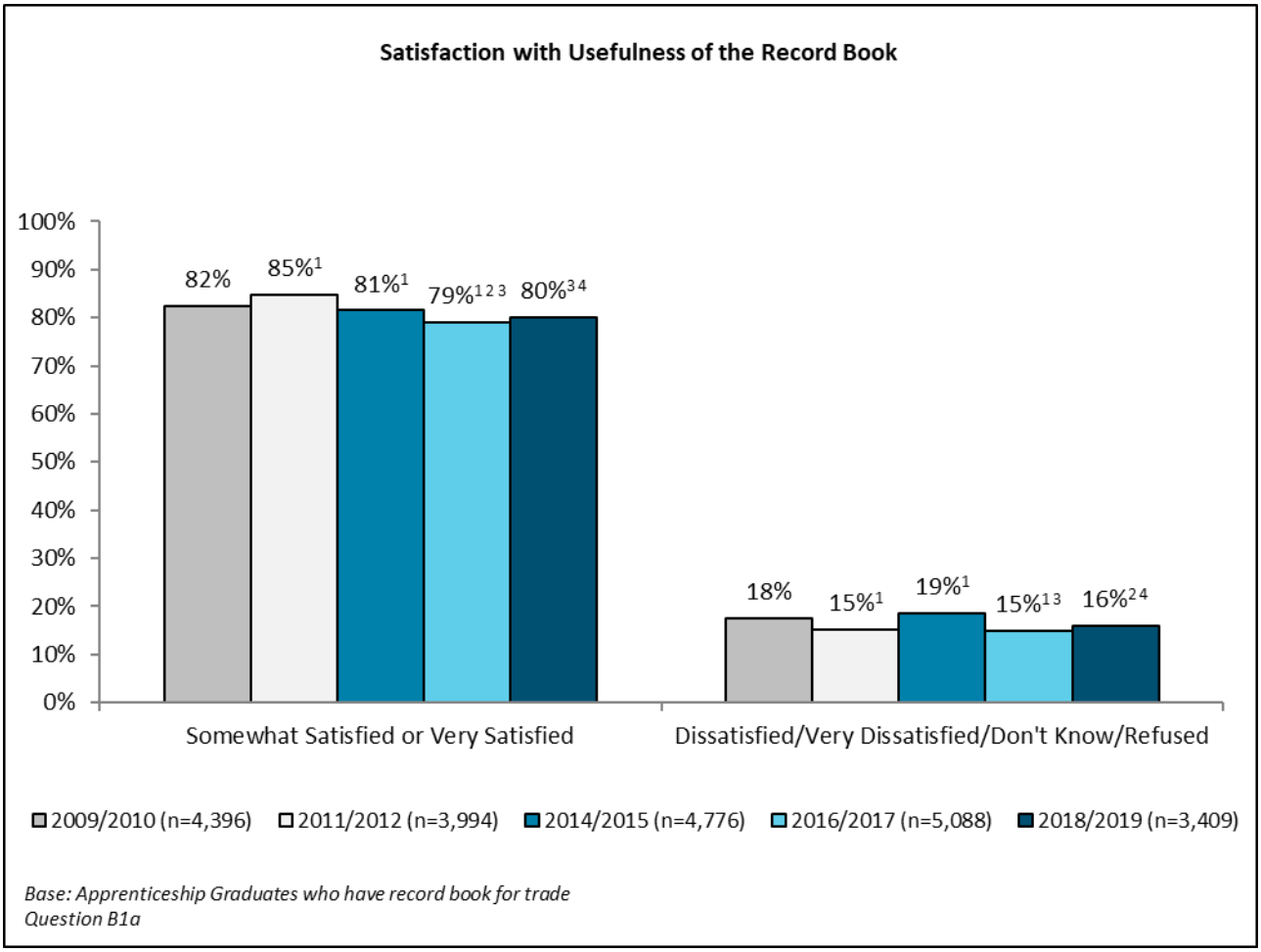


ON-THE-JOB LEARNING

SATISFACTION WITH THE RECORD BOOK

Apprenticeship graduates who had an Apprenticeship Record Book were asked about their satisfaction with it. In 2018/2019, 80% of graduates were satisfied overall with the usefulness of their record book, consistent with the past two survey years' results.

Figure 3



However, when looking at the 'very satisfied' scores and 'somewhat satisfied' scores in isolation, 'very satisfied' scores have been trending down since 2011/2012 and 'somewhat satisfied' scores have been trending up since 2014/2015. This shift of very satisfied scores moving to somewhat satisfied scores could indicate that more recent graduates are more likely to find it only somewhat useful.

Table 2

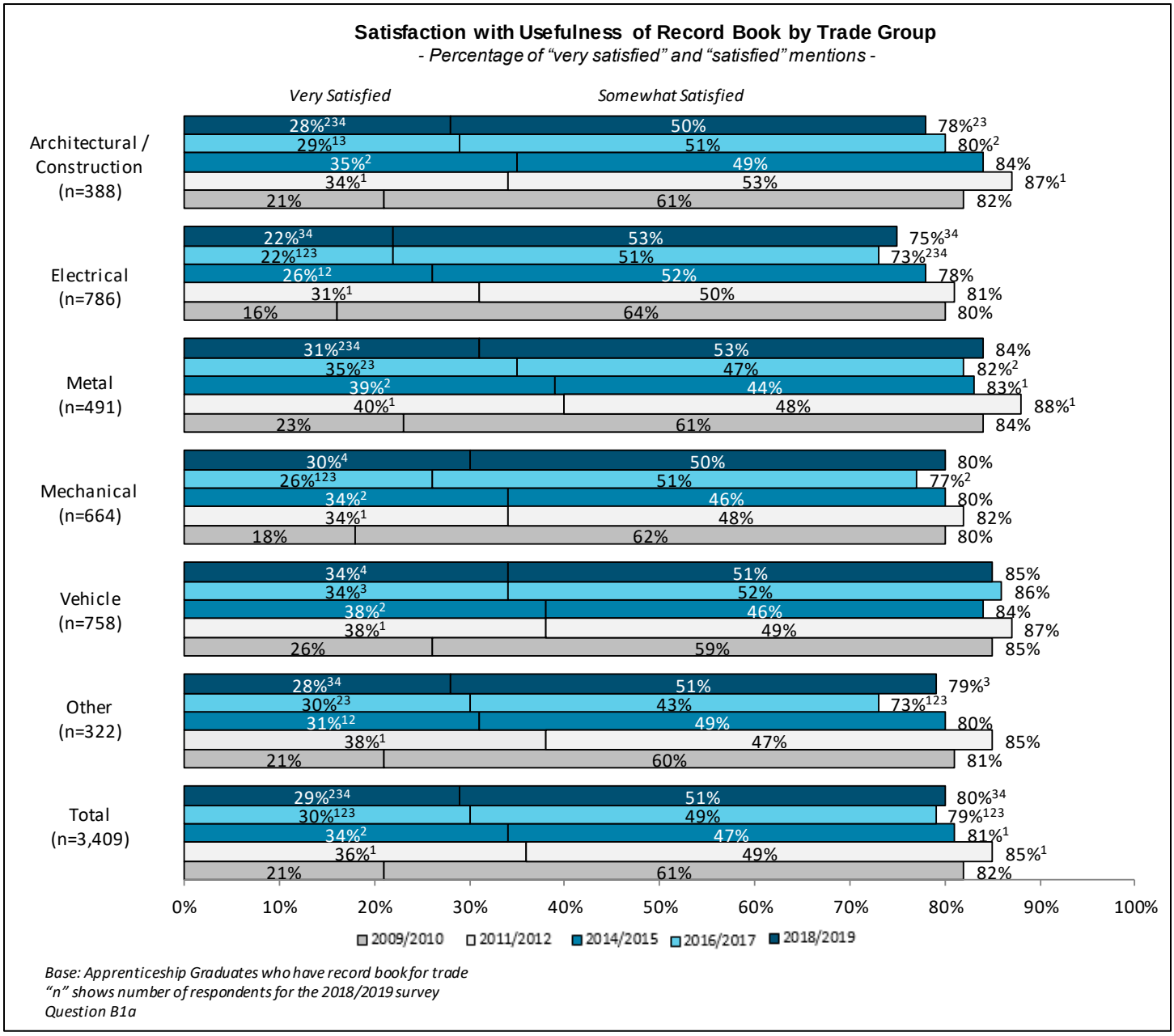
Satisfaction with Usefulness of Record Book					
Question B1a	Percent of Apprenticeship Graduates				
	2009/2010 (n=4,396)	2011/2012 (n=3,994)	2014/2015 (n=4,776)	2016/2017 (n=5,088)	2018/2019 (n=3,409)
Very satisfied	21%	36%[1]	34%[2]	30%[123]	29%[234]
Somewhat satisfied	62%	49%[1]	47%[2]	50%[13]	51%[234]
Somewhat dissatisfied	13%	8%[1]	10%[12]	11%[23]	11%[4]
Very dissatisfied	3%	3%	4%[12]	4%[23]	5%[1234]
Don't know	2%	4%	5%[123]	5%[3]	3%[1234]
Refused	-	<1%	<1%	1%	<1%

Base: Apprenticeship Graduates who have record book for trade

Overall satisfaction with the record book is highest among the vehicle (85%) and metal program groups (84%), and lowest among the electrical program group (75%). Overall satisfaction with the record book for all program groups is consistent with 2016/2017 results, showing no significant changes. However, when looking at the 'very satisfied' scores in isolation 'very satisfied' scores have been decreasing for all program groups (albeit with some periods of year over year consistency) since 2011/2012.

When looking at Figure 5, in regard to the satisfaction of the attributes of on-the-job learning, there is a decrease in the overall satisfaction and those who are 'very satisfied' forming a downward trend since 2011/2012 for the attribute of "the extent to which on-the-job learning is covered in the record book". This may be an indicator that the material covered in the on-the-job learning is not in the record book, or vice versa. The parallel in the decreasing trends of the record book attribute scores and the satisfaction with the usefulness of the record book could indicate that more recent graduates are more likely to find it only somewhat useful.

Figure 4



Base: Apprenticeship Graduates who have record book for trade
"n" shows number of respondents for the 2018/2019 survey
Question B1a

Those in the Northeast (84%) and Northwest (84%) regions are more likely to be satisfied with the usefulness of the record book compared those in the Urban region (79%).

Table 3

Satisfaction with Usefulness of Record Book				
Question B1a	Percent of Apprenticeship Graduates by Region			
	Urban (n=2,225)	South (n=492)	Northeast (n=285)	Northwest (n=325)
Total satisfied (very/somewhat)	79%	82%	84%	84%
Very satisfied	29%	22%	39%	30%
Somewhat satisfied	50%	59%	44%	54%
Total dissatisfied (very/somewhat)	17%	14%	13%	13%
Somewhat dissatisfied	12%	10%	10%	9%
Very dissatisfied	5%	4%	4%	4%
Don't know	3%	4%	3%	3%
Refused	<1%	1%	-	<1%

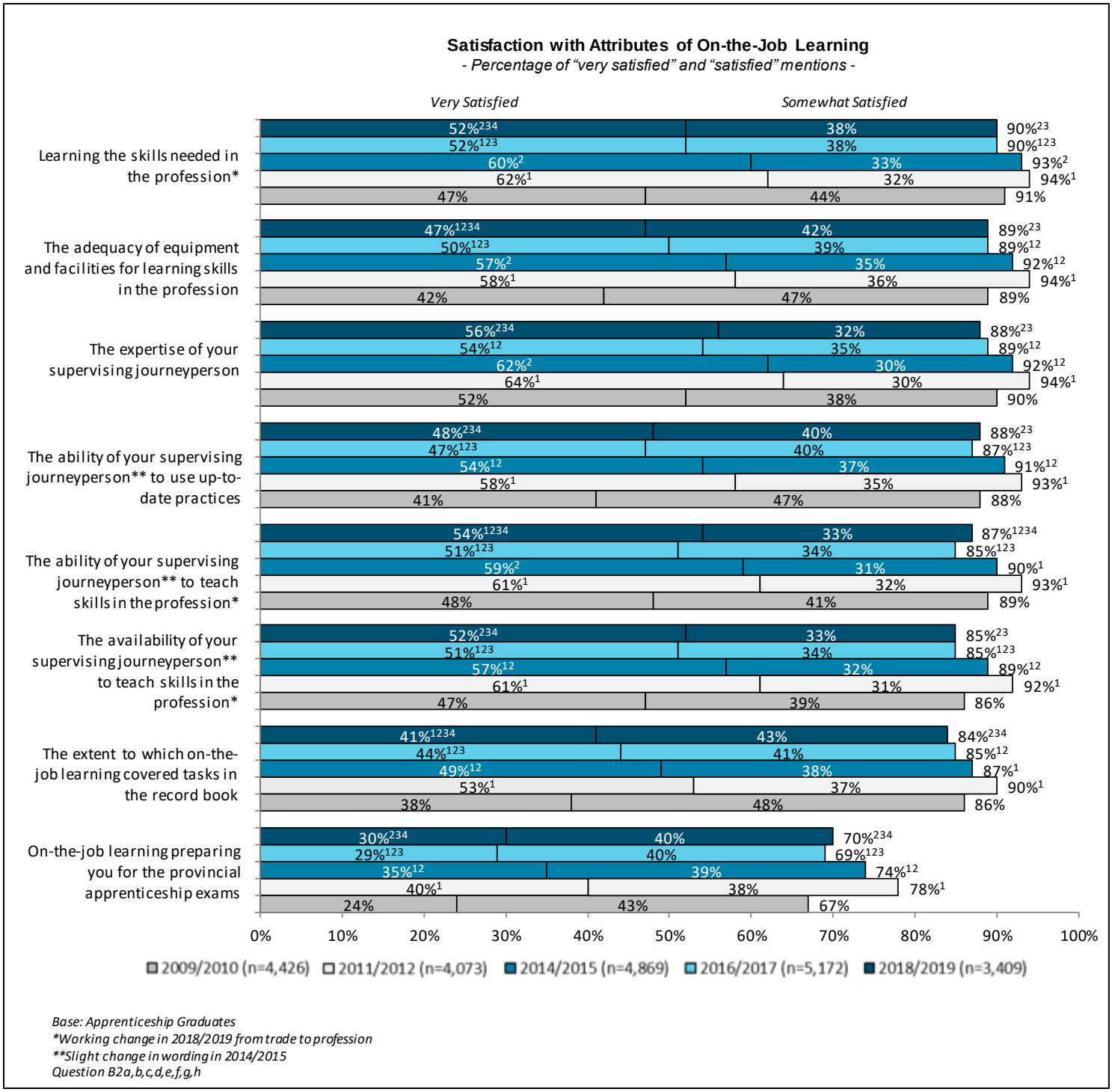
The regions are defined by the Apprenticeship and Industry Training office utilized by participants:
Urban: includes Calgary and Edmonton
South: includes Lethbridge, Red Deer and Medicine Hat
Northeast: includes Bonnyville, Vermilion, Fort McMurray
Northwest: includes Hinton, Slave Lake, Grande Prairie, Peace River

ATTRIBUTES OF ON-THE-JOB LEARNING

Graduates were asked how satisfied they were with eight attributes of on-the-job learning. In 2018/2019 overall satisfaction with various attributes of on-the-job learning tends to be relatively similar to 2016/2017 results.

- Overall satisfaction with the ability of your supervising journeyperson to teach skills in the profession is significantly higher than the past five reporting years (87% in 2018/2019, 85% in 2016/2017).
- Those who are very satisfied with the ability of their supervising journeyperson to teach skills in the profession has increased significantly from 2016/2017 (54% in 2018/2019, 51% in 2016/2017).
- Those who are very satisfied with the adequacy of equipment and facilities for learning skills in the profession has decreased significantly (47% in 2018/2019, 50% in 2016/2017), forming a downward trend since 2011/2012.
- Those who are very satisfied with the extent to which on-the-job learning covered tasks in the record book has decreased significantly since 2016/2017 (41% in 2018/2019, 44% in 2016/2017), forming a downward trend since 2011/2012.

Figure 5



Base: Apprenticeship Graduates
**Working change in 2018/2019 from trade to profession*
***Slight change in wording in 2014/2015*
Question B2a,b,c,d,e,f,g,h

Of the respondents who were satisfied overall with various attributes of on-the-job learning (n=3,373), nearly half (48%) do not offer any other reasons for their satisfaction. Among those who provide reasons, the following are the most frequently citied responses:

- ✓ Lots of hands-on/Provides hands-on learning techniques that aren't taught in the classroom (10%);
- ✓ The journeymen were very good & willing to teach/Never made me feel stupid (4%);
- ✓ Good variety/Variety of tasks & skills/Variety of people to learn from/Got to go different places (3%);
- ✓ Knowledge learned can be applied in future employment/Tricks of the trade/Good preparation for career/Learned lots (2%))
- ✓ Was Great/Good/Excellent/OK/Satisfied/Fun (2%); and%)
- ✓ Good for people that don't learn very well in the classroom/Good way of learning/Different way to learn other than books (2%).

Of the respondents who were dissatisfied overall with various attributes of on-the-job learning (n=1,408), three-in-ten (30%) do not offer any other reasons for their dissatisfaction. Among those who do, the following are the most cited responses:

- ✓ Did not learn all areas/Learned only some areas/Lack of variety/too job specific/too specialized/repetitive (14%);
- ✓ Availability of the of the Journeyman/Supervisor was poor (often because they were too busy)/wouldn't teach (6%);
- ✓ Journeyman did not know the trade/Not knowledgeable/not certified/not personable/had old ideas/Not up to date (4%);
- ✓ Lack of employer support (3%);
- ✓ Lack of training/Poor training/worked by myself/Learned more at school/not up to date (2%);
- ✓ Instructor did not follow the course material/School material and on-the-job learning did not relate to each other (2%);
- ✓ Lack of hands on training/Did menial tasks such as sweeping/office work/shampooing/clean up (2%);
- ✓ Equipment is outdated/old equipment/Inadequate/didn't use all equipment/limited use of all tools needed (2%);
- ✓ Focus was more on working than training (2%);
- ✓ Board/School needs to monitor on-job-training more/Involvement between school and employer (2%);
- ✓ Should give another ticket in order to teach apprentices/Course needed on how to teach apprentices (2%);
- ✓ Blue book should be mandatory/Employers don't follow it and so we don't get the training we should (2%)
- ✓ Lack of respect/Recognition for apprentices (2%);
- ✓ Unequal treatment/Discrimination. of females/Visible minorities/abusive treatment of workers (2%); and
- ✓ Lack of on-the-job experience during training (2%).

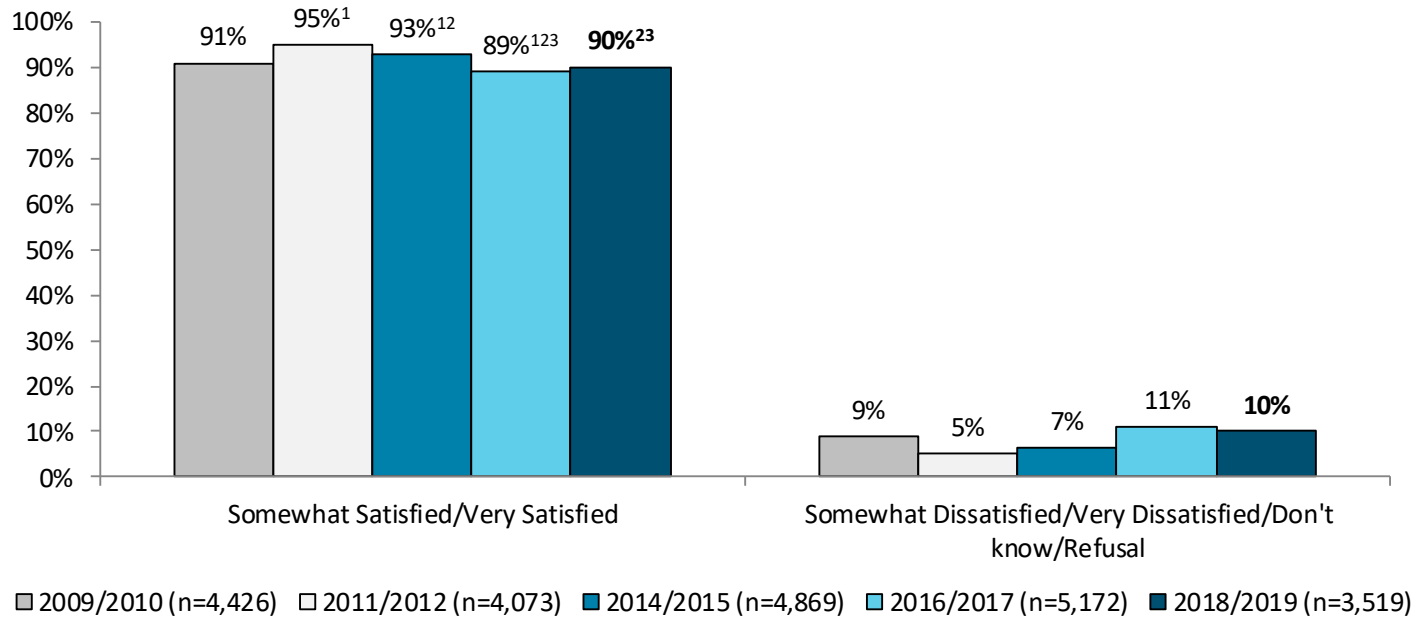
OVERALL ON-THE-JOB LEARNING

Graduates were asked to rate their level of satisfaction with respect to the overall quality of their on-the-job learning. Graduate satisfaction with the quality of on-the-job learning has increased slightly in 2018/2019 (90%) when compared to 2016/2017 (89%), although satisfaction still has not returned to 2011/2012 (95%) or 2014/2015 (93%) levels.

Figure 6

Satisfaction with the Overall Quality of On-the-Job Learning

How satisfied were you with your on-the-job learning during your apprenticeship in terms of: The overall quality of your on-the-job learning?



Base: Apprenticeship Graduates
Question B2i

Table 4

Satisfaction with the Overall Quality of On-the-Job Learning					
Question B2i	*Percent of Apprenticeship Graduates*				
	2009/2010 (n=4,426)	2011/2012 (n=4,073)	2014/2015 (n=4,869)	2016/2017 (n=5,172)	2018/2019 (n=3,519)
Very satisfied	42%	61%[1]	57%[12]	48%[123]	50%[234]
Somewhat satisfied	50%	34%[1]	36%[12]	41%[123]	39%[234]
Somewhat dissatisfied	7%	4%[1]	5%[12]	8%[12]	7%[23]
Very dissatisfied	1%	1%	2%[12]	3%[123]	2%[134]
Don't know	-	<1%	1%[1]	<1%	<1%[2]
Refused	-	<1%	<1%	<1%	<1%

Base: Apprenticeship Graduates

Looking further into overall satisfaction and very satisfied ratings for the overall quality of on-the-job learning, it is found that overall satisfaction in 2018/2019 has increased in the Northwest region when compared to 2016/2017 results (93% in 2018/2019, 88% in 2016/2017). The increase in the satisfaction of the following attributes of on-the-job learning may account for the increase satisfaction of the overall quality of on-the-job learning for the Northwest region:

- "The ability of your supervising journeyperson" (increased 9%, from 84% in 2016/2017 to 93% in 2018/2019)
- "Your supervising journeyperson's ability to use up-to-date practices" (increased 6%, from 85% in 2017/2017 to 91% in 2018/2019)
- "Your on-the-job learning preparing you for the provincial apprenticeship exams" (increased 9%, from 69% in 2016/2017 to 78% in 2018/2019)

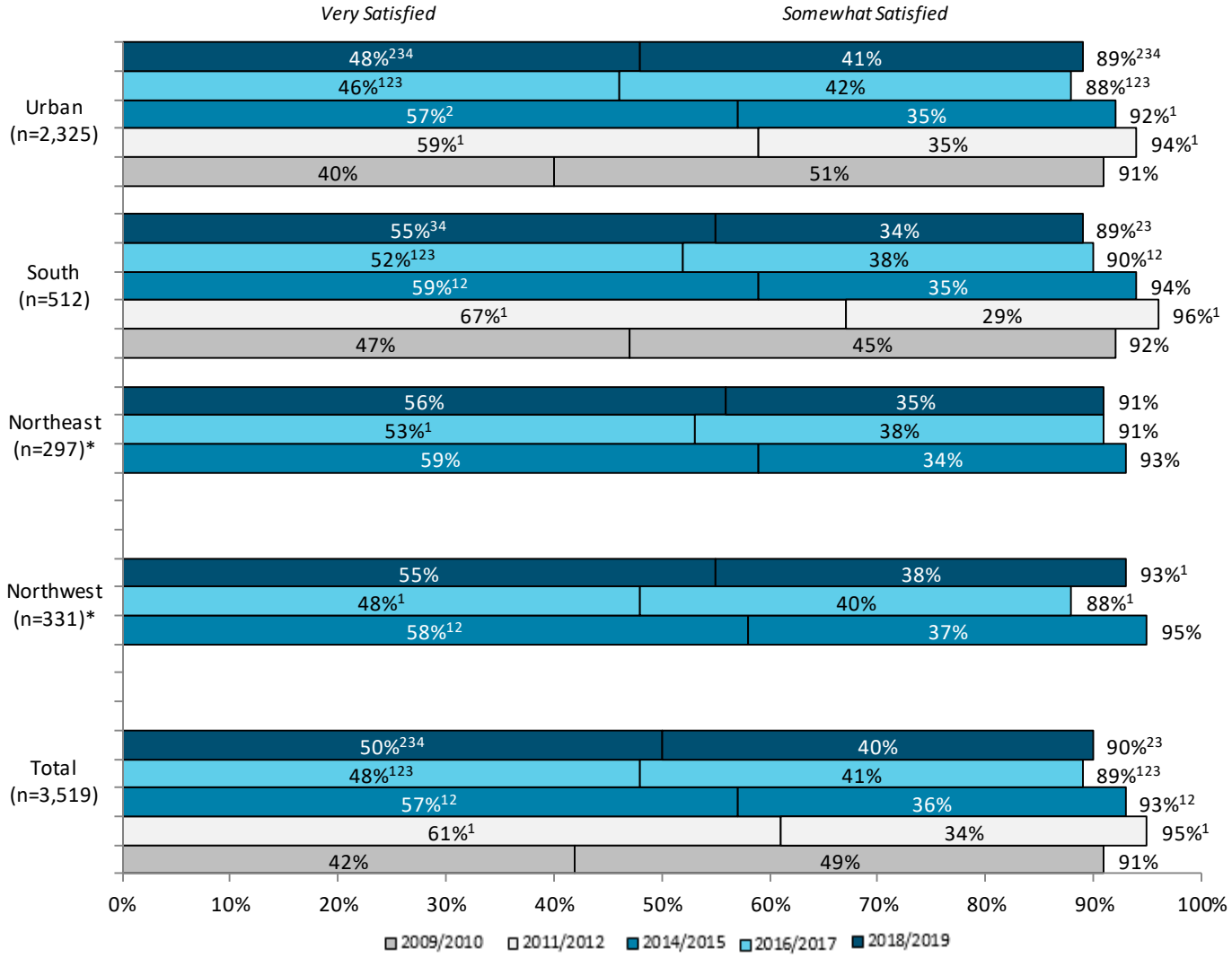
While there has not been a significant decrease in the satisfaction with the overall quality of on-the-job learning for those in the south region, satisfaction has been trending downwards since 2011/2012 (as indicated in Figure 7).

Due to a change to the regional definitions for the Northeast and Northwest regions in 2014/2015, no historical comparisons are available for these regions.

Figure 7

Satisfaction with the Overall Quality of On-the-Job Learning by Region

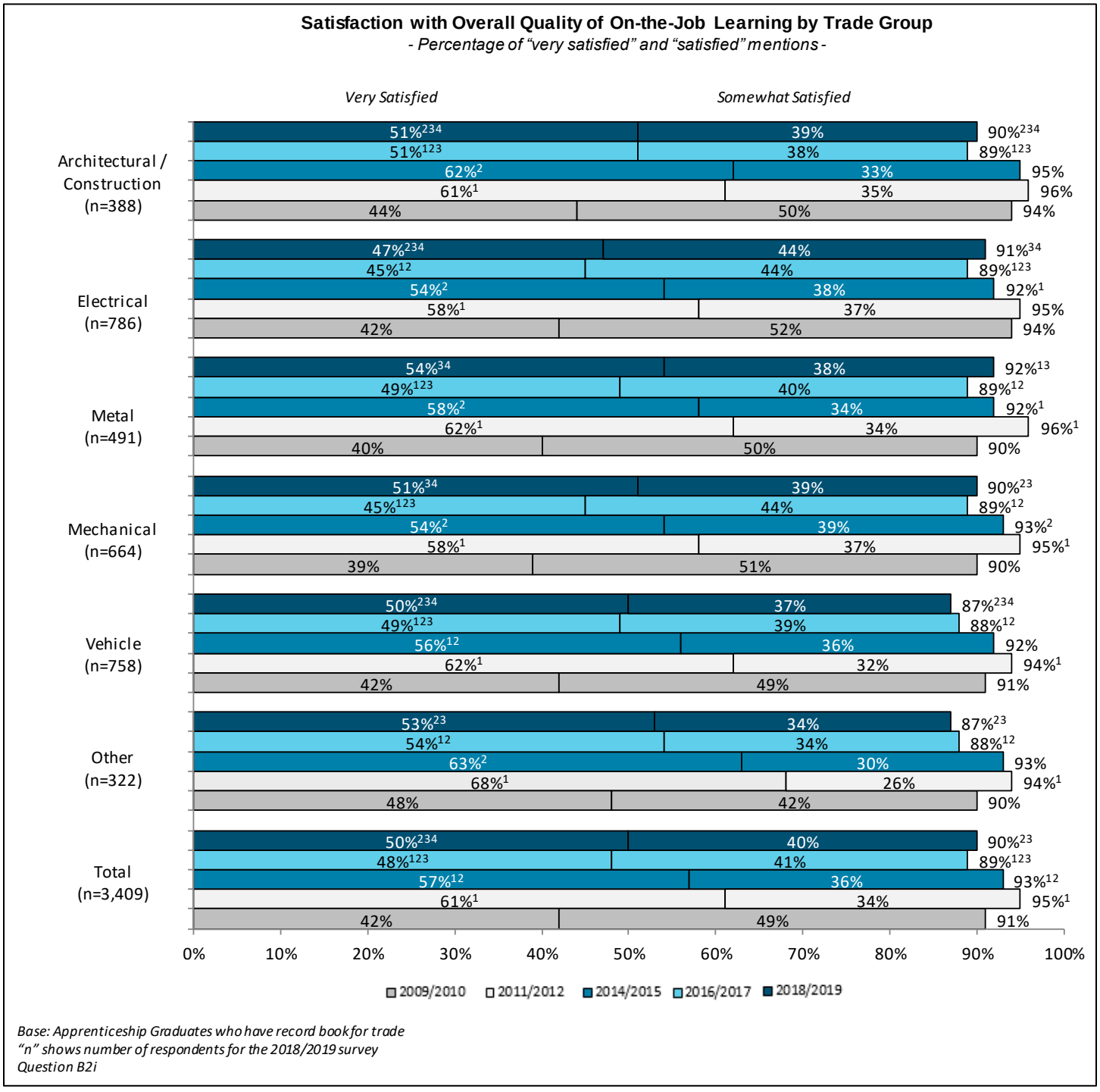
- Percentage of "very satisfied" and "satisfied" mentions -



Base: Apprenticeship Graduates
"n" shows number of respondents for the 2018/2019 survey
**Due to reallocation of Slave Lake previous years tracking is unavailable*
The regions are defined by the Apprenticeship and Industry Training office utilized by participants:
The regions are defined by the Apprenticeship and Industry Training office utilized by participants:
Urban: Includes Calgary and Edmonton
South: Includes Lethbridge, Red Deer and Medicine Hat
Northeast: Includes Bonnyville, Vermilion, Fort McMurray
Northwest: Includes Hinton, Slave Lake, Grande Prairie, Peace River
Question B2i

Overall satisfaction with the quality of on-the-job learning in 2018/2019 is consistent compared to 2016/2017 in all program groups, excluding the metal program group, where satisfaction increased in 2018/2019 compared to 2016/2017 results (92% in 2018/2019, 89% in 2016/2017).

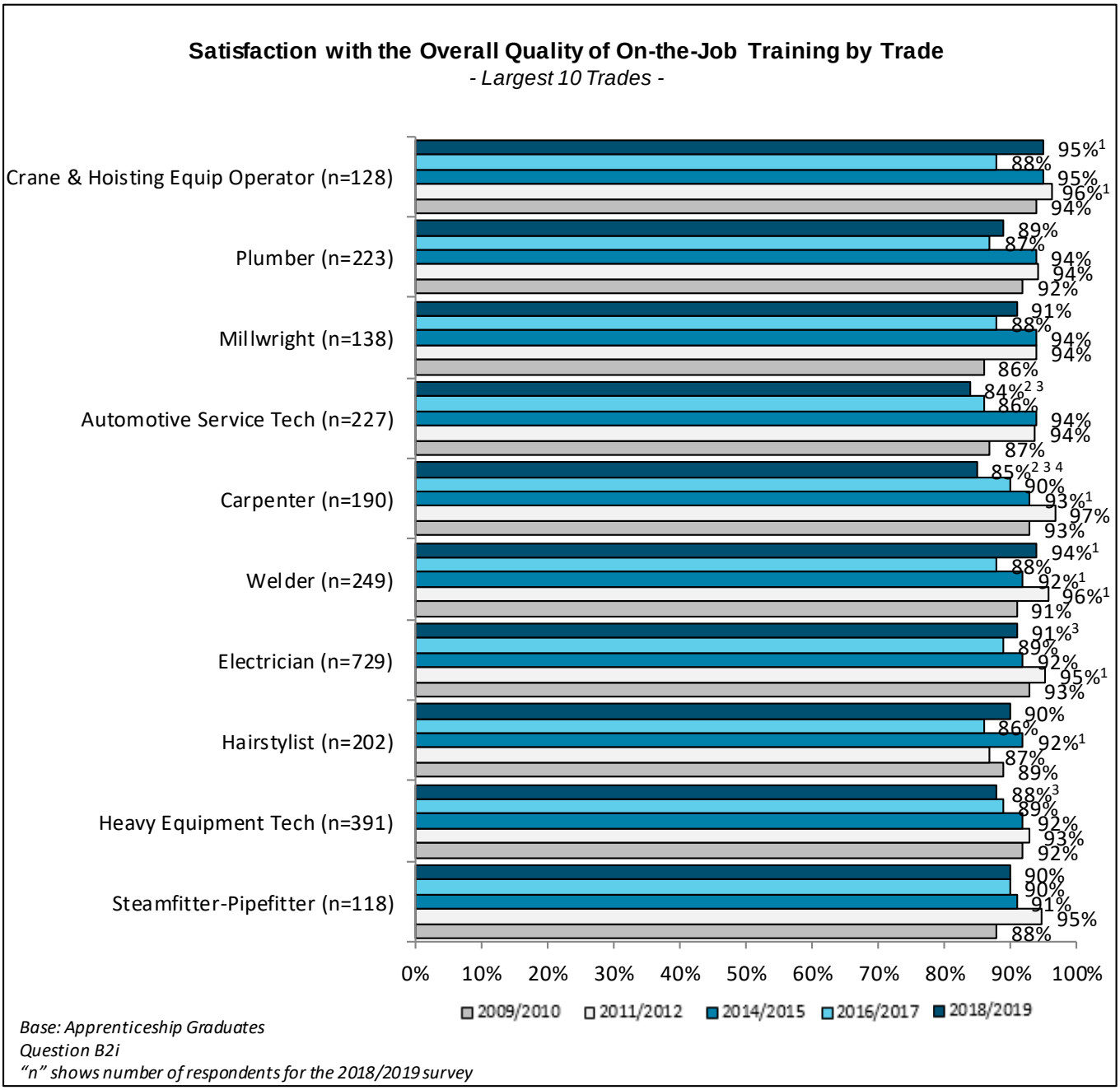
Figure 8



Base: Apprenticeship Graduates who have record book for trade
"n" shows number of respondents for the 2018/2019 survey
Question B2i

In regard to the ten largest apprenticeship programs, the majority (a range of 84%-95%) are satisfied overall.

Figure 9



Base: Apprenticeship Graduates
Question B2i
"n" shows number of respondents for the 2018/2019 survey

CLASSROOM INSTRUCTION

TRAINING PROVIDER FOR CLASSROOM INSTRUCTION

Below is the distribution of graduates who attended apprenticeship classroom instruction by approved educational providers. As with previous studies, the majority of respondents attended either NAIT (38%) or SAIT (28%), followed by Red Deer College (7%).

Table 5

Training Provider Attended		
Question C1	**Number of Graduates**	**Percentage of Graduates**
Northern Alberta Institute of Technology (NAIT)	1,332	38%
Southern Alberta Institute of Technology (SAIT)	970	28%
Red Deer College	247	7%
Grande Prairie Regional College (GPRC)	151	4%
Lakeland College	146	4%
Lethbridge College	121	3%
Keyano College	85	2%
Medicine Hat College	71	2%
MC College	77	2%
Olds College	43	1%
Northern Lakes College	22	1%
Delmar College	37	1%
Did not attend/apprenticeship technical training was not required	26	1%
Portage College	11	<1%
Enform[1] (previously Petroleum Industry Training Service)	11	<1%
Other Institutions or Training Providers*	144	4%
Refused	5	<1%
Don't Know	17	<1%
Total	3,519	100%

** Includes institutions or training providers with fewer than 16 survey respondents and Fortis Alberta*

[1] Enform trains only crane and hoisting equipment operator – wellhead boom truck, which is a one-year apprenticeship program

SATISFACTION WITH CLASSROOM INSTRUCTION DELIVERY METHODS

Graduates were asked about the forms of instruction they had experienced during their apprenticeship program. All graduates who completed the formal classroom instruction component of their apprenticeship were asked about the traditional lab/lecture component, as it is available in all apprenticeship programs. Other forms offered, including distance delivery, Competency Based Apprenticeship Training (CBAT), mobile delivery, Weekly Apprenticeship Training (WATS), and blended learning are available in selected programs and corresponding questions were asked only to graduates in these eligible programs.

The majority of graduates (94%) had experience with the traditional lab/lecture method; almost half had experience with mobile delivery (48%); at least a third had experience with CBAT (34%), blended learning (37%), and WATS (32%), while a lesser proportion (17%) had experience with distance delivery.

Table 6

Experience with Technical Training Methods in 2018/2019		
Question C4a: a,b,c,d, e, f	Available to Number of Graduates	Percentage of Graduates Experiencing*
Traditional lab/lecture[1]	3,059	94%
Distance delivery[2]	1,473	17%
Competency Based Apprenticeship Training (CBAT)[3]	1,132	34%
Mobile Delivery[4]	108	48%
Weekly Apprenticeship Training (WATS)[5]	125	30%
Blended Learning[6]	1,891	37%

[1] Available in all programs
[2] Available in the electrician, locksmith, industrial mechanic (millwright), heavy equipment technician, welder, and parts technician programs
[3] Available in the carpenter, electrician, locksmith, and welder programs
[4] Available in the crane & hoisting equipment operator program
[5] Available in the cook, parts technician programs
[6] Available in the automotive service technician, carpenter, electrician, heavy equipment technician, machinist, plumber and welder programs
** Multiple responses*
Note: Bases are comprised of various program *group groupings which vary year to year to reflect the* programs *that currently offer each type of technical training delivery*

The majority of graduates who experienced each method of delivery are satisfied in 2018/2019. Graduates are most satisfied with the mobile delivery style of classroom instruction (98%), followed by blended learning and distance delivery (94%), traditional lab/lecture (93%), CBAT (92%), and WATS (89%).

