



Blue Door Construct Expansion Project

Final evaluation

March 2026

This report was produced as part of a project funded by the Future Skills Centre (FSC), with financial support from the Government of Canada's Future Skills Program.

FSC is a forward-thinking centre for research and collaboration dedicated to preparing Canadians for employment success. We believe Canadians should feel confident about the skills they have to succeed in a changing workforce. As a pan-Canadian community, we are collaborating to rigorously identify, test, measure, and share innovative approaches to assessing and developing the skills Canadians need to thrive in the days and years ahead. The Future Skills Centre was founded by a consortium whose members are Toronto Metropolitan University, Blueprint ADE, and Signal49 Research.

The opinions and interpretations in this publication are those of the author(s) and do not necessarily reflect those of the Future Skills Centre or the Government of Canada.



SRDC Board of Directors

Richard A. Wagner
Former Partner, Norton Rose Fulbright LLP

Tim Aubry, Ph.D.
Emeritus Professor, School of Psychology,
University of Ottawa

Gordon Berlin
Past President, MDRC

Satya Brink, Ph.D.
International Consultant, Research, Policy Analysis and
Strategic Policy advice
Education, Lifelong Learning and Development

Erica Di Ruggiero, Ph.D.
Director, Centre for Global Health
Director, Collaborative Specialization in Global Health
Dalla Lana School of Public Health, University of Toronto

Marie-Lison Fougère
Former Deputy Minister, Ministry of Francophone Affairs
Former Deputy Minister Responsible for Women's Issues

Renée F. Lyons, Ph.D.
Founding Chair and Scientific Director Emeritus,
Bridgepoint Collaboratory for Research and Innovation,
University of Toronto

Andrew Parkin, Ph.D.
Executive Director of the Environics Institute

Nancy Reynolds
Managing Partner, Sterling Lifestyle Solutions

Emile Tompa
Senior Scientist, Institute for Work & Health
Associate Professor, Department of Economics, McMaster
University
Assistant Professor, Dalla Lana School of Public Health,
University of Toronto

SRDC President and CEO

David Gyarmati

The Social Research and Demonstration Corporation

(SRDC) is a non-profit research organization, created specifically to develop, field test, and rigorously evaluate new programs. SRDC's two-part mission is to help policy-makers and practitioners identify policies and programs that improve the well-being of all Canadians, with a special concern for the effects on the disadvantaged, and to raise the standards of evidence that are used in assessing these policies.

Since its establishment in December 1991, SRDC has conducted over 550 projects and studies for various federal and provincial departments, municipalities, as well as other public and non-profit organizations. SRDC has offices located in Ottawa and Vancouver, and satellite offices in Alberta, British Columbia, Manitoba, Ontario, Quebec, and Saskatchewan.

For more information on SRDC, contact:

Social Research and Demonstration Corporation
55 Murray Street, Suite 400
Ottawa, Ontario K1N 5M3
613-237-4311 | 1-866-896-7732
info@srdc.org | www.srdc.org

Vancouver Office
890 West Pender Street, Suite 440
Vancouver, British Columbia V6C 1J9
604-601-4070

Remote offices:
Alberta, British Columbia, Manitoba,
Ontario, Quebec, and Saskatchewan
1-866-896-7732

TABLE OF CONTENTS

Executive summary	1
Key insights	2
The issue	3
Project description	4
Evaluation methodology	5
Evaluation evidence & insights	7
Lessons learned/recommendations	22
Key successes and lessons learned	22
Recommendations and Policy Implications	23
Next Steps	24
Appendices	25
Appendix A1: Theory of change	25
Appendix A2: Indicator-to-Theory of Change Mapping	26
Appendix B: Evaluation questions	27
Appendix C: Photovoice reflection form	28
Appendix D: Participant interview protocol (photo voice)	30
Appendix E: Participant check-in interview protocol (for 3, 6, 9 and 12 month follow-up)	32

EXECUTIVE SUMMARY

Across Canada, many equity-deserving individuals face persistent barriers to stable employment due to systemic discrimination, limited access to education and skills training, and housing instability. These challenges often reinforce cycles of poverty and homelessness, placing ongoing strain on emergency housing systems and community services. At the same time, Canada's construction sector faces a significant skilled labour shortage, with an estimated need for 309,000 new workers by 2027 due to retirements and infrastructure demands.

Blue Door's Construct program responds to these intersecting challenges by providing rapid, accessible, skilled trades training paired with comprehensive wraparound supports. The program is designed to support individuals facing barriers to workforce entry, including people experiencing or at risk of homelessness, by offering hands-on training, employment readiness supports, and connections to employers in a sector that offers sustainable, well-paying, and stable career pathways.

This evaluation examined the expansion of the Construct model through partnerships with two external organizations: Employment Help Centre (EHC) in Ontario and the YMCA Halifax in Nova Scotia. The evaluation explored participant outcomes, partner implementation experiences, and the feasibility of scaling the model across diverse community contexts. A mixed-methods approach was used, drawing on surveys, interviews, Photovoice reflections and follow-up data.

Early findings highlight variation in employment and housing outcomes across sites, reflecting differences in local labour markets and participant contexts. Three-month follow-up data show strong employment and housing stability outcomes among EHC participants, while YMCA participants experienced more mixed employment outcomes and higher levels of housing precarity, shaped by labour market constraints in Halifax. Across both sites, participants consistently emphasized the importance of wraparound supports, particularly access to therapy, transportation assistance, and living allowances, in rebuilding confidence, stability, and engagement with employment pathways.

Overall, the findings suggest that the Construct model is effective in supporting confidence, skill development, and employment readiness among equity-deserving participants. This project contributes evidence on how integrated training and support models can support labour market outcomes for individuals facing barriers while helping address Canada's skilled trades shortages.