There has been a significant increase in satisfaction in 2018/2019 for distance delivery (94% in 2018/2019, compared to 86% in 2016/2017). Distance delivery also saw an increase among those very satisfied in

2018/2019 compared to 2016/2017 (57% in 2018/2019, 47% in 2016/2017) forming an upward trend over the past five survey years.

Table 7

Satisfaction with Delivery Methods					
Question C4b: a,b,c,d,e, f	*Percent of "Very Satisfied" or "Satisfied" mentions*				
	2009/2010	2011/2012	2014/2015	2016/2017	2018/2019
Traditional lab/lecture	94% (n=3,896)	96%[1] (n=3.111)	94%[1] (n=3,891)	94%[2] (n=4,348)	93%[3] (n=2,887)
Distance delivery	79% (n=214)	83% (n=296)	82% (n=508)	86%[3] (n=278)	94%[1 2 3 4] (n=257)
Competency Based Apprenticeship Training (CBAT)	83% (n=431)	88%[1] (n=491)	82%[1] (n=709)	91%[1 3] (n=409)	92%[2 3 4] (n=383)
Mobile Delivery	78% (n=260)	87%[1] (n=150)	83% (n=322)	93%[1 3] (n=138)	98%[2 3 4] (n=52)
Weekly Apprenticeship Training (WATS)	89% (n=169)	84% (n=137)	81%[2] (n=270)	94%[1 2] (n=125)	89% (n=37)
Blended Learning	-	78% (n=36)	84% (n=957)	93%[1 2] (n=484)	94%[2 3] (n=693)

Note: Bases are comprised of various program group groupings which vary year to year to reflect the programs that currently offer each type of technical training delivery

Table 8

Satisfaction with Delivery Methods					
Question C4b: a,b,c,d,e, f	*Percent of "Very Satisfied" mentions*				
	2009/2010	2011/2012	2014/2015	2016/2017	2018/2019
Traditional lab/lecture	40% (n=3,896)	60%[1] (n=3,111)	58%[2] (n=3,891)	54%[1 2 3] (n=4,348)	54%[2 3 4] (n=2,887)
Distance delivery	35% (n=214)	45%[1] (n=296)	47%[2] (n=508)	47%[3] (n=278)	57%[1 2 3 4] (n=257)
Competency Based Apprenticeship Training (CBAT)	35% (n=431)	54%[1] (n=491)	49%[2] (n=709)	52%[3] (n=409)	58%[2 4] (n=383)
Mobile Delivery	31% (n=260)	59%[1] (n=150)	51%[2] (n=322)	62%[1 3] (n=138)	58%[4] (n=52)
Weekly Apprenticeship Training (WATS)	36% (n=169)	58%[1] (n=137)	52%[2] (n=270)	69%[1 3] (n=125)	59%[4] (n=37)
Blended Learning	-	31% (n=36)	46% (n=957)	48%[2] (n=484)	52%[2 4] (n=693)

"n" shows number of respondents for the 2018/2019 survey
Note: Bases are comprised of various program group groupings which vary year to year to reflect the programs that currently offer each type of technical training delivery

Respondents satisfied with the methods of delivery they experienced (n=2,766) provided reasons for their satisfaction. While two-in-five (39%) do not offer any reasons, among those who provide reasons, the following is found:

- ✓ Had a good/helpful instructor/teacher/always available/clear/lively/prepared/quality/having one instructor (8%);
- ✓ One on one time with the instructor/teacher/got to know teacher/can ask questions because teacher is right there (6%)
- ✓ Instructors were in the trade before/knew what they were talking about/knowledgeable/demonstrated/thorough (6%);
- ✓ More shop/lab time/able to practice/hands on/good labs/exposure to lab equipment/practical courses (5%);
- ✓ It covered everything we needed to know/thorough/prepares you for the job/lots of practice/work and school relate well (4%);
- ✓ Easy way to learn/better understanding/easier (3%);
- ✓ Need to be there to learn it/challenging/good to learn in class (3%);
- ✓ Good teaching materials/in class discussions/modules/well-structured (2%);
- ✓ Good balance between lab time and theory lectures/related well together/kept lectures on topic (2%);
- ✓ Information clear, concise, and well-communicated (2%);
- ✓ The theory lectures are good/good material/detailed/current (2%);
- ✓ It did the job/satisfied/good (2%);
- ✓ Used to this way of learning/training/can learn a lot this way/good way to learn (2%);
- ✓ Can work at it at your own pace/flexible/use personal learning methods/finish ahead of schedule (2%).

Respondents dissatisfied with the various forms of instruction they experienced (n=255) provided reasons for their dissatisfaction. While nearly one-in-seven (13%) did not offer any reasons, among those who did the following is found:

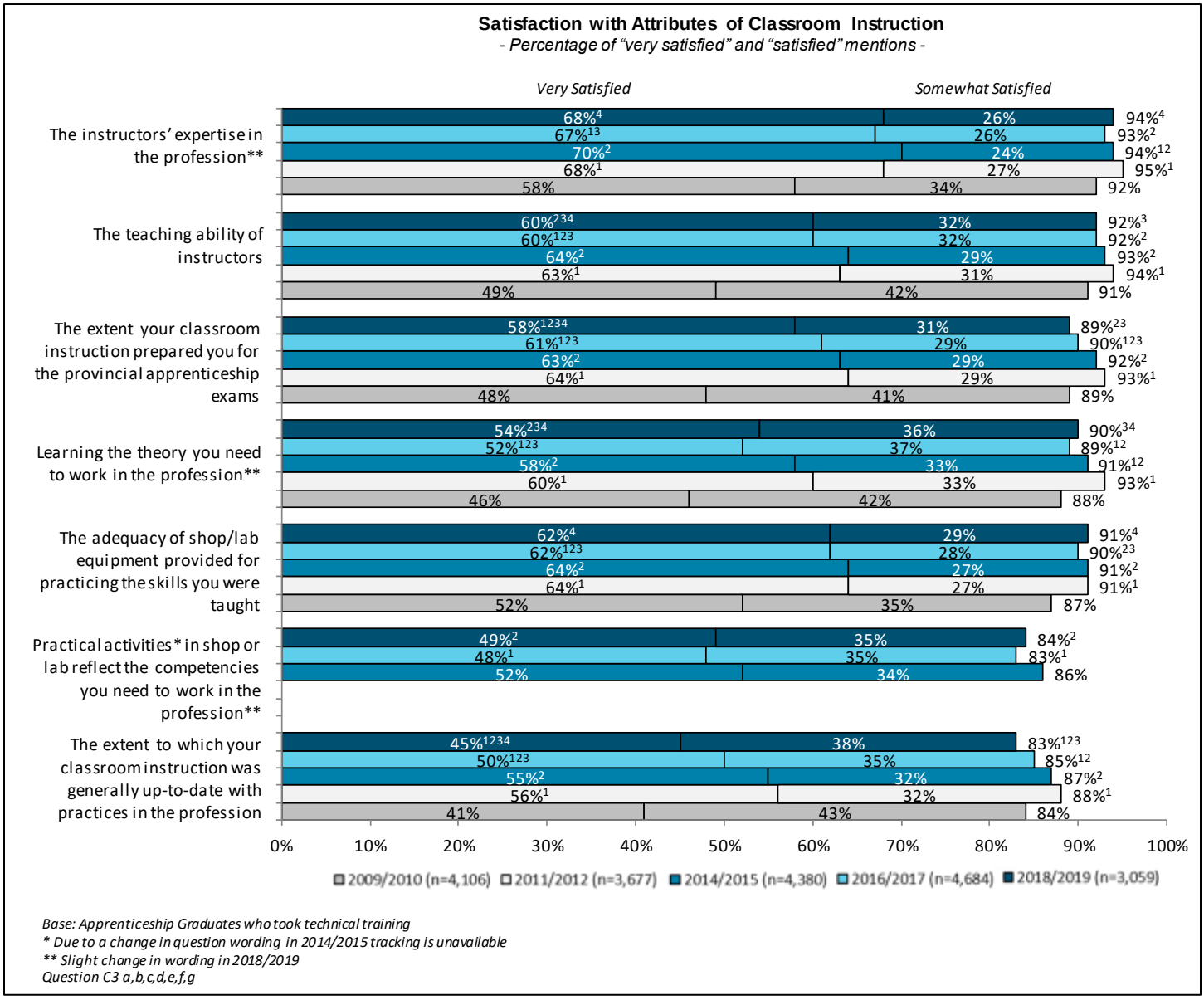
- ✓ Terrible/poor instructors/teachers/inexperienced teachers/boring teachers (16%)
- ✓ A lot of it is not relevant to the exam/workplace (7%);
- ✓ Need updated books and materials/mistakes/need glossary/clearer (5%);
- ✓ It's very strenuous training/too rushed/too much material/need more time (5%);
- ✓ Poor lab equipment/outdated (4%);
- ✓ Not enough lab time/hands on training/prefer hands-on (4%);
- ✓ Can't learn at your own pace, have to follow classes speed/too slow paced/follow speed of clients (4%);
- ✓ Dissatisfied with traditional training/not enough hands-on/too much theory (4%);
- ✓ Curriculum is out of date 3%);
- ✓ Computer training is poor/outdated (2%);
- ✓ Some instructors better than others/different teaching methods (2%);
- ✓ Don't like learning using the computer/PowerPoint presentations (2%);
- ✓ Instructors are too reliant on modules/textbooks/not enough teaching (2%); and
- ✓ Computer problems/errors (2%).

ATTRIBUTES OF CLASSROOM INSTRUCTION

Graduates were asked to provide a satisfaction rating for a series of seven attributes regarding classroom instruction. Overall, satisfaction remains similar to 2016/2017 results. Satisfaction with the extent to which classroom instruction was generally up-to-date with trade practices decreased significantly in 2018/2019 from 2016/2017 results (83% in 2018/2019, 85% in 2016/2017), this forms a downward trend since 2011/2012.

Comparing the very satisfied responses indicates that the 2018/2019 results are consistent with 2016/2017 results, except in two areas. Respondents who cited they were very satisfied with their classroom instruction preparing them for the provincial apprenticeship exams decreased significantly in 2018/2019 (58%) compared to 2016/2017 (61%) results, forming a downward trend since 2011/2012. Respondents who cited they were very satisfied with their classroom instruction being up-to-date with trade practices also decreased significantly in 2018/2019 (45%) compared to 2016/2017 (50%), forming a downward trend since 2011/2012.

Figure 10



Base: Apprenticeship Graduates who took technical training
** Due to a change in question wording in 2014/2015 tracking is unavailable*
*** Slight change in wording in 2018/2019*
Question C3 a,b,c,d,e,f,g

Respondents satisfied with the attributes of classroom instruction (n=3,036) provided reasons for their satisfaction. While one-third (34%) do not offer any reasons, among those who provide reasons, the following is found:

- ✓ Good instructors/Teachers/Were helpful/Knowledgeable/up-to-date (34%);
- ✓ Good school/SAIT/NAIT/Facility (4%);
- ✓ One on one time with the instructors/Availability (4%);
- ✓ Was very informative/All was covered/Prepared students for job/good way to learn (4%);
- ✓ Good equipment/Updated equipment/Wide range of equipment/New building (3%);
- ✓ Prepares you for the provincial exam/Exams (2%);
- ✓ Received after hours help/Extra materials (2%);
- ✓ Liked the small classes/Good class size (2%)
- ✓ The course was well organized/Put together/Clear/Easy to understand/Good program/Easy to enroll (2%);
- ✓ Relaxed atmosphere/Good environment/Had fun/Great time/Interesting (2%);
- ✓ Need to make course material more current/Relevant/Relevant to workplace/Improve material (2%)
- ✓ Provides a lot of lab time/Hands on/Good labs (2%);
- ✓ It was good/Satisfied (2%); and
- ✓ Some teachers are better than others (2%).

Respondents dissatisfied with attributes of classroom instruction (n=1,023) provided reasons for their dissatisfaction. While nearly one-in-five (16%) did not offer any reason, among those who did the following is found:

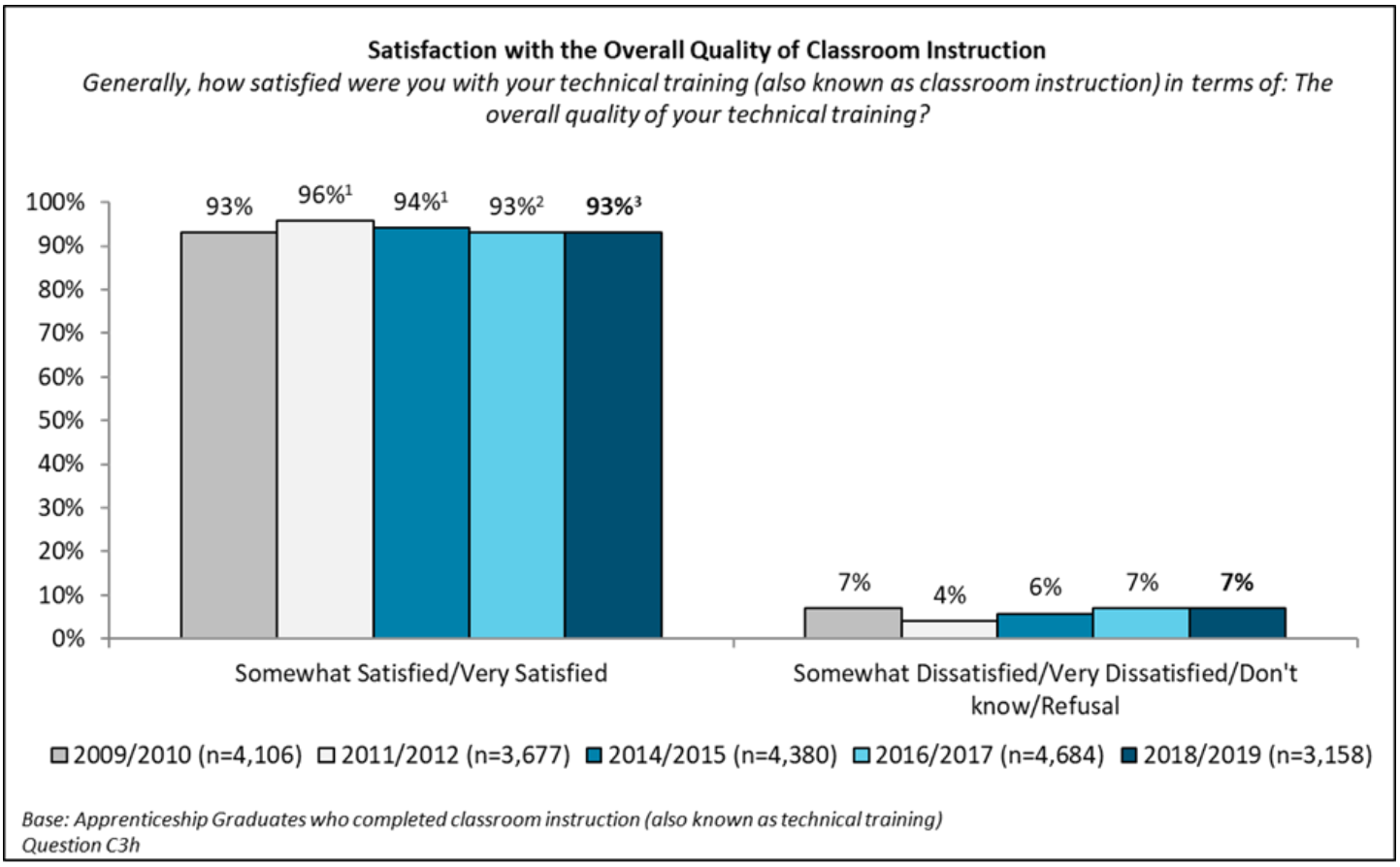
- ✓ Curriculum/Course material is outdated (15%)
- ✓ Outdated materials/Equipment/Tools not good quality/Equipment in poor condition (9%)
- ✓ Not enough hours spent learning practical skills/Lab time/Not enough hands on (6%)
- ✓ The theory learned did not apply to the job/Did not apply to practical (5%);
- ✓ Teacher/Trainer did not have the skills he was trying to teach/Didn't know material/Not well rounded (5%);
- ✓ Not prepared for the final exam by the instructors/Training does not prepare for exam (4%);
- ✓ Need better trainers/Teachers/Bad teacher/Training of teachers (4%);
- ✓ Teachers need to learn how to interact/Communicate better with the students/Teaching ability (3%);
- ✓ The instructor didn't want to teach us/Didn't care (2%);
- ✓ Too much to cover in short time/Longer course requisites (2%);
- ✓ Labs are too abstract/Impractical/Never built anything/Labs outdated (2%);
- ✓ Left to learn on my own, no teacher involvement (2%);
- ✓ Some instructors weaker than others (2%); and
- ✓ Material taught is not related to the actual work/Too focused on exam instead of work (2%).

OVERALL QUALITY OF CLASSROOM INSTRUCTION

Graduates were asked to rate their level of satisfaction with the overall quality of the classroom instruction (also known as technical training) component of their apprenticeship program. Graduate satisfaction with the quality of classroom instruction has remained fairly consistent throughout the years. Results in 2018/2019 (93%) remain unchanged from 2016/2017 (93%) results. 2018/2019 results have decreased since 2011/2012 (96%) results and are comparable to 2009/2010 (93%) results.

Those in the Northeast region (96%) are more likely to be satisfied with the overall quality of classroom instruction than those in the Urban region (92%).

Figure 11



Satisfaction with the overall quality of classroom instruction among the 2018/2019 respondents is consistent with 2016/2017.

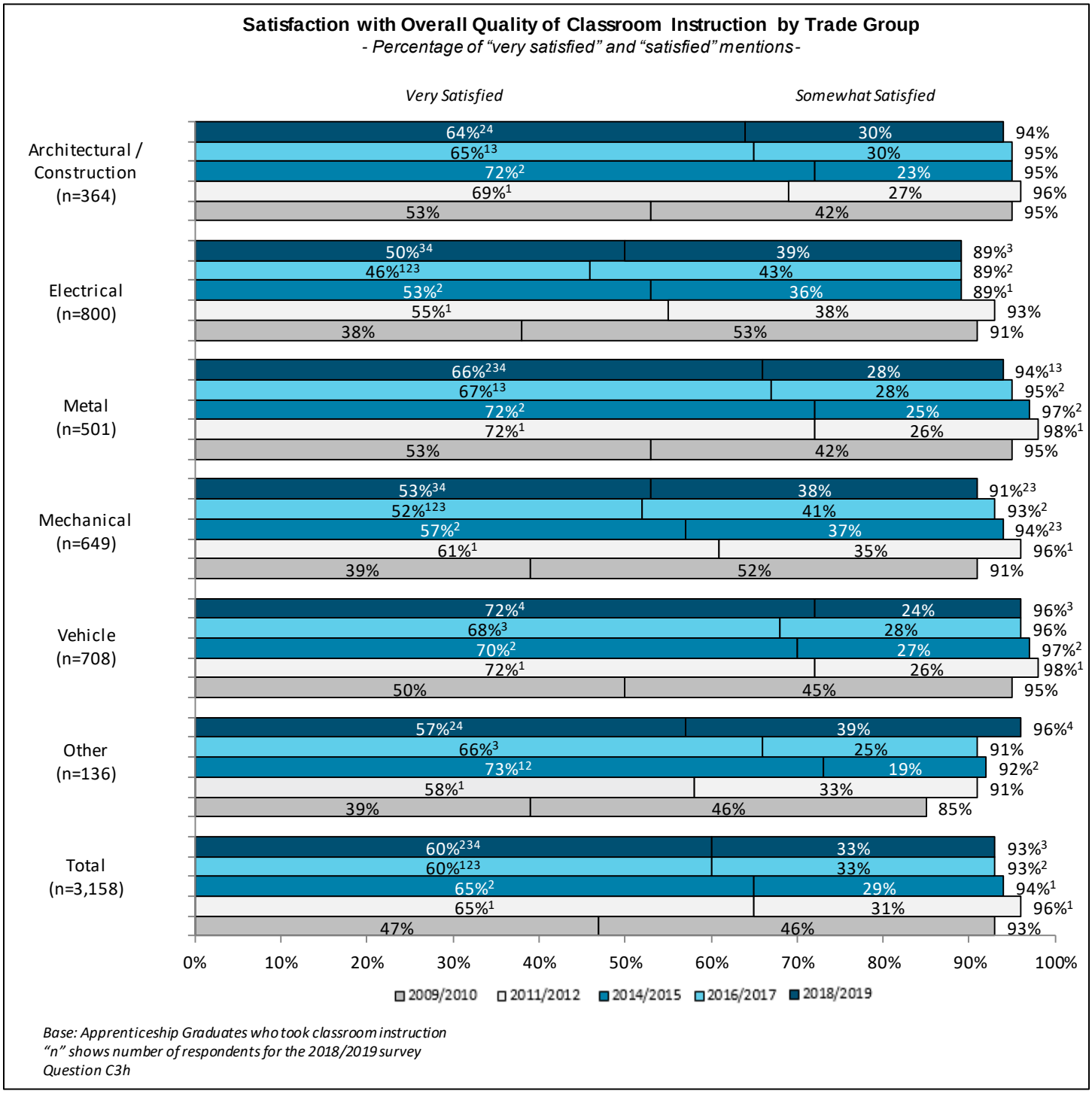
Table 9

Satisfaction with the Overall Quality of Classroom Instruction					
Question C3h	*Percent of Apprenticeship Graduates*				
	2009/2010 (n=4,106)	2011/2012 (n=3,677)	2014/2015 (n=4,380)	2016/2017 (n=4,684)	2018/2019 (n=3,158)
Very satisfied	47%	65%[1]	65%[2]	60%[1 2 3]	60%[2 3 4]
Somewhat satisfied	47%	31%[1]	29%[2]	34%[1 2 3]	33%[2 4]
Somewhat dissatisfied	6%	3%[1]	4%[1 2]	4%[2 4]	5%[1 2 3]
Very dissatisfied	1%	1%	1%	2%[1 2 3]	2%
NA/Not encountered	-	<1%	<1%	<1%	<1%
Don't know	-	<1%	<1%	<1%	<1%
Refused	<1%	<1%	<1%	<1%	<1%

Base: Apprenticeship Graduates who took technical training

Comparing the results by program group for those indicating they are very satisfied overall with the quality of classroom instruction indicates that 2018/2019 results are consistent with 2016/2017 results.

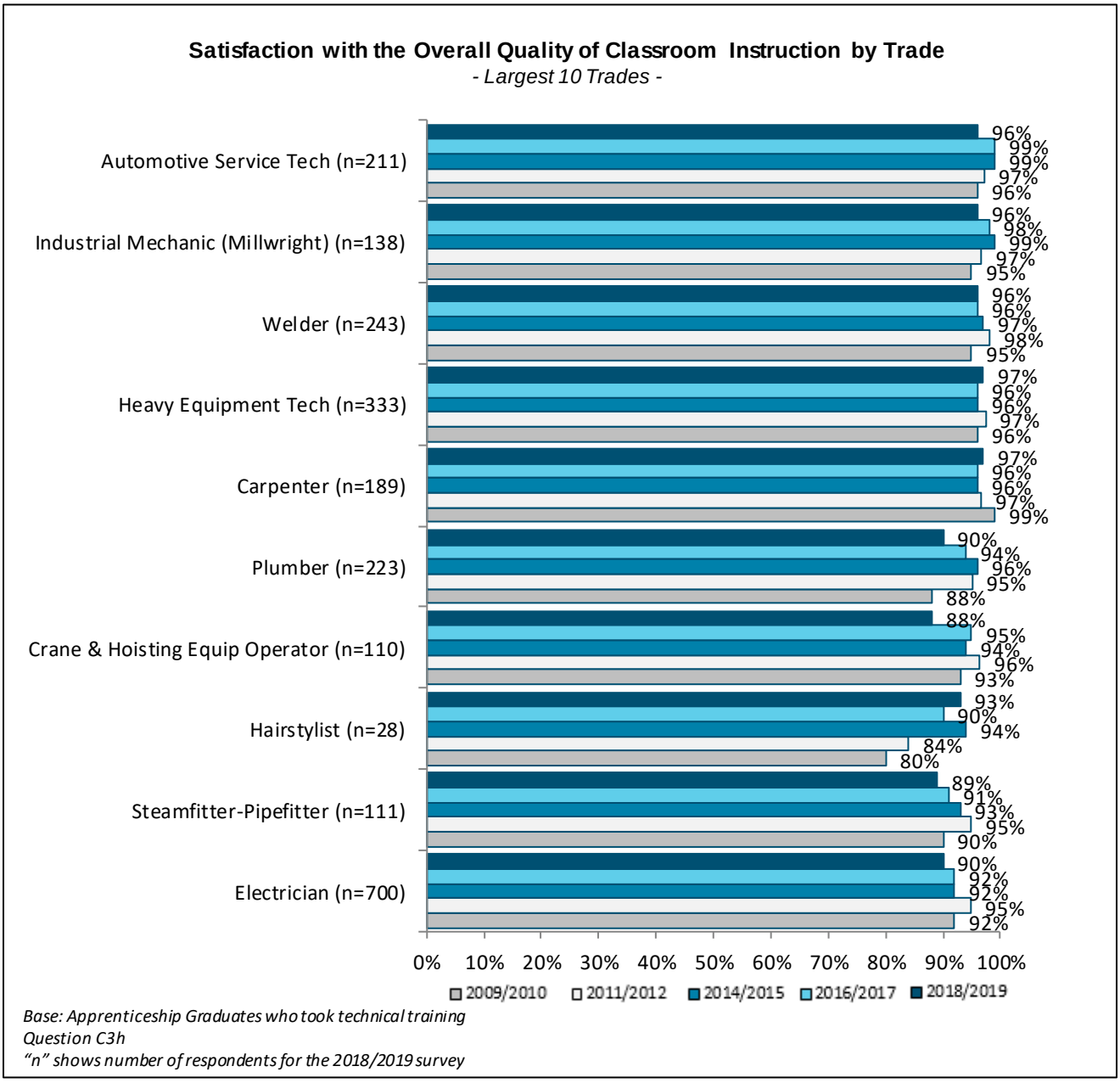
Figure 12



Base: Apprenticeship Graduates who took classroom instruction
"n" shows number of respondents for the 2018/2019 survey
Question C3h

Satisfaction with the overall quality of classroom instruction among the 10 largest apprenticeship programs remains high (a range of 88%-97%) with heavy equipment technicians and carpenters (97%) being the most satisfied overall, and crane and hoisting equipment operators (88%) being least satisfied overall.

Figure 13



Base: Apprenticeship Graduates who took technical training
Question C3h
"n" shows number of respondents for the 2018/2019 survey

FUNDING OF CLASSROOM INSTRUCTION

Graduates were asked about the types of financial assistance they used while attending classroom instruction, including both government and non-government sources. The largest proportion of graduates indicated that they used personal savings (83%), followed by Employment Insurance (81%), and government grants (65%) to fund their program. There is an increase in students using scholarships to fund their program in 2018/2019 (15%) compared to 2016/2017 results (11%). Fourteen per cent (14%) of graduates received benefits (such as company insurance, EI, and support from their employer including paid accommodation and discounts on books, etc.) as a means of financial assistance during their program.

Regional differences in regard to receiving funding for classroom instruction are as follows:

- Those in the South region (20%) are more likely to receive scholarships than those in the Urban (15%), Northeast (12%), and Northwest (13%) regions.
- Those in the Urban region (83%) are more likely to receive Employment Insurance than those in the Northeast (74%) and Northwest (75%) regions.
- Those in the Urban region (35%) are more likely to receive government student loans than those in the Northeast (27%) and Northwest (28%).
- Those in the Urban region (67%) and South region (66%) are more likely to receive government grants than those in the Northeast (56%).
- Those in the South region (52%) are more likely than those in the Northeast (41%) to receive monetary awards.

Table 10

Receipt Of Financial Assistance While Attending Technical Training					
Question C5C/C6/C6J	2009/2010 (n=4,106)	2011/2012 (n=2,677)	2014/2015 (n=4,380)	2016/2017 (n=4,684)	2018/2019 (n=3,059)
Scholarships	11%	14%[1]	13%[2]	11%[1 2 3]	15%[1 2 4]
Government Sources:					
Employment Insurance	80%	73%[1]	75%[2]	81%[1 2]	81%[2 3]
Government Grants	68%	72%[1]	67%[1]	63%[1 2 3]	65%[3 4]
Government Student Loans*	N/A	N/A	N/A	27%	33%[1]
Monetary Award such as the Apprentice Training Award** or the First Period Apprentice Award	N/A	N/A	N/A	25%	47%[1]
Non-Government Sources:					
Personal savings	70%	80%[1]	79%[2]	82%	83%[2 3 4]
Tuition paid for by employer	43%	37%[1]	36%[2]	27%	28%[2 3 4]
Support or gift from family member	13%	10%[1]	10%[1 2]	10%[3]	11%[4]
Loan from family members	7%	6%	7%	6%[1 3]	6%
Travel costs paid for by employer	6%	6%	7%	4%[1 2 3]	4%[2 3 4]
Bank loan	6%	3%[1]	5%[1 2]	4%[1 3]	4%[2 3 4]
Grant from an employer or employee association	3%	5%[1]	5%[2]	3%[1 2]	3%[2 3]
Gift or grant from employer	3%	4%[1]	4%[2]	4%	3%[1 2 3]
Loan from employer	3%	4%[1]	3%[1]	2%[2 3]	2%[2 3]
Other	8%	9%[2]	11%[1 2]	11%[2 3]	12%[3 4]

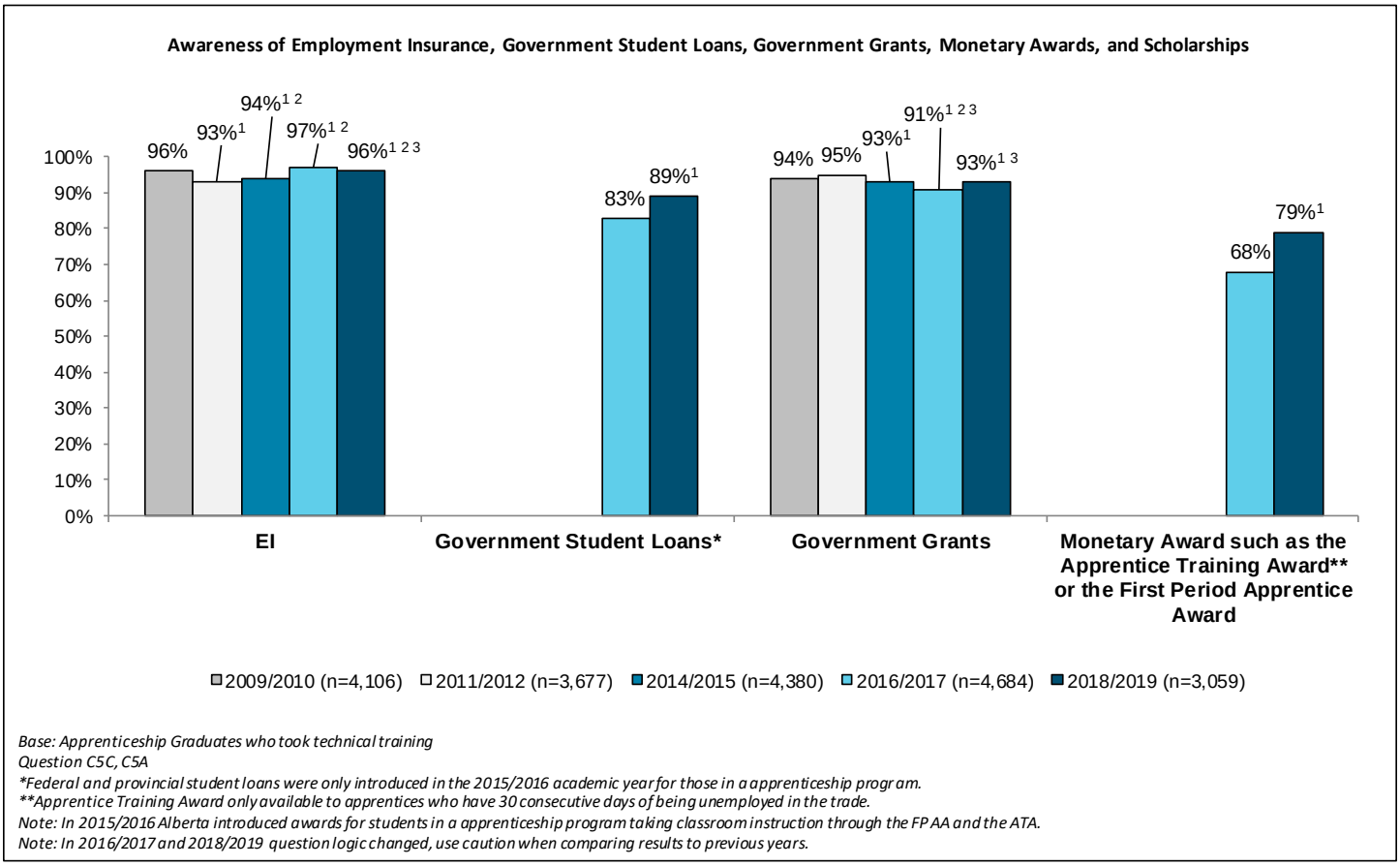
Base: Apprenticeship Graduates who took technical training
**Federal and provincial student loans were only introduced in the 2015/2016 academic year for those in a apprenticeship program.*
***Apprentice Training Award only available to apprentices who have 30 consecutive days of being unemployed in the trade.*
Note: In 2015/2016 Alberta introduced awards for students in a apprenticeship program taking classroom instruction through the FPAA and the ATA.
Note: In 2016/2017 and 2018/2019 question logic changed, use caution when comparing results to previous years.

SOURCES OF FUNDING

The majority of 2018/2019 respondents are aware of the various forms of financial assistance available to them including Employment Insurance (96%), government grants (93%) government student loans (89%), and monetary awards (79%). Awareness of EI has decreased slightly in 2018/2019 (96%), compared to 2016/2017 (97%). Awareness of government student loans has increased significantly in 2018/2019 (89%) compared to 2016/2017 (83%). Awareness of government grants has increased significantly in 2018/2019 (93%) compared to 2016/2017 (91%). There is also an increase in awareness of monetary awards in 2018/2019 (79%) compared to 2016/2017 (68%).

In the 2018/2019 graduate survey iteration, respondents were asked if they had received scholarships, to which fifteen (15%) indicated they had.

Figure 14



Base: Apprenticeship Graduates who took technical training
Question C5C, C5A
**Federal and provincial student loans were only introduced in the 2015/2016 academic year for those in a apprenticeship program.*
***Apprentice Training Award only available to apprentices who have 30 consecutive days of being unemployed in the trade.*
Note: In 2015/2016 Alberta introduced awards for students in a apprenticeship program taking classroom instruction through the FPAA and the ATA.
Note: In 2016/2017 and 2018/2019 question logic changed, use caution when comparing results to previous years.

In regard to graduates applying for financial assistance, it is found that in 2018/2019 the incidence of applying for government grants remains consistent with 2016/2017 results. Applications for Employment Insurance have increased (88% in 2018/2019, compared to 86% in 2016/2017), forming an upward trend since 2014/2015. There are also increases in applications for government student loans (41% in 2018/2019, 35% in 2016/2017) and applications for monetary awards (71% in 2018/2019, 50% in 2016/2017). It should be noted that government student loans may include both federal and provincial student loans.

Table 11

Application for Financial Assistance from Employment Insurance, Government Grants and Scholarships					
Question C5C, C5B	**2009/2010**	**2011/2012**	**2014/2015**	**2016/2017**	**2018/2019**
Employment Insurance	85% (n=3,939)	82%[1] (n=3,422)	82%[2] (n=4,124)	86%[1 2] (n=4,537)	88%[1 2 3 4] (n=2,572)
Government Student Loans*	N/A	N/A	N/A	35% (n=3,902)	41%[1] (n=2,718)
Government Grants	83% (n=3,865)	82% (n=3,483)	79%[1] (n=4,088)	78% (n=4,282)	79%[3 4] (n=2,831)
Monetary Award such as the Apprentice Training Award** or the First Period Apprentice Award	N/A	N/A	N/A	50% (n=3,175)	71%[1] (n=2,408)

Base: Apprenticeship Graduates who are aware of the following types of financial assistance
**Federal and provincial student loans were only introduced in the 2015/2016 academic year for those in a apprenticeship program.*
***Apprentice Training Award only available to apprentices who have 30 consecutive days of being unemployed in the trade.*
Note: In 2015/2016 Alberta introduced awards for students in a apprenticeship program taking classroom instruction through the FPAA and the ATA.
Note: In 2016/2017 and 2018/2019 question logic changed, use caution when comparing results to previous years.

In regard to receiving sources of funding from any of these four government sources, the proportion receiving help from all these sources have remained relatively similar to 2016/2017 results, although there is a decrease in graduates receiving Employment Insurance (96% in 2018/2019, 97% in 2016/2017).

Table 12

Receipt of Financial Assistance from Employment Insurance, Government Grants and Scholarships					
Question C5C, C5B	2009/2010	2011/2012	2014/2015	2016/2017***	2018/2019***
Employment Insurance	98% (n=3,351)	96%[1] (n=2,799)	97%[12] (n=3,402)	97% (n=3,913)	96%[123] (n=2,572)
Government Student Loans*	N/A	N/A	N/A	92% (n=1,367)	91% (n=1,122)
Government Grants	88% (n=3,192)	93%[1] (n=2,863)	91%[12] (n=3,237)	89% (n=3,329)	89%[23] (n=2,245)
Monetary Award such as the Apprentice Training Award** or the First Period Apprentice Award	N/A	N/A	N/A	75% (n=1,577)	84%[1] (n=1,719)

Base: Apprenticeship Graduates who received the following types of financial assistance
****Base: Apprenticeship Graduates who applied or received the following types of assistance*
Due to change in question logic in 2016/2017, tracking should be interpreted with caution
**Federal and provincial student loans were only introduced in the 2015/2016 academic year for those in a apprenticeship program.*
***Apprentice Training Award only available to apprentices who have 30 consecutive days of being unemployed in the trade.*
Note: In 2015/2016 Alberta introduced awards for students in a apprenticeship program taking classroom instruction through the FPAA and the ATA.
Note: In 2016/2017 and 2018/2019 question logic changed, use caution when comparing results to previous years.

Graduates who applied for financial assistance were asked if they encountered any difficulties when receiving their assistance, to which a third (33%) indicated yes for Employment Insurance, consistent with 2016/2017 results (34%), and (7%) indicated yes for government student loans (also consistent with 2016/2017 results (9%).