KEY INSIGHTS

Key insights from this project:

- At intake, fewer than 20 per cent of EHC participants and fewer than 10 per cent of YMCA participants were employed, compared to over 86 per cent of EHC participants and about 71 per cent of YMCA graduates who responded to the three-month follow-up across cohorts 1 and 2, reflecting substantial improvements to employment outcomes after graduating from the program.
- Across all cohorts and sites, participants consistently identified living allowances, therapy, transportation, and emergency supports as essential to maintaining participation, improving mental health, and staying motivated throughout the program.
- The hands-on, experiential learning component of the Construct program was a critical component in building confidence and skill development, as it allowed learners to connect theory to practice.

THE ISSUE

The Construct Expansion project addressed three interconnected issues:

- Persistent economic instability such as homelessness among equity-deserving populations, due to systemic barriers to workforce entry;
- a growing skilled labour shortage in Canada's construction sector; and
- the need for sustainable skills training models that integrate wraparound supports, including how these supports address participants' complex life challenges, improve training outcomes, and enable workforce inclusion across diverse community contexts.

Across Canada, perpetuated by systemic racism and discrimination, equity-deserving individuals without secure housing often face limited job prospects due to a lack of education, relevant skills, and access to stable work experience. These barriers reinforce cycles of poverty and housing instability, placing ongoing strain on emergency housing systems and community services. For many individuals, unemployment or precarious work makes it difficult to achieve the financial stability required to secure and maintain housing.

At the same time, Canada's construction industry faces an urgent need for new workers. The sector is projected to require approximately 309,000 additional workers by 2027 due to retirements and infrastructure demands, particularly in urban areas where housing affordability further constrains access to stable employment. Addressing this shortage will require expanding training opportunities and creating pathways that connect equity-deserving jobseekers to in-demand trades. Traditional training programs often focus narrowly on technical skills and assume participants have stable housing, income, and mental health supports. For individuals experiencing homelessness, poverty, or other systemic barriers, participation in training without integrated supports can be difficult to sustain, limiting completion and employment outcomes.

The Construct program addresses these challenges by pairing rapid, accessible skilled trades training with wraparound supports that respond to participants' unique life challenges. Ultimately, the national expansion of Construct intends to alleviate immediate workforce needs and provide long-term stability for vulnerable populations by fostering self-sufficiency, reducing homelessness, and strengthening Canada's skilled labour workforce. This expansion could offer a cost-effective, sustainable solution that empowers non-profits and housing organizations to break cycles of poverty and homelessness across the country.

PROJECT DESCRIPTION

Construct is an employment-focused social enterprise developed by Blue Door Support Services that provides rapid, eight-week skilled trades training combining in-class instruction, hands-on learning, and on-the-job work experience. The program is intended to support equity-deserving individuals facing barriers to workforce entry, including homelessness, poverty, and systemic discrimination, by pairing skills training with wraparound supports that promote sustained participation and transition into employment. Where traditional workforce training programs often fail to address barriers such as housing instability and mental health challenges, Construct integrates these supports directly into program delivery to develop a replicable model for broader adoption.

Since its inception in 2020, the Construct program has been delivered extensively throughout the Greater Toronto Area (GTA). Originally launched in York Region in 2020 with the support of training partner LiUNA Local 506 Training Centre, Construct has since scaled to Durham and Peel Regions through partnerships with Durham College and Humber Polytechnic. To date in the GTA, Construct has delivered over 100 cohorts and trained nearly 900 individuals.

In this expansion project, Blue Door built on the success of its Construct model by testing the feasibility and scalability of this model through partnerships with external organizations, operating in different regional contexts across Canada. Through a comprehensive feasibility assessment, selected partners were assessed on their ability to address unique community needs while adhering to Blue Door's Equity, Diversity, Inclusion, and Reconciliation (EDI&R) standards based on their expertise and established relationships with supporting marginalized and equity-deserving populations. Blue Door partnered with the Employment Help Centre in Grimsby, Ontario and YMCA Halifax in Nova Scotia to implement the Construct program, with each supporting two training cohorts.

Blue Door provided partners onboarding, regular check-ins, and access to standardized tools and protocols to support consistent data collection, wraparound service integration, and fidelity to the Construct model. The program also incorporated active employer engagement strategies to support job placement and apprenticeship pathways for graduates. Blue Door established expectations around employer engagement and inclusive hiring practices as part of the Construct model, while local partner organizations led relationship-building with construction employers in their respective regions. This approach allowed employer partnerships to reflect local labour market conditions while remaining aligned with Construct's broader commitment to workforce inclusion. The program combined hands-on skilled trades training with integrated wraparound supports. Training focused on experiential, hands-on learning to help participants connect theory to practice and build confidence in their skills. Wraparound supports included living allowances, transportation assistance, access to therapy, emergency supports, and employment

navigation. These supports were intentionally embedded within the program to address barriers related to housing instability, mental health, and financial precarity that can limit participation and completion in traditional training programs.

While the project initially aimed to support 32 participants across both sites, a total of 28 participants were supported due to recruitment challenges within the limited project timeframe, particularly for the first cohorts. An outline of the outcomes and outputs is included in the Theory of Change (see Appendix A1 and Appendix A2). No changes were made to the Theory of Change during the implementation phase.

These partnerships were designed to assess how the Construct model could be adapted and delivered across diverse community settings while maintaining its core elements. The evaluation of this project focuses on participant outcomes, partner implementation experiences, and the conditions required to support future replication and scaling of the Construct model across Canada.

EVALUATION METHODOLOGY

This project explored four key evaluation and learning questions:

- What barriers do participants from marginalized communities across Canada continue to face in completing skilled trades training and how effective are Construct's wraparound supports in addressing these barriers?
- How do partner organizations perceive the feasibility and scalability of adopting Construct's model, and what support do they need for successful implementation?
- What are the long-term employment outcomes for program graduates, and how do these outcomes vary across different demographic groups?
- What aspects of Construct's program model are most replicable and valuable to other organizations interested in adopting a similar approach?

These linked with three of FSC's strategic questions:

- SQ1) What interventions are most effective in smoothing job transitions for people currently out of the labour market or those in precarious employment? What interventions are the most effective in addressing the diverse needs of workers who have been out of the labour market for varying lengths of time?

- SQ2) What approaches are the most effective at equipping new labour market entrants with the skills that are most in demand by employers? How can work-integrated learning be improved or optimized to ensure learners develop the non-technical skills needed to transition successfully into employment? What new approaches are needed to overcome the long-standing barriers to entry into skilled trades for people from groups that face systemic barriers?
- SQ3) How can skill-based programs best accommodate the need to involve communities served by such programs in co-designing programs and participating actively in their implementation and evaluation?

The evaluation and learning questions were explored through the following data collection activities:

- **Participant surveys:** Data were collected from participants at several points, including pre-program intake surveys, post-program graduation surveys and follow-ups at 3 months post-program. Intake surveys collected demographic and socioeconomic information, including age, gender, housing status, education level, employment history, and baseline measures related to housing stability, mental health, financial security, and employment barriers. Graduation surveys collected perceptions of the program and supports provided. The 3-month follow-up surveys gathered information on employment outcomes, housing satisfaction and other supports needed. Insights related to participant barriers draw mainly from intake surveys, while insights related to early employment and housing outcomes are from 3-month follow-up surveys. Graduation surveys also provided insights related to participants' experiences of the program and support.
- **Photovoice:** Photovoice, an arts-based reflection activity, where participants were asked to take photos in response to provided prompts, was completed by most participants. This encouraged deeper conversations on participant's lived experiences, leading to more meaningful insights for program data collection. Examples of some of the photos are on the cover of this report. Insights related to participants' lived experiences of the program, the value of wraparound supports and improvement in skills such as confidence are taken from Photovoice reflections.
- **Administrative data:** Program completion rates and post-program employment rates were tracked through administrative data. Insights related to training engagement, completion, and site-level employment outcomes draw mainly from administrative data.
- **End-of-Project Partner Workshop:** An informal workshop was held with partner organizations to collectively discuss successes, challenges, and best practices for program replication, fostering a learning community for sharing insights. Insights related to

implementation challenges, feasibility and scalability draw mainly from partner discussions and reflections.

The evaluation design faced several limitations, including partner capacity constraints, participant retention challenges, and timeline constraints. These risks were mitigated through a thorough partner selection process with feasibility assessments, onboarding and check-ins with partners, the integration of wraparound supports to support participant retention. In addition, the small sample size limits the ability to divide findings down by subgroup. In addition to surveys the qualitative photovoice exercise strengthened the robustness of findings from the limited number of participants. While the short project timeline limited the ability to assess long-term outcomes, extended follow-up tracking at 6, 9 and 12 months was added beyond the scope of this report to support ongoing learning. Finally, one should note the lack of a rigorous counterfactual which prevents making comparisons between the results and what would have happened in the absence of the program.

EDI&R principles were embedded throughout the evaluation and learning approach for the Construct Expansion project. EDI&R considerations informed partner selection through a feasibility assessment that prioritized organizations with demonstrated capacity to serve equity-deserving populations, as well as ongoing collaboration with Blue Door's Justice, Equity, Diversity, and Inclusion (JEDI) Manager to support culturally sensitive, inclusive, and accessible delivery. The evaluation applied an equity-informed, trauma-aware lens to data collection and analysis, recognizing the intersecting barriers faced by participants related to housing instability, mental health, systemic discrimination, and workforce exclusion. Inclusive qualitative data collection methods, such as Photovoice, were applied to examine how experiences varied across equity-deserving groups and local contexts.

EVALUATION EVIDENCE & INSIGHTS

The evaluation results below are organized into the four key questions that we sought to answer through this evaluation.

What barriers do participants from marginalized communities across Canada continue to face in completing skilled trades training, and how effective are Construct's wraparound supports in addressing these barriers?

In this project, we examined the barriers faced by equity-deserving participants engaging in skilled trades training and the effectiveness of Construct's wraparound supports in addressing these barriers. First, we describe the participants that the Construct training programs served and the barriers they faced, followed by the wraparound supports offered by Construct and how they functioned to support training engagement and completion.

Program Participants

Construct serves learners who are at risk of, or experiencing homelessness, poverty, and/or systemic barriers to workforce entry, with in-class training and hands-on experience to improve their employment outcomes and economic stability. It emphasized recruitment strategies that engage individuals from equity-deserving groups, including women, Indigenous people, racialized individuals, immigrants and the 2SLGBTQ+ community.

Across Canada, perpetuated by systemic racism and/or discrimination, equity-deserving individuals without secure housing often face limited job prospects due to a lack of education, relevant skills, and access to stable work experience as well as mental and physical health challenges that can affect stability, confidence, and sustained labour market participation. These factors prolong cycles of poverty, further straining community resources and housing services. To address this, Construct's expansion project included recruitment materials and community engagement strategies that highlighted Construct's commitment to inclusion, ensuring that potential participants felt welcomed and represented from the start.

Income and Housing Status at Intake

Across delivery sites, learners entered the program with multiple, overlapping barriers that shaped their ability to engage in training. At intake, nearly half of EHC's 16 participants reported having no source of income (43.8 per cent), while an additional 37.5 per cent relied on their provincial work support program. Similarly, among YMCA's 12 intake participants, 58.3 per cent reported relying on a provincial work support program as their primary source of income and 33.3 per cent reported having no income at all upon entering the program.

Housing instability was another significant barrier, especially for the YMCA cohorts. When entering the program, 50 per cent of YMCA participants reported living at someone else's home, 16.7 per cent were living in transitional or supportive housing, and 8 per cent were living in emergency housing. Follow-up data further revealed that housing precarity persisted for many YMCA participants even after program completion. This was due to factors such as financial difficulties, substance abuse in the home and changing landlord ownership, limiting their ability to move to more stable conditions. While none of the participants from the EHC were in emergency housing situations, many still indicated instability through "other" living arrangements or staying at someone else's place.