Table 13

Encountered Difficulties Applying or Receiving Financial Assistance					
Question C4i	2009/2010	2011/2012	2014/2015	2016/2017	2018/2019
Employment Insurance	43% (n=3,351)	38%[1] (n=2,724)	33%[12] (n=3,402)	34%[13] (n=3,913)	33%[34] (n=2,572)
Government Student Loans*	N/A	N/A	N/A	9% (n=1,367)	7% (n=1,122)

Base: Apprenticeship Graduates who received government assistance
**Federal and provincial student loans were only introduced in the 2015/2016 academic year for those in a apprenticeship program.*

Graduates were asked to describe any difficulties they encountered while applying for or receiving financial assistance. The top challenge cited by graduates in regard to applying for Employment Insurance is that it took too long to receive benefits and process information (27%), while for government student loans the main barrier cited is the process was difficult, complicated, and time consuming (12%). The main difficulty encountered by graduates when receiving Employment Insurance is the time in which it took to receive the support (25%). The main difficulty encountered by graduates when receiving government student loans is that they had troubles accessing the money (4%).

Table 14

Please Describe Any Difficulties That You Encountered Applying For and Receiving Financial Assistance?					
Question C5BA1, C5BB1	***Percent of Apprenticeship Graduates who said they encountered difficulties applying for or receiving financial assistance***				
	2009/2010	**2011/2012**	**2014/2015**	**2016/2017***	**2018/2019**
Employment Insurance - Applying	**(n=589)**	**(n=561)**	**(n=923)**	**(n=1,085)**	**(n=838)**
Took too long to receive benefits/Process information	10%	25%	21%	NA	27%
Application process was complicated and confusing	37%	28%	31%	22%	11%
Communication problems	14%	16%	24%	18%	7%
Not enough people to handle all those applying/Long lines/phones	-	-	3%	-	5%
EI staff not helpful/Unfriendly/Disorganized	7%	11%	17%	8%	4%
Did not qualify	7%	6%	6%	9%	4%
Had problems with Record of Employment and/or sending it in	-	-	-	-	3%
Employer sent wrong information/Didn't maintain proper paper-work required for EI	-	-	-	-	3%
Lack of information on how to apply for EI	9%	10%	13%	-	2%
Employer did not provide necessary documentation	7%	5%	10%	5%	2%
Told false, wrong information by staff/Mix up at EI office	-	-	-	-	2%
Government problems/Set backs/Given "run-around" by government	-	-	-	-	2%
Problems with class codes/Received code after class started	-	-	-	-	2%
Employment Insurance – Receiving	**(n=1,254)**	**(n=839)**	**(n=1,117)**	**(n=1,085)**	**(n=838)**
Took too long to get cheque	86%	84%	83%	64%**	25%
Government Student Loans - Applying	**(n=330)**	**(n=234)**	**(n=292)**	**(n=63)**	**(n=77)**
Application process was difficult, complicated, or time consuming	-	-	-	32%	12%
I did not qualify for a government student loan	-	-	-	40%	5%
Government Student Loans – Receiving	**(n=365)**	**(n=171)**	**(n=233)**	**(n=63)**	**(n=77)**
Difficulty accessing the money	-	-	-	6%	4%

Mentions less than 2% not included
**Coding in 2016/2017 done differently than previous years and the current year (2018/2019), results are incomplete, please use caution when comparing results.*
Significant differences not shown for open end questions.
***In 2016/2017 difficulties applying and receiving EI were combined*

The following details the awareness, application for and success rates for receiving government funding by trade group. Awareness for each source of funding is highest among (asked of all graduates):

- ✓ Employment Insurance – Vehicle program group (89%)
- ✓ Government student loans – Mechanical program group (86%)
- ✓ Government grants – Vehicle program group (85%)
- ✓ Monetary awards – Vehicle program group (65%)

Incidence of application is highest among (asked of those graduates who are aware):

- ✓ Employment Insurance – Architectural/Construction (25%)
- ✓ Government student loans – 'Other' program group (10%)
- ✓ Government grants – 'Other' program group (40%)
- ✓ Monetary award – 'Other' program group (38%)

Frequency of receiving funding is highest among (asked of those graduates who applied):

- ✓ Employment Insurance – Mechanical program group (86%)
- ✓ Government student loans – Mechanical program group (39%)
- ✓ Government grants – 'Other' program group (74%)
- ✓ Monetary award – 'Other' program group (62%)

In regard to the success graduates have applying or receiving funding, the following groups are found to be most successful (lowest incidence of difficulty):

- ✓ Employment Insurance – Electrical or Metal program groups (31%)
- ✓ Government student loans – Electrical or Vehicle program groups (6%)

Table 15

Awareness, Application for and Success Rates for Receiving Government Funding by Program Group								
Question C5C,C5A, C5B	**Received**		**Experienced Difficulties Applying or Receiving**		**Awareness of those who did not receive funding**		**Those who are aware of the source, and applied, but did not receive funding**	
	%	**n**	**%**	**n**	**%**	**n**	**%**	**n**
Employment Insurance								
Architectural/Construction	75%	359	35%	286	71%	89	25%	63
Electrical	85%	775	31%	677	82%	120	22%	98
Metal	79%	482	31%	396	80%	101	19%	81
Mechanical	86%	625	32%	556	82%	85	23%	70
Vehicle	80%	683	33%	571	89%	136	20%	121
Other	61%	135	49%	86	53%	53	14%	28*
Total	81%	3,059	33%	2,572	79%	584	21%	461
Government Student Loans								
Architectural/Construction	27%	359	7%	109	79%	261	5%	207
Electrical	32%	775	6%	267	83%	530	5%	442
Metal	38%	482	7%	196	83%	298	5%	247
Mechanical	39%	625	7%	269	86%	384	8%	331
Vehicle	30%	683	6%	228	84%	477	5%	401
Other	34%	135	15%	53	79%	89	10%	70
Total	33%	3,059	7%	1,122	83%	2,039	6%	1,698
Government Grants								
Architectural/Construction	57%	359	-	-	68%	153	25%	104
Electrical	66%	775	-	-	76%	267	27%	204
Metal	71%	482	-	-	80%	140	29%	112
Mechanical	63%	625	-	-	84%	231	38%	195
Vehicle	64%	683	-	-	85%	246	30%	209
Other	74%	135	-	-	57%	35	40%	20*
Total	65%	3,059	-	-	79%	1,072	31%	844
Monetary Award such as the Apprentice Training Award or the First Period Apprentice Award								
Architectural/Construction	43%	359	-	-	54%	206	25%	111
Electrical	43%	775	-	-	60%	440	26%	262
Metal	48%	482	-	-	58%	253	27%	147
Mechanical	48%	625	-	-	61%	326	31%	198
Vehicle	51%	683	-	-	65%	335	31%	218
Other	62%	135	-	-	47%	51	38%	24*
Total	47%	3,059	-	-	54%	206	28%	960
Scholarships								
Architectural/Construction	18%	359	-	-	-	-	-	-
Electrical	13%	775	-	-	-	-	-	-
Metal	13%	482	-	-	-	-	-	-
Mechanical	15%	625	-	-	-	-	-	-
Vehicle	17%	683	-	-	-	-	-	-
Other	16%	135	-	-	-	-	-	-
Total	15%	3,059	-	-	-	-	-	-

**Use caution with interpretation due to small base size.*
Note: Scholarships awareness of and application were not asked in 2018/2019

INDUSTRY SOURCES OF FUNDING

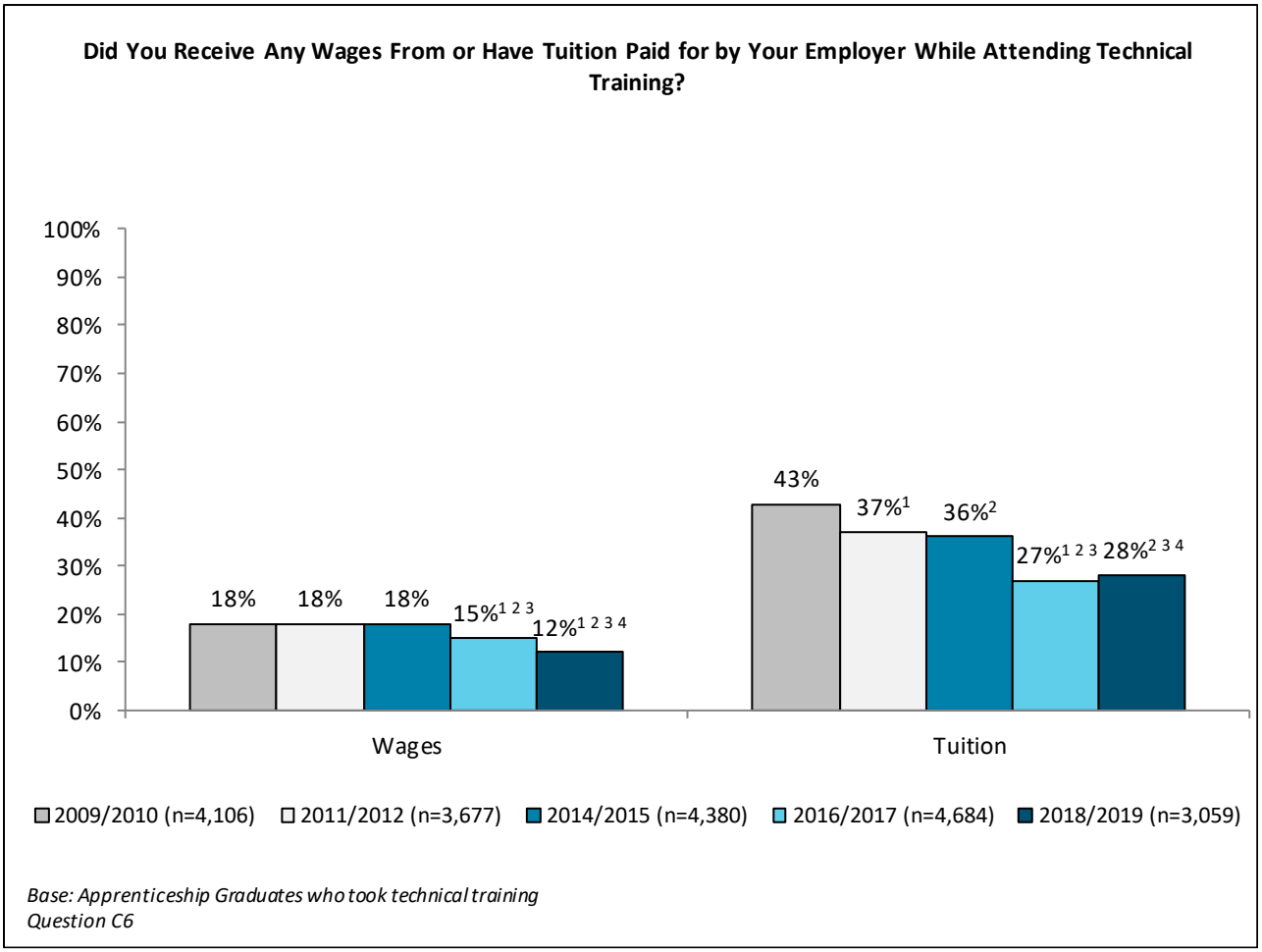
Among the 2018/2019 respondents, the following sources of financial support were received from employers or industry:

- ✓ Tuition paid for by employer (28%);
- ✓ Wages by employer (12%);
- ✓ Support or gift from family member (11%);
- ✓ Loan from family member (6%);
- ✓ Bank loan (4%);
- ✓ Travel costs paid for by employer (4%);
- ✓ Grant from employer association or employee association (3%);
- ✓ Gift or grant from employer (3%); and
- ✓ Loan from employer (2%).

The proportion of 2018/2019 respondents who received wages from their employer has decreased significantly in 2018/2019 (12%) compared to 2016/2017 results (15%), forming a downward trend over the past three years. Those who had their tuition paid for by their employer while attending classroom instruction remains consistent with 2016/2017 results.

Those in the Northeast (20%) and Northwest (21%) regions are more likely to receive wages from their employer than those in the Urban (10%) or South (14%) regions.

Figure 15



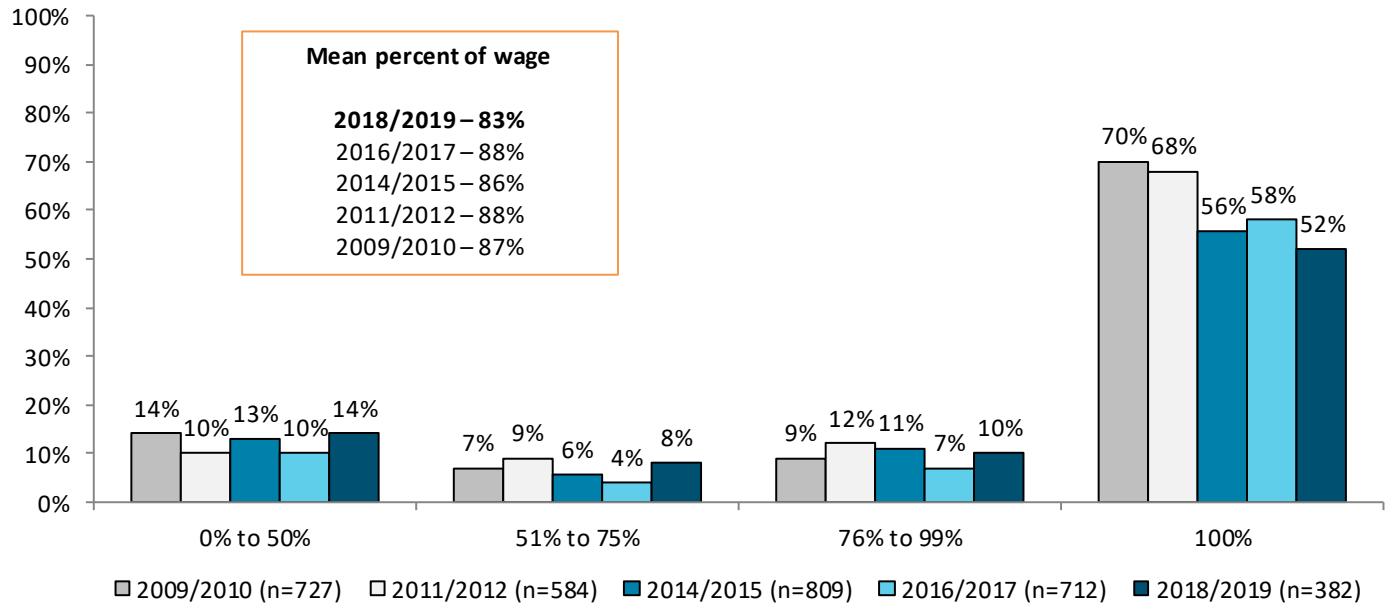
Just over one in ten (12%) of 2018/2019 graduates received wages from their employer during their most recent period of classroom instruction. Over half (52%) of these graduates received 100% of their regular wage, a decrease from all previous survey years.

The average wage amount received by respondents in 2018/2019 is 83% of their regular wage. Although fluctuating downwards slightly, this average has remained somewhat consistent throughout the years (a range of 83%-87%), despite being the lowest average over the past five reporting years.

Figure 16

For the Most Recent Period of Technical Training, What Percentage of Your Regular Wage Did You Receive?

- Percentage of graduates who received percentage of wage -



Base: Apprenticeship Graduates that received wages from their employer during classroom instruction
Question C7B

While the greatest proportion (21%) of the 2018/2019 respondents from the 'other' program group report receiving wages while attending formal instruction, these respondents also report receiving the lowest average percentage of their wage (66%) when compared to all other program groups.

In regard to tuition, two-in-five (39%) of graduates from apprenticeship programs in the vehicle group report having it paid for by their employer. By contrast only one-in-five (21%) of respondents in 'other' or electrical programs report that employers paid for their tuition.

Table 16

Receipt of Wages and Tuition Paid for by Employers While Attending Technical Training by Trade Group

Question C6/C7B	Wages		Tuition
	% Receiving	Average % of regular wage received	% Receiving
Architectural/Construction	11%	74%	35%
Electrical	11%	92%	21%
Metal	12%	83%	30%
Mechanical	7%	84%	20%
Vehicle	19%	82%	39%
Other	21%	66%	21%
Total	12%	83%	28%

Base: Apprenticeship Graduates who took technical training

In regard to the receipt of wages by method of delivery encountered, in 2018/2019 respondents participating in WATS (35%) and mobile delivery (29%) were more likely to receive wages while attending classroom instruction. Those who participated in WATS (90%) or mobile delivery (86%) were more likely to receive a higher average percentage of their regular wage while attending classroom instruction. Average wages received for various delivery methods range from 82%-90% of graduates' regular wage.

Table 17

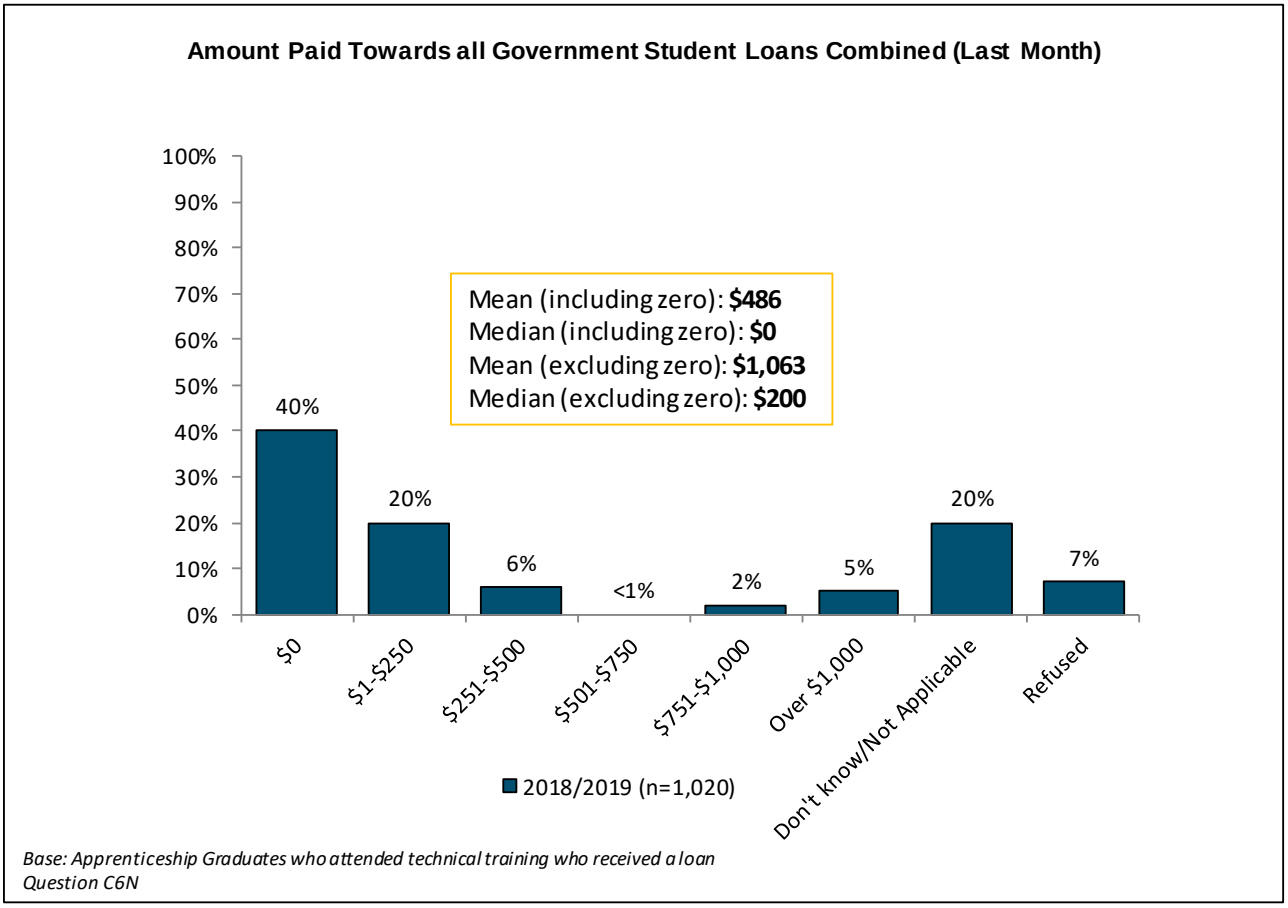
Receipt of Wages by Type of Instruction Method Encountered		
Question C6/C7B	**% receiving wages**	**Average % of regular wage received***
Weekly Apprenticeship Training (WATS)	35%	90%
Mobile Delivery	29%	86%
Distance Delivery	18%	83%
Traditional lab/lecture	13%	82%
Blended Learning	10%	80%
Competency Based Apprenticeship Training (CBAT)	9%	77%

Base: Apprenticeship graduates who took classroom instruction
**Base: Apprenticeship graduates who took technical training who received wages*

REPAYMENT OF STUDENT LOANS

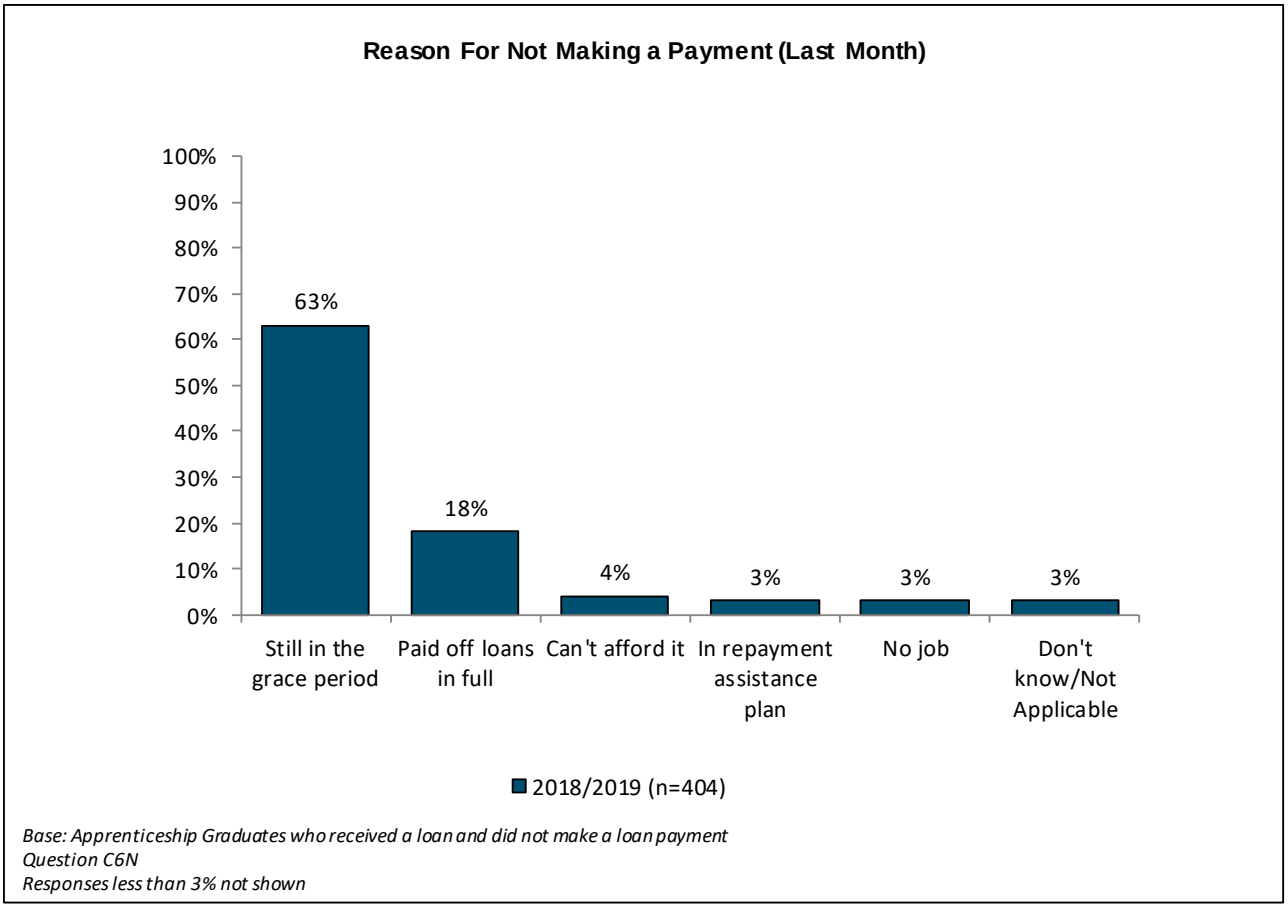
Among students in 2018/2019 who attended classroom instruction and received a student loan, the average amount paid towards all government student loans last month was $486 (including those who paid $0). When excluding those who paid $0 last month, the average increases to $1,063. Over three-in-five (63%) said they did not make a payment was because they are in the grace period.

Figure 17



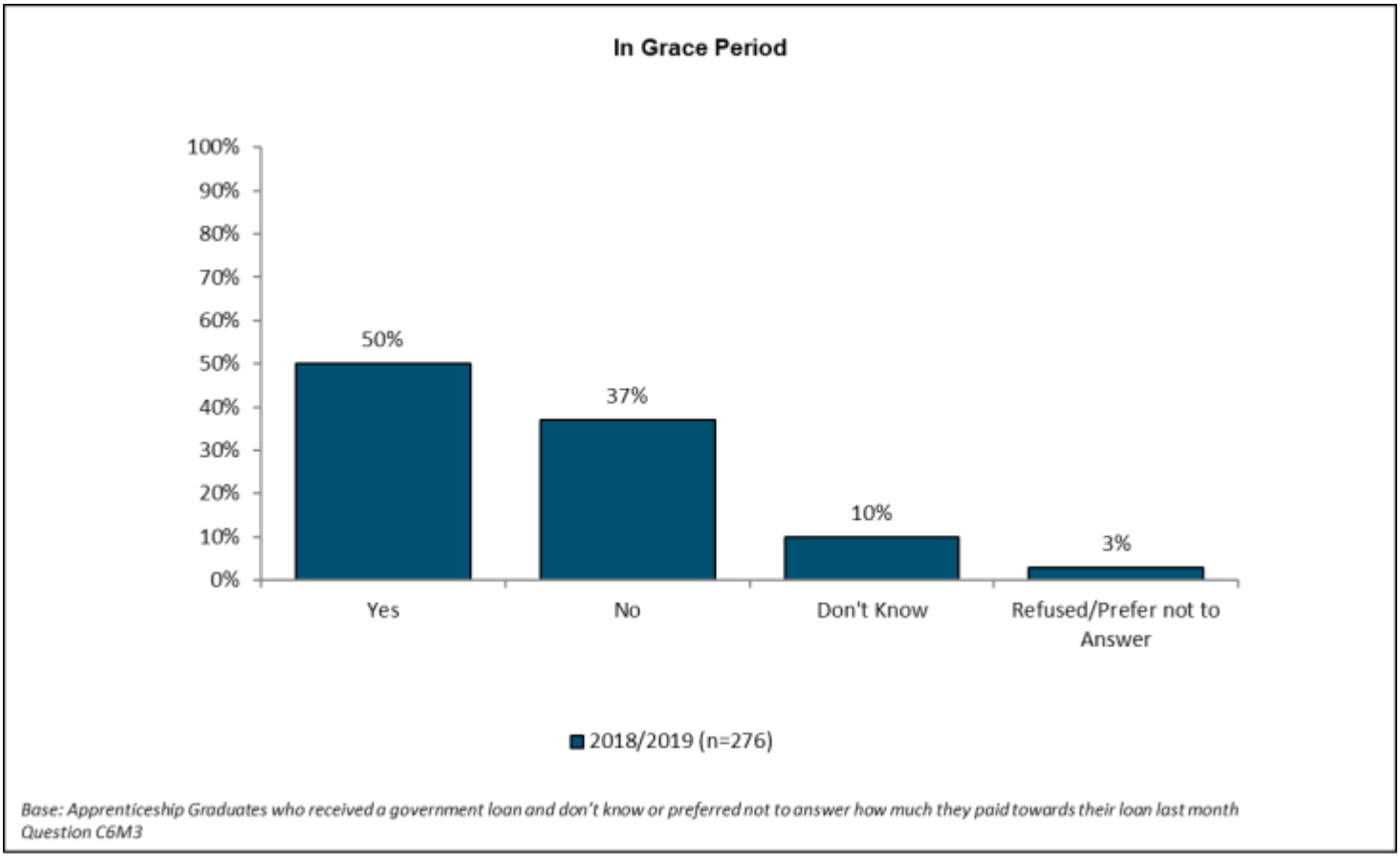
Base: Apprenticeship Graduates who attended technical training who received a loan
Question C6N

Figure 18



Base: Apprenticeship Graduates who received a loan and did not make a loan payment
Question C6N
Responses less than 3% not shown

Figure 19



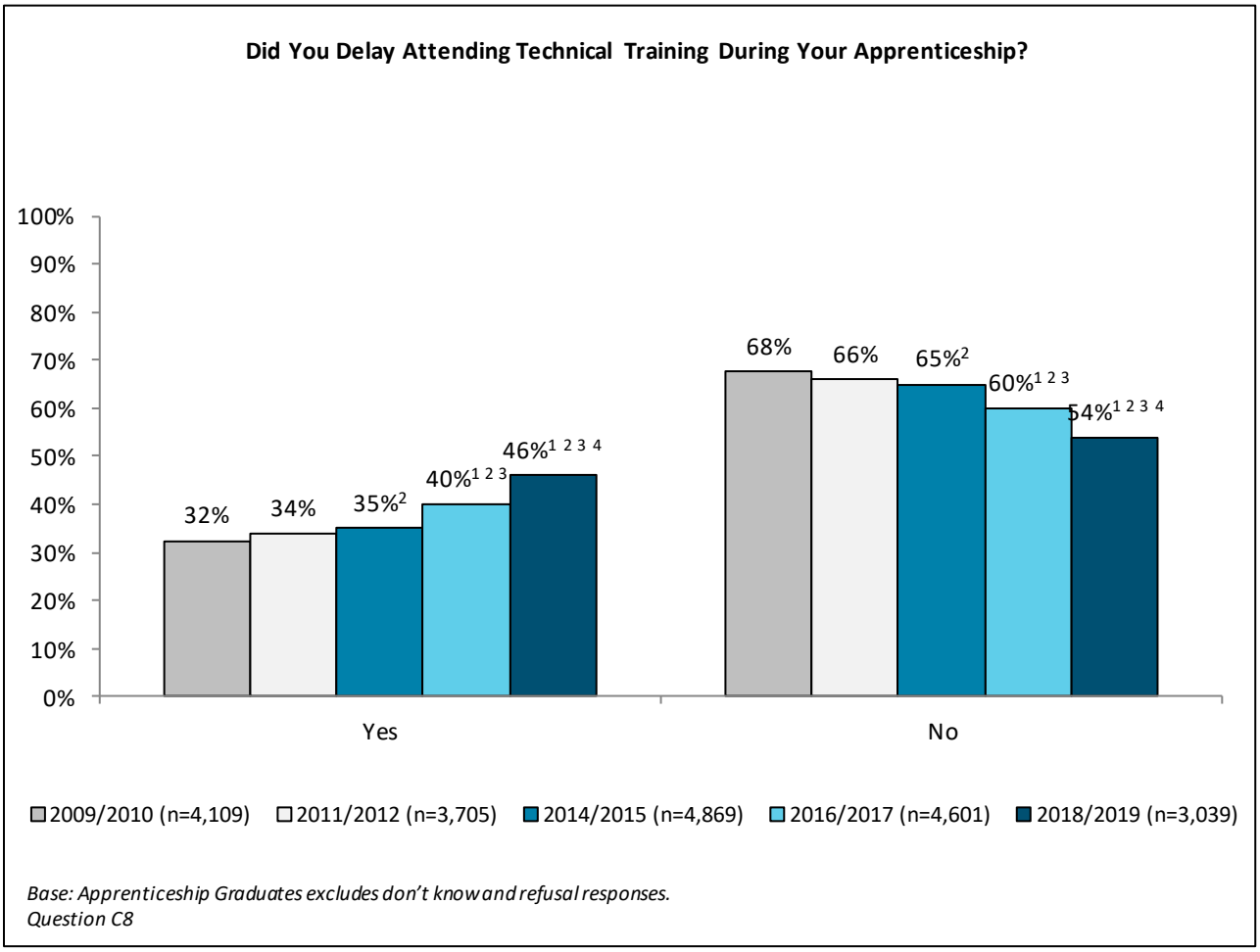
Base: Apprenticeship Graduates who received a government loan and don't know or preferred not to answer how much they paid towards their loan last month
Question C6M3

REASONS FOR EVER DELAYING CLASSROOM INSTRUCTION

2018/2019 respondents were asked if they had ever delayed attending classroom instruction during their apprenticeship, with nearly half (46%) indicating they had, the highest in the past five reporting years, and forming an upward trend.

Those in the Urban region (47%) are more likely than those in the Northeast region (40%) to delay classroom instruction during their apprenticeship.

Figure 20



Base: Apprenticeship Graduates excludes don't know and refusal responses.
Question C8

Graduates of 2018/2019 who delayed their classroom instruction cited their main reason as not being able to afford to take the instruction due to a lack of financial resources (47%), followed by not wanting to give up the wages they were earning (32%) and/or that their employer wanted them to work (31%).

Table 18

Reasons for Delaying Classroom Instruction					
Question C11 ***Multiple Mentions***	***Percent of Apprenticeship Graduates who delayed attending technical training***				
	2009/2010 (n=1,331)	**2011/2012 (n=1,245)**	**2014/2015 (n=1,688)**	**2016/2017* (n=1,888)**	**2018/2019 (n=1,388)**
Could not afford to take due to lack of financial resources	36%	41%	43%	49%	47%
Did not want to give up wages I was earning	23%	21%	28%	29%	32%
Employer wanted me to work	27%	26%	25%	32%	31%
Not enough space at the institution	13%	13%	14%	14%	15%
Injury/illness/pregnancy	3%	5%	4%	3%**	4%
Family situation	4%	2%	3%	6%***	2%
Wanted more field experience	3%	3%	3%	3%	4%
Employment situation changed (laid off, transferred, etc.)	1%	2%	2%	2%	3%
Didn't want to give up current position/didn't want to give up an opportunity at work	-	-	-	-	2%

Base: Apprenticeship Graduates who delayed classroom instruction
Mentions less than 2% not included
**Coding in 2016/2017 done differently than previous years and the current year (2018/2019), use caution when comparing results.*
***3% includes all health reasons (injury, illness, pregnancy, maternity leave)*
****7% includes personal/family situation (travelling, family member illness, unspecified)*

Among the 2018/2019 respondents who indicated that they delayed attending classroom instruction the electrical (50%) and metal program groups (47%) are more likely to have delayed. And 53% of the metal and 48% of the mechanical program groups delayed because they could not afford to attend.

Table 19

Graduates who Delayed Formal Instruction by Trade Group										
Question C8/C11	*Percent of Apprenticeship Graduates who delayed formal instruction*									
	2009/2010		2011/2012		2014/2015		2016/2017		2018/2019	
	Delayed	Delayed that could not afford to attend*	Delayed	Delayed that could not afford to attend*	Delayed	Delayed that could not afford to attend*	Delayed	Delayed that could not afford to attend*	Delayed	Delayed that could not afford to attend*
Architectural/Construction (n=388) *(n=140)	25%	25%	30%	36%	31%	38%	34%	41%	36%	41%
Electrical (n=786) *(n=393)	39%	36%	34%	42%	43%	44%	44%	48%	50%	47%
Metal (n=491) *(n=232)	32%	35%	34%	44%	31%	50%	38%	53%	47%	53%
Mechanical (n=664) *(n=295)	38%	43%	39%	44%	43%	43%	44%	50%	44%	48%
Vehicle (n=758) *(n=320)	29%	36%	33%	37%	31%	40%	40%	48%	42%	46%
Other (n=322) *(n=63)	21%	37%	23%	30%	19%	30%	28%	44%	20%	40%
Total (n=3,409) *(n=1,443)	32%	36%	34%	41%	35%	43%	40%	49%	42%	47%

Base: Apprenticeship Graduates who delayed formal instruction excludes don't know and refusal responses.
**Base: Apprenticeship Graduates who delayed formal instruction due to finances*
"n" shows number of apprenticeship graduates for the 2018/2019 survey

By program group, the proportion of apprenticeship graduates that delayed due to a lack of finances ranged from 10% among 'other' programs to 24% among the metal program group.

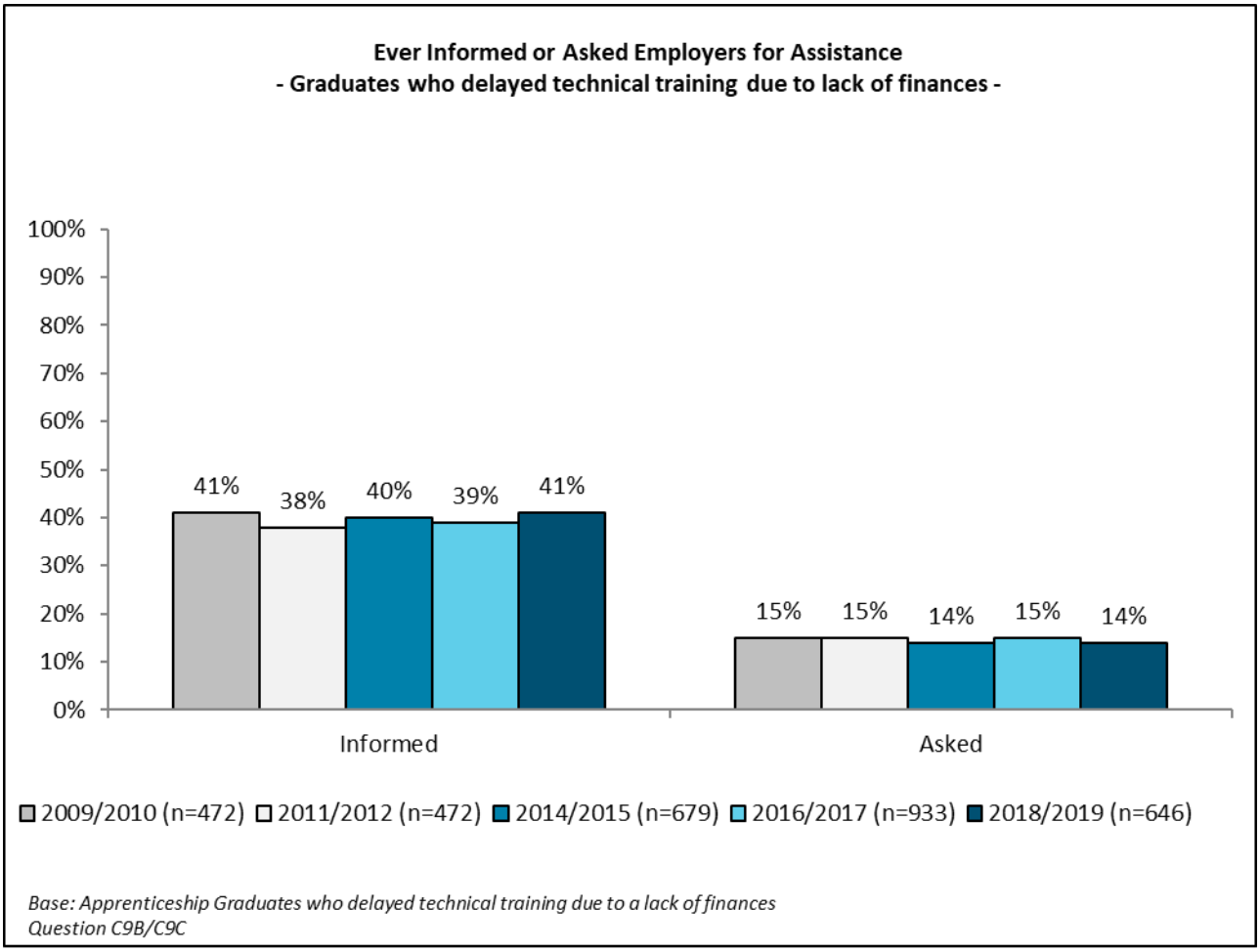
Table 20

Graduates who Delayed Classroom Instruction Due to Finances by Trade Group					
Question C11	*Incidence of delay due to finances*				
	2009/2010	2011/2012	2014/2015	2016/2017	2018/2019
Architectural/Construction (n=382)	6%	11%	12%	14%	15%
Electrical (n=803)	14%	15%	19%	21%	23%
Metal (n=501)	11%	15%	16%	20%	24%
Mechanical (n=651)	16%	17%	19%	21%	21%
Vehicle (n=711)	10%	12%	13%	18%	19%
Other (n=136)	8%	7%	6%	6%	10%
Total (n=3,184)	12%	14%	15%	18%	20%

Base: Apprenticeship Graduates
"n" shows number of respondents for the 2018/2019 survey

Graduates who had delayed their classroom instruction due to finances were asked if they had informed their employer or asked their employer for assistance. Two-in-five (41%) graduates indicate that they had informed their employer, while less than one-in-five (14%) asked for their employer for assistance.

Figure 21



Respondents in 2018/2019 are most likely to delay their classroom instruction due to finances in the second (47%) and/or third (48%) periods, this is consistent with previous survey years.

Table 21

Period Technical Training was Delayed Due to Lack of Financial Resources					
Question C9D	% that delayed				
	2009/2010 (n=472)	2011/2012 (n=474)	2014/2015 (n=679)	2016/2017 (n=933)	2018/2019 (n=678)
First period	34%	38%	41%	38%	34%
Second period	48%	47%	51%	46%	47%
Third period	44%	44%	48%	48%	48%
Fourth period	26%	24%	27%	23%	31%

Base: Apprenticeship Graduates who delayed technical training due to a lack of finances

Table 22 below details the findings by period for delays in classroom instruction due to a lack of financial resources and employer response. Graduates who delayed Classroom instruction were also asked whether their employer offered to pay some or all of their tuition or wages for that period. Among the 2018/2019 respondents, the proportion who indicate that their employer offered to pay all or some of their tuition ranges from 11%-15%, while the proportion of employers that offered to pay some or all their wages ranges from 2%-3%.

Table 22

Period Technical Training was Delayed Due to Lack of Financial Resources and Employer Response										
F1D	Employer offered to pay:									
	2009/2010		2011/2012		2014/2015		2016/2017		2018/2019	
	Some or all tuition	Some or all wages	Some or all tuition	Some or all wages	Some or all tuition	Some or all wages	Some or all tuition	Some or all wages	Some or all tuition	Some or all wages
First period	19% (n=160)	9% (n=160)	24% (n=178)	5% (n=178)	18% (n=280)	4% (n=280)	13% (n=352)	3% (n=352)	14% (n=229)	2% (n=229)
Second period	19% (n=227)	10% (n=227)	10% (n=223)	2% (n=223)	20% (n=348)	4% (n=348)	10% (n=431)	3% (n=431)	13% (n=316)	3% (n=316)
Third period	21% (n=207)	11% (n=207)	7% (n=209)	1% (n=209)	20% (n=325)	6% (n=325)	9% (n=444)	3% (n=444)	15% (n=324)	2% (n=324)
Fourth period	21% (n=122)	7% (n=122)	8% (n=111)	2% (n=111)	21% (n=186)	9% (n=186)	12% (n=218)	4% (n=218)	11% (n=211)	2% (n=211)

Base: Apprenticeship Graduates who delayed technical training due to a lack of finances

SATISFACTION WITH CLIENT SERVICES STAFF

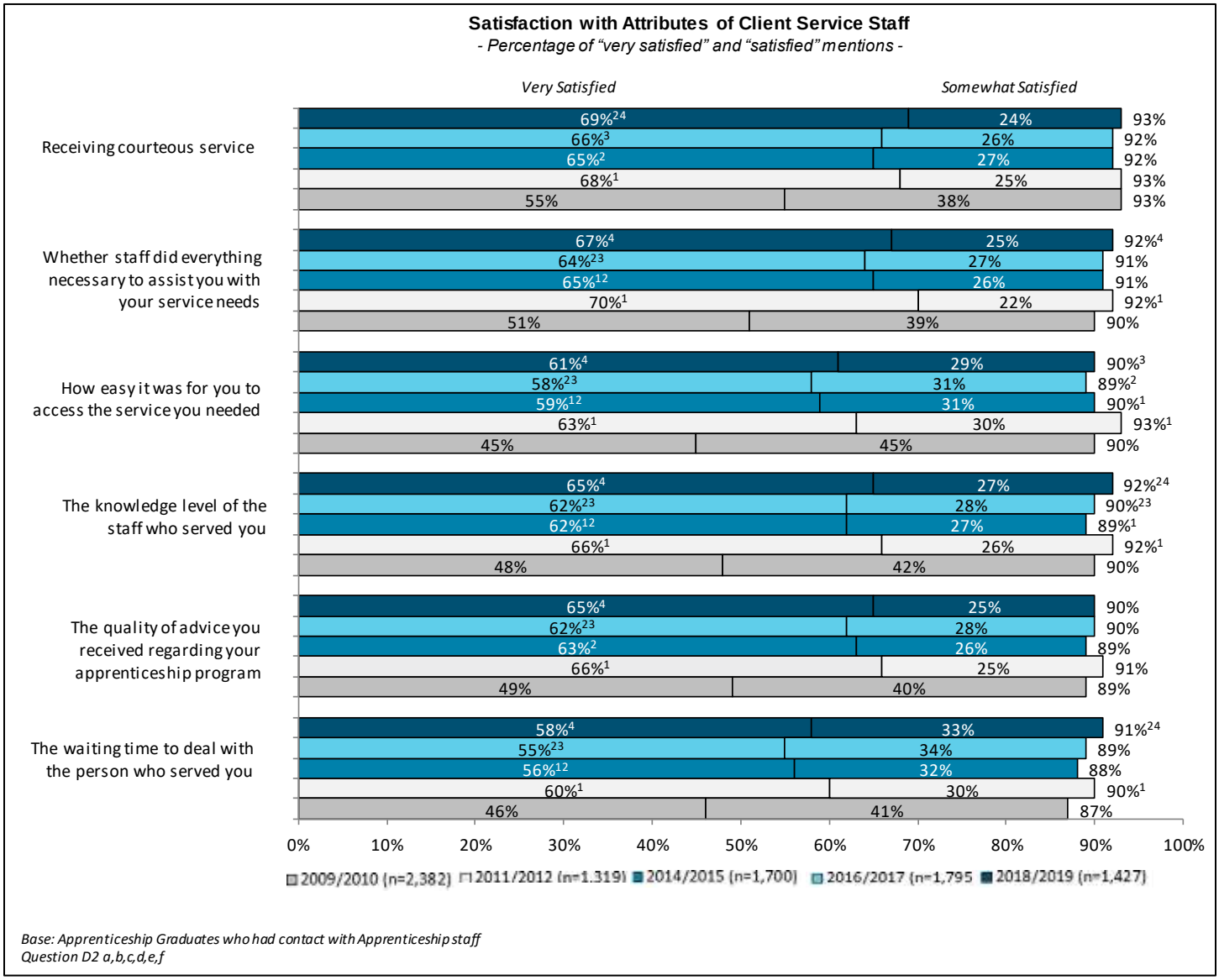
Graduates were asked to rate their level of satisfaction with respect to the attributes of Client Services staff.

SATISFACTION WITH ATTRIBUTES OF CLIENT SERVICES STAFF

In 2018/2019, two-in-five (42%) respondents report having contact with Client Services staff. The majority of graduates (a range of 90%-93%) were satisfied overall with staff service on all six measured attributes. Graduates were most satisfied with receiving courteous service (93%), and least satisfied with the quality of advice and ease of access for services (90%). Results in 2018/2019 are relatively similar to the previous reporting year.

Very satisfied ratings in 2018/2019 have remained consistent with 2016/2017 results.

Figure 22



Base: Apprenticeship Graduates who had contact with Apprenticeship staff
Question D2 a,b,c,d,e,f

Graduates who are satisfied overall (n=1,395) with the various attributes of staff service were asked to further describe their reason(s) for satisfaction. Although the majority (49%) give no further reasoning, the following are the most cited mentions among those who provided reasons:

- ✓ They're helpful/knowledgeable/questions answered/did the best they could/good advice (13%);
- ✓ They're very courteous/friendly/cared/easy to deal with/confident/good attitude (6%);
- ✓ Very prompt/they handle things promptly/no waiting (4%);
- ✓ Easy to reach/return calls/available (3%); and
- ✓ I was very happy with them/no problems/did their job (2%).

Graduates who are dissatisfied overall (n=257) with the various attributes of staff service were asked to further describe their reason(s) for dissatisfaction. Although nearly a quarter of graduates (23%) give no further reasoning, the following are the most cited mentions:

- ✓ Hard to contact their staff (calls not returned/long waits to talk to staff) (14%);
- ✓ Staff not properly trained/staff not knowledgeable/not helpful/inflexible (14%);
- ✓ Bad attitudes from staff/rude/unprofessional/unfriendly (10%);
- ✓ Inconsistent information given/incorrect info given/didn't know some specifics (9%);
- ✓ Getting information from their website is difficult/Dissatisfied with website (6%);
- ✓ Refused to recognize hours worked in trade/problem with hours (4%);
- ✓ Inconvenient office hours/should work longer hours/work Saturdays (3%);
- ✓ System of turning in blue book/long process (2%);
- ✓ Hard to obtain information (2%);
- ✓ Their inability to access records/disorganized/need better communication between offices/confused staff (2%);
- ✓ Not informed about grants/not helpful with getting grants/financial assistance (2%);
- ✓ Poor/lack of communication from staff (2%);
- ✓ Having problems communicating in English (2%); and
- ✓ Dislikes information sent to specific office, prefer to deal with another office (2%).

Overall satisfaction with the quality of services from Client Services staff remains high in 2018/2019 (93%, consistent with past years results), with over two-thirds (67%) indicating being very satisfied.

Those in the Northeast region (99%) are more likely to be satisfied with the overall quality of services from Client Services staff than those in the Urban (92%), South (93%), and Northwest (94%) regions.

Figure 23

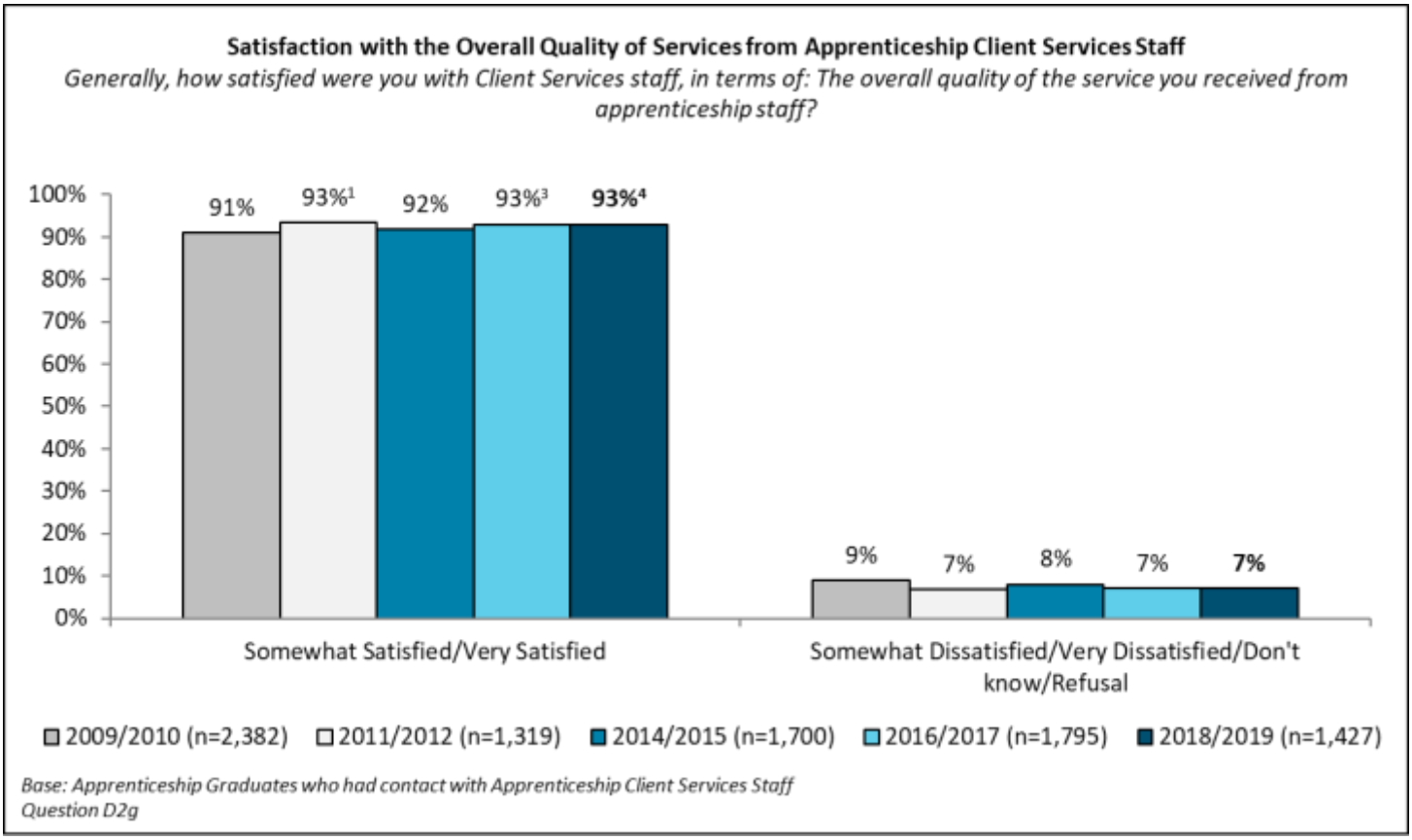


Table 23

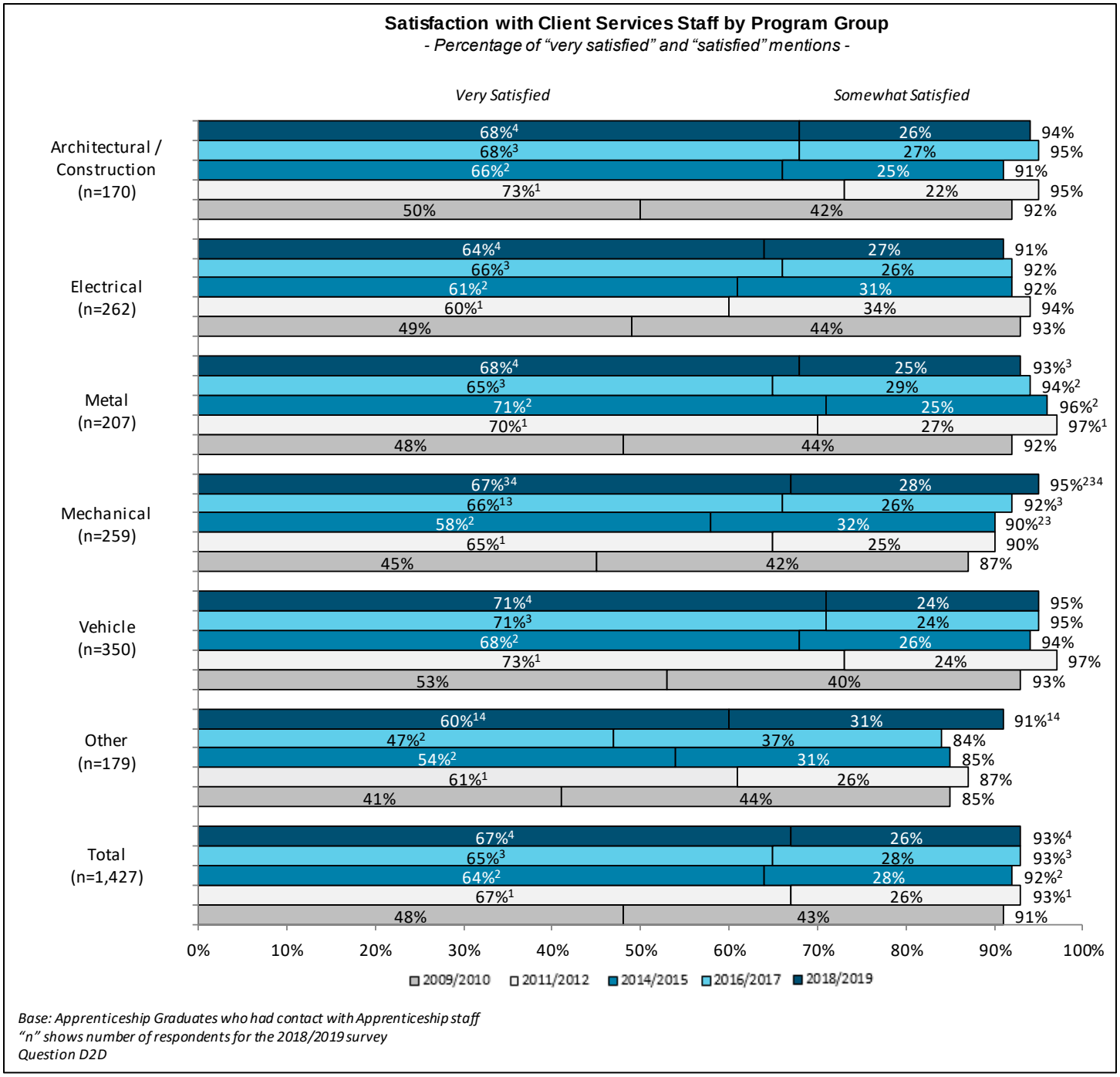
Satisfaction with Client Services Staff					
Question D2g	*Percent of Apprenticeship Graduates*				
	2009/2010 (n=2,382)	2011/2012 (n=1,319)	2014/2015 (n=1,700)	2016/2017 (n=1,795)	2018/2019 (n=1,427)
Very satisfied	48%	67%[1]	64%[2]	65%[3]	67%[4]
Somewhat satisfied	43%	26%[1]	28%[2]	27%[3]	26%[4]
Somewhat dissatisfied	7%	4%[1]	4%[2]	3%[3]	4%[4]
Very dissatisfied	2%	2%	3%[2]	3%[3]	2%
Don't know	<1%	<1%	1%[1 2]	1%	1%
Refused	-	-	<1%	<1%	-

Base: Apprenticeship Graduates who had contact with Apprenticeship staff

Among 2018/2019 respondents, overall satisfaction with staff service by program group remains high with a range of 91%-95% being satisfied; results are consistent with 2016/2017, excluding the 'other' program group where satisfaction has increased compared to 2016/2017 (91% in 2018/2019, 84% in 2016/2017). The mechanical and vehicle program groups (95%) garner the highest level of overall satisfaction, while 'other' and electrical program groups (91%) garner the lowest.

Among those very satisfied with Client Services staff service, the 'other' program group increased significantly since 2016/2017 (60% in 2018/2019, 47% in 2016/2017).

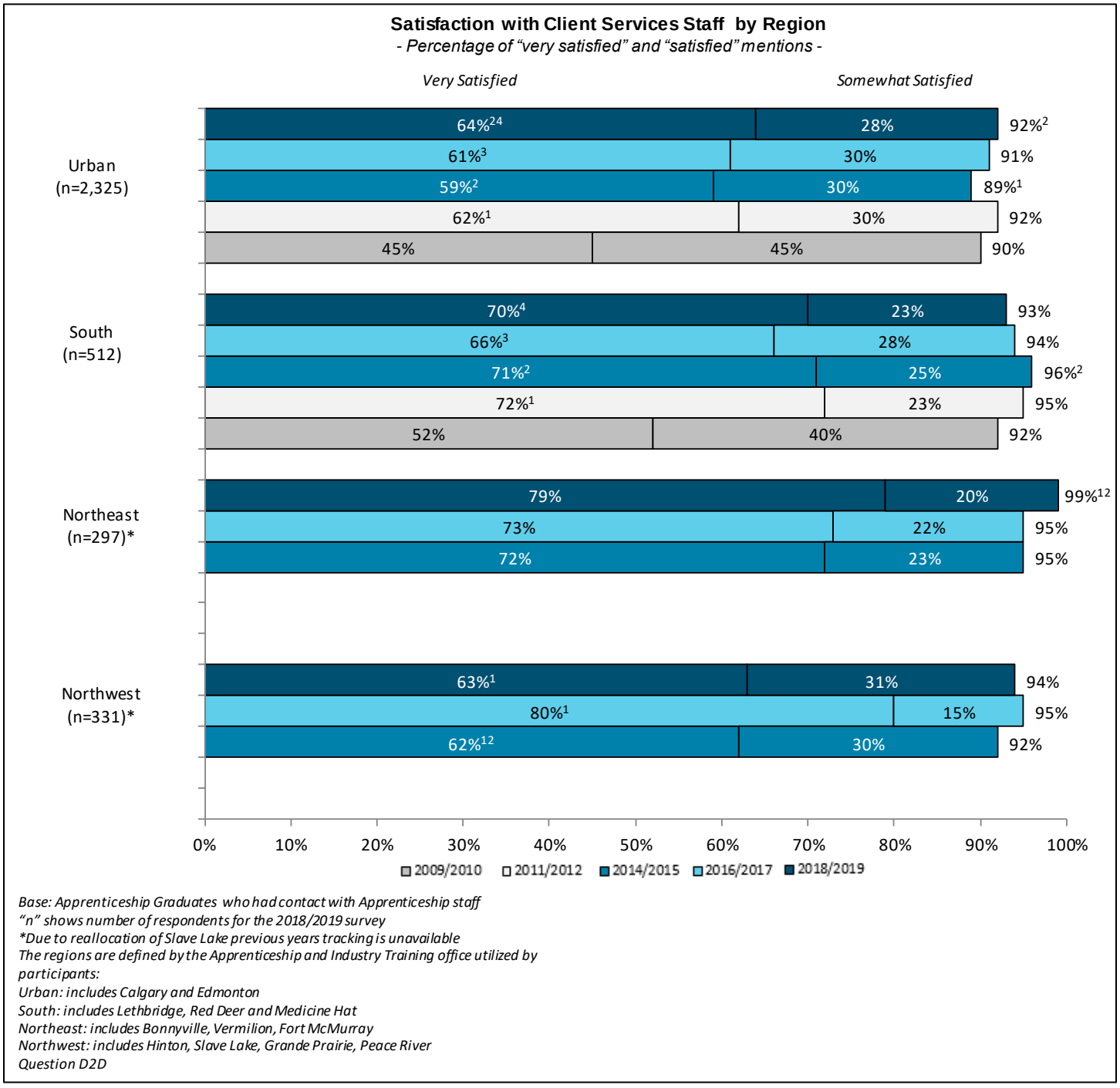
Figure 24



Base: Apprenticeship Graduates who had contact with Apprenticeship staff
"n" shows number of respondents for the 2018/2019 survey
Question D2D

Among the regions, those very satisfied with Client Services staff service has decreased significantly in the Northwest region compared to 2016/2017 results, comparable more to 2014/2015 results (63% in 2018/2019, 80% in 2016/2017, 62% in 2014/2015).

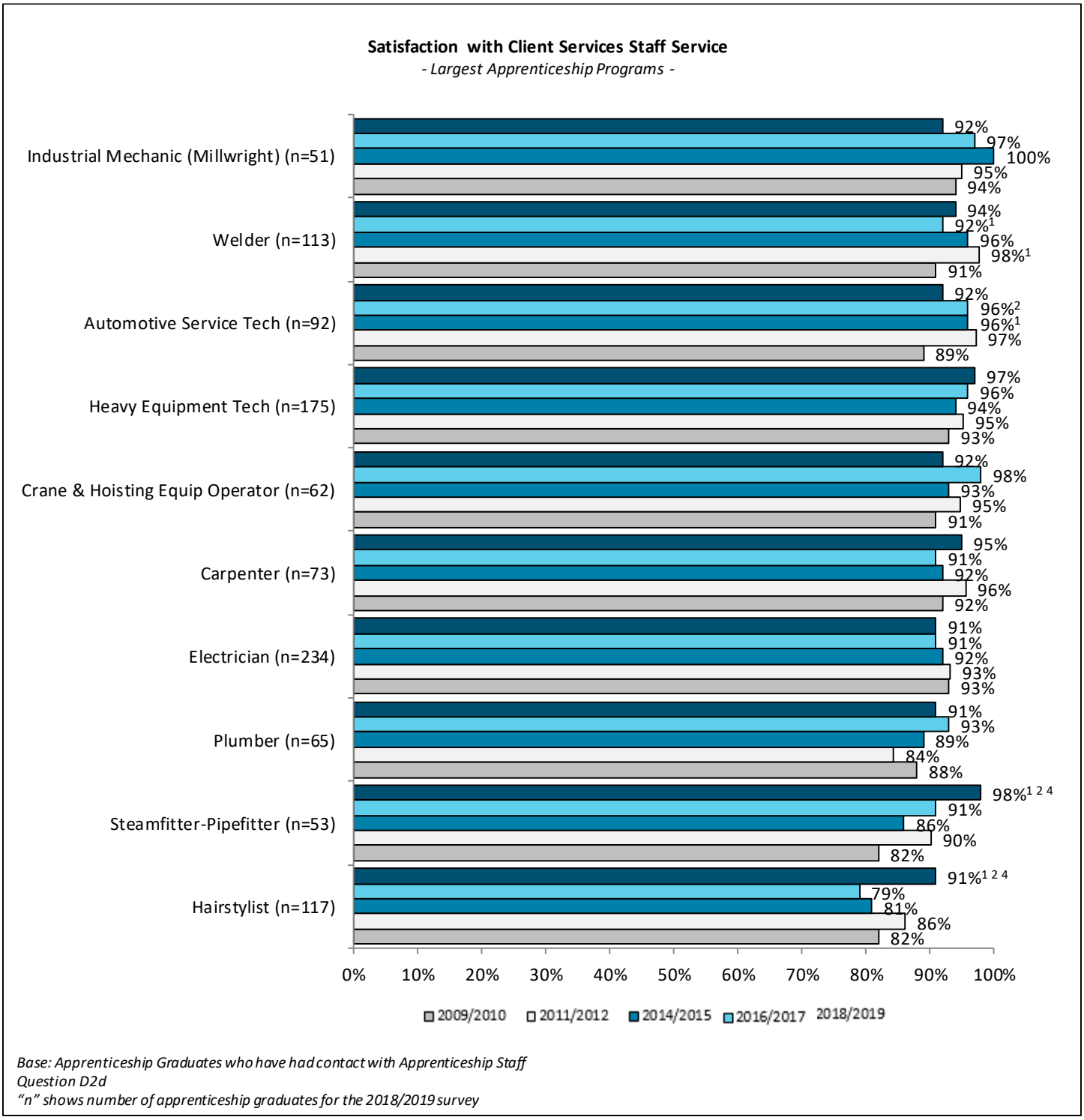
Figure 25



Base: Apprenticeship Graduates who had contact with Apprenticeship staff
"n" shows number of respondents for the 2018/2019 survey
**Due to reallocation of Slave Lake previous years tracking is unavailable*
The regions are defined by the Apprenticeship and Industry Training office utilized by participants:
Urban: includes Calgary and Edmonton
South: includes Lethbridge, Red Deer and Medicine Hat
Northeast: includes Bonnyville, Vermilion, Fort McMurray
Northwest: includes Hinton, Slave Lake, Grande Prairie, Peace River
Question D2D

Among the top ten apprenticeship programs, there has been an increase in satisfaction with Client Services staff among steamfitter-pipefitters in 2018/2019 compared to 2016/2017 results (98% in 2018/2018, 91% in 2016/2017), and among hairstylists (91% in 2018/2019, 79% in 2016/2017).

Figure 26



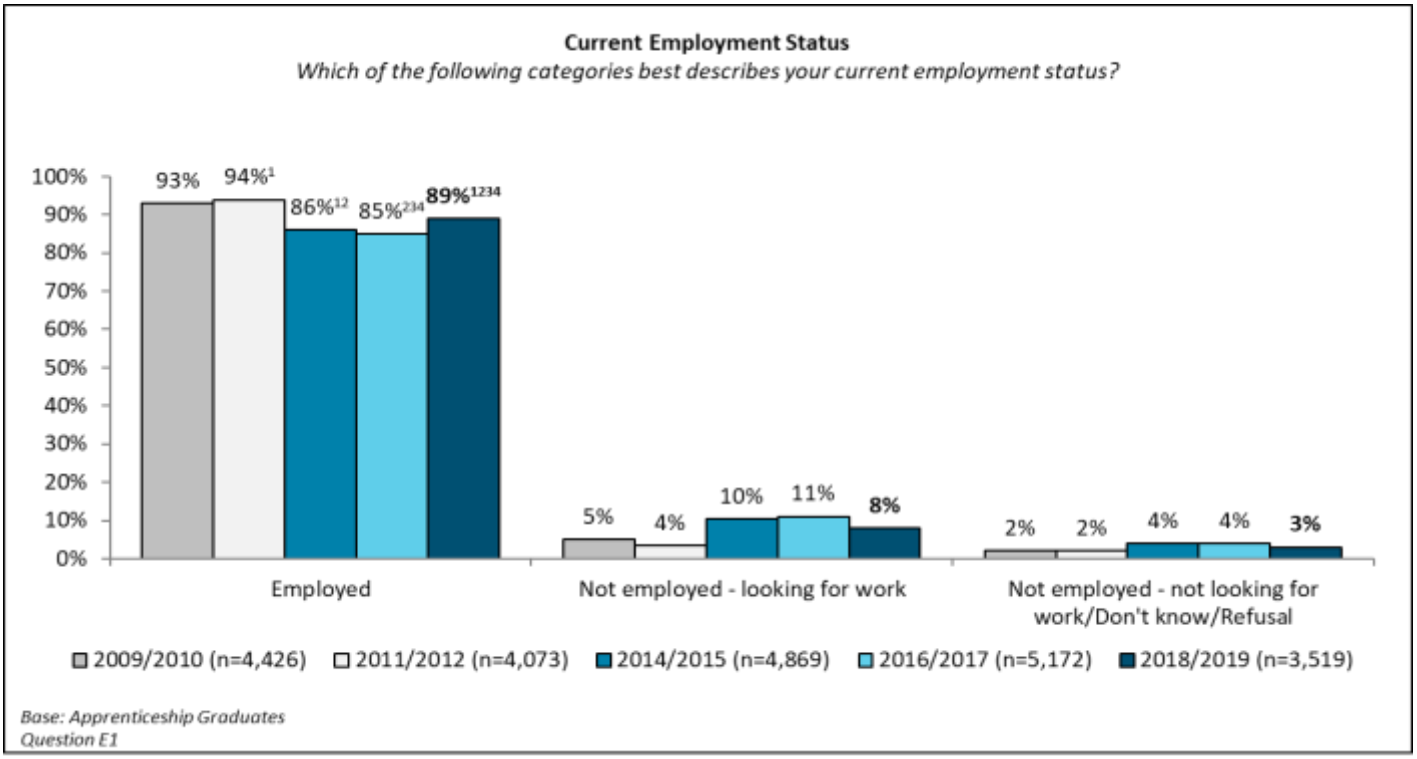
Base: Apprenticeship Graduates who have had contact with Apprenticeship Staff
Question D2d
"n" shows number of apprenticeship graduates for the 2018/2019 survey

LABOUR MARKET EXPERIENCES

CURRENT EMPLOYMENT STATUS

The current employment status of graduates was captured in the study. As shown in Figure 27A below, 89% of the 2018/2019 graduates were employed at the time of the survey, while 8% of graduates reported they were not employed, but looking for work and 3% indicated they were not employed and not looking for work (or don't know, refused to answer).

Figure 27A

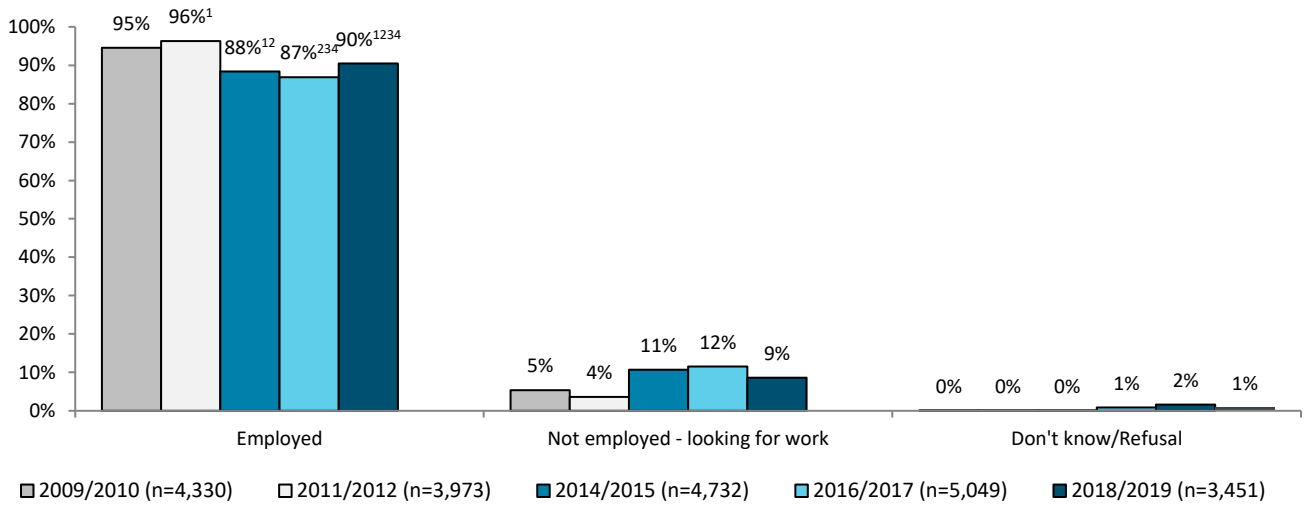


An alternate approach to measuring the proportion of employed graduates is using Statistics Canada's Labour Force Survey classification method which excludes those who were not employed and not looking for work. These individuals may not be available for work for reasons such as enrolment in a postsecondary program or taking health/medical leave. Based on this approach 90% were employed and 9% were not employed but looking for work (See figure 27B). The difference is small and this approach is based on labour market supply.

Figure 27B

Current Employment Status Based on Labour Force Classification

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



Base: Apprenticeship Graduates
Question E1, excludes those not employed and not looking for work.

For the remainder of the following analysis on employment status, reporting is based on all survey respondents. The proportion of graduates who are currently employed, 89% is an increase in 2018/2019 and is significantly higher than in 2016/2017 (85%), and in 2014/2015 (86%). 2018/2019 graduate results also see a decrease in graduates who are not employed and looking for work (8%) compared to 2016/2017 (11%) results.

Those in the Northwest region (95%) are more likely to be employed than those in the Urban (87%) and Northeast (89%) region.

One-in-ten (8%) graduates in 2018/2019 are currently not employed but looking for work. Few (5%) of graduates indicate that they are currently looking for work directly related to their apprenticeship training.

Table 24

Current Employment Status					
E1/E1A	*Percent of Apprenticeship Graduates*				
	2009/10 (n=4,426)	2011/12 (n=4,073)	2014/15 (n=4,869)	2016/2017 (n=5,172)	2018/2019 (n=3,519)
Employed	93%	94%	86%	85%	89%
Not Employed – looking for work	5%	4%	10%	11%	8%
▪ *Directly related**	*4%*	*3%*	*7%*	*7%*	*5%*
▪ *Somewhat related**	*1%*	*<1%*	*1%*	*2%*	*1%*
▪ *Not related**	*<1%*	*<1%*	*<1%*	*<1%*	*<1%*
▪ *Any kind of work**	*<1%*	*<1%*	*2%*	*2%*	*2%*
Not employed – not looking for work	2%	2%	3%	2%	2%
Refused	<1%	-	1%	2%	1%

Base: Apprenticeship Graduates
**Base: Apprenticeship Graduates (was not asked of short survey respondents in 2018/2019) (n=3,409)*

Compared to 2016/2017, the proportion employed has increased significantly among those in the metal program group (86% in 2018/2019, 78% in 2016/2017), and those in the mechanical program group (86% in 2018/2019, 82% in 2016/2017).

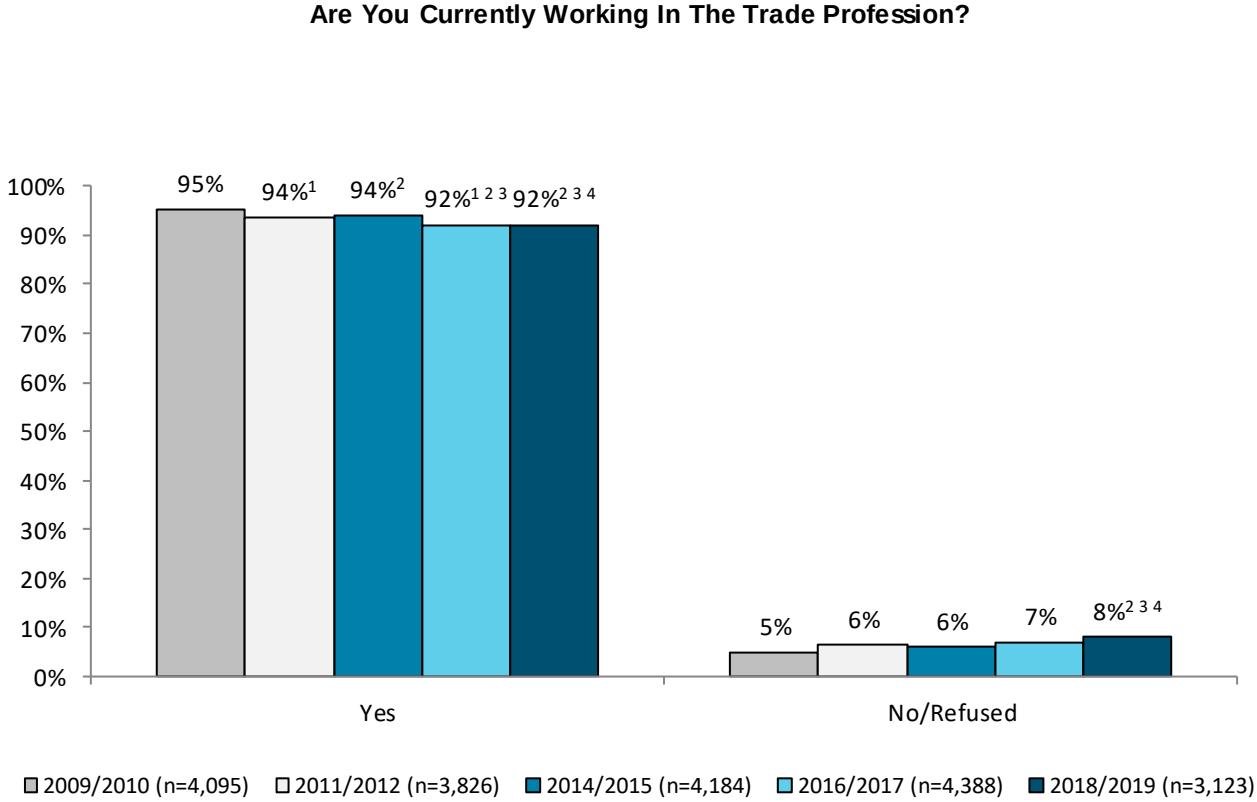
Table 25

Employed by Apprenticeship Program Group					
Question E1	*Percent of "Employed" mentions*				
	2009/2010	2011/2012	2014/2015	2016/2017	2018/2019
Architectural/Construction	95% (n=530)	95% (n=625)	89%[12] (n=652)	89%[23] (n=511)	92% (n=395)
Electrical	94% (n=749)	95% (n=763)	84%[12] (n=923)	82%[23] (n=977)	85%[34] (n=812)
Metal	89% (n=1,073)	93%[1] (n=682)	75%[12] (n=991)	78%[23] (n=1,111)	86%[12] (n=510)
Mechanical	91% (n=810)	93% (n=815)	88%[12] (n=954)	82%[123] (n=1,097)	86%[123] (n=689)
Vehicle	96% (n=854)	96% (n=768)	94% (n=915)	95% (n=1,088)	96% (n=788)
Other	91% (n=410)	89% (n=420)	87% (n=434)	88% (n=388)	89% (n=325)
Total	93% (n=4,426)	94%[1] (n=4,073)	86%[12] (n=4,869)	85%[23] (n=5,172)	89%[1234] (n=3,519)

Base: Apprenticeship Graduates
"n" shows number of apprenticeship graduates for the 2018/2019 survey

Among employed graduates in 2018/2019, the majority (92%) indicate that they are currently working in their trade profession. This proportion is consistent with 2016/2017 (92%) results.