Mental and Physical Health at Intake

Of the EHC participants, 7 of 16 (44 per cent) reported facing physical or mental health challenges "somewhat" or "a little". Of these participants, 12.5 per cent reported facing discrimination, prejudice or bias based on their health. Of YMCA participants, 16.7 per cent

reported facing physical or mental health challenges “very much”, while 50 per cent reported “somewhat” or “a little bit”. Across the two cohorts, 50 per cent reported facing discrimination, prejudice or bias based on their health “somewhat” or “a little”.

Barriers to Employment

Participants identified significant barriers to employment and training during their program intake survey. EHC participants reported fewer challenges related to education and skills (31 per cent) but identified limited job opportunities (94 per cent), lack of relevant work experience (87.5 per cent), and constrained access to professional networks (75 per cent) as persistent barriers shaping employment pathways. Among YMCA participants, challenges related to limited job opportunities (91.7 per cent), lack of relevant work experience (83.3 per cent), and unequal access to education, training, and professional networks (75 per cent) were evident. This indicates substantial structural and individual-level barriers to labour market entry.

In addition to limited access to education, work experience, and professional networks, many learners entered the program after prolonged periods of unemployment, income insecurity, and instability, which affected their confidence and readiness to re-engage in training. Participants noted experiencing uncertainty or anxiety when entering the program, with one learner sharing that they had been struggling to find work for nine months before enrolling, while others noted that they had been unsure of how to get started in the trades until they were introduced to Construct. Without targeted supports and a supportive training environment, these learners would likely have faced difficulty entering and sustaining participation in skilled trades training.

Wraparound Supports

Despite these barriers, participants from both partner sites described wraparound supports as essential to their ability to remain engaged in training. Financial supports, including living allowances, transportation assistance, and grocery supports, were consistently identified as among the most impactful components of the program. Participants noted that it allowed them to focus solely on the program, instead of working during training, which immediately reduced many participation and engagement barriers.

One participant described how the allowances alleviated stress, stating, *“I enjoyed the program, the allowances for transportation, and the income saved me. I was a month late on rent. I was getting no jobs, [even though] I’ve been applying for months.”* Another learner noted that it allowed them to pay for their prescription glasses and their outstanding driver’s license reinstatement fee. This demonstrates how financial support acted not only as incentives to program participation, but as core components that allowed participants to remain stabilized and prioritize training.

Mental health supports also played a critical role in supporting retention and engagement, particularly for participants who entered the program with a history of mental health struggles, such as depression. Access to free therapy was frequently described as a turning point that enabled participants to manage stress, rebuild confidence, and sustain motivation throughout the program. One individual explained, *“I’ve been fighting to get in to see a real therapist for a while, so when that option opened, I was so excited.”*

Training Environment and Other Supports

Construct demonstrated strong outcomes for participants who were able to remain engaged in training, suggesting that wraparound supports played a critical role in enabling participation and completion of the program.

Beyond formal supports, the training environment itself served a significant role in reducing barriers for participants. Participants across both sites showed appreciation for the non-judgmental, inclusive, and supportive learning space at Construct, which contrasted with many of their prior experiences in education or employment. Staff were described as flexible, resourceful and willing to help answer questions, with one learner stating, *“everything is here to help us get ahead in our journey, as long as we ask the questions.”*

Participants repeatedly emphasized the positive impact and sincerity of the instructors, with comments like, *“[staff were able to] help keep me grounded and figure out where I’m going.”* Participants described instructors as empathetic, approachable, and invested, with one learner stating, *“It was a world-class facility and top-drawer instructors. These were not beginners. They knew their stuff inside and out.”* The patience and encouragement that were shown to program participants were described as central to their personal growth and training experience.

The relationship and community-building aspects of the program also further reinforced engagement and completion. Group activities, such as building structures or completing design challenges, encouraged collaboration, communication, and creativity. One learner stated, *“training is not only learning skills but also working together and supporting each other,”* highlighting how the program emphasized social connections and feelings of support.

EDI &R Considerations

Given the small sample size, it is difficult to draw strong subgroup comparisons among participants, and percentage differences may also be affected by the size of each cohort. While local labour market conditions clearly shaped participants’ experiences and outcomes, the qualitative findings suggest that barriers and support needs also varied based on participants’ identities and life circumstances. Participants dealing with intersecting health, financial, and

housing challenges seemed to place greater value on flexible wraparound supports and a supportive, non-judgmental training environment. Partner reflections in the workshop also emphasized that some groups, such as women, were underrepresented in the program. This suggests there is still a need for targeted outreach and recruitment strategies for groups that continue to face barriers to entering the skilled trades. These patterns should be interpreted with caution, but they point to the importance of keeping the model flexible enough to respond to a range of needs across equity-deserving groups.

Takeaways

The evidence indicates that participants who entered the Construct program were facing significant and overlapping barriers related to income insecurity, housing instability, limited work experience, mental and physical health and reduced confidence to re-engage in training. Construct's wraparound supports played a critical role in mitigating these barriers by stabilizing participants' circumstances and creating the conditions necessary for sustained engagement in training. Together, these supports enabled learners to remain enrolled and complete skilled trades training that they may otherwise have been unable to access. These findings relate primarily to SQ1, as they show the value of integrated wraparound supports for helping individuals facing systemic barriers re-engage in training and move toward employment in the skilled trades.

What are the long-term employment outcomes for program graduates, and how do these outcomes vary across different demographic groups?

This section examines post-program employment outcomes for Construct graduates and explores how these outcomes vary across partner sites and participant contexts. While the evaluation design included longer-term follow-up at 6, 9, and 12 months post-program, only three-month outcomes are reflected in this section, as they were the only ones available at the time of reporting.