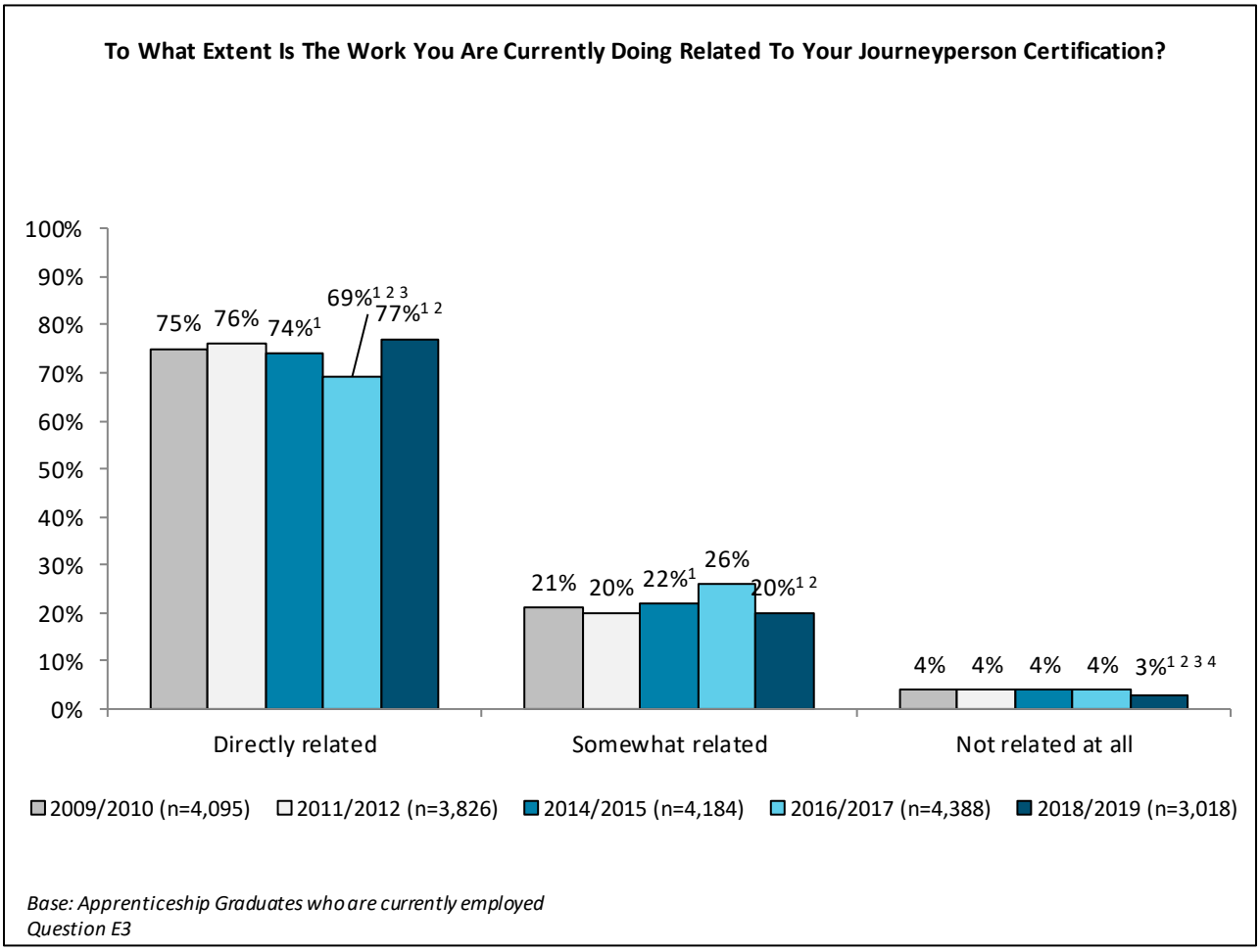
Figure 28



Base: Apprenticeship Graduates who are currently employed
Question E2

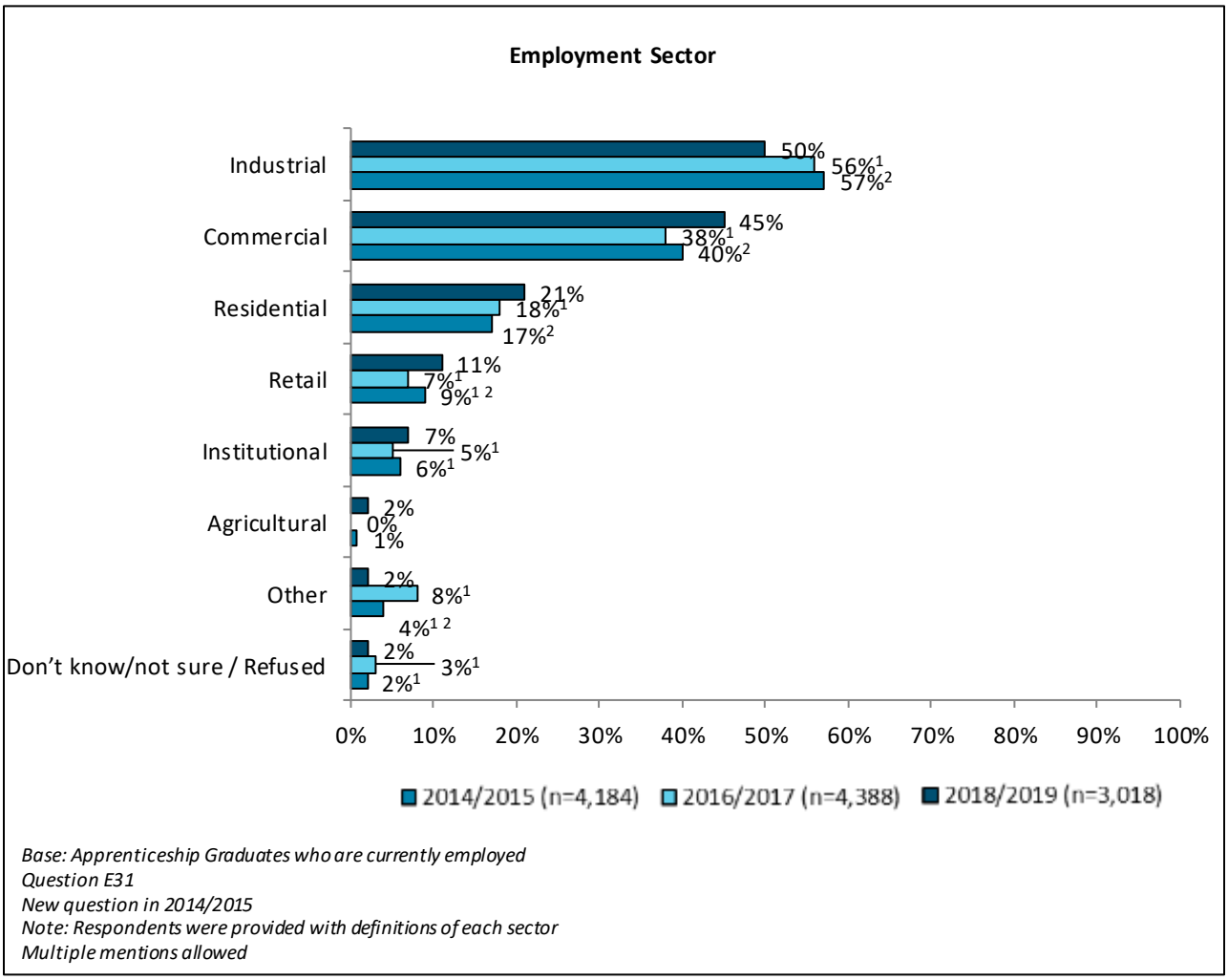
Graduates were also asked to identify the extent to which the work they are currently doing is related to their journeyperson certification. Over three-quarters (77%) of graduates in 2018/2019 indicate their work is directly related to their apprenticeship program, an increase when compared to 2016/2017 results (69%).

Figure 29



In 2018/2019 graduates were asked to indicate which sector they were currently employed in, with the majority (50%) stating the industrial sector, forming a downward trend over the past three years. Commercial, residential, retail, institutional, and agricultural, all saw a slight increase in stated employment in 2018/2019 over 2016/2017 results.

Figure 30



Base: Apprenticeship Graduates who are currently employed
Question E31
New question in 2014/2015
Note: Respondents were provided with definitions of each sector
Multiple mentions allowed

When asked to provide their current position or job title, the greatest proportion of employed graduates (78%) indicate they are a journeyperson.

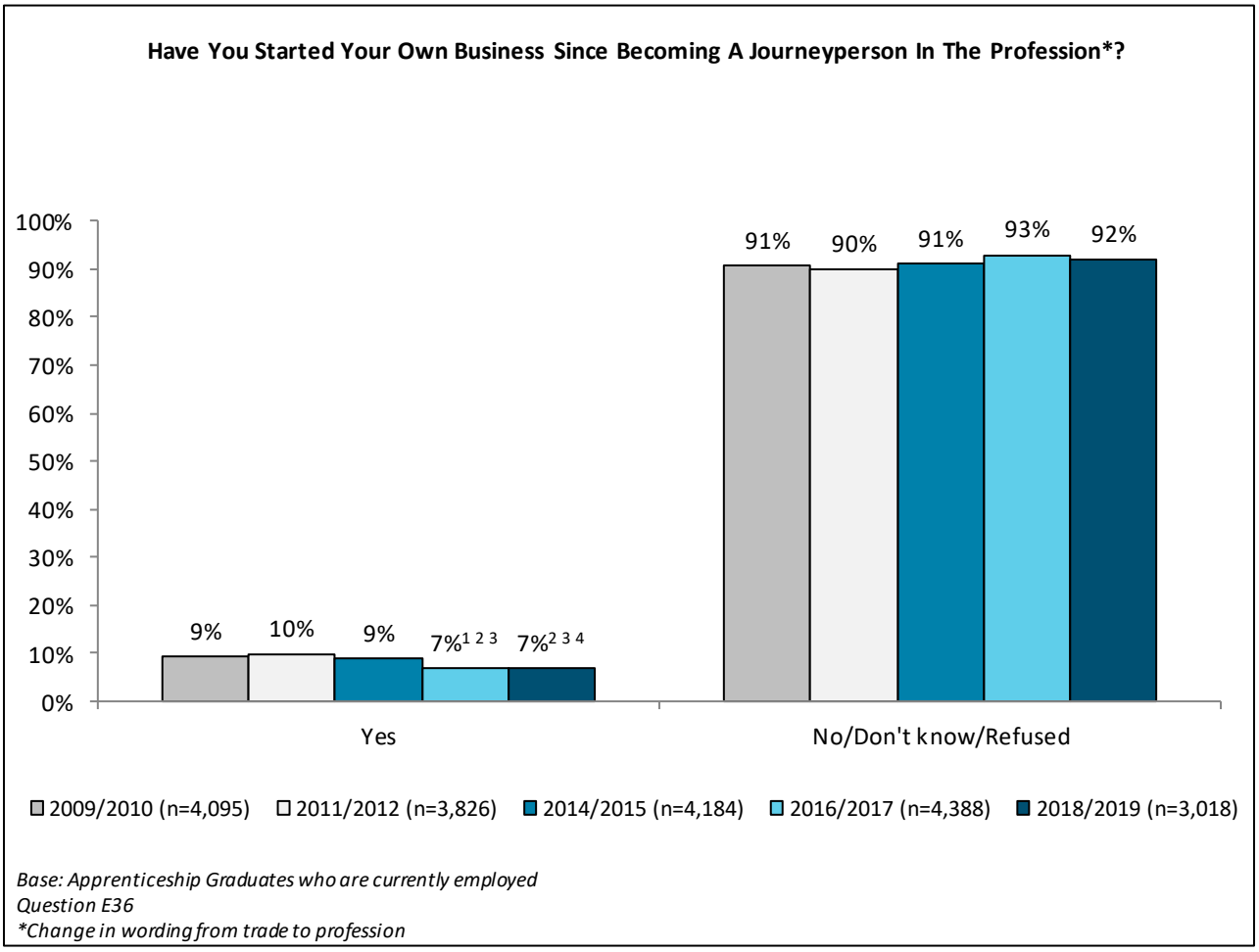
Table 26

What Is Your Position Or Job Title?					
Question E3A	*Percent of Currently Employed Apprenticeship Graduates*				
	2009/2010 (n=4,092)	2011/2012 (n=3,826)	2014/2015 (n=4,184)	2016/2017 (n=4,388)	2018/2019 (n=3,018)
Journeyperson/Technician/Operator/etc.	77%	74%	77%	73%	78%
Foreman	6%	7%	7%	6%	6%
Supervisor/Lead Hand/Director/Superintendent/Team leader	4%	5%	6%	6%	5%
Manager/Administrator	2%	4%	2%	3%	2%
Owner/Co-owner/Proprietor	2%	2%	2%	2%*	2%
Heavy Equipment Mechanic	-	-	-	-	2%

Base: Apprenticeship Graduates who are currently employed
**2% includes self employed, owner, co-owner, and proprietor.*

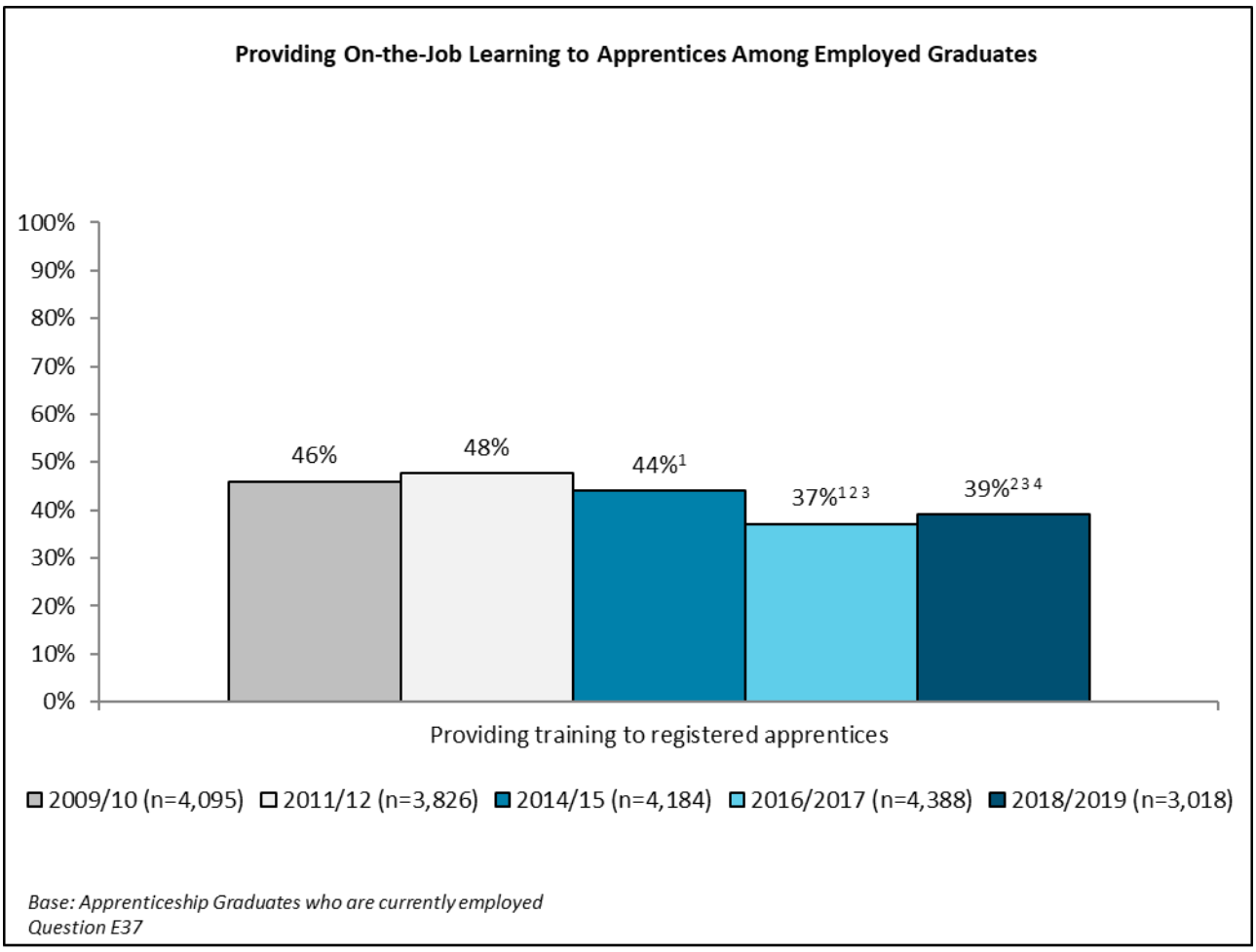
When asked if they had started their own business since becoming a journeyperson, few (7%) working graduates of 2018/2019 indicate yes, similar to 2016/2017 results (7%).

Figure 31



In 2018/2019, nearly two-in-five (39%) graduates are providing training to registered apprentices, consistent with 2016/2017 results (37%), but significantly less than years prior to 2016/2017.

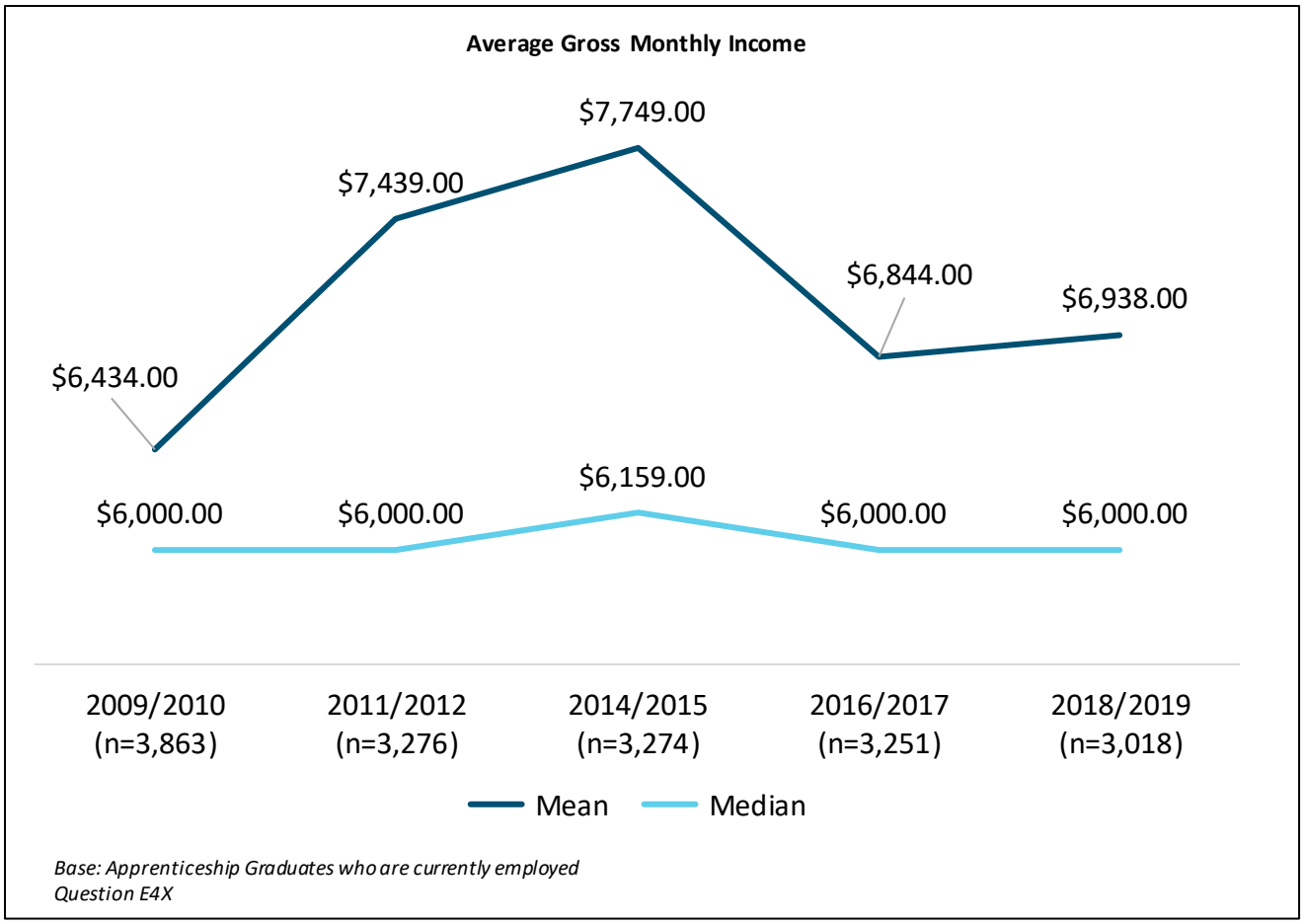
Figure 32



MONTHLY EMPLOYMENT INCOME

Graduates who are employed at the time of the survey were asked for their average monthly income since they became a certified journeyperson. The greatest proportion (11%) of 2018/2019 graduates are earning $9,000 or more per month on average, with an average (mean) monthly earning of $6,938 and median of $6,000.

Figure 33



Base: Apprenticeship Graduates who are currently employed
Question E4X

When looking at current average monthly earnings by apprenticeship program group, graduates of the mechanical program group ($8,130) report the highest average monthly earnings, followed by the metal program group ($7,799). Graduates of the 'other' programs ($3,444) have the lowest average reported monthly earnings.

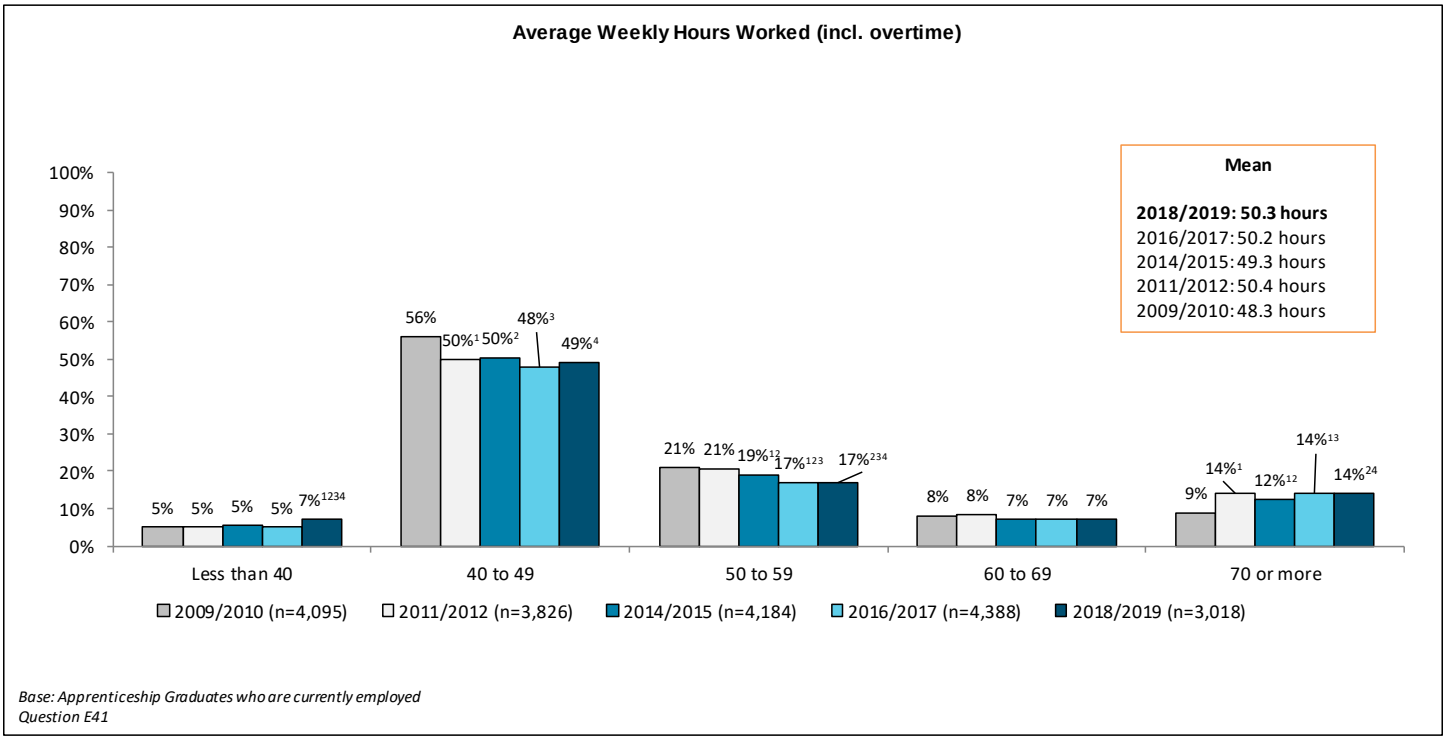
Table 27

Current Monthly Earnings by Program Group								
Question E4X	*Percent of Employed Apprenticeship Graduates*							
	Less than $3,000	*$3,000 to $4,999*	*$5,000 to $6,999*	*$7,000 to $7,999*	*$8,000 to $8,999*	*$9,000 per month or more*	Mean	Median
Architectural/Construction (n=356)	3%	14%	17%	4%	6%	11%	$6,955	$6,000
Electrical (n=662)	4%	13%	21%	6%	6%	10%	$6,566	$6,000
Metal (n=419)	5%	12%	20%	6%	6%	14%	$7,799	$6,000
Mechanical (n=572)	2%	10%	20%	6%	8%	13%	$8,130	$6,500
Vehicle (n=724)	2%	14%	25%	5%	5%	10%	$6,863	$6,000
Other (n=285)	24%	14%	4%	1%	<1%	2%	$3,444	$2,800
Total (n=3,018)	5%	13%	20%	5%	6%	11%	$6,938	$6,000

Base: Apprenticeship Graduates who are currently employed

Along with being asked about their current average monthly earnings, graduates were asked how many hours they work in an average week, including overtime hours. In 2018/2019 almost half (49%) of graduates indicate that they work between 40 and 49 hours per week, with an average of 50.3 hours across all graduates.

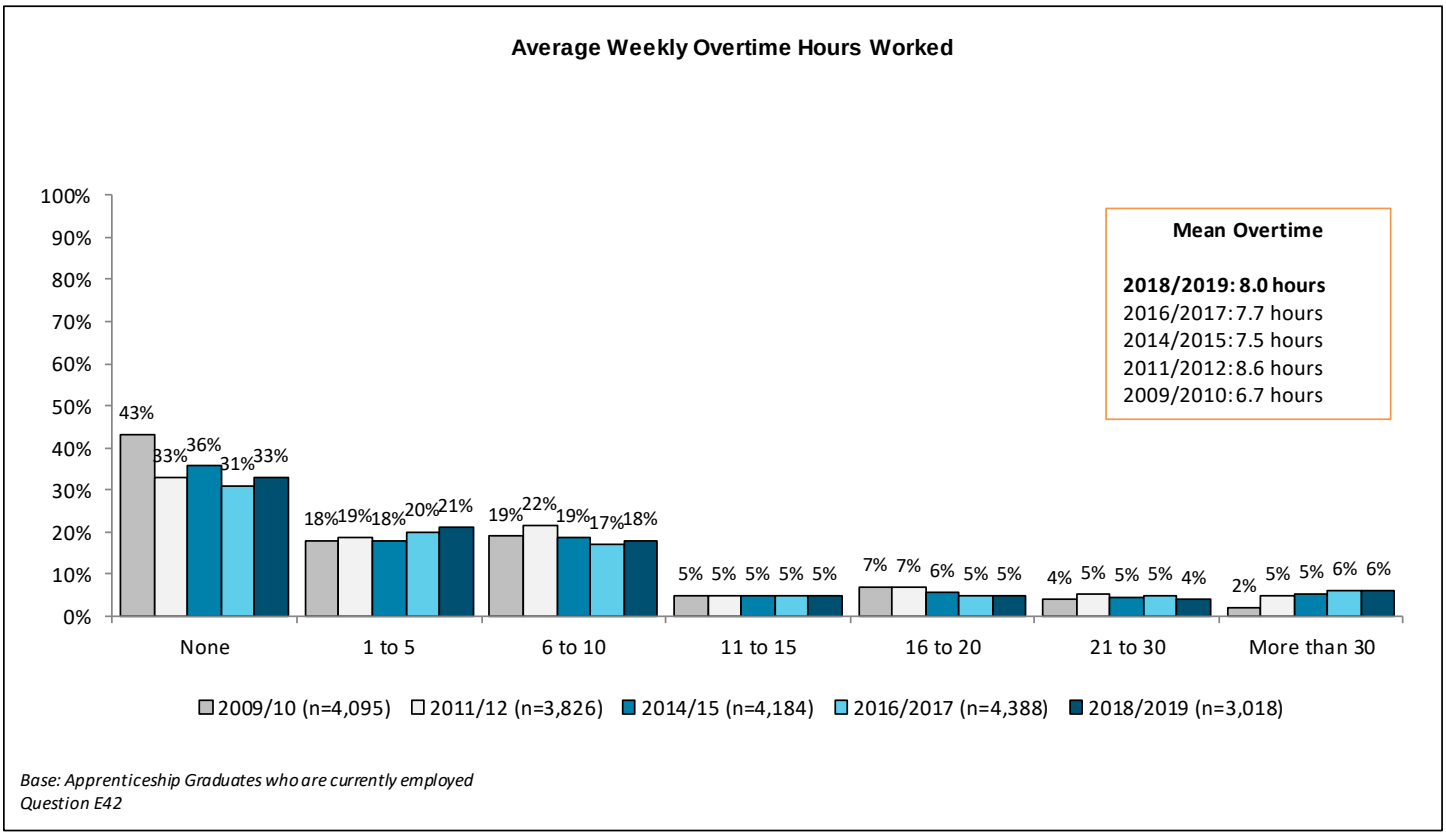
Figure 34



Base: Apprenticeship Graduates who are currently employed
Question E41

Looking specifically at the average overtime hours worked in a week, one-third (33%) of 2018/2019 graduates indicate that they do not work any overtime hours in a typical week, followed by one-in-five (21%) who work between 1 and 5 overtime hours. The average overtime hours worked in a week among 2018/2019 graduates is 8.0 hours.

Figure 35



Base: Apprenticeship Graduates who are currently employed
Question E42

Among the various program groups in 2018/2019, graduates of the architectural/construction program group (11.8 overtime hours) have the highest average hours of overtime worked in a week.

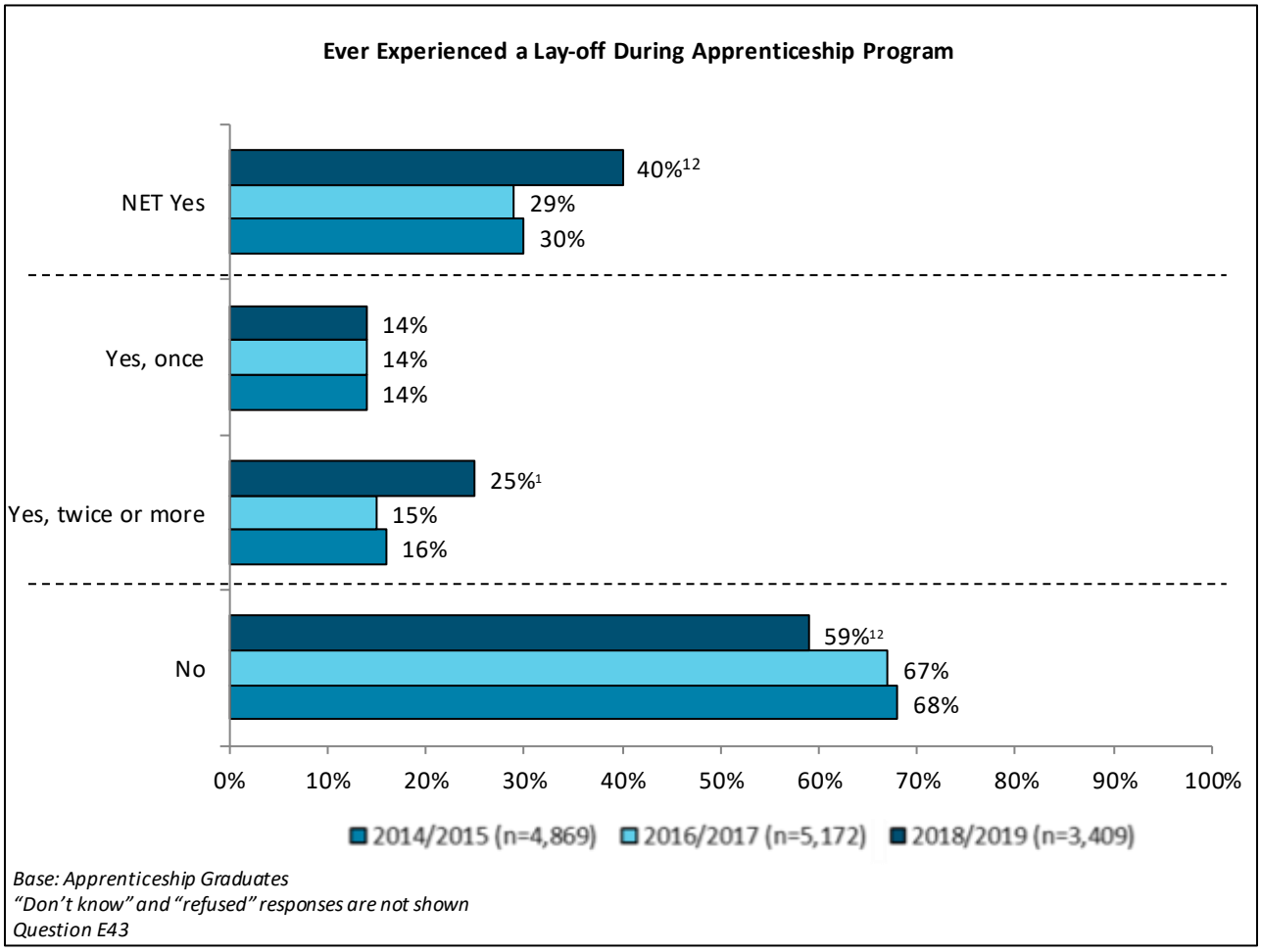
Table 28

Average Weekly Overtime Hours Worked by Trade Group								
Question E42	*Percent of Apprenticeship Graduates*							Mean Overtime Hours
	None	1 to 5	6 to 10	11 to 15	16 to 20	21 to 30	More than 30	
Architectural/Construction (n=356)	24%	20%	18%	6%	5%	8%	13%	11.8
Electrical (n=662)	36%	21%	18%	5%	5%	3%	5%	6.9
Metal (n=419)	28%	16%	22%	6%	7%	5%	10%	9.9
Mechanical (n=572)	32%	21%	18%	5%	6%	3%	6%	8.0
Vehicle (n=724)	33%	24%	17%	4%	5%	3%	4%	6.9
Other (n=285)	47%	18%	8%	2%	1%	2%	5%	5.1
Total (n=3,018)	33%	21%	18%	5%	5%	4%	6%	8.0

Base: Apprenticeship Graduates who are currently employed

In 2018/2019 graduates were asked if they had experienced being laid-off during their apprenticeship to which two-in-five (40%) report having been, an increase over previous years results. One-quarter (25%) of those graduates further indicate being laid-off more than once, an increase over previous years results.

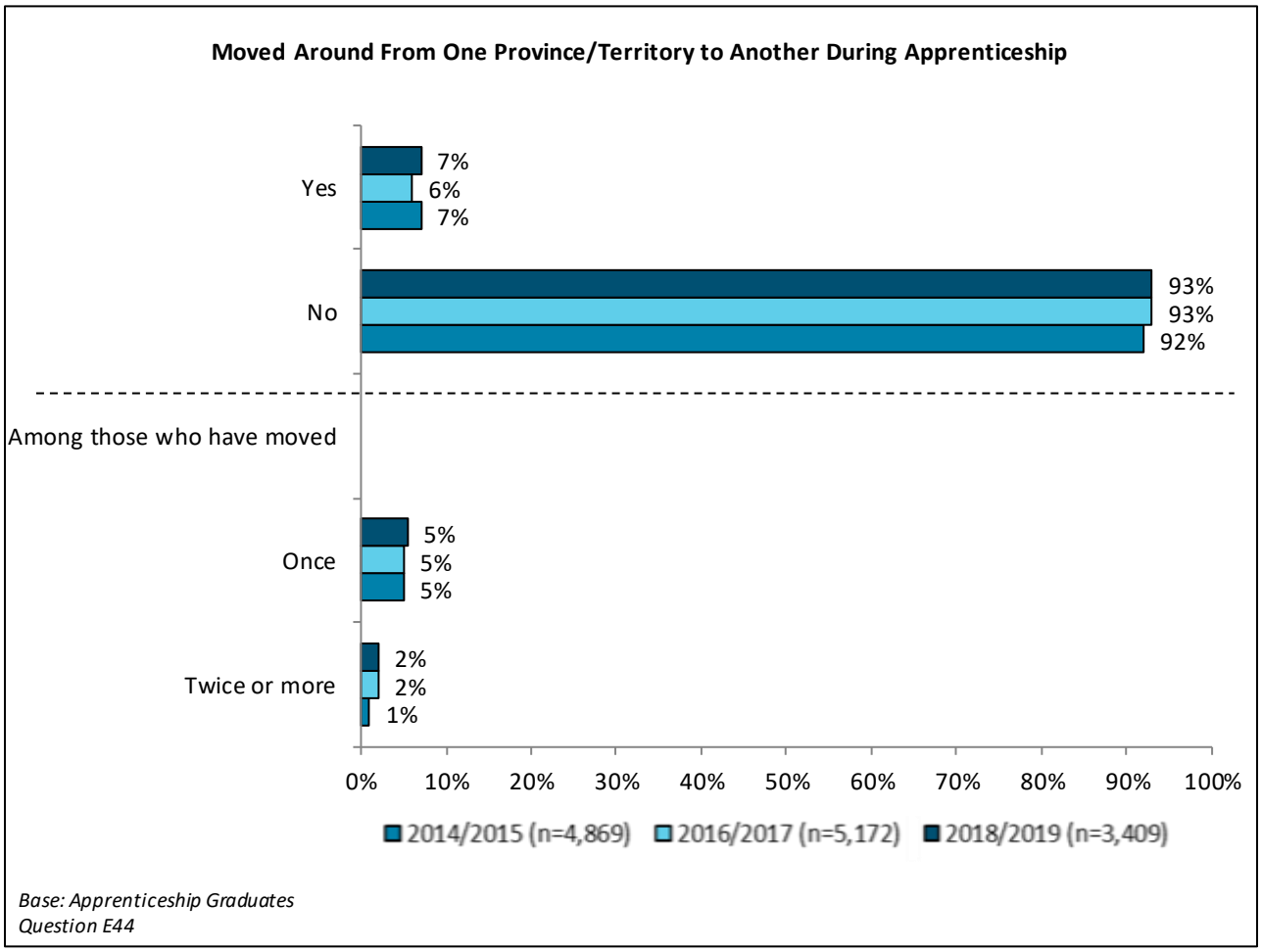
Figure 36



Base: Apprenticeship Graduates
"Don't know" and "refused" responses are not shown
Question E43

In 2018/2019, graduates were asked if they had moved from one province/territory to another during their apprenticeship, and what effect they feel the move had on completing their apprenticeship. The vast majority (93%) have not moved during their apprenticeship. Of the 7% that had moved, 5% indicate they had moved once.