Training Engagement and Completion

Across all cohorts, 86 per cent of participants (24 of 28) completed training, indicating strong engagement and persistence among equity-deserving individuals, as seen in Table 1. Administrative tracking data indicate that participants who exited the program early most often did so because they secured other employment opportunities, rather than due to dissatisfaction with the program.

At the point of graduation, participants reported meaningful gains related to employment readiness and confidence in their career pathway. Learners described obtaining certifications

such as Working at Heights, Traffic Control, and Mobile Elevating Work Platform as extremely promising towards opening doors to employment and future stability. Many shared that completing the program and completing certifications would help them to obtain jobs, especially with unions, which often expect official certifications from employees. One participant from EHC shared, *“Everybody in this program got offered an apprenticeship there [at LiUNA] as well, which is amazing and that is a big, big step in my life towards bettering my future and it’s really awesome.”*

Program graduates described gaining clearer direction toward skilled trades employment as a result of the training. A learner reported feeling that *“through this program, I figured out this is what I want to do, and it’s been very beneficial because I don’t feel as lost,”* suggesting that the program helped participants develop clearer and more attainable employment pathways. Others contrasted their post-program prospects with the limited or unstable work options they faced previously. As one participant noted, *“if it wasn’t for this, I would just be going to some other 18 or 19 dollars an hour manufacturing job and that would be it right?”* This reflection illustrates how participants perceived the skilled trades training as opening pathways to more meaningful or sustainable employment.

Table 1 Training Completion Rates of EHC and YMCA

Cohort	Completed Intake Survey	Completed Graduation Survey	Completed training	Exited without graduating	Completed 3-month follow-up	Unreachable for follow-up
EHC (n=16)						
1	6	6	6	0	5	1
2	10	9	9	1	9	0
Total	16	15	15	1	14	1
YMCA (n=12) *One participant completed the program but did not complete graduation survey						
1	6	4	4	2	4	0
2	6	4*	5	1	3	2
Total	12	8*	9	3	7	2
Total for EHC + YMCA						
Total	28	23	24	4	21	3
% Entered (n=28)	100%	82%	86%	14%	75%	11%
% Completed (n=24)	N/A	96%	100%	17%	88%	13%

Percentages in the “% Entered” row use all participants who entered the program as the denominator (n=28). Percentages in the “% Completed” row use participants who completed training as the denominator (n=24). One YMCA participant completed training but did not complete the graduation survey.

Employment Outcomes at Follow-Up

Since the evaluation question specifically examines program graduates, this denominator for calculating percentages will be 24, representing the number of individuals who completed the program. These 24 graduates across both sites were contacted 3 months post-program for a follow-up interview. Among those who had graduated from the training program, 21 participants (88 per cent) participated in the follow-up data collection. The remaining 3 individuals were unreachable even after multiple attempts of contact. 81 per cent (or 17 of 21) of graduates reported being employed at the three-month follow-up (Table 2). This provides emerging evidence that the majority of those who completed the program were able to secure employment post-training, however more evidence, including a counterfactual comparison group, will help support the findings.

Table 2 Follow-up Survey Employment Outcomes of EHC and YMCA

Cohort	Completed Training	Completed Follow-up	Employed at Follow-up	Skilled Trade Employment/ Apprenticeship or Contract	Non- Skilled Trade Employment or Casual	Self-employed	Not employed	Unreachable
EHC								
1	6	5	5	4	0	1	0	1
2	9	9	7	2	5	0	2	0
Total	15	14	12	6	5	1	2	1
% (n=14)	N/A	100%	86%	43%	36%	7%	14%	7%
YMCA								
1	4	4	3	0	3	0	1	0
2	5	3	2	0	2	0	1	2
Total	9	7	5	0	5	0	2	2
% (n=7)	N/A	100%	71%	0%	71%	0%	29%	29%
Total for EHC + YMCA								
Total	24	21	17	6	10	1	4	3
% (n=21)	N/A	100%	81%	29%	48%	5%	19%	14%

Percentages are based on graduates who completed the 3-month follow-up survey for each site (EHC n=14; YMCA n=7; Total n=21)

Variations in Employment Outcomes

Employment outcomes varied across delivery sites. At Employment Help Centre, 86 per cent (or 12 of 14) of graduates who completed the follow-up survey reported being employed at the time of the check-in. In contrast, among YMCA graduates, 71 per cent (or 5 of 7) reported being employed at the time of follow-up.

Differences were also observed in the type of employment secured by graduates. Among EHC's graduates who secured employment, 43 per cent (6 of 14) found employment or apprenticeships in the field of skilled trades. An additional 36 per cent (5 of 14) found non-skilled or casual work, and 7 per cent (1 of 14) became self-employed. Only 14 per cent (2 of 14) were not employed at the time of follow-up.

In comparison, despite the 71 per cent employment rate among YMCA graduates, none had found work in the skilled trades. All 5 of the employed graduates were working in non-skilled or casual employment, and the remaining 29 per cent (2 of 7) were not employed at the time of the follow-up.

These findings suggest that while the majority of graduates at both sites were able to find employment soon after the program, EHC graduates were more likely to transition directly into skilled trades-related roles, whereas YMCA graduates were more likely to secure non-skilled or casual employment.