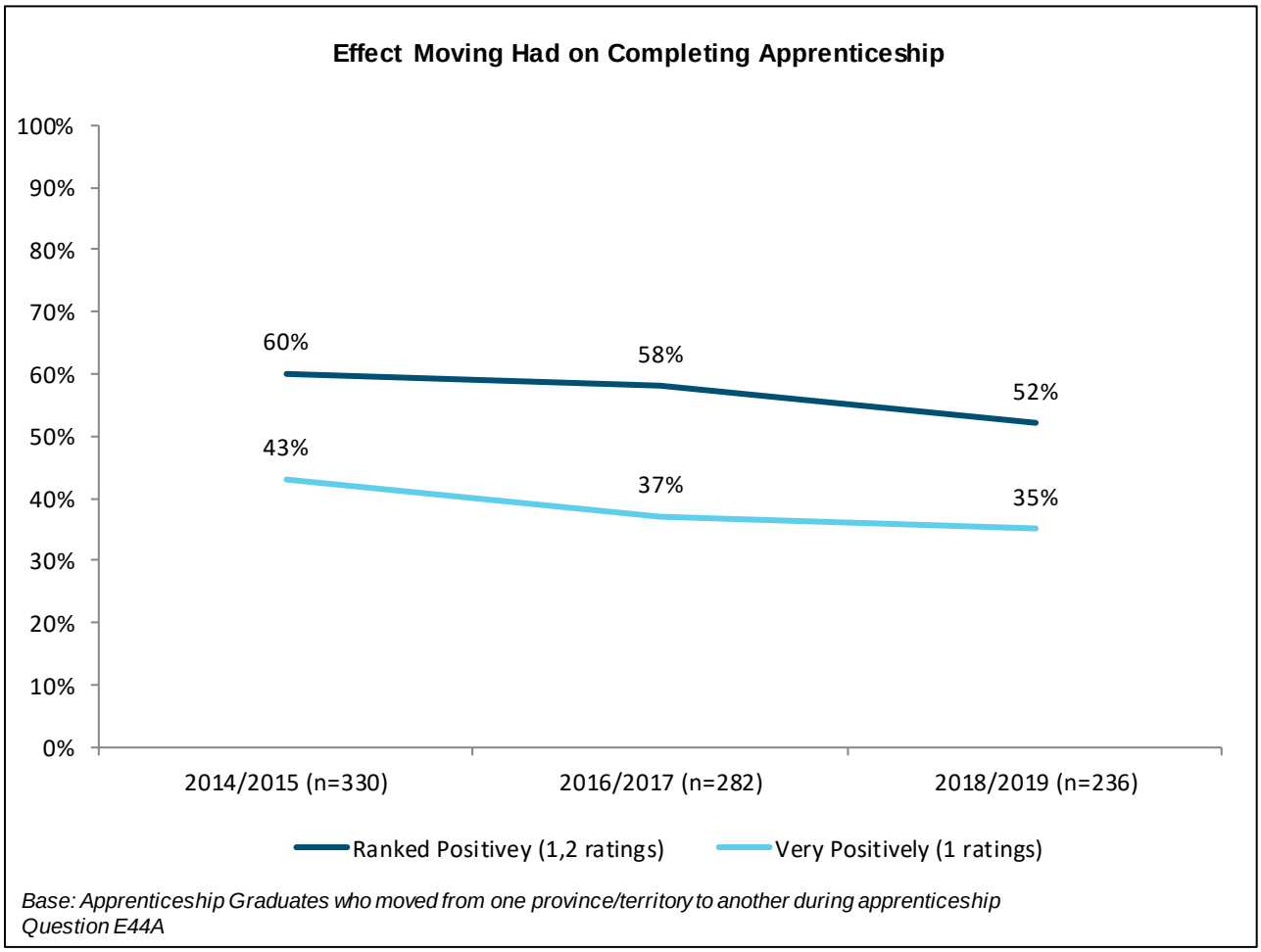
Figure 37



Base: Apprenticeship Graduates
Question E44

Of those who had moved (7%), over half (52%) feel that the move had a positive effect on them completing their apprenticeship based on a rating scale between 1 to 5 where 1 is a very positive effect and 5 is a very negative effect, consistent with previous years results. One-quarter (25%) feel the move had a negative effect and 19% indicate it had a neutral effect, consistent with previous years results.

Figure 38



Base: Apprenticeship Graduates who moved from one province/territory to another during apprenticeship
Question E44A

CHALLENGES AND ASSETS

Graduates were asked to identify the biggest challenge they faced during their apprenticeship. The greatest proportion (18%) of 2018/2019 graduates indicate financial problems, low wages starting off, or lack of financial help as the biggest challenge they faced. These barriers are consistent with the top mentions of previous years.

Table 29

Biggest Challenge Faced During Apprenticeship					
Question F11	*Percent of Apprenticeship Graduates*				
	2009/10 (n=4,426)	2011/12 (n=4,073)	2014/15 (n=4,869)	2016/2017* (n=5,172)	2018/2019 (n=3,409)
Financial problems/low wages to start/lack of financial help	19%	17%	19%	21%	18%
General dislike of schooling/prefer working	3%	3%	3%	5%	7%
Getting papers signed/Getting apprenticed/finding work	2%	2%	3%	2%	7%
Journeymen/applying my training/getting respect	3%	2%	3%	-	7%
Program is difficult/passing exams	3%	2%	4%	7%	3%
Travel time to class	2%	3%	3%	4%	3%
Technical training/hands-on new to me/inexperienced/not enough variety	7%	2%	3%	2%	3%
Intense/lots of info/speed	-	-	-	-	3%
Taking time off to attend school/busy at work	3%	2%	3%	-	2%
Balancing workload and family/school and family	-	-	-	-	2%
Final exam – wording/passing it/stress/difficult	-	-	-	-	2%
Getting in/not enough spaces	-	-	2%	<1%	2%
Nothing / No problems	12%	24%	17%	1%	6%
Don't know	4%	3%	8%	8%	7%

Base: Apprenticeship Graduates
Respondent mentions less than 2% not included, and refused respondents
**Coding in 2016/2017 done differently than previous years and the current year (2018/2019), use caution when comparing results, incomplete results shown.*

Graduates were asked to specify the period of their apprenticeship in which they experienced their biggest challenge. Overall, among the 2018/2019 respondents, there is an increase in those indicating challenges in their second, third, and forth period compared to 2016/2017. The proportions indicating challenges in their first period are consistent with 2016/2017 results.

Table 30

Apprenticeship Period in which Biggest Challenge was Experienced					
Question F11A	*Percent of Apprenticeship Graduates*				
	2009/2010 (n=4,426)	2011/2012 (n=4,073)	2014/2015 (n=4,869)	2016/2017 (n=3,601)	2018/2019 (n=2,645)
First period	54%	43%[1]	46%[12]	58%[123]	58%[234]
Second period	51%	42%[1]	44%[2]	58%[123]	61%[1234]
Third period	50%	43%[1]	44%[2]	58%[123]	62%[1234]
Fourth period	40%	35%[1]	32%[12]	40%[12]	48%[1234]
Did not experience challenges/Not applicable/Refuse/Don't know	15%	28%[1]	11%[12]	5%[123]	2%[1234]

Consistent with previous years, respondents in 2018/2019 identified instructors as the greatest asset to their ability to complete their apprenticeship program.

Table 31

Factors or Supports Most Effective in Helping Complete Apprenticeship Program					
Question F12	*Percent of Apprenticeship Graduates*				
	2009/2010 (n=4,426)	2011/2012 (n=4,073)	2014/2015 (n=4,869)	2016/2017* (n=5,172)	2018/2019 (n=3,409)
Instructors - encouraging/clear/knowledgeable	23%	19%	15%	13%	14%
Financial assistance/grant/loan/scholarship	5%	6%	5%	11%	11%
Supportive family/friends	7%	6%	8%	8%	8%
Myself - motivated/studied/hard work	10%	9%	6%	12%	7%
Company/employer - supportive	7%	6%	6%	6%	7%
EI (unspecified)	2%	4%	4%	-	6%
The journeyman/supervisor	7%	5%	6%	4%	5%
Help from fellow classmates	5%	3%	2%	5%**	4%
On the job experience	5%	3%	3%	2%	3%
Just wanting to get it done/showing up/passing/being done	-	-	6%	-	2%
Get more money/pay raise/promotion	3%	4%	4%	2%	2%
The institution/school	2%	2%	3%	2%	2%
Co-workers - knowledge/help	3%	2%	2%	-	2%
Shop time/hands-on learning/got to use equipment	-	-	-	-	2%
Apprenticeship Board office - provided info/website/materials/special assistance/Tradesecrets website/made me go	-	-	-	-	2%
Nothing	5%	18%	13%	1%	5%
Don't know	5%	6%	12%	11%	13%

Base: Apprenticeship Graduates
Mentions less than 2% not included, or refused responses
**Coding in 2016/2017 done differently than previous years and the current year (2018/2019), use caution when comparing results, incomplete results shown.*
***5% includes fellow classmates/apprentices/co-workers*

Among graduates in 2018/2019 who provide input into what would have helped them complete their apprenticeship program sooner, one-in-seven (14%) graduates indicated that finances, more money, and/or better wages would have helped.

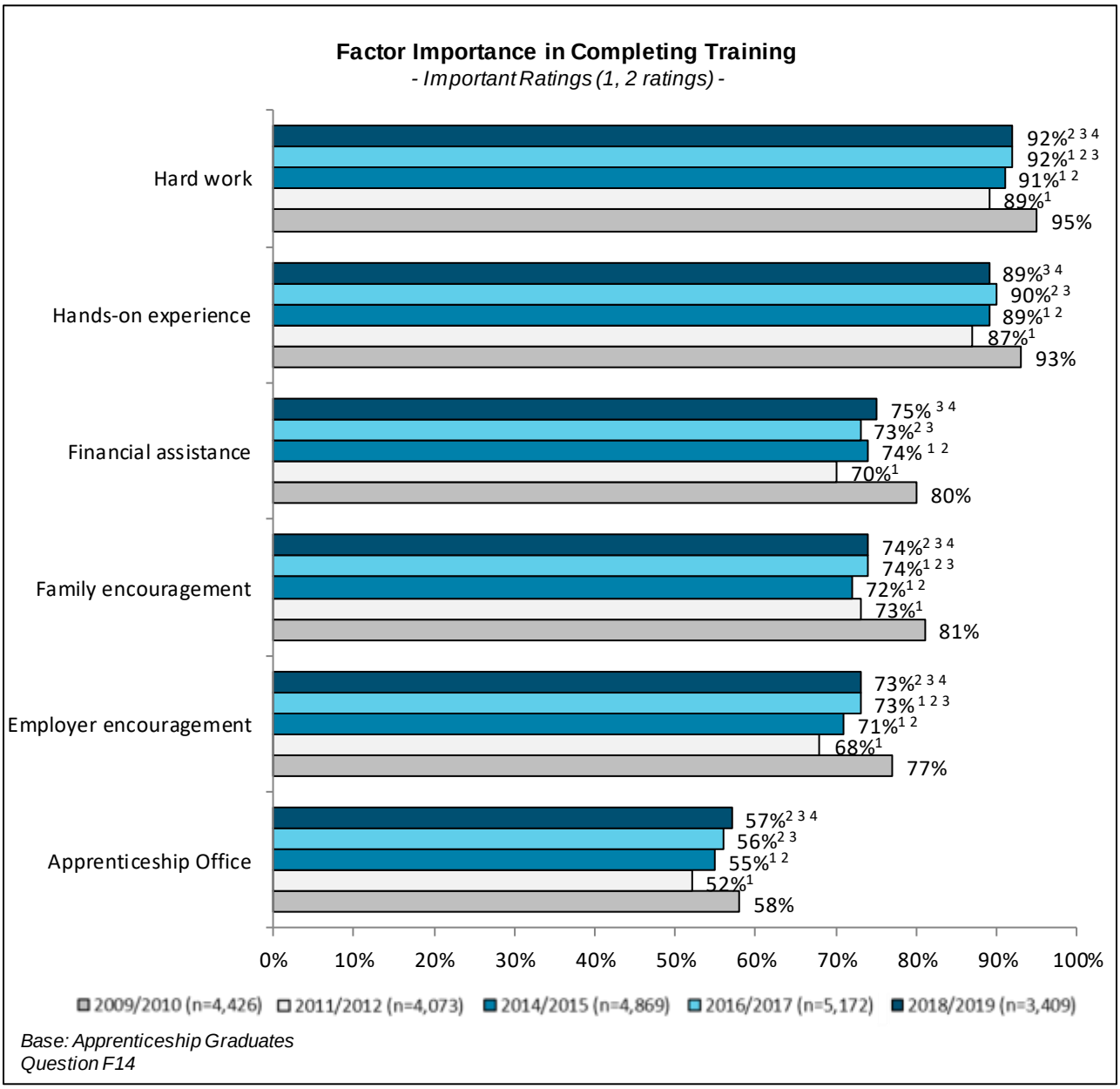
Table 32

What Would Have Helped You Complete Your Apprenticeship Sooner?					
Question F13	*Percent of Apprenticeship Graduates*				
	2009/2010 (n=4,426)	2011/2012 (n=4,073)	2014/2015 (n=4,869)	2016/2017** (n=5,172)	2018/2019* (n=988)
Finances/more money/better wages/employer paid me to go to school/more savings	10%	7%	9%	14%	14%
More financial assistance/grants/more publicity about their availability/If I'd been eligible/different criteria/funding	3%	4%	5%	-	13%
Had difficulty finding a job in my field/finding an employer to apprentice me/if I had the right job/job security	-	-	-	-	11%
Employer support/my employer held me back/cancelled his sponsorship/more push by my employer/worked somewhere else	3%	3%	2%	4%	10%
If the economy hadn't gone into a recession/if wasn't laid off because of recession	-	-	-	-	7%
More classes available - shortage of spaces	2%	2%	3%	4%	6%
Worked more hours/got more hours/overtime/full time work	-	-	-	-	4%
Nothing	48%	57%	43%	10%	<1%
Don't know	8%	4%	11%	18%	1%

Base: Apprenticeship Graduates
**Base: Apprenticeship Graduates who said something would have helped them complete their apprenticeship program sooner.*
Question logic changed in 2018/2019 to only ask respondents who said something would have helped them complete their apprenticeship program sooner.
Mentions 3% or less not included, and refused responses.
***Coding in 2016/2017 done differently than previous years and the current year (2018/2019), use caution when comparing results.*

Graduates were asked to rate the importance of a number of factors in completing their apprenticeship program. Among the 2018/2019 respondents, the largest proportion (92%) identify hard work as the most important (1 or 2 out of 5) factor in completing their apprenticeship training, followed closely by hands-on experience (89%). Nearly two-in-five graduates (57%) indicate that the apprenticeship office was an important factor in completing their apprenticeship.

Figure 39



Base: Apprenticeship Graduates
Question F14

Table 33

Factor Importance in Completing Apprenticeship Program					
Question F14 a,b,c,d,e,f	*Percent of Apprenticeship Graduates*				
	Very Important (1)	(2)	(3)	(4)	Not at all Important (5)
Hard work	79%	14%	4%	1%	2%
Having hands-on experience in the trade that related to the technical training in class	75%	14%	6%	2%	2%
Financial assistance other than personal savings	58%	17%	13%	4%	7%
Family encouragement	54%	20%	14%	5%	6%
Employer encouragement	52%	22%	14%	5%	7%
Help from Apprenticeship office staff	33%	24%	24%	10%	7%

Base: Apprenticeship Graduates (n=3,409)

Table 34

Factor Importance in Completing Apprenticeship Program by Trade Group							
Question F14 a,b,c,d,e,f	*Percent of Important Ratings (1,2 ratings)*						
	Architectural / Construction (n=388)	Electrical (n=786)	Metal (n=491)	Mechanical (n=664)	Vehicle (n=758)	Other (n=322)	Total (n=3,409)
Hard work	91%	92%	90%	92%	94%	94%	92%
Having hands-on experience in the trade that related to the technical training in class	90%	84%	90%	90%	92%	93%	89%
Financial assistance other than personal savings	69%	75%	74%	76%	75%	80%	75%
Family encouragement	70%	72%	72%	74%	74%	84%	74%
Employer encouragement	74%	68%	70%	73%	79%	77%	73%
Help from Apprenticeship office staff	50%	50%	57%	56%	63%	71%	57%

Base: Apprenticeship Graduates

COMMUNICATIONS AND GRADUATES' COMMENTS

One-third (32%) of 2018/2019 graduates indicate that their main reason for entering their apprenticeship program was because they liked the work and found it challenging. The percentage of 2018/2019 graduates that entered for security/job with a future has almost doubled since 2009/2010.

Table 35

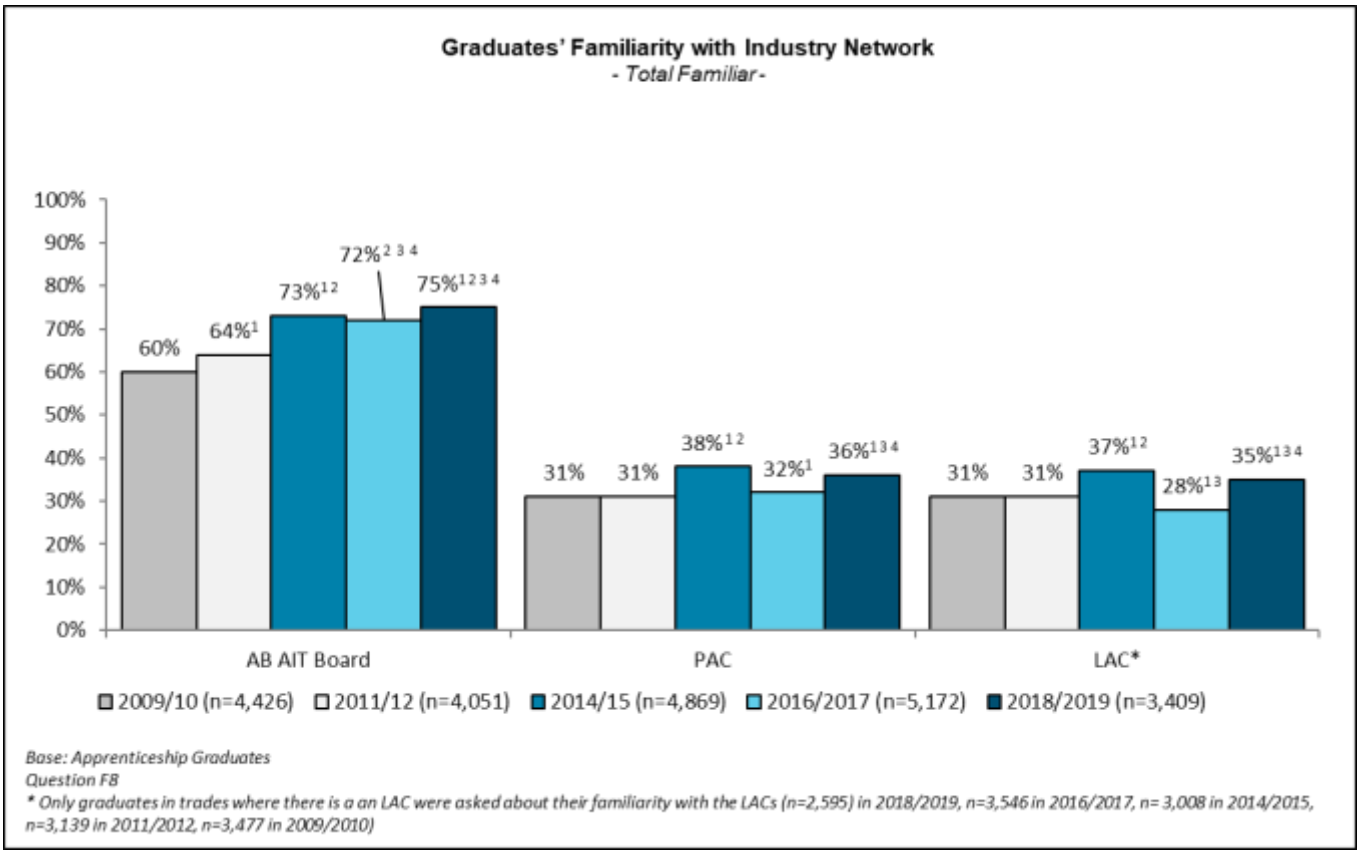
Main Reason for Entering the Apprenticeship Program (Top Mentions)					
Question F2X	*Percent of Apprenticeship Graduates*				
	2009/2010 (n=4,378)	2011/2012 (n=4,073)	2014/2015 (n=4,869)	2016/2017 (n=5,172)	2018/2019 (n=3,409)
Challenging/liked work/interested in trade	41%	34%	34%	32%	32%
Familiar with trade/had job in trade	12%	10%	10%	13%	13%
Security/job with a future	7%	9%	10%	9%	13%
Expected good income potential	12%	13%	13%	13%	12%
Family advice/family tradition	9%	10%	10%	10%	8%
Job became available	8%	6%	7%	7%	6%
Disliked former job/dissatisfaction with previous work	-	-	-	-	3%

Mentions 3% or less not included
Base: Apprenticeship Graduates

AWARENESS OF THE INDUSTRY NETWORK

Compared to previous survey years, respondents of 2018/2019 indicate the highest level of familiarity with the Alberta Apprenticeship Training and Industry Training (AIT) Board, with three-quarters (75%) being familiar or very familiar, an increase over all previous survey years. Similarly, an increased proportion indicate they are familiar with the Provincial Apprenticeship Committees (PACs) compared to 2016/2017 results (36% in 2018/2019, 32% in 2016/2017), and Local Apprenticeship Committees (LACs) (35% in 2018/2019, compared to 28% in 2016/2017).

Figure 40



Graduates in the Urban region (77%) are more likely than those in the South (67%) and Northwest (72%) regions to be familiar with the Alberta AIT Board. Graduates in the Northeast region (43%) are more likely than those in the Urban (35%) and Northwest (34%) regions to be aware of the PAC.

Table 36

Graduates' Familiarity with Industry Network by Region				
Question F8	Percent of Apprenticeship Graduates Totally Familiar by Region			
	Urban (n=2,255)	South (n=492)	Northeast (n=285)	Northwest (n=325)
AB AIT Board	77%	67%	78%	72%
PAC	35%	37%	43%	34%
LAC*	35%	37%	39%	30%

**Only graduates in trades where there is an LAC were asked about their familiarity with LACs (Urban n=2,037; South n=369; Nor theast n=285; Northwest n=325)*
The regions are defined by the Apprenticeship and Industry Training office utilized by participants:
Urban: includes Calgary and Edmonton
South: includes Lethbridge, Red Deer and Medicine Hat
Northeast: includes Bonnyville, Vermilion, Fort McMurray
Northwest: includes Hinton, Slave Lake, Grande Prairie, Peace River

COMMUNICATION

In 2018/2019 graduates were asked questions regarding their MyTradesecrets account. The majority (96%) of graduates indicate using the site to check their marks.

In 2018/2019, graduates were asked if they had difficulties using their MyTradesecrets account. Nearly one-in-five (19%) indicated having difficulties, with the majority of these respondents citing logging in and/or remembering their password as the primary difficulty (56%). One-third (33%) cited the layout of the site making it difficult to find the information they were looking for.

When graduates who had difficulties with their MyTradesecrets account were asked to provide suggestions, nearly three-in-ten (29%) suggested a better user interface to make the site more user friendly in terms of layout, navigation, menu, etc.

Table 37

Reasons for Using MyTradesecrets account	
Question T2	*Percent of Apprenticeship Graduates* 2018/2019 (n=3,409)
Check my marks / grades	96%
Viewing my correspondence	73%
Registering for technical training	71%
Updating my personal information	67%
Checking my technical training schedule	66%
Applying for programs and services	63%
Providing consent for or checking the status of an award or scholarship	51%
Verifying program requirements and progression	47%
Making an online payment	39%
Viewing or printing my apprentice ID card	29%
Uploading documents	27%
Don't know	1%
Refused/Prefer not to answer	1%
Other	1%
None/Nothing/Don't use it	<1%

Base: Apprenticeship Graduates
Mentions less than 1% not included

Table 38

Difficulties with MyTradesecrets account	
Question T2B	***Percent of Apprenticeship Graduates***
	2018/2019 (n=632)
Logging in / remembering my password	56%
Layout of the site made it difficult to find the information I was looking for	33%
Using MyAlberta Digital ID	31%
Registering for technical training	10%
Viewing my correspondence	9%
Applying for programs and services	8%
Checking my marks/grades	7%
Updating my personal information	6%
Uploading documents	5%
Providing consent for or checking the status of an award or scholarship	4%
Checking my technical training schedule	4%
Making an online payment	3%
Viewing or printing my apprentice ID card	3%
Other	3%
Don't know	2%
Refused	1%

Base: Apprenticeship Graduates who had difficulties with their MyTradesecrets account
Mentions 3% or less not included

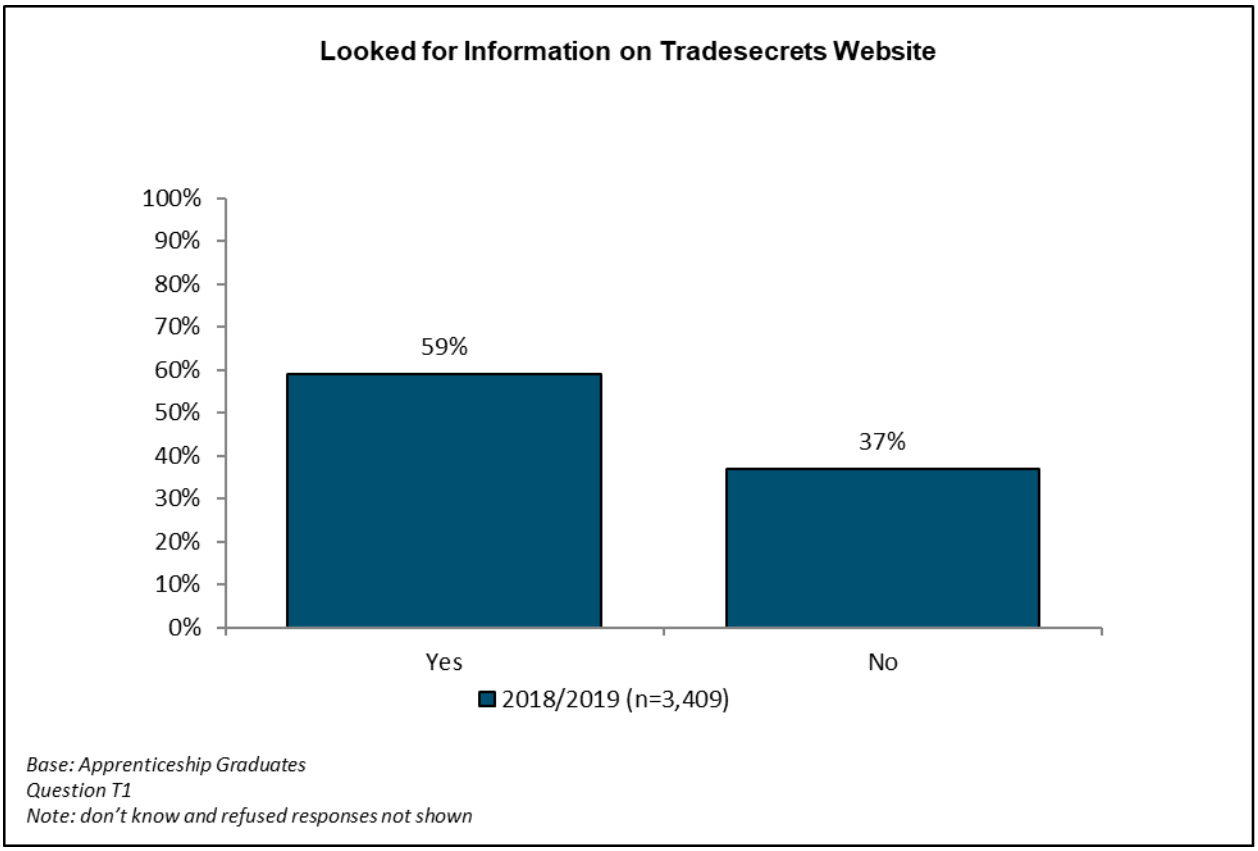
Table 39

Suggested Improvements for MyTradesecrets	
Question T2C	***Percent of Apprenticeship Graduates***
	2018/2019 (n=632)
Better user interface/More user friendly (layout, navigation, menu, search, organized, crashing etc.)	29%
Easier access/Login/Password	12%
Training on how to use MyTradesecrets	3%
Make an App/ Mobile App/ Smartphone friendly	3%
Other	7%
None/Nothing/It's good the way it is	3%
Don't know	35%
Refused	12%

Base: Apprenticeship Graduates who had difficulties with their MyTradesecrets account
Mentions 2% or less not included

In 2018/2019 graduates were asked if they had ever used Apprenticeship and Industry Training's website, www.tradesecrets.alberta.ca, to find out about apprenticeship programs and services. Nearly three-in-five (59%) have looked for information. Among these respondents, nearly two-in-five (38%) cited that they looked at the website for information on how to apply for programs or services, and over one-third (35%) cited they looked at the website to find information on Classroom instruction dates and/or locations.

Figure 41



Graduates in the Urban region (60%) are more likely than those in the South (55%) and Northeast (52%) regions to have looked for information on the Tradesecrets website.

Table 40

Question T1	Percent of Apprenticeship Graduates Who Looked for Information on Tradesecrets Website			
	Urban (n=2,255)	South (n=492)	Northeast (n=285)	Northwest (n=325)
Yes	60%	55%	52%	59%
No	36%	40%	42%	36%

Note: Don't know and refused responses not shown
The regions are defined by the Apprenticeship and Industry Training office utilized by participants:
Urban: includes Calgary and Edmonton
South: includes Lethbridge, Reed Deer and Medicine Hat
Northeast: includes Bonnyville, Vermilion, Fort McMurray
Northwest: includes Hinton, Slave Lake, Grande Prairie, Peace River

Table 41

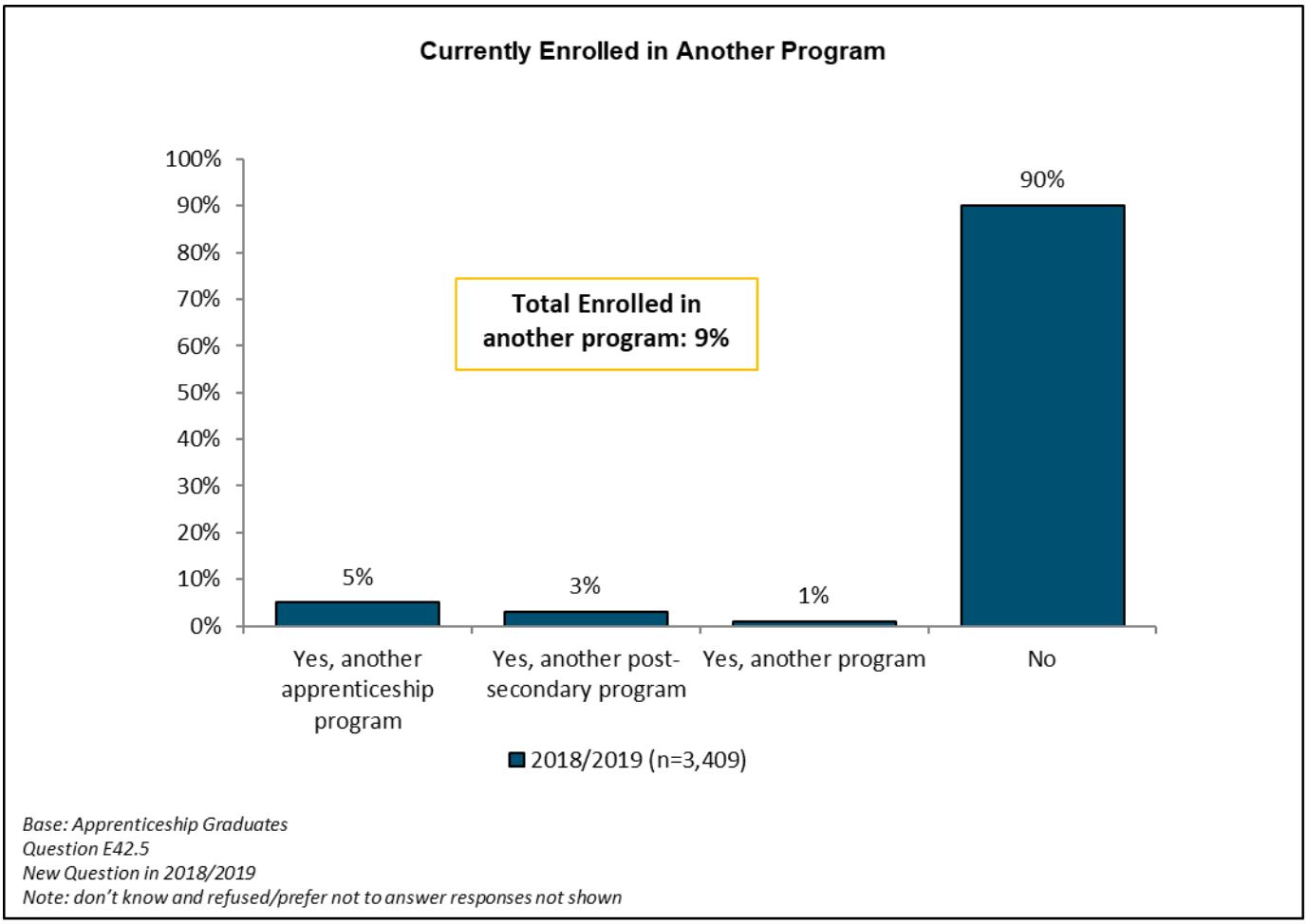
Types of Information Respondents Look for on the Tradesecrets Website	
Question T1A	*Percent of Apprenticeship Graduates* 2018/2019 (n=2,000)
How to apply for programs or services	38%
Technical training dates and/or locations	35%
Information about MyTradesecrets	33%
Exam information including exam preparation materials	29%
Interprovincial (Red Seal) exam	24%
Financial assistance or awards	22%
Scholarship information	17%
Employment Insurance	12%
Alberta Apprenticeship and Industry Training Board	12%
Challenging an exam / prior learning assessment	11%
Acceptance or release cards	9%
Trades and Occupations	6%
Apprenticeship and Industry Training Policies	5%
Apprenticeship and Industry Training Legislation	4%
Provincial or Local Apprenticeship Committees	4%
Other	5%
Don't know	6%
Refused/Prefer not to answer	1%

Base: Apprenticeship Graduates who looked for information on Tradesecrets website
Mentions less than 4% not included

ENROLLMENT IN ANOTHER PROGRAM

In 2018/2019, graduates were asked if they were currently enrolled in a post-secondary program. Nearly one-in-ten (9%) are; 5% are enrolled in another apprenticeship program, and 3% in another post-secondary program.

Figure 42



Base: Apprenticeship Graduates
Question E42.5
New Question in 2018/2019
Note: don't know and refused/prefer not to answer responses not shown

When asked which program they are in, over one-in-ten (13%) of those enrolled in an apprenticeship program are taking the welding program, and one-in-ten (11%) are taking the electric motor systems technician program. Among those enrolled in a post-secondary program, 5% are enrolled in a business management program or electrical engineering program. Among those who said they were enrolled in another type of program, nearly one-in-ten (8%) said they were enrolled in a project management program.

Table 42

Programs Enrolled	
Question E42.6	*Percent of Apprenticeship Graduates who are enrolled in another program*
	2018/2019
Apprenticeship Program	**(n=174)**
Welder	13%
Electric Motor Systems Technician	11%
Gasfitter A	10%
Heavy Equipment Technician	9%
Steamfitter-Pipefitter	7%
Industrial Mechanic (Millwright)	6%
Heavy Duty Mechanic Off Road	5%
Instrumentation and Control Technician	5%
Mobile Crane Operator	5%
Boilermaker	4%
Refrigeration and Air Conditioning Mechanic	3%
Truck and Transport Mechanic	3%
Post-secondary program	**(n=106)**
Business Management	5%
Electrical Engineering	5%
Business Administration	4%
Bachelor of Arts	3%
Other	34%
Refused	4%
Other program	**(n=39)**
Project Management	8%
4th Class Power Engineering	5%
Power Engineering	5%
Construction Management	3%
National Fire Protection Association	3%
Computer Science	3%
Bachelor of Education	3%
Safety Officer	3%
Upgrading High School	3%
Rope Access	3%
Refused/no comments	10%
Other	54%

Base: Apprenticeship Graduates who are enrolled in another program
Mentions less than 3% not included
New Question in 2018/2019

PRE-APPRENTICESHIP PROGRAM ATTENDANCE

Of all apprenticeship graduates surveyed, 17% took a pre-apprenticeship program. Those in the "other" program group, were the most likely to have taken a pre-apprenticeship (27%). Within this program group, hairstylists were the most likely to indicate having taken a pre-apprenticeship program, 35%.

Table 43

Question P1	Percent of Apprenticeship Graduates Who Took a Pre-Apprenticeship Program by Trade Group						
	Total (n=3,409)	Architectural / Construction (n=388)	Electrical (n=786)	Metal (n=491)	Mechanical (n=664)	Vehicle (n=758)	Other (n=322)
Yes	17%	13%	18%	21%	13%	16%	27%
No	80%	85%	81%	77%	86%	82%	61%

New question in 2018/2019
Base: Apprenticeship Graduates

A greater proportion of those in the urban (19%) and south (17%) region were more likely to have taken a pre-apprenticeship program than those elsewhere.

Table 44

Question P1	Percent of Apprenticeship Graduates Who Took a Pre-Apprenticeship Program by Region				
	Total (n=3,409)	Urban (n=2,255)	South (n=492)	Northeast (n=285)	Northwest (n=325)
Yes	17%	19%	17%	12%	13%
No	80%	79%	80%	85%	84%

New question in 2018/2019
Note: Don't know and refused responses not shown
The regions are defined by the Apprenticeship and Industry Training office utilized by participants:
Urban: Includes Calgary and Edmonton
South: Includes Lethbridge, Red Deer and Medicine Hat
Northeast: Includes Bonnyville, Vermilion, Fort McMurray
Northwest: Includes Hinton, Slave Lake, Grande Prairie, Peace River

Of apprenticeship graduates who took a pre-apprenticeship program, the type of program taken most often differed by program group. Respondents in the Other program group were most likely to take a diploma or certificate program (55%) while those in the Electrical program group were more likely to take a pre-employment program (42%).

Table 45

Question P2	Pre-Apprenticeship Program Taken by Apprentice Graduates by Trade Group						
	Total (n=596)	Architectural / Construction (n=51)	Electrical (n=142)	Metal (n=105)	Mechanical (n=85)	Vehicle (n=125)	Other (n=88)
Pre-employment program	29%	27%	42%	30%	20%	31%	13%
Trades/apprenticeship preparatory, introductory, transitional or vocational programs	27%	12%	32%	37%	34%	24%	15%
Diploma or certificate program	24%	16%	11%	16%	36%	18%	55%
RAP program	21%	22%	16%	18%	15%	36%	17%
CTS Career and Technology Studies	8%	18%	4%	11%	6%	5%	14%

New question in 2018/2019
Base: Apprenticeship Graduate who took a pre-apprenticeship program
Note: Other, refused and don't know responses are not shown
Pre-employment program that provides credit for the first period
Trades/apprenticeship preparatory, introductory, transitional or vocational programs that do not provide credits toward an apprenticeship program
Diploma or certificate program at a post-secondary institution that provides credit for one or more periods of technical training
RAP program (while in High School)
CTS Career and Technology Studies (in High School)

Likewise, attendance at pre-apprenticeship programs differs by region with those in urban regions being more likely to participate in a trades/apprenticeship preparatory program (31%) and those in the south and northwest more likely to participate in the RAP program (34% and 47% respectively).

Table 46

Question P2	Pre-Apprenticeship Program Taken by Apprentice Graduates by Region				
	Total (n=596)	Urban (n=2,255)	South (n=492)	Northeast (n=285)	Northwest (n=325)
Pre-employment program	29%	29%	27%	34%	30%
Trades/apprenticeship preparatory, introductory, transitional or vocational programs	27%	31%	21%	20%	16%
Diploma or certificate program	24%	24%	22%	26%	14%
RAP program	21%	16%	34%	26%	47%
CTS Career and Technology Studies	8%	8%	2%	17%	9%

New question in 2018/2019
Base: Apprenticeship Graduate who took a pre-apprenticeship program
Note: Other, refused and don't know responses are not shown
The regions are defined by the Apprenticeship and Industry Training office utilized by participants:
Urban: Includes Calgary and Edmonton
South: Includes Lethbridge, Reed Deer and Medicine Hat
Northeast: Includes Bonnyville, Vermilion, Fort McMurray
Northwest: Includes Hinton, Slave Lake, Grande Prairie, Peace River
Pre-employment program that provides credit for the first period
Trades/apprenticeship preparatory, introductory, transitional or vocational programs that do not provide credits toward an apprenticeship program
Diploma or certificate program at a post-secondary institution that provides credit for one or more periods of technical training
RAP program (while in High School)
CTS Career and Technology Studies (in High School)

Participants of pre-apprenticeship programs were asked about the value of these programs. On an overall basis, the majority rated the value of the pre-apprenticeship programs they attended highly ranging from 96% in RAP to 82% in CTS. Of the top attended programs per program group, all were considered valuable. Of all program groups, those in the vehicle program group valued (98%) their most attended pre-apprenticeship program, the RAP program.

Table 47

Question P3	Value (very / somewhat) of Most Attended Pre-Apprenticeship Program Taken by Apprentice Graduates
Pre-employment program (n=171)	92%
Trades/apprenticeship preparatory, introductory, transitional or vocational programs (n=163)	92%
Diploma or certificate program (n=142)	93%
RAP program (n=126)	96%
CTS Career and Technology Studies (n=49)	82%

New question in 2018/2019
Base: Apprenticeship Graduate who took a pre-apprenticeship program
Note: Other, refused and don't know responses are not shown
The regions are defined by the Apprenticeship and Industry Training office utilized by participants:
Urban: Includes Calgary and Edmonton
South: Includes Lethbridge, Reed Deer and Medicine Hat
Northeast: Includes Bonnyville, Vermilion, Fort McMurray
Northwest: Includes Hinton, Slave Lake, Grande Prairie, Peace River
Pre-employment program that provides credit for the first period
Trades/apprenticeship preparatory, introductory, transitional or vocational programs that do not provide credits toward an apprenticeship program
Diploma or certificate program at a post-secondary institution that provides credit for one or more periods of technical training
RAP program (while in High School)
CTS Career and Technology Studies (in High School)

Table 48

Question P3	Value (very / somewhat) of Pre-Apprenticeship Program Taken by Apprentice Graduates by Trade Group						
	Total	Architectural /Construction	Electrical	Metal	Mechanical	Vehicle	Other
Pre-employment program	92% (n=171)	93% (n=14)*	90% (n=59)	94% (n=31)	88% (n=17)*	95% (n=39)	100% (n=11)*
Trades/apprenticeship preparatory, introductory, transitional or vocational programs	92% (n=163)	100% (n=6)*	93% (n=46)	92% (n=39)	93% (n=29)*	87% (n=30)	92% (n=13)*
Diploma or certificate program	93% (n=142)	100% (n=8)*	100% (n=15)*	88% (n=17)*	87% (n=31)	91% (n=23)*	96% (n=48)
RAP program	96% (n=126)	91% (n=11)*	100% (n=23)*	100% (n=19)*	100% (n=13)*	98% (n=45)	80% (n=15)*
CTS Career and Technology Studies	82% (n=49)	78% (n=9)*	60% (n=5)*	92% (n=12)*	80% (n=5)*	83% (n=6)*	83% (n=12)*

New question in 2018/2019
Base: Apprenticeship Graduate who took a pre-apprenticeship program
**Caution to be used when interpreting results due to small sample size*
Pre-employment program that provides credit for the first period
Trades/apprenticeship preparatory, introductory, transitional or vocational programs that do not provide credits toward an apprenticeship program
Diploma or certificate program at a post-secondary institution that provides credit for one or more periods of technical training
RAP program (while in High School)
CTS Career and Technology Studies (in High School)
Pre-employment program that provides credit for the first period
Trades/apprenticeship preparatory, introductory, transitional or vocational programs that do not provide credits toward an apprenticeship program
Diploma or certificate program at a post-secondary institution that provides credit for one or more periods of technical training
RAP program (while in High School)

The pre-apprenticeship programs were considered valuable by graduates, with the top reason for being valuable cited as learning new skills and helping to find an employer. Another reason cited is helping me to decide if an apprenticeship program is suitable for me.

Table 49

Question P4	Reasons Why Apprenticeship Graduates Who Took a Pre-Apprenticeship Program Found the Program Valuable				
	Pre-employment Program (n=158)	Trades/apprenticeship preparatory, introductory, transitional or vocational programs (n=150)	Diploma or certificate program (n=132)	RAP program (n=121)	CTS Career and Technology Studies (n=40)
Learning new skills	48%	36%	52%	43%	50%
Helped me find an employer	28%	40%	17%	27%	18%
Helped me decide if an apprenticeship program is suitable for me	20%	21%	23%	31%	30%
Exploring my options	5%	18%	5%	9%	10%
Head start	2%	1%	2%	3%	-
Helps build up hours/ Helps with hours	1%	-	-	5%	3%
Provides credits for schooling	1%	-	1%	5%	-
Saved money and time	-	1%	-	-	8%
Other	7%	3%	7%	4%	8%
Refused	4%	-	7%	5%	8%
Don't know	9%	1%	8%	3%	8%

New question in 2018/2019
Base: Apprenticeship Graduate who took a pre-apprenticeship program
Pre-employment program that provides credit for the first period
Trades/apprenticeship preparatory, introductory, transitional or vocational programs that do not provide credits toward an apprenticeship program
Diploma or certificate program at a post-secondary institution that provides credit for one or more periods of technical training
RAP program (while in High School)
CTS Career and Technology Studies (in High School)

METHODOLOGY

In order to maintain continuity and comparability of survey results over time, the 2018/2019 graduate survey was implemented based on the same methodology as previous surveys, as closely as possible.

The 2018/2019 Graduates of Apprenticeship Programs is the eleventh iteration of the survey, and the current results will be compared to the results for the previous four survey years where possible (graduates of 2009/2010, 2011/2012, 2014/2015, and 2016/2017). The survey has been modified over time, so it is not possible to compare all questions to results of all prior survey years. It should be noted that the survey has been undertaken biennially but was not conducted in 2015 (graduates of 2013/2014) in order to conduct a full review of the survey and methodology.

There were also slight changes in methodology in 2018/2019. A random draw prize incentive was added for those who completed the full survey online or by telephone. For those who were not interested in completing the full survey, a short version of the survey was offered. Those who completed the short version were not eligible for the prize draw. New questions were added about participation in pre-apprenticeship programs and current enrolment in apprenticeship or other post-secondary programs.

A short survey was introduced on a limited basis to respondents who were reached on the phone and who clearly indicated they were not going to participate in the survey. This short survey was intended to increase responses only where responses would otherwise be lost. This short survey included four of the five KPI questions plus a question regarding whether they were working in the profession of their apprenticeship program. The only statistically significant difference between the results of the short and long survey is that more of the short version respondents are employed. This intuitively makes sense as those working may have less time to complete the long survey. In general, there are no other significant differences. And due to the small number of responses to the short version (n=110), results don't have a large impact on the overall results. It can be concluded that short survey responses are not biased and are incorporated with full survey responses.

A comparison of the characteristics of non-respondents and respondents from the population file found that non-response does not appear to have much impact on the sample. In other words, the sample appears to be reasonably representative of the population.

TARGET RESPONDENTS

The target respondents are Albertans who were registered apprentices during the 2018/2019 school year and, during that time, completed all the requirements to become a certified journeyperson in a trade.

Two groups (cohorts) of graduates were surveyed:

- ✓ **Cohort 1:** individuals who completed both their classroom instruction and on-the-job learning requirements in 2018/2019 academic year.
- ✓ **Cohort 2:** individuals who completed their Alberta apprenticeship program in 2018/2019 academic year but did not attend classroom instruction during that year (or were not required to take any classes during their apprenticeship program).

QUESTIONNAIRE DESIGN

AE provided Leger the preliminary draft questionnaire. Leger worked collaboratively with AE to make sure the questionnaire met all research objectives and that recent changes made to the apprenticeship program were reflected in the survey as relevant. Leger also discussed any effect these changes may have on reporting as well as trend analysis.

SAMPLING PLAN

Leger conducted a census of Alberta apprenticeship program graduates, targeting completion of at least 60% of cohort 1 graduates and 50% of cohort 2 graduates.

Table M.1

Priority	Cohort	Population	Required Number of Interviews
1	Attended both classroom instruction and on-the-job training within 2018/2019 school year	4,380	2,628 (60%)
2	Completed apprenticeship program, did not attend classroom instruction during 2018/2019 school year	2,862	1,431 (50%)
Total		7,242	4,059

DATA COLLECTION

The desired data collection methodology for this AE project was clearly described within the RFP, and Leger adhered to all of the prescribed requirements. The primary methodology was a telephone survey, supplemented with a web response option. Pretest data was collected by phone on October 28th, 2019 and full data collected by both phone and web was collected between November 12th, 2019 and January 28th, 2020.

INTEGRATION OF TELEPHONE AND WEB

Leger's data collection systems provide compatible telephone (using Voxco software) and web-based interviewing (Decipher software). At any point in the data collection process, results for both telephone and online interviews were monitored and reviewed with a push of a button. The systems are able to connect to one another and recognize the graduate regardless of which response option he or she chooses. In this manner, duplicate surveys were avoided. All responses were saved into the same database; each record is easily identified according to the methodology used for completion.

COMPUTER AIDED TELEPHONE INTERVIEWING (CATI)

All telephone interviews were conducted from Leger's Computer Aided Telephone Interviewing (CATI) stations, located within Canada.

Leger's highly trained data analysts programed the questionnaire into CATI and performed extensive testing on the program to ensure accuracy. Interviewers inputted 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. The CATI program automatically presented the next question and included

automatic skip patterns, eliminating improper response and skip errors that can occur when using paper surveys.

Our data analysts randomized the sample and set up quotas for each trade, trade group, region and AIT office. Interviewing was conducted daily with targets set to take into account holidays or events that may impact response rates. All sample and target programming was verified to ensure accuracy.

CATI further enabled Leger to track response rates, calling statistics and sample sizes. In this way, the progress of the data collection and the reasons for non-response were closely monitored.

COMPUTER AIDED WEB INTERVIEWING (CAWI)

Emails were sent to all graduates for whom email addresses were provided in the sample frame and/or telephone contact information could not be found.

Email addresses for the graduates who preferred to complete the survey online rather than by phone were collected while on the phone with the graduate, and an email invitation with a link to the survey was sent to the graduate. Each link contained an embedded unique ID so Leger (and only Leger) was able to track responses and ensure each respondent answered only once. By doing so, Leger was able to identify who needed to receive email reminders to complete the survey. Telephone reminders were also conducted even if the graduate indicated a preference to complete the survey online. The unique identifier also enabled monitoring of survey compliance by region and cross-tabulation by region at the analysis stage.

To further promote web completes, Leger left a voice message when voicemail was reached, with instructions on how to complete the survey online. In this manner, even those graduates who did not answer their phone were able to complete the survey. The toll-free number was also left so the graduate could complete the survey by telephone if they preferred. The same unique ID was provided in the voicemail to match the survey responses to the graduate record.

PROGRAMMING

Our programmers ensured full comparability with data of past years' surveys, using variable names and response codes that matched those used in the previous iterations of the survey. Programming was tested in detail prior to the pilot-test. Also, Leger ran a computer-based simulation, which inserts thousands of randomly selected numbers into the data fields, essentially filling the survey with random responses. Then, the data was examined for out-of-range and other types of invalid responses as well as to ensure that any skip patterns were being followed correctly.

PILOT-TESTING THE QUESTIONNAIRE

Prior to data collection, Leger completed a pilot test of the questionnaire. Pilot test results were shared with AE and reviewed thoroughly including listening to recordings of all of the interviews. Some changes were made to the questionnaire based on the review of the pilot test. None of the changes substantially impacted any survey questions, so the pilot test interviews were included in the final dataset.

CALL-BACK PROCEDURES

Call-backs ensure that graduates 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 a graduate.
- ✓ After initial contact was made, each telephone number was called at least **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 calls were made at all possible times and on all days. In trying to reach a respondent, **up to 43 attempts were made in some cases**, such as when a number of appointments were made with a graduate. 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 made and kept with individual graduates to ensure interviewing could occur at the respondent's convenience.

INTERVIEW MONITORING AND FEEDBACK

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.

Leger has an open-door policy and offered members of the AE project team remote monitoring capabilities. This enabled the project team to monitor interviews at any point in the data collection process without having to leave their offices. Members of the AE project team were invited to attend the pre-test (via conference), listen to recordings of interviews, and/or monitor telephone interviews at any point during the data collection process they wished to see.

INTERVIEWER TOOLS AND TRAINING

Leger's experienced team of in-house research interviewers conducted all interviews. Each interviewer has considerable experience, is fully trained on interviewing techniques, and brings previous experience with a variety of satisfaction studies.

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 learning from the pilot-test, the interviewers were equipped with the objectives of each question and trained on rebuttal techniques designed to convert potential refusals into completed surveys. In the case where a respondent provided a soft-refusal, the interviewer used rehearsed responses to handle objections, and if unable to complete an interview, took detailed notes on the nature of the refusal, and then spoke with a supervisor to determine what the next steps should be, and who should handle the call.

EXTRA EFFORTS TO MAXIMIZE RESPONSE

Through Leger's experience surveying populations that are relatively difficult to access, we found the following methods to be effective in increasing response rates:

- ✓ Providing a web response option, in addition to telephone;
- ✓ Using Alberta phone numbers on call display for all out-bound calls;
- ✓ Leaving a voicemail message for graduates so that they knew the sponsor, why we are calling, and how to get in touch with us;
- ✓ Including a toll-free number in the voicemail inviting clients to call in and arrange to complete the survey at their own convenience;
- ✓ Including the web survey link in voicemail and the telephone survey script to allow for web-based responses for those who prefer that;
- ✓ Contacting secondary numbers/addresses, if available (e.g., permanent address);
- ✓ Looking up out-of-date telephone numbers in current directories;
- ✓ Sending emails to those graduates who cannot be found by any other means, if they have an email address available in their contact record, and
- ✓ Making multiple telephone calls to each number and setting appointments for call-backs.

Additionally, we employed a front heavy data collection process to ensure all potential respondents were called at least once within a short time frame at the beginning of the data collection period. This allowed for prompt identification of incorrect or not-in-service numbers, which could then be looked up and called again in a timely manner.

DATA CODING, ENTRY AND ANALYSIS

Data was collected between October 28th, 2019 and January 28th, 2020, with 3,519 respondents, specifically:

- ✓ 2,001 by telephone; and
- ✓ 1,518 by web.

The following table illustrates the distribution of completed interviews by cohort and apprenticeship program group:

Table M.2

Total Survey Completes					
Apprenticeship Program Group	Cohort	Completions			
		Telephone	Web	Total	% of Population
Architectural Construction	Cohort 1	139	112	251	50%
	Cohort 2	88	56	144	47%
	Subtotal	227	168	395	49%
Electrical	Cohort 1	349	237	586	48%
	Cohort 2	127	99	226	46%
	Subtotal	476	336	812	48%
Metal	Cohort 1	202	132	334	49%
	Cohort 2	116	60	176	42%
	Subtotal	318	192	510	46%
Mechanical	Cohort 1	241	173	414	50%
	Cohort 2	158	117	275	46%
	Subtotal	399	290	689	48%
Vehicle	Cohort 1	327	229	556	53%
	Cohort 2	121	111	232	45%
	Subtotal	448	340	788	51%
Other	Cohort 1	36	38	74	62%
	Cohort 2	97	154	251	48%
	Subtotal	133	192	325	50%
TOTAL	Cohort 1	1,294	921	2,215	51%
	Cohort 2	707	597	1,304	46%
GRAND TOTAL		**2,001**	**1,518**	**3,519**	**49%**

Table M.3

Cohort	Completions	Minimum Target	% of Minimum Target	% of Population
Cohort 1	2,215	2,628	84%	51%
Cohort 2	1,304	1,431	91%	46%
TOTAL	**3,519**	**4,059**	**87%**	**49%**

Overall survey results for a random sample of this size provide a margin of error of ±1.2%, 19 times out of 20. Based on the outcome of all call attempts, an overall response rate (response rate takes into account all responding and non-responding call results) of 50.8% was achieved for Cohort 1 and 45.9% for Cohort 2, with an overall completion rate (completion rate is simply Total Completes/Total Sample) of 48.9%.

Further detailed results pertaining to the survey sample are as follows:

Table M.4

Survey Statistics							
Apprenticeship Program Trade Group	Type of Sample	Sample	% Completes	% Ineligible/ Unavailable	% Refused	% Exhausted	% Active
Architectural Construction	Cohort 1	499	50%	3%	12%	20%	15%
	Cohort 2	304	47%	8%	12%	19%	13%
	Subtotal	803	49%	5%	12%	20%	14%
Electrical	Cohort 1	1,210	48%	5%	14%	19%	13%
	Cohort 2	481	47%	7%	14%	19%	13%
	Subtotal	1,691	48%	6%	14%	19%	13%
Metal	Cohort 1	674	50%	4%	13%	20%	13%
	Cohort 2	423	42%	7%	14%	22%	15%
	Subtotal	1,097	46%	5%	13%	21%	14%
Mechanical	Cohort 1	822	50%	6%	12%	18%	13%
	Cohort 2	600	46%	9%	12%	19%	15%
	Subtotal	1,422	48%	7%	12%	18%	14%
Vehicle	Cohort 1	1033	54%	5%	10%	18%	13%
	Cohort 2	509	46%	6%	11%	22%	14%
	Subtotal	1,542	51%	5%	11%	20%	13%
Other	Cohort 1	120	62%	4%	10%	15%	9%
	Cohort 2	519	48%	7%	11%	26%	8%
	Subtotal	639	51%	6%	11%	24%	8%
TOTAL	Cohort 1	4,358	51%	5%	12%	19%	13%
	Cohort 2	2,836	46%	7%	12%	21%	13%
GRAND TOTAL		**7,194**	**49%**	**6%**	**12%**	**20%**	**13%**

While data was being collected, Leger provided weekly electronic and/or verbal progress reports to the client.

DATA CLEANING AND ANALYSIS

To ensure the survey was being completed correctly, Leger's data analysts examined the results of each survey in detail after the first night's results were available. 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; and
- ✓ Information was consistent and logical across questions, with no contradictions in the data.

Some of the data cleaning procedures were completed concurrently with data collection, with a thorough final check performed at the end once all interviewing had been completed. Detailed checks were also made following the pilot test and initial interviews (e.g., first hundred completes) to ensure the survey was working effectively prior to the bulk of the data collection.

For the purpose of establishing **minimum sample sizes** overall and by trade, training institute, and region, and to provide a sense of the impacts of sample sizes on reliability of results, the following confidence intervals that apply to surveys involving random sampling were used to define the 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; and
- ✓ Analysis of all relevant variables by region (95% $\pm$ 10% confidence level, or higher).

Based on these requirements, quotas were set and met where possible. In situations where the number of graduates in a subset was too small to realistically complete enough interviews to meet these targets, as many interviews as possible were conducted with these groups. To maximize the number of groups that can be reported on, the highest priority was assigned to small groups where a higher response was needed. For the most difficult and high priority (for the purposes of fulfilling quotas) cases, a single interviewer was assigned to specific graduates to try and locate and establish contact with them. By assigning a single interviewer to a single graduate's case, rapport can be more easily developed (e.g., through voicemails) and the case could be followed more easily. Interviewers made notes in the case contact record to help support future calls from themselves or other interviewers.

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 code-book/analysis has been used.

DATA FILES

Clean, labeled data files have been prepared and delivered to AE using the previous iterations of the survey to produce overall files for the combined surveys.

QUESTIONNAIRE

2018/2019 Graduates of Alberta Apprenticeship Programs
Legend:

- **Interviewer notes/programming notes**
- **CATI ONLY**
- **WEB ONLY**

Int0

Hi, may I please speak with <<sample.name>>?

(IF ASKED: I am calling on behalf of the Apprenticeship and Industry Training Board and Alberta Advanced Education and would like to speak to the recent graduate of an Alberta apprenticeship program.
IF NEEDED: We are contacting everyone who graduated in the 2018/2019 academic year.

If respondent has questions, direct them to call Gina Wong, Apprenticeship & Student Aid, Edmonton, Alberta, (780) 288-6360.

DO NOT READ LIST

If person has moved or are travelling WITHIN Canada or the US, ask if there is another number we can reach them at first.)

❍1 Yes, speaking

❍2 Yes, getting person

❍3 No, call back another time

❍4 No, refused (code as household refusal)

❍5 Person is available at a different number

❍6 Not aware of a person by that name OR do not have new contact info (terminate, code as wrong number)

❍7 Person is not available for study duration (confirm they are not available before end of January and no new number in US/Canada to reach them at; if there is, select "Person avail at different number")

❍8 Do not call list

CB0 *Show If int0_cb*

Arrange a call back.

REF0 *Show If int0_ref*

Refusal.

T0 *Show If int0_unknown_person*

Thank you for your time. Goodbye.

T0a *Show If int0_unavilable*

Thank you for your time. Goodbye.

Int1a *Show If getting_person*

Hi, is this <<sample.name>>?

(IF ASKED: I am calling on behalf of the Apprenticeship and Industry Training Board and Alberta Advanced Education and would like to speak to the recent graduate of an Alberta apprenticeship program.
IF NEEDED: We are contacting everyone who graduated in the 2018/2019 academic year.
If respondent has questions, direct them to call Gina Wong, Apprenticeship & Student Aid, Edmonton, Alberta, (780) 288-6360.
IF NO: Ask to speak to the person and repeat when person comes on the line.
DO NOT READ LIST)

- ❍1 Yes, speaking
- ❍2 No, call back another time
- ❍3 No, refused (code as household refusal)
- ❍4 No, person available at a different number (go to that option on the callback screen)
- ❍5 Not aware of a person by that name (terminate, code as bad sample)
- ❍8 Do not call list

CB1a *Show If int1a_cb*

Arrange a call back.

REF1a *Show If int1a_ref*

Refusal.

T1a *Show If int1a_unknown_person*

Thank you for your time. Goodbye.

VOICEMAIL *Show if call goes to answering machine/voicemail*

Hello, my name is _____. I am calling from _____on behalf of the Apprenticeship and Industry Training Board and Alberta Advanced Education. We are conducting a survey to find out how satisfied you were with the *<<Trade Name>> apprenticeship program.* By completing the survey, you will be eligible to enter a draw to win 1 of 10 $100 Visa gift cards. To complete the survey, please call us back at <<*toll-free number*>>. Thank you!

Int1b

Hello, my name is _____ and I am calling from _____on behalf of the Apprenticeship and Industry Training Board and Alberta Advanced Education. They would like to know how satisfied you were with the *<<Trade Name>> apprenticeship program.* Your input is very important and will help us to make improvements in the Alberta apprenticeship system. The survey takes about 18 to 20 minutes to complete. Those who complete the survey are eligible to enter a draw to win 1 of 10 $100 Visa gift cards. There will be an early bird draw for those who participate in the survey before December 16.

Your participation is voluntary and any information you provide will be kept confidential.

Is this a convenient time to talk to you?

(DO NOT READ LIST
IF NEEDED: We are contacting everyone who graduated in the 2018/2019 academic year.
If respondent has questions, direct them to call Gina Wong, Apprenticeship & Student Aid, Edmonton, Alberta, (780) 288-6360

- ❍1 Yes, continue
- ❍2 No, call back another time
- ❍3 No, refused

CB1b *Show If int1b_cb*

Arrange a call back.

Int2 *Show If int1b_ref*

An online version of the survey is available. Would you be willing to complete the survey online?

(DO NOT READ LIST)

❍1 Yes

❍2 No

Int2a *Show If int1b_ref*

There is a very short version of the survey, which would only take 5 minutes to complete. Would you be willing to complete this short version with me? [**NOTE: Respondents who complete the short survey are NOT eligible to enter the draw.**]

(DO NOT READ LIST)

❍1 Yes → Go to Int3/A1A/A1B, then go to SHORT SCRIPT (end of doc)

❍2 No → REF1b

REF1b *Show If int3_ref*

Refusal.

Int2b *Show If int2_email*

Thank you. << Can I confirm that your email address is .../ May I collect your email address so that we may send you an email with the link to the survey?>>

(ADJUST EMAIL ADDRESS BELOW IF NECESSARY
READ BACK EMAIL ADDRESS PHONETICALLY TO CONFIRM)

_____

☐-9 Don't know

☐-8 Refused

REF2 *Show If int2b_DKRef*

Refusal.

Send *Show If send_email*

Page down to send the email.

emailEnd *Show If send_email*

You should receive an email shortly with your ID number and a link to the survey. Thank you.

Int3

Thank you. Please note that this call may be recorded for quality assurance purposes. Your responses will be shared with post-secondary institutions that provide apprenticeship technical training but no responses will be identifiable to an individual. When results are published, only summary or grouped information will be provided. Your personal information is collected in accordance with section 33c of ***the Freedom of Information and Protection of Privacy Act*** for the purposes of assessing the Alberta apprenticeship system in Alberta and will only be used or disclosed in accordance with that Act.
Do you have any questions about the collection of this information?

❍1 Yes

❍2 No

Int3b *Show If int3_yes*

You may direct your questions to Gina Wong, Apprenticeship & Student Aid, Edmonton, Alberta, (780) 288-6360.

Intweb

Thank you for participating in the Apprentice Graduate Survey. Your input is very important and will help Advanced Education to make improvements in Alberta apprenticeship programs.

Your responses will be shared with post-secondary institutions that provide apprenticeship technical training but no responses will be identifiable to an individual. When results are published, only summary or grouped information will be provided. Your personal information is collected in accordance with section 33c of the Freedom of Information and Protection of Privacy Act for the purposes of assessing the Alberta apprenticeship system in Alberta and will only be used or disclosed in accordance with that Act.

Those who complete the survey are eligible to enter a draw to win 1 of 10 $100 Visa gift cards. There will be an early bird draw for those who participate in the survey before December 16.

If you have any questions about the survey, please contact Gina Wong, Apprenticeship & Student Aid at (780) 288-6360. For technical issues, please email survey_apprentice@leger360.com.

A1a

Are you a journeyperson in the *<<Trade Name>> profession* ?

(DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍3 Don't know

A1b *Show If A1a_no_or_DK*

Participation in the survey requires that you have completed all the requirements for a Journeyman Certificate. If you completed all the requirements by July 31, 2019 but have not received your certificate because it is still being processed or in the mail, we would like you to continue with the survey.

To confirm, have you completed all the requirements for a Journeyman Certificate?

(DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍3 Don't know

T1 *Show If A1b_no_or_DK*

Thank you for your time. Goodbye.

P1

Did you take a “pre-apprenticeship” program?

[**READ AS NECESSARY/HOVER FOR WEB**:] A pre-apprenticeship program teaches basic skills or prepares students for an apprenticeship program.

- ❍1 Yes
- ❍2 No
- ❍38 Don't know

❍39 Refused/Prefer not to answer

P2 *Show If P1_yes [show/read list to respondents]*

Please indicate the type of pre-apprenticeship program(s) you took (*Select all that apply*)

☐1 CTS [**READ AS 'C-T-S'**] Career and Technology Studies in High School

☐2 RAP [**READ AS ONE WORD**] program (while in High School)

☐3 Pre-employment program that provides credit for the first period [*interviewer note: also referred to as first year/terms can be used interchangeably*]

☐4 Diploma or certificate program at a post-secondary institution that provides credit for one or more periods of technical training [*interviewer note: not to be confused with a high school diploma; if unsure, put under 'other'*]

☐5 Trades/apprenticeship preparatory, introductory, transitional or vocational programs that do not provide credits toward an apprenticeship program

☐6 Other (specify):

❍7 Don't know

❍8 Refused/Prefer not to answer

P3a *Show If P1_yes [Ask for each selected in P2]*

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

❍1 Very valuable

❍2 Somewhat valuable

❍3 Not very valuable

❍4 Not at all valuable

❍38 Don't know

❍39 Refused/Prefer not to answer

P3b *Show If P3a_'Very valuable' or 'somewhat valuable' [Do NOT show/read list to respondents] [Ask for each selected in P2]*

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

- ☐1 Exploring my options
- ☐2 Learning new skills
- ☐3 Helped me find an employer
- ☐4 Helped me decide if an apprenticeship program is suitable for me
- ☐4 Other (specify):_____
- ☐7 Don't know
- ☐8 Refused/Prefer not to answer

A2

In which **year** and **month** did you complete the hours for **on-the-job learning** needed for certification as a journeyperson in the *<<Trade Name>>* apprenticeship program?

If not sure, please estimate the year and month.

(Ask for estimated year and month if not sure.
Note that August 2019 - December 2019 are not valid responses; if respondent indicates one of these, prompt them to confirm. DO NOT READ LIST)

- ❍1 2019 - January
- ❍2 2019 - February
- ❍3 2019 - March
- ❍4 2019 - April
- ❍5 2019 - May
- ❍6 2019 - June
- ❍7 2019 - July
- ❍13 2018 - January
- ❍14 2018 - February
- ❍15 2018 - March

- 2018 - April
- 2018 - May
- 2018 - June
- 2018 - July
- 2018 - August
- 2018 - September
- 2018 - October
- 2018 - November
- 2018 - December
- 2017 - January
- 2017 - February
- 2017 - March
- 2017 - April
- 2017 - May
- 2017 - June
- 2017 - July
- 2017 - August
- 2017 - September
- 2017 - October
- 2017 - November
- 2017 - December
- 2016 - January
- 2016 - February
- 2016 - March
- 2016 - April
- 2016 - May
- 2016 - June

- 43 2016 - July
- 44 2016 - August
- 45 2016 - September
- 46 2016 - October
- 47 2016 - November
- 48 2016 - December
- 49 2015 - January
- 50 2015 - February
- 51 2015 - March
- 52 2015 - April
- 53 2015 - May
- 54 2015 - June
- 55 2015 - July
- 56 2015 - August
- 57 2015 - September
- 58 2015 - October
- 59 2015 - November
- 60 2015 - December
- 61 2014 - January
- 62 2014 - February
- 63 2014 - March
- 64 2014 - April
- 65 2014 - May
- 66 2014 - June
- 67 2014 - July
- 68 2014 - August
- 69 2014 - September

❍70 2014 - October

❍71 2014 - November

❍72 2014 - December

❍73 2013 - January

❍74 2013 - February

❍75 2013 - March

❍76 2013 - April

❍77 2013 - May

❍78 2013 - June

❍79 2013 - July

❍80 2013 - August

❍81 2013 - September

❍82 2013 - October

❍83 2013 - November

❍84 2013 - December

❍85 2012 or before

❍86 Don't know / don't recall

❍87 **Refused**/**Prefer not to answer**

B1a *ASK ALL*

How satisfied are you with the usefulness of the Record Book? **Would you say ...**

(READ LIST)

(If needed: The Record Book or Blue Book is used to record hours worked in the Alberta apprenticeship program.)

❍1 Very satisfied

❍2 Somewhat satisfied

❍3 Somewhat dissatisfied

❍4 Very dissatisfied

❍38 ***DO NOT READ:*** Don't know

❍39 ***DO NOT READ:*** **Refused/Prefer not to answer**

B2

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

(READ LIST ONCE; REPEAT AS NEEDED)

		Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	***DO NOT READ:*** Don't know	***DO NOT READ:*** **Refused/** **Prefer not to answer**
a.	Covering the tasks or types of work specified in your record book	❍1	❍2	❍3	❍4	❍38	❍39
b.	Learning the skills you needed to work in the profession	❍1	❍2	❍3	❍4	❍38	❍39
c.	The expertise of your supervising journeyperson	❍1	❍2	❍3	❍4	❍38	❍39
d.	The **ability** of your supervising journeyperson to teach skills in the profession [*do not confuse with e. availability*]	❍1	❍2	❍3	❍4	❍38	❍39
e.	The **availability** of your supervising journeyperson to teach skills in the profession [*do not confuse with d. ability*]	❍1	❍2	❍3	❍4	❍38	❍39
f.	The adequacy of equipment and facilities for learning skills in the profession	❍1	❍2	❍3	❍4	❍38	❍39
g.	Your supervising journeyperson's ability to use up-to-date practices	❍1	❍2	❍3	❍4	❍38	❍39
h.	Your on-the-job learning preparing you for the provincial apprenticeship exams	❍1	❍2	❍3	❍4	❍38	❍39
i.	The overall quality of your on-the-job learning	❍1	❍2	❍3	❍4	❍38	❍39

B2J1 *Show If B2_satisfied_at_least_one_item*

Are there any other reasons you are satisfied with the on-the-job learning?

_____

_____

_____

_____

☐-9 Don't know

☐-8 **Refused/No comments**

B2J2 *Show If B2_dissatisfied_at_least_one_item*

Are there any other reasons you are dissatisfied with on-the-job learning?

_____

_____

_____

_____

_____

☐-9 Don't know

☐-8 **Refused/No comments**

C1 The next questions are about technical training (also referred to as Classroom Instruction).

At which post-secondary institution or educational provider did you register and attend technical training in the *<<Trade Name>>* apprenticeship program?

That is, at which school or institution did you take your technical training. If you attended more than one institution, please select the last post-secondary institution or educational provider where you attended.

(IF NECESSARY: By that I mean, at which school, institution or educational provider that you took your technical training)?

IF ATTENDED MORE THAN ONE, ASK FOR LAST POST-SECONDARY INSTITUTION or EDUCATIONAL PROVIDER ATTENDED.
DO NOT READ LIST; SELECT ONLY ONE.)

❍1 Delmar College of Hair Design Ltd.

❍16 Grand Prairie Regional College (GPRC) [Includes GPRC – Grande Prairie Campus and GPRC – Fairview Campus]

❍3 Keyano College

❍4 Lakeland College

❍5 Lethbridge College (formerly Lethbridge Community College)

❍6 MC College Group (previously Marvel Trade & Business College)

❍7 Medicine Hat College

❍8 NAIT (Northern Alberta Institute of Technology)

❍93 Northern Lakes College

❍9 Olds College

❍28 Portage College

❍10 Red Deer College

❍11 SAIT (Southern Alberta Institute of Technology)

❍12 Enform (previously Petroleum Industry Training Service)

❍13 FortisAlberta (previously Aquila Networks Canada, UtiliCorp Networks Canada & TransAlta Utilities)

❍14 Other (specify): _____

9 Did not attend/technical training was not required

❍999 Don't know

❍998 **Refused/Prefer not to answer**

C2 *Show If C1_attended_school*

In which **year** and **month** did you complete your technical training?

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

If not sure, please estimate the year and month.

(Ask for estimated year and month if not sure. DO NOT READ LIST)

- ❍1 2019 - January
- ❍2 2019 - February
- ❍3 2019 - March
- ❍4 2019 - April
- ❍5 2019 - May
- ❍6 2019 - June
- ❍7 2019 - July
- ❍13 2018 - January
- ❍14 2018 - February
- ❍15 2018 - March
- ❍16 2018 - April
- ❍17 2018 - May
- ❍18 2018 - June
- ❍19 2018 - July
- ❍20 2018 - August
- ❍21 2018 - September
- ❍22 2018 - October
- ❍23 2018 - November
- ❍24 2018 - December
- ❍25 2017 - January
- ❍26 2017 - February
- ❍27 2017 - March

- 28 2017 - April
- 29 2017 - May
- 30 2017 - June
- 31 2017 - July
- 32 2017 - August
- 33 2017 - September
- 34 2017 - October
- 35 2017 - November
- 36 2017 - December
- 37 2016 - January
- 38 2016 - February
- 39 2016 - March
- 40 2016 - April
- 41 2016 - May
- 42 2016 - June
- 43 2016 - July
- 44 2016 - August
- 45 2016 - September
- 46 2016 - October
- 47 2016 - November
- 48 2016 - December
- 49 2015 - January
- 50 2015 - February
- 51 2015 - March
- 52 2015 - April
- 53 2015 - May
- 54 2015 - June

- ❍55 2015 - July
- ❍56 2015 - August
- ❍57 2015 - September
- ❍58 2015 - October
- ❍59 2015 - November
- ❍60 2015 - December
- ❍61 2014 - January
- ❍62 2014 - February
- ❍63 2014 - March
- ❍64 2014 - April
- ❍65 2014 - May
- ❍66 2014 - June
- ❍67 2014 - July
- ❍68 2014 - August
- ❍69 2014 - September
- ❍70 2014 - October
- ❍71 2014 - November
- ❍72 2014 - December
- ❍73 2013 - January
- ❍74 2013 - February
- ❍75 2013 - March
- ❍76 2013 - April
- ❍77 2013 - May
- ❍78 2013 - June
- ❍79 2013 - July
- ❍80 2013 - August
- ❍81 2013 - September

❍82 2013 - October

❍83 2013 - November

❍84 2013 - December

❍85 2012 or before

❍86 Don't know / don't recall

❍87 **Refused/Prefer not to answer**

C3 *Show If C1_attended_school*

Generally, how satisfied were you with your technical training (also known as classroom instruction) in terms of **each of the following** ...