Interpretation and Implications for Differences

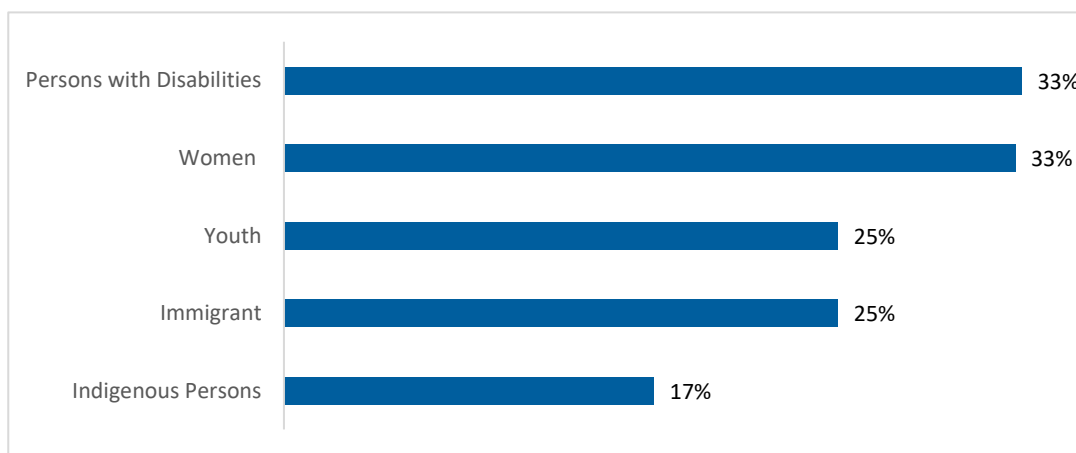
Interpretation of these differences must consider variation in training partners, follow-up response rates and timing, cohort size, participant demographics, regional contexts and housing stability across sites. Firstly, EHC's training partner was LiUNA, a local union which subsequently offered apprenticeships to almost all participants of the program, while YMCA Halifax engaged a non-union training partner. Secondly, the timing of the follow-up surveys, occurring three months post-program, could be too short to accommodate the lengthy unionize hiring process, which can take six months in some regions. Additionally, while these findings may suggest that employment rates were higher for graduates from the EHC site, consideration must be given to the differences in the sample size of the initial cohorts and the significant difference in the number of respondents who participated in the follow-up survey. EHC's cohort consisted of a slightly higher number of participants and 14 of 15 graduates completed the follow-up survey, compared to 7 of 9 YMCA graduates. As a result, the percentage values would be based on a much smaller amount of data for YMCA, meaning a single participant's responses significantly adjust the results.

Demographic factors may also account for the differences in employment outcomes between the two sites. For example, at the YMCA site, 33 per cent of participants identified as women, 33 per cent reported having a disability, and 25 per cent identified as immigrants (as seen in Figure 1). On the contrary, at the EHC site, 15 per cent of participants identified as women, 7 per cent reported having a disability, and 20 per cent identified as immigrants (as seen in Figure 2). (Note: The graphs exclude responses where participants skipped demographic questions, and percentages were recalculated accordingly).

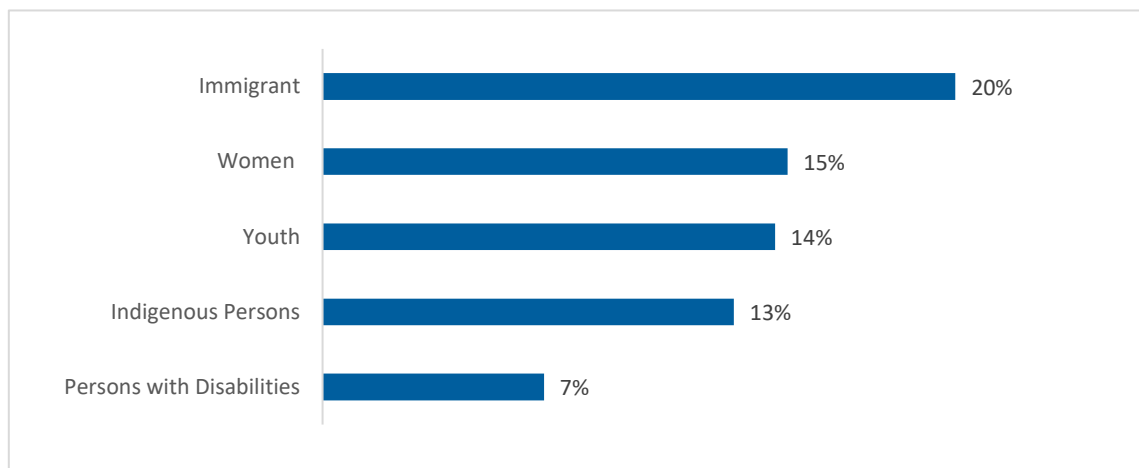
These differences indicate that the YMCA cohort included more participants who belonged to equity-deserving groups compared to EHC cohorts. Identities such as being a woman, having a disability or having an immigrant background have been associated with increased systemic barriers in the skilled trades, including facing discrimination in a male-dominated field and limited hiring opportunities due to physical constraints. As a result, these participants may face longer timelines when seeking employment and may require additional post-program supports to secure employment aligned with their training.

Another factor that should be considered is the local labour market of each partner site and its effects on securing employment. Many YMCA participants reported that it was currently difficult to secure interviews or employment in Halifax. Limited opportunities in the market likely influenced early employment trajectories, with graduates accepting employment in roles outside of the skilled trades.

Figure 1 YMCA Participant Demographics (n=12)



Percentages are based on YMCA participants who responded to each demographic question (intake n=12)

Figure 2 EHC Participant Demographics (n=14,15)

Percentages exclude “no response/prefer not to say” responses and denominators were adjusted. Denominators vary by category: immigrant (n=15), women (n=14), youth (n=14), Indigenous persons (n=15), and persons with disabilities (n=15).

Finally, housing stability at the follow-up interview could also be a contributing factor to differences in outcomes across sites. As seen in Figure 2, among EHC respondents, 71 per cent reported their housing status as completely stable, with the remaining 29 per cent living in transitional or supportive arrangements, such as with family members. Housing satisfaction was rated highly, with 57 per cent reporting being very satisfied and 29 per cent satisfied, and only 7 per cent reporting neutral satisfaction.

YMCA graduates reported lower housing stability, with only 57 per cent reporting completely stable housing and the remaining 43 per cent reporting temporary or precarious housing, such as living with an ex-partner due to financial constraints limiting their ability to move. All YMCA respondents reported neutral housing satisfaction.