*[**Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

(READ LIST ONCE; REPEAT AS NEEDED)

		Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	***DO NOT READ:*** N/A / Not encountered	***DO NOT READ:*** Don't know	***DO NOT READ:*** **Refused/** **Prefer not to answer**
a.	Learning the theory you need to work in the profession	❍1	❍2	❍3	❍4	❍37	❍38	❍39
b.	The practical activities in the shop or lab reflecting the competencies you need to work in the profession	❍1	❍2	❍3	❍4	❍37	❍38	❍39
c.	The instructors' expertise in the profession	❍1	❍2	❍3	❍4	❍37	❍38	❍39
d.	The teaching ability of the instructors	❍1	❍2	❍3	❍4	❍37	❍38	❍39
e.	The adequacy of the shop or lab equipment provided for practicing the skills you were taught	❍1	❍2	❍3	❍4	❍37	❍38	❍39
f.	The apprenticeship technical training being up to date with practices in the profession in general	❍1	❍2	❍3	❍4	❍37	❍38	❍39
g.	Preparing you for the provincial apprenticeship	❍1	❍2	❍3	❍4	❍37	❍38	❍39

	exams							
h.	The overall quality of your technical training	❍1	❍2	❍3	❍4	❍37	❍38	❍39

C3J1 *Show If C3_satisfied_at_least_one_item*

Please describe any other reason(s) for your satisfaction.

_____

_____

_____

_____

_____

☐-9 Don't know

☐-8 **Refused**/ **No comments**

C3J2 *Show If C3_dissatisfied_at_least_one_item*

Please describe any other reason(s) for your dissatisfaction.

_____

_____

_____

_____

_____

☐-9 Don't know

☐-8 **Refused**/ **No comments**

C4a *Show If C1_attended_school*

Which of the following forms of instruction did you have experience with during your apprenticeship?

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

(DO NOT READ RESPONSE LIST)

	Yes	No	Not applicable	Don't know	**Refused/** **Prefer not to answer**
a. Traditional classroom labs or lectures ***[IF NECESSARY:*** Attending 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.***]***	❍1	❍2	❍37	❍38	❍39
b. Distance delivery ***[IF NECESSARY:*** 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.***]*** *[Show If Electrician, Welder, Industrial Mechanic (Millwright), Heavy Equipment Technician, Parts Technician, Locksmith]*	❍1	❍2	❍37	❍38	❍39

		Yes	No	Not applicable	Don't know	**Refused/** **Prefer not to answer**
c.	Competency Based Apprenticeship Training, or CBAT ***[IF NECESSARY:*** 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.***]*** *[Show If Carpenter, Electrician, Welder, Locksmith]*	❍1	❍2	❍37	❍38	❍39
d.	Mobile delivery ***[IF*** NECESSARY: The post-secondary institution/educational provider moves to the location where the technical training is required.***]*** *[Show If Crane and Hoisting Equipment Operator]*	❍1	❍2	❍37	❍38	❍39
e.	Weekly Apprenticeship Training, or WATS ***[IF NECESSARY:*** 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.] [Show If Cook *or Parts Technician]*	❍1	❍2	❍37	❍38	❍39

	Yes	No	Not applicable	Don't know	**Refused/** Prefer not to answer
f. Blended Learning ***[IF NECESSARY:*** 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 provder. 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.***]*** *[Show If Carpenter, Electrician, Plumber, Auto Service Technician, Welder, Machinist, Heavy Equipment Technician]*	❍1	❍2	❍37	❍38	❍39

C4b *Show If C4a_experience_with_at_least_one_method*

How satisfied were you with ...

(READ LIST ONCE; REPEAT AS NEEDED)

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	***DO NOT READ:*** N/A / Not encountered	***DO NOT READ:*** Don't know	***DO NOT READ:*** **Refused/** Prefer not to answer
a. Traditional classroom labs or lectures ***[IF NECESSARY:*** (Block release)***]*** *[Show If experience_traditional_classroom]*	❍1	❍2	❍3	❍4	❍37	❍38	❍39
b. Distance delivery *[Show If experience_distance_delivery]*	❍1	❍2	❍3	❍4	❍37	❍38	❍39

c.	Competency Based Apprenticeship Training, or CBAT *[Show If experience_CBAT]*	❍1	❍2	❍3	❍4	❍37	❍38	❍39
d.	Mobile delivery *[Show If experience_mobile_delivery]*	❍1	❍2	❍3	❍4	❍37	❍38	❍39
e.	Weekly Apprenticeship Training, or WATS *[Show If experience_WATS]*	❍1	❍2	❍3	❍4	❍37	❍38	❍39
f.	Blended Learning *[Show If experience_blended_learning]*	❍1	❍2	❍3	❍4	❍37	❍38	❍39

C4F1 *Show If C4_satisfied_at_least_one_item*

Please describe any reason(s) for your satisfaction with these types of instruction.

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

_____

_____

_____

_____

_____

☐-9 Don't know

☐-8 **Refused**/ **No comments**

C4F2 *Show If C4_dissatisfied_at_least_one_item*

Please describe any reason(s) for your dissatisfaction with these types of instruction.

_____

_____

_____

_____

_____

☐-9 Don't know

☐-8 **Refused**/ **No comments**

C5C *Show If C1_attended_school*

Did you receive any of the following types of assistance during your Alberta apprenticeship program?

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

(READ ITEMS; DO NOT READ RESPONSE LIST)

		Yes	No	Don't know	**Refused/** **Prefer not to answer**
a.	Employment Insurance for technical training	❍1	❍2	❍38	❍39
b.	Government Student Loans ***[IF NECESSARY:*** Federal and provincial student loans were introduced in the 2015-2016 academic year for apprentices.***]***	❍1	❍2	❍38	❍39
c.	Government Grants ***[IF NECESSARY:*** Grants are non-repayable forms of assistance for learners who demonstrate financial need and also include federal incentive grants to encourage completion of Alberta apprenticeship programs where a Red Seal is available.***]***	❍1	❍2	❍38	❍39
d.	Monetary Awards such as the Apprentice Training Award or the First Period Apprentice Award ***[IF NECESSARY:*** In 2015/2016 Alberta introduced awards for apprentices taking technical training through the FPAA and the ATA.***]***	❍1	❍2	❍38	❍39
e.	Scholarships	❍1	❍2	❍38	❍39

C5A *Show If C5C_did_not_receive_at_least_one*

Before today, were you aware of the following types of assistance available to apprentices?

(READ ITEMS; DO NOT READ RESPONSE LIST)

		Yes	No	Don't know	**Refused/** **Prefer not to answer**
a.	Employment Insurance *[Show If C5c_did_not_receive_EI]*	❍1	❍2	❍38	❍39
b.	Government Student Loans ***[IF NECESSARY:*** Federal and provincial student loans were introduced in the 2015-2016 academic year for apprentices***]*** *[Show If C5c_did_not_receive_loans]*	❍1	❍2	❍38	❍39
c.	Government Grants ***[IF NECESSARY:*** Grants are non-repayable forms of assistance for learners who demonstrate financial need and also include federal incentive grants to encourage completion of Alberta apprenticeship programs where a Red Seal is available.***]*** *[Show If C5c_did_not_receive_grants]*	❍1	❍2	❍38	❍39
d.	Monetary Awards such as the Apprentice Training Award or the First Period Apprentice Award ***[IF NECESSARY:*** In 2015/2016 Alberta introduced awards for apprentices taking technical training through the FPAA and the ATA***]*** *[Show If C5c_did_not_receive_awards]*	❍1	❍2	❍38	❍39

C5B *Show If C5A_aware_at_least_one*

Did you apply for ...?

(READ ITEMS; DO NOT READ RESPONSE LIST)

		Yes	No	Don't know	**Refused/** **Prefer not to answer**
a.	Employment Insurance *[Show If C5a_aware_EI]*	❍1	❍2	❍38	❍39

b.	Government Student Loans *[Show If C5a_aware_loans]*	❍1	❍2	❍38	❍39
c.	Government Grants *[Show If C5a_aware_grants]*	❍1	❍2	❍38	❍39
d.	Monetary Awards such as the Apprentice Training Award or the First Period Apprentice Award *[Show If C5a_aware_awards]*	❍1	❍2	❍38	❍39

C4i *Show If C5_receive_or_apply_EI_or_loans*

Did you encounter any difficulties applying for or receiving any of the following types of assistance?

(READ ITEMS; DO NOT READ RESPONSE LIST)

		Yes	No	Don't know	**Refused/** **Prefer not to answer**
a.	Employment Insurance *[Show If c5_apply_or_receive_EI]*	❍1	❍2	❍38	❍39
b.	Government Student Loans *[Show If c5_apply_or_receive_loans]*	❍1	❍2	❍38	❍39

C5BA1 *Show If C4i_difficulties_EI*

What difficulties did you encounter applying for or receiving Employment Insurance?

(DO NOT READ; SELECT ALL THAT APPLY)

☐1 Lack of information on how to apply for EI

☐2 Application process is complicated / confusing

☐3 Staff was not helpful or disorganized

☐4 Communication problems

☐5 Application was lost, had to reapply

☐6 Employer did not provide documentation

☐7 I did not qualify for EI

☐11 Took too long to get cheque

☐12 EI amount was too small

☐13 Requirement to pay back portions of EI

☐8 Other (specify): _____

☐9 Don't know

☐10 Refused

C5BA1web *Show If C4i_difficulties_EI*

What difficulties did you encounter applying for or receiving Employment Insurance?

_____

_____

_____

_____

_____

☐-9 Don't know

☐-8 No comments

C5BB1 *Show If C4i_difficulties_loans*

What difficulties did you encounter applying for or receiving Government Student Loans?

(DO NOT READ; SELECT ALL THAT APPLY)

☐1 Lack of information on loans and how to apply

☐2 Application process was difficult, complicated, or time consuming

☐3 I waited too long to submit my application

☐4 I did not qualify for a government student loan

☐11 Loan amount was too small

☐12 Difficulty accessing the money

☐8 Other (specify): _____

☐9 Don't know

☐10 Refused

C5BB1web *Show If C4i_difficulties_loans*

What difficulties did you encounter applying for or receiving Government Student Loans

_____

_____

_____

_____

_____

☐-9 Don't know

☐-8 No comments

C6 *Show If C1_attended_school*

Did you receive any financial assistance for attending technical training from the following sources?

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

Select all that apply.

(READ LIST; SELECT ALL THAT APPLY)

☐1 Loan from employer

☐2 Wages from employer [*If selected, ask C7B*]

☐2 Gift or grant from employer

☐3 Tuition paid for by employer

☐4 Travel costs paid for by employer

☐5 Grant from employer association or employee association

☐6 Loan from family member

☐11 Support or gift from family member

☐7 Bank loan

☐8 None of the above

☐9 ***DO NOT READ:*** Don't know

☐10 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

C7B *Show If C6-2_received_wages*

For the most recent period of technical training in which your employer made a contribution, what percentage of your regular wage did you receive?

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

_____%

☐-9 Don't know

☐-8 **Refused**/**Prefer not to answer**

C6K *Show If C1_attended_school*

Did you receive any other financial assistance, such as benefits?

(DO NOT READ LIST)

❍1 Yes, specify: _____

❍2 No

❍38 Don't know

❍39 **Refused**/**Prefer not to answer**

C6J *Show If C1_attended_school*

Did you use any of your personal savings?

(DO NOT READ)

❍1 Yes

❍2 No

❍38 Don't know

❍39 **Refused**/**Prefer not to answer**

C6M *Show If C5c_did_receive_loans*

The next few questions are to better help us understand how manageable government student loans are.

C6N *Show If C5c_did_receive_loans*

How much did you *actually* pay towards all government student loans combined last month, including any student loans from Canada, Alberta or other provinces or territories?

Your best estimate is fine.

(ACCEPT AN ESTIMATE, BUT NOT A RANGE)

$_____ [0-$99999]

☐-9 Don't know / NA

☐-8 **Refused**/**Prefer not to answer**

C6M2 *Show If C6N_paid_nothing or $0*

Did you not make a payment because…. (*single response*)

(READ LIST)

❍1 **You are**/**I am** still in the grace period (*Read as required/hover on web version: A grace period is a six-month period that starts when you finish school. Your Alberta student loans remain interest-free and payment-free during this six months.*)

❍2 **You are**/**I am** in the repayment assistance plan

❍3 **You**/**I** have paid off **your**/**my** government student loans in full

❍4 ***[DO NOT READ]*** Other (specify): _____

❍5 Don't know

❍6 Refused/Prefer not to answer

C6M3 *Show If C6N_DKNARef*

Are you in the grace period?

(If needed: Grace period is a six-month period that starts when you finish school. Your Alberta student loans remain interest-free and payment-free during this six months.

DO NOT READ LIST)

❍1 Yes

❍2 No

❍38 Don't know

❍39 **Refused**/**Prefer not to answer**

D10

During your apprenticeship did you have contact with Apprenticeship Client Services staff?

READ AS REQUIRED: That is, did an Apprenticeship Client Services staff come to your school or work place or did you visit or call the local apprenticeship office or use services provided by apprenticeship staff?

(IF NO or unclear, READ: "By contact I mean did an Apprenticeship Client Services staff come to your school or work place or did you visit or call the local apprenticeship office or use services provided by apprenticeship staff?"

DO NOT READ LIST)

❍1 Yes

❍2 No

❍38 Don't know

❍39 **Refused**/**Prefer not to answer**

D1 *Show If D10_had_contact_with_ACC_staff*

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

(READ LIST ONLY IF NECESSARY)

❍1 Bonnyville

❍2 Calgary

❍4 Edmonton

❍5 Fort McMurray

❍6 Grande Prairie

❍7 Hinton

❍8 Lethbridge

❍9 Medicine Hat

❍10 Peace River

❍11 Red Deer

❍12 Slave Lake

❍13 Vermillion

❍14 Other (specify): _____

❍38 ***DO NOT READ:*** Don't know / don't recall

❍39 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

D2 *Show If D10_had_contact_with_ACC_staff*

Generally, how satisfied were you with Client Services staff, in terms of **… each of the following.**

(READ LIST ONCE; REPEAT AS NEEDED)

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	***DO NOT READ:*** Don't know	***DO NOT READ:*** **Refused/** **Prefer not to answer**
a. The waiting time to deal with the person who served you	❍1	❍2	❍3	❍4	❍38	❍39
b. Receiving courteous service from staff	❍1	❍2	❍3	❍4	❍38	❍39
c. The quality of advice you received from apprenticeship staff regarding your Alberta apprenticeship program	❍1	❍2	❍3	❍4	❍38	❍39
d. The knowledge level of the staff who served you	❍1	❍2	❍3	❍4	❍38	❍39
e. Whether staff did everything necessary to assist you with your service needs	❍1	❍2	❍3	❍4	❍38	❍39
f. The ease with which you were able to access the service needed	❍1	❍2	❍3	❍4	❍38	❍39
g. The overall quality of the service you received from apprenticeship staff	❍1	❍2	❍3	❍4	❍38	❍39

D21 *Show If D2_satisfied_at_least_one_item*

Please describe any other reason(s) for your satisfaction.

_____

_____

_____

_____

☐-9 Don't know

☐-8 **Refused**/ **No comments**

D22 *Show If D2_dissatisfied_at_least_one_item*

Please describe any other reason(s) for your dissatisfaction.

_____

_____

_____

_____

☐-9 Don't know

☐-8 **Refused**/ **No comments**

E1

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

(READ LIST)

❍1 Employed

❍2 Not employed, but looking for work

❍3 Not employed, and not looking for work

❍39 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

E1A *Show If E1_not_employed_but_looking*

Which of the following best describes the type of work you are looking for?

(READ LIST)

❍1 Work that is directly related to your Alberta journeyperson certification

❍2 Work that is somewhat related to your Alberta journeyperson certification

❍3 Work that is not related to your Alberta journeyperson certification

❍4 Any kind of work at all

❍39 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

E1C *Show If E1_not_employed_not_looking*

Why are you currently not looking for work?

Select all that apply.

(DO NOT READ LIST; SELECT ALL THAT APPLY)

☐1 I am currently enrolled in a post-secondary program

☐2 I am planning to enroll in a post-secondary program

☐3 I started looking for work but could not find anything

☐4 There is no work available

☐5 I am choosing not to work at this time

☐6 I am on a maternity / paternity break

☐7 Other (specify): _____

☐39 ***DO NOT READ:*** **Prefer not to say**/**Prefer not to answer**

E1B *Show If E1_employed*

Are you primarily self-employed?

(DO NOT READ LIST)

❍1 Yes

❍2 No

❍38 Don't know

❍39 **Refused**/**Prefer not to answer**

E2 *Show If E1_employed*

Are you currently working in the *<<Trade Name>>* profession?

(DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍39 **Refused**/**Prefer not to answer**

E3 *Show If E1_employed*

To what extent is the work you are currently doing related to your Alberta journeyperson certification?

(If necessary: In other words, to what extent are you using the skills from your Alberta journeyperson certification to fulfill your job duties?)

(READ LIST)

- ❍1 Directly related
- ❍2 Somewhat related
- ❍3 Not related at all
- ❍38 ***DO NOT READ:*** Don't know
- ❍39 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

E31 *Show If E1_employed*

In which of the following sectors do you currently work?

Select the info icon here for more details about how to classify your work.

[[The category of Commercial should include:
- Anyone working in the construction of a commercial building (such as an office building, or shopping mall)
- Anyone working in a commercial building such as an electrician working in maintenance for an office building.

The category of Industrial should include:
- Anyone working in the construction of an industrial plant or building (such as an oil refinery or manufacturing plant)
- Anyone working in an industrial building site such as a cook working in an oil refinery construction site work camp.

An institutional sector example:

- Anyone working in the construction of an institutional building or structure (such as a hospital or penitentiary)
- Anyone working in an institution such as a landscape gardener for a hospital

Click anywhere outside the popup to close it.]]

Select all that apply.

(In the category of Commercial we want to include:
- Anyone working in the construction of a commercial building (such as an office building, or shopping mall)
- Anyone working in a commercial building such as an electrician working in maintenance for an office building.

Another example, in the category of Industrial we want to include:
- Anyone working in the construction of an industrial plant or building (such as an oil refinery or manufacturing plant)
- Anyone working in an industrial building site such as a cook working in an oil refinery construction site work camp.

An institutional sector example:
- Anyone working in the construction of an institutional building or structure (such as a hospital or penitentiary)
- Anyone working in an institution such as a landscape gardener for a hospital

READ LIST; SELECT ALL THAT APPLY)

☐1 Residential

☐2 Commercial

☐3 Industrial

☐4 Institutional

☐5 Retail

☐6 ***READ THIS:*** Other (specify): _____

☐8 ***DO NOT READ:*** Don't know / Not sure

☐9 ***DO NOT READ:*** **Refused**/Prefer not to answer

E3A *Show If E1_employed*

What is your position or job title?

(If clarification is needed: For example, instructor, foreman, manager, journeyperson, etc.

If the respondent only mentions their trade, probe to confirm their position (e.g.: instructor, foreman, manager, journeyperson, etc.).)

_____

_____

_____

_____

_____

☐-9 Don't know

☐-8 **Refused**/ **No comments**

E36 *Show If E1_employed*

Have you started your own business since becoming a journeyperson in the *<<Trade Name>>* profession?

(DO NOT READ LIST)

❍1 Yes

❍2 No

❍38 Don't know

❍39 **Refused**/**Prefer not to answer**

E37 *Show If E1_employed*

Are you currently providing any on-the-job learning to registered apprentices in the *<<Trade Name>>* apprenticeship program?

(DO NOT READ LIST)

❍1 Yes

❍2 No

❍38 Don't know

❍39 **Refused**/**Prefer not to answer**

E4X *Show If E1_employed*

Since you became a certified journeyperson in the *<<Trade Name>>* profession, what is your average gross monthly income before deductions?
Gross income includes earnings plus holiday and vacation pay from all the jobs you hold including self-employment. Only include your income from work, do not include other kinds of income such as investments.

(If given hourly rate, ask for an estimated monthly income.)

$_____ **monthly**

☐-9 Don't know

☐-8 **Refused**/**Prefer not to answer**

E4W *Show If E1_employed*

And how much did you, yourself, earn last **month**, from all of your jobs, before taxes?

(If given hourly rate, ask for an estimated monthly income.

IF NECESSARY: We ask this because sometimes people's earnings change quite a bit from month-to-month.

IF NECESSARY: Include gratuities, commissions, and other earnings. Do not include investment income or income from any other members of your household***.)***

$_____

☐-9 Don't know

☐-8 **Refused**/**Prefer not to answer**

E41 *Show If E1_employed*

How many hours do you work in an average week **INCLUDING OVERTIME**?

_____ hours

☐-9 Don't know

☐-8 **Refused**/**Prefer not to answer**

E42 *Show If E1_employed*

How many **overtime** hours do you work in an average week?

_____ hours

☐-9 Don't know

☐-8 **Refused**/**Prefer not to answer**

New **E42.5 [ASK ALL]**

Are you currently enrolled in another program, such as another apprenticeship program or another post-secondary program?

❍1 _____ yes, another apprenticeship program

❍2 _____ yes, another post-secondary program

❍3 _____ yes, another program

❍4 _____ no

❍5 _____ don't know.

❍9 Refused/Prefer not to answer

New E42.6

If yes, ask: (E42.5-1) Which apprenticeship program -Provide list of apprenticeship programs

OR (E42.5-2) Which post-secondary program: _____

Or (E42.5-3) Which other program? Please specify: _____

☐-9 Don't know

☐-8 **Refused**/ **No comments**

E43 [ASK ALL]

Did you ever experience a lay-off from your employer during your Alberta apprenticeship program? ***If yes, ask:*** **How** / **If so, how** many times were you laid-off during your apprenticeship?

Do not include any lay-offs for the purposes of taking technical training while you were in the Alberta apprenticeship program.

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

DO NOT READ LIST

❍1 Yes; **record/specify number of times:** _____

❍2 No

❍38 Don't know

❍39 **Refused**/**Prefer not to answer**

E44 [ASK ALL]

During your apprenticeship in the *<<Trade Name>>* program, did you ever move from one Canadian province or territory to another? **If so, how many times did you move?**

(If yes, ask: How many times did you move?

DO NOT READ LIST)

❍1 Yes; **record/specify number of times:** _____

❍2 No

❍38 Don't know

❍39 **Refused**/**Prefer not to answer**

E44A *Show If E44_moved_between_provinces*

Overall, please rate how positively or negatively the move(s) may have affected your ability to complete your apprenticeship using a scale where 1 is very positively and 5 is very negatively.

(DO NOT READ LIST)

- ❍1 1 - Very positively
- ❍2 2
- ❍3 3
- ❍4 4
- ❍5 5 - Very negatively
- ❍38 Don't know
- ❍39 **Refused**/**Prefer not to answer**

Fint

READ IF NECESSARY: Next is the final section of the survey, it won't take much longer.

C8

At any time during your Alberta apprenticeship program in *<<Trade Name>>*, did you delay attending technical training?

(If necessary, explain: Under an apprenticeship contract an apprentice must attend one period of technical training within a 12-month period and failure to attend is considered to be a delay.

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍38 Don't know
- ❍39 **Refused**/**Prefer not to answer**

C11 *Show If C8_delayed_attending_technical training*

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

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

Select all that apply.

(READ LIST; SELECT ALL THAT APPLY)

☐1 **You**/**I** did not want to give up wages earned if working

☐2 There was not enough space at a post-secondary institution location

☐3 **Your**/**My** employer wanted **you**/**me** to work

☐4 **You**/**I** could not afford to take technical training because of a lack of financial resources or that **you**/**I** needed the income

☐5 Other (specify): _____

☐6 ***DO NOT READ:*** Don't know

☐7 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

C9B *Show If C11_could_not_afford*

Did you ever inform your employer that you lacked financial resources to attend technical training?

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

(DO NOT READ LIST)

❍1 Yes

❍2 No

❍38 Don't know

❍39 **Refused**/**Prefer not to answer**

C9C *Show If C11_could_not_afford*

Did you ever ask your employer for financial assistance to attend technical training?

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

(DO NOT READ LIST)

❍1 Yes

❍2 No

❍38 Don't know

❍39 **Refused**/**Prefer not to answer**

C9D *Show If C11_could_not_afford*

In which periods of your apprenticeship in the *<<Trade Name>>* program did you delay taking technical training?

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

Select all that apply.

(READ LIST; SELECT ALL THAT APPLY)

☐1 First

☐2 Second

☐3 Third

☐4 Fourth

☐5 ***DO NOT READ:*** Not applicable

☐6 ***DO NOT READ:*** Don't know

☐7 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

C9D2 *Show If C9D_first_delayed*

When you did **not** attend technical training **during the first period of your apprenticeship**, did your employer offer any of the following forms of assistance?

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

Select all that apply.

(READ LIST; SELECT ALL THAT APPLY)

☐1 Pay all tuition

☐2 Pay some tuition

☐3 Pay all wages

☐4 Pay some wages

☐5 Any other type of financial assistance, such as a loan (specify): _____

☐6 None of the above

☐7 ***DO NOT READ:*** Don't know

☐8 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

C9E2 *Show If C9D_second_delayed*

When you did **not** attend technical training **during the second period of your apprenticeship**, did your employer offer any of the following forms of assistance?

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

Select all that apply.

(READ LIST; SELECT ALL THAT APPLY)

☐1 Pay all tuition

☐2 Pay some tuition

☐3 Pay all wages

☐4 Pay some wages

☐5 Any other type of financial assistance, such as a loan (specify): _____

☐6 None of the above

☐7 ***DO NOT READ:*** Don't know

☐8 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

C9F2 *Show If C9D_third_delayed*

When you did **not** attend technical training **during the third period of your apprenticeship**, did your employer offer any of the following forms of assistance?

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

Select all that apply.

(READ LIST; SELECT ALL THAT APPLY)

☐1 Pay all tuition

☐2 Pay some tuition

☐3 Pay all wages

☐4 Pay some wages

☐5 Any other type of financial assistance, such as a loan (specify): _____

☐6 None of the above

☐7 ***DO NOT READ:*** Don't know

☐8 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

C9G2 *Show If C9D_fourth_delayed*

When you did **not** attend technical training **during the fourth period of your apprenticeship**, did your employer offer any of the following forms of assistance?

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

Select all that apply.

(READ LIST; SELECT ALL THAT APPLY)

☐1 Pay all tuition

☐2 Pay some tuition

☐3 Pay all wages

☐4 Pay some wages

☐5 Any other type of financial assistance, such as a loan (specify): _____

☐6 None of the above

☐7 ***DO NOT READ:*** Don't know

☐8 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

F11

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

_____

_____

_____

_____

_____

☐-9 Don't know

☐-8 **Refused**/ **No comments**

F11A *Show If F11_notDKRef_challenges*

In which period(s) of your apprenticeship did you encounter that challenge?

Select all that apply.

(READ LIST; SELECT ALL THAT APPLY)

☐1 First

☐2 Second

☐3 Third

☐4 Fourth

☐5 ***DO NOT READ:*** Not applicable

☐6 ***DO NOT READ:*** Don't know

☐7 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

F12

What factors or supports were most effective in terms of helping you complete your Alberta apprenticeship program?

_____

_____

_____

_____

_____

☐-9 Don't know

☐-8 **Refused**/ **No comments**

F13.1

Is there anything that would have helped you complete your apprenticeship program sooner?

☐1 Yes

☐2 No

☐3 You/I completed your/my apprenticeship program as soon as possible

☐4 ***DO NOT READ:*** Don't know

☐5 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

Show If F13.1=yes

F13

What would have helped you complete your apprenticeship program sooner?

_____

_____

_____

_____

☐-9 Don't know

☐-8 **Refused**/ **No comments**

F14

How would you rate the importance of each of the following factors in completing your Alberta apprenticeship program?, **using a scale of 1 to 5 where 1 is very important and 5 is not at all important?**

[*Interviewer note: some respondents may need to be re-read the scale, it is important to ensure they are clear that 1 = very important and 5 = not at all important*]

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

(REPEAT LIST BEFORE "Hard work" AND AS NEEDED)

		1 - Very important	2	3	4	5 - Not at all important	***DO NOT READ:*** **Refused/** Prefer not to answer	***DO NOT READ:*** Not applicable
a.	Financial assistance other than personal savings	❍1	❍2	❍3	❍4	❍5	❍38	❍39
b.	Employer encouragement	❍1	❍2	❍3	❍4	❍5	❍38	❍39
c.	Family encouragement	❍1	❍2	❍3	❍4	❍5	❍38	❍39
d.	Hard work ***REPEAT SCALE HERE***	❍1	❍2	❍3	❍4	❍5	❍38	❍39
e.	Having hands-on experience in the Alberta apprenticeship program that related to the	❍1	❍2	❍3	❍4	❍5	❍38	❍39

technical training							
Help from the apprenticeship office staff	❍1	❍2	❍3	❍4	❍5	❍38	❍39

F2X

What was your **main** reason for entering the *<<Trade Name>>*apprenticeship program?

Please select only one response, your main reason.

(DO NOT READ LIST - PROBE AS NEEDED FOR REASONS LISTED; SELECT ONLY ONE

If more than one response given, probe for MAIN reason.)

❍1 Family advice/family tradition

❍2 Familiar with <<trade name>> profession/had job in the <<trade name>> profession

❍3 Challenging work/interested in <<trade name>>profession/liked the work

❍4 Expected good pay/higher income potential/potential income

❍5 Job became available

❍6 Secure future/security/job with a future

❍7 Disliked former job/dissatisfaction with previous work

❍8 Hoped to own a business

❍9 School counseling

❍10 Other (specify): _____

❍38 ***DO NOT READ:*** Don't know

❍39 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

F6X

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

(DO NOT READ LIST)

❍1 Yes

❍2 No

❍38 Don't know

❍39 **Refused**/**Prefer not to answer**

F8

How familiar are you with ...

(READ LIST; spell abbreviations)

	Very familiar	Familiar	Not familiar	***DO NOT READ:*** Don't know / Not sure
a. The Local Apprenticeship Committee (LAC) ***SPELL AS L-A-C*** *[Show If LAC_filter]*	❍1	❍2	❍3	❍37
b. The Provincial Apprenticeship Committee (PAC) ***SPELL AS P-A-C***	❍1	❍2	❍3	❍37
c. The Alberta Apprenticeship and Industry Training (AIT) Board ***SPELL AS A-I-T***	❍1	❍2	❍3	❍37

T2. Every apprentice has their own MyTradesecrets account, which allows you to view information specific to your apprenticeship program. What did you use your MyTradesecrets account for?

Select all that apply.

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

(SHOW/READ ENTIRE LIST TO RESPONDENTS; SELECT ALL THAT APPLY)

☐1 Applying for programs and services

☐11 Registering for technical training

☐2 Checking my marks/grades

☐3 Viewing my correspondence

☐4 Updating my personal information

☐5 Making an online payment

☐7 Providing consent for or checking the status of an award or scholarship

☐8 Checking my technical training schedule

☐12 Uploading documents

☐13 Verifying program requirements and progression

☐14 Viewing or printing my apprentice ID card

☐95 Other (specify): _____
☐38 ***DO NOT READ:*** Don't know
☐39 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

T2A.

Did you have any difficulties using your MyTradesecrets account?

Yes

No – skip to T1

Don't know: SKIP TO T1

Refused: SKIP TO T1

T2B. ***If T2A=1/yes***

What did you have trouble with in your MyTradesecrets account?

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

☐11 Applying for programs and services
☐12 Logging in / remembering my password
☐13 Using MyAlberta Digital ID
☐14 Registering for technical training
☐2 Checking my marks/grades

☐3 Viewing my correspondence

☐4 Updating my personal information

☐5 Making an online payment

☐8 Checking my technical training schedule

☐15 Uploading documents
☐16 Viewing or printing my apprentice ID card
☐17 Providing consent for or checking the status of an award or scholarship
☐18 Layout of the site made it difficult to find the information I was looking for
☐95 Other (specify): _____
☐38 ***DO NOT READ:*** Don't know
☐39 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

T2C.

[**Open ended question for anyone who clicked a box above:]** What could we do to make MyTradesecrets better for apprentices?

_____

_____

_____

☐-9 Don't know

☐-8 **Refused**/ **No comments**

T1. Have you ever looked for information on the Tradesecrets website? Anyone can access this website.

(If needed: this is not the same thing as MyTradesecrets.)

❍1 Yes

❍2 No – skip to DRAW

❍38 Don't know

❍39 **Refused**/**Prefer not to answer**

If 1=yes

[show/read list to respondents]

T1A. What information were you looking for when you visited the **Tradesecrets** website? (Select all that apply)?

[*Interviewer note: not to be confused with MyTradesecrets website*]

*[**Phone – clarify as needed**: Technical training refers to Classroom Instruction. **Web – show to all**: 'Technical training' is also referred to as Classroom Instruction.]*

- ☐ How to apply for programs or services
- ☐ Information about MyTradesecrets
- ☐ Technical training dates and/or locations
- ☐ Exam information including exam preparation materials
- ☐ Acceptance or release cards
- ☐ Accommodation form
- ☐ Challenging an exam / prior learning assessment
- ☐ Interprovincial (Red Seal) exam
- ☐ Financial assistance or awards
- ☐ Employment Insurance
- ☐ Scholarship information
- ☐ Apprentice mobility
- ☐ Compliance
- ☐ Provincial or Local Apprenticeship Committees
- ☐ Alberta Apprenticeship and Industry Training Board
- ☐ Apprenticeship and Industry Training Legislation
- ☐ Apprenticeship and Industry Training Policies
- ☐6 Other (specify): _____
- ☐38 ***DO NOT READ:*** Don't know
- ☐39 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

DRAW

Thank you for completing the survey!

WEB: To enter a draw to win 1 of 10 $100 Visa gift cards, please enter your information below:

First and Last Name: _____

Email Address: _____

READ TO EVERYONE: Please note that your name and email will only be used for the purposes of the draw and will **not** be linked to your survey responses.

OR:

- ☐ I do not want to enter the draw

PHONE: Do you want to enter a draw to win 1 of 10 $100 Visa gift cards?

READ TO EVERYONE: Please note that your name and email will only be used for the purposes of the draw and will **not** be linked to your survey responses.

IF 'YES': Please provide your full name and email:

First and Last Name: _____

Email Address: _____

G1

Thank you for taking the time to complete this questionnaire.

END THE INTERVIEW. DO NOT ASK RESPONDENT THIS LAST QUESTION.

Was the respondent ...

❍1 Willing to respond to the survey

❍2 Indifferent

❍3 Reluctant to respond to the survey

End

Thank you for taking the time to complete this questionnaire.

SHORT SCRIPT

SH_B2

How satisfied were you with your **on-the-job learning** during your apprenticeship in terms of **…**

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	*DO NOT READ:* Don't know	*DO NOT READ:* **Refused/ Prefer not to answer**
The overall quality of your on-the-job learning	❍1	❍2	❍3	❍4	❍38	❍39

SH_C1 The next questions are about technical training (also referred to as Classroom Instruction) in your apprenticeship program.

At which post-secondary institution or educational provider did you register and attend technical training in the *<<Trade Name>>* apprenticeship program?

That is, at which school or institution did you take your technical training. If you attended more than one institution, please select the last post-secondary institution or educational provider where you attended.

(IF NECESSARY: By that I mean, at which school, institution or educational provider that you took your technical training)?

IF ATTENDED MORE THAN ONE, ASK FOR LAST POST-SECONDARY INSTITUTION or EDUCATIONAL PROVIDER ATTENDED.
DO NOT READ LIST; SELECT ONLY ONE.)

❍1 Delmar College of Hair Design Ltd.

❍16 Grand Prairie Regional College (GPRC) [Includes GPRC – Grande Prairie Campus and GPRC – Fairview Campus]

❍3 Keyano College

❍4 Lakeland College

❍5 Lethbridge College (formerly Lethbridge Community College)

❍6 MC College Group (previously Marvel Trade & Business College)

❍7 Medicine Hat College

❍8 NAIT (Northern Alberta Institute of Technology)

❍93 Northern Lakes College

❍9 Olds College

❍28 Portage College

❍10 Red Deer College

❍11 SAIT (Southern Alberta Institute of Technology)

❍12 Enform (previously Petroleum Industry Training Service)

❍13 FortisAlberta (previously Aquila Networks Canada, UtiliCorp Networks Canada & TransAlta Utilities)

❍14 Other (specify): _____

9 Did not attend/technical training was not required

❍999 Don't know

❍998 **Refused/Prefer not to answer**

SH_C3 *Show If C1_attended_school*

Generally, how satisfied were you with your technical training (also known as classroom instruction) in terms of...

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	***DO NOT READ:*** N/A / Not encountered	***DO NOT READ:*** Don't know	***DO NOT READ:*** **Refused/** **Prefer not to answer**
The overall quality of your technical training	❍1	❍2	❍3	❍4	❍37	❍38	❍39

SH_E1

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

(READ LIST)

- ❍1 Employed
- ❍2 Not employed, but looking for work
- ❍3 Not employed, and not looking for work
- ❍39 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

SH_E2 *Show If SH_E1_employed*

Are you currently working in the *<<Trade Name>>* profession?

(DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍39 **Refused**/**Prefer not to answer**

SH_F6X

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

(DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍38 Don't know
- ❍39 **Refused**/**Prefer not to answer**

➔ GO TO G1 (not eligible for draw)

PROGRAM GROUPS

Architectural/Construction Programs	
Bricklayer	Floorcovering Installer
Cabinetmaker	Glazier
Carpenter	Lather/Interior Systems Mechanic
Concrete Finisher	Painter & Decorator
Crane & Hoisting Equipment Operator	Roofer
Elevator Constructor	Tilesetter
Electrical Programs	
Communication Technician	Powerline Technician
Electric Motor System Technician	Power System Electrician
Electrician	
Mechanical Programs	
Gasfitter	Refrigeration & Air Condition Mechanic
Instrument Technician	Sheet Metal Worker
Insulator	Sprinkler System Installer
Plumber	Steamfitter-Pipefitter
Metal Programs	
Boilermaker	Sawfiler
Ironworker	Structural Steel & Plate Fitter
Machinist	Welder
Industrial Mechanic (Millwright)	
Vehicle & related Programs	
Agricultural Equipment Tech	Motorcycle Mechanic
Auto Body Technician	Parts Technician
Automotive Service Technician	Recreation Service Technician
Heavy Equipment Technician	Transport Refrigeration Technician
Outdoor Power Equipment Technician	
Other Programs	
Appliance Service Technician	Landscape Gardener
Baker	Locksmith
Cook	Water Well Driller
Hairstylist	Rig Technician