These findings indicate that some graduates from the YMCA site were navigating housing instability post-program, which may have affected their job search efforts. In these circumstances, graduates may have prioritized immediate income over pursuing skilled trades employment, which can require longer job search timelines. This interpretation is further supported by 3 of 7 YMCA follow-up respondents indicating that they were actively looking for work at the time of the survey. Despite not working in skilled trades, most YMCA graduates who were employed reported that their jobs were a “good” or “somewhat good” fit.

Figure 3 Housing Status at Follow-Up Interview for EHC and YMCA

Housing status	EHC	YMCA
Completely stable (own/rent)	71%	57%
Transitional / Supportive	29%	0%
Temporary / Precarious	0%	43%

Percentages are based on graduates who completed the 3 month follow up survey and provided housing information at each site: EHC (n=14) and YMCA (n=7).

Overall, the evidence indicates that Construct supported strong early employment outcomes for program graduates, with the majority securing employment within three months after completion. Employment outcomes varied across delivery sites with EHC graduates being more likely to transition directly into skilled trades roles, and YMCA graduates being more likely to find employment in other sectors. These differences appear to reflect local labour market conditions and demographic factors rather than program effectiveness. This insight relates to SQ2, as the early employment results suggest that Construct can support labour market re-entry and create pathways into employment for participants facing barriers to workforce participation, while also highlighting the conditions that may affect transitions into skilled trades roles.

Given the timing of data collection and the limited timelines of the project, several aspects of the evaluation question cannot yet be fully answered. For example, the analysis cannot assess longer-term employment stability, wage progression, or sustained advancement into skilled trades careers across demographic groups. Longer-term follow-up at 6, 9 and 12 months post-program need to be conducted to determine whether early employment gains translate into stable, well-paid, and equitable employment outcomes over time.

What aspects of Construct's program model are most replicable and valuable to other organizations interested in adopting a similar approach?

The Construct program's success could be attributed to a few components in the program model that supported participant recruitment, engagement and outcomes. There are several valuable and replicable aspects of this model which could be useful for organizations seeking to support equity-deserving populations in accessing skilled trades employment.

During discussions during the end-of-project partners workshop, project partners highlighted the importance of the participant recruitment process in bringing the right individuals into the program. Partners sought to achieve a balance and mix of experience and knowledge as well as age and life experience within each cohort. A key part of the recruitment process included one-on-one interviews with individuals. The goal for project partners was to include individuals who were likely to respond well to the training and support each other as participants. Feedback from multiple sources, including training partners and participants themselves, provided evidence that the partners were successful in their recruitment process. Indeed, one training partner spoke directly to program staff to inquire about their recruitment process as the success the trainers experienced with the Construct participants *“was some of the best that they had in running these types of programs.”* Based on this experience, project partners noted the importance of taking the time in the recruitment process to ensure they select proper candidates for the programs going forward while also recognizing the challenges that they often face with the constraints of project funding timelines.

Regarding engagement and outcomes, many participants emphasized the experiential, hands-on learning component of the training as the most impactful and exciting part of their experience. Through activities such as operating scissor lifts and constructing benches, participants were able to “learn by doing”, which allowed them to bridge the gap between theoretical knowledge and real-world application.

One participant described how meaningful it was to be trusted with real tools and machinery, stating *“they didn't really baby anybody. It's more like here's how it all works...Here's the safety info. And then you go in the machine and dig a hole, do whatever you got to do to get used to it. And I really appreciated that they trusted us to learn like that”*. Another individual noted that as a hands-on learner, the program made them more confident to try other projects at home, such as building a bookshelf. Participants who were debating whether trades or standard schooling would be better for them valued the opportunity to participate in a hands-on component. They noted that before the program, they were having a hard time staying “zoned” or focused, and that the training allowed them to realize they liked working with their hands.

Regarding participant engagement, project partners recognized that the hands-on training was highly motivating for participants, and going forward they discussed the importance of organizing the delivery of the Construct program components to keep participants interested and engaged throughout the entire program. They appreciated the flexibility to adapt delivery to meet the availability of the training partners, however they found that following hands-on trades training with other program components made it more challenging to re-engage participants.

Additionally, partners discovered the importance of connecting participants to employment services, and in EHC's instance, partnering with a union training centre, early in the program so that *“they were job ready and had that support in place,”* avoiding a gap between the end of the

program and seeking employment. Indeed, several participants in the EHC program were able to start apprenticeships with the local union they trained with, as there were openings, availability depends on the current labour market, and this can be unpredictable and/or include lengthy wait-times. Entry/acceptance into trade unions can take several weeks or months, leaving individuals potentially vulnerable without wrap-around supports if the program funding has ended. EHC program staff noted that partnering with union training helped gain recognition to Construct program participants. Both EHC and YMCA staff agreed that boosting recognition of the Construct program to local employers will help future participants connect with employers, though this will take time.

One last observation made by a partner was that the Construct program resulted in higher employment outcomes for participants compared to programs they have run where employers receive subsidies. They noted that there would be multiple factors involved, though they were happy to see success in providing financial supports directly to the participants, rather than employers.

These insights relate primarily to SQ2, as they highlight how hands-on, experiential training can equip participants with practical skills, confidence, and readiness to enter in-demand skilled trades pathways. Additionally, building recognition and relationships with local training partners, unions and employers will help create multiple opportunities for future Construct participants to connect with employers.

How do partner organizations perceive the feasibility and scalability of adopting Construct's model, and what support do they need for successful implementation?

SHS Inc. conducted detailed pilot testing activities with EHC and YMCA delivery partners during the onboarding and implementation phases of this scaling project (i.e., April – September 2025) to test the internal Construct process and experience, as well as test the experience and value provided to delivery partners. This testing included gathering data with both delivery partners through six post-event surveys, a final reflection survey four weeks after training, and an in-depth interview after the completion of each of the two cohorts. The complete findings and recommendations of the pilot testing are found in SHS report, *Construct Level Two Pilot Recommendations and Report* (January 2026). For the purposes of this evaluation and learning final report, we've utilized the SHS report to address how the delivery partner organizations perceived the feasibility and scalability of adopting the Construct's model, and what additional support they needed for successful implementation.

For the onboarding phase of the project, the EHC staff members found the onboarding content clear, thorough and easy to understand, the in-person onboarding engagement with the Blue Door team addressed their questions and provided sufficient resources, and the onboarding

process provided opportunities to discuss potential challenges. One challenge which arose was scheduling conflicts that prevented full participation of the EHC staff. Unfortunately, many of the YMCA staff members did not participate in all the onboarding activities as they had not been hired for the program yet. The staff members who were available found the onboarding content well laid out and easy to understand, the onboarding activities helped them plan their first cohort and identify relevant community partners, and the Construct program was well-aligned with YMCA's values and ways of working which promoted relationship-building and understanding among Blue Door and YMCA staff.

During the implementation phase of the project, Blue Door team members offered eight hours of coaching support throughout the project to EHC and YMCA staff to help address delivery partners' implementation challenges as they emerged. Neither EHC nor YMCA team members needed the full 8-hours, with EMC receiving just over four hours and YMCA receiving just under four hours (not including site visits). Those staff who were unable to attend the onboarding sessions tended to need more coaching support. Overall, the coaching sessions were valuable for both the delivery partners and the Blue Door team members to ensure program delivery went smoothly, staff confidence grew, and budget questions, particularly related to emergency assistance funds, were addressed.

By the end of delivering the program to cohort 2, some lessons learned for EMC and YMCA delivery staff were:

- A longer launch timeline, as was experienced for cohort 2, made the recruitment process more successful;
- A larger group size of 10 participants (rather than 6) promoted better conversations and increased diversity;
- Increased confidence and familiarity with the program materials allowed staff to customize the delivery to better fit participants' and staff needs; and
- Certain recruitment pathways, such as NS Works, may lead to participants who are more experienced, mature and action-oriented, and less in line with the community Construct intends to survey.

Leadership from EMC and YMCA also shared their perspectives on the Construct program. Overall, the feedback was very positive, particularly the high-quality onboarding, ready-to-use curriculum, coaching support and the financial and psychotherapy support available to participants. Additionally, the flexible content allowed delivery partners to tailor learning to local contexts and program partners, increasing value for participants and partners. This insight relates to SQ3, as it demonstrates that successful replication not only depends on the model

itself, but also on how delivery partners are supported to adapt implementation to their local community context.

Some key opportunities for improvement included:

- Creating separate onboarding sessions for delivery partner leaders and program coordinators to ensure all can participate and provide leaders the information and context to set expectations, begin partner outreach, and recruit staff
- Providing more marketing freedom for delivery partners (reduce the 30-day approval timeline)
- Extending project funding and timelines

LESSONS LEARNED/RECOMMENDATIONS

KEY SUCCESSES AND LESSONS LEARNED

- **Through participating in the Construct program, participants have a much higher level of employment 3-months post program than at program start.** At intake, fewer than 20 per cent of EHC participants and fewer than 10 per cent of YMCA participants were employed, compared to over 86 per cent of EHC participants and about 71 per cent of YMCA graduates who responded to the three-month follow-up across Cohorts 1 and 2.
- **Wraparound supports can be a significant program component that can support the engagement and completion of training programs for equity-deserving groups.** Across both partner sites, financial supports such as living allowances, transportation assistance, emergency funds, and access to therapy were consistently identified as essential to participants' ability to remain in the program. The majority of participants reported that they would not have been able to participate without access to these supports. This demonstrates that for individuals facing barriers such as housing instability, low-income, or mental health challenges, training alone is not sufficient; stabilization supports need to be provided as well.
- **Hands-on experiential training accelerates confidence building and re-engagement with learning for equity-deserving participants.** The construct model emphasizes experiential learning, which enabled participants to connect theory to practice and develop a sense of confidence and pride in their work. Participants who had struggled in traditional classroom environments described hands-on training as a big influence in

giving them motivation and helping them envision themselves as capable trades workers.

- **Supportive, non-judgmental learning environments strengthen retention among equity-deserving individuals.** Participants consistently emphasized the role of Construct’s instructors and staff in creating an inclusive and welcoming learning space where they felt respected, encouraged, and safe to ask questions. This environment supported persistence through challenges and reduced disengagement that participants reported experiencing in previous education or employment settings.

RECOMMENDATIONS AND POLICY IMPLICATIONS

- **The project requires concentrated early effort:** One of the most intense periods for a new Construct site is the start-up. The most obvious task is learning the key programmatic details of the Construct model. However, for EHC and the YMCA there were a multitude of other tasks including developing partnerships within the local construction community as well as working with Blue Door on Research Ethics Board approvals. Often this takes place within short timelines outlined by the funder. Future implementation should plan for this intense period.
- **Future Evaluation:** As noted, the already announced Replicate project will provide the opportunity to go back to EHC and YMCA clients and follow their progress up to 12 months post-project. Key tracking factors include changes and satisfaction in employment status and housing stability, as well as need for wrap-around supports. Beyond this, as the project moves to more sites it would be advisable to design future evaluations with a counterfactual. As projects ramp up there is a greater likelihood of waiting lists where participants may have to wait several months between applying and starting Construct. Participants can be surveyed at the beginning and end of this waiting period to provide better knowledge of the changes that naturally happen in their lives without the intervention of the Construct project.
- **Requires significant funder investment:** From the perspective of funder, the Construct model is a relatively high-cost intervention requiring funds for training delivery, payments to participants as well as wrap around supports. It is very unlikely that these costs can be covered without continued investment by various levels of government. However, the preliminary results of this evaluation show that the Construct model can be effectively delivered in a variety of communities and make the investment worthwhile.

NEXT STEPS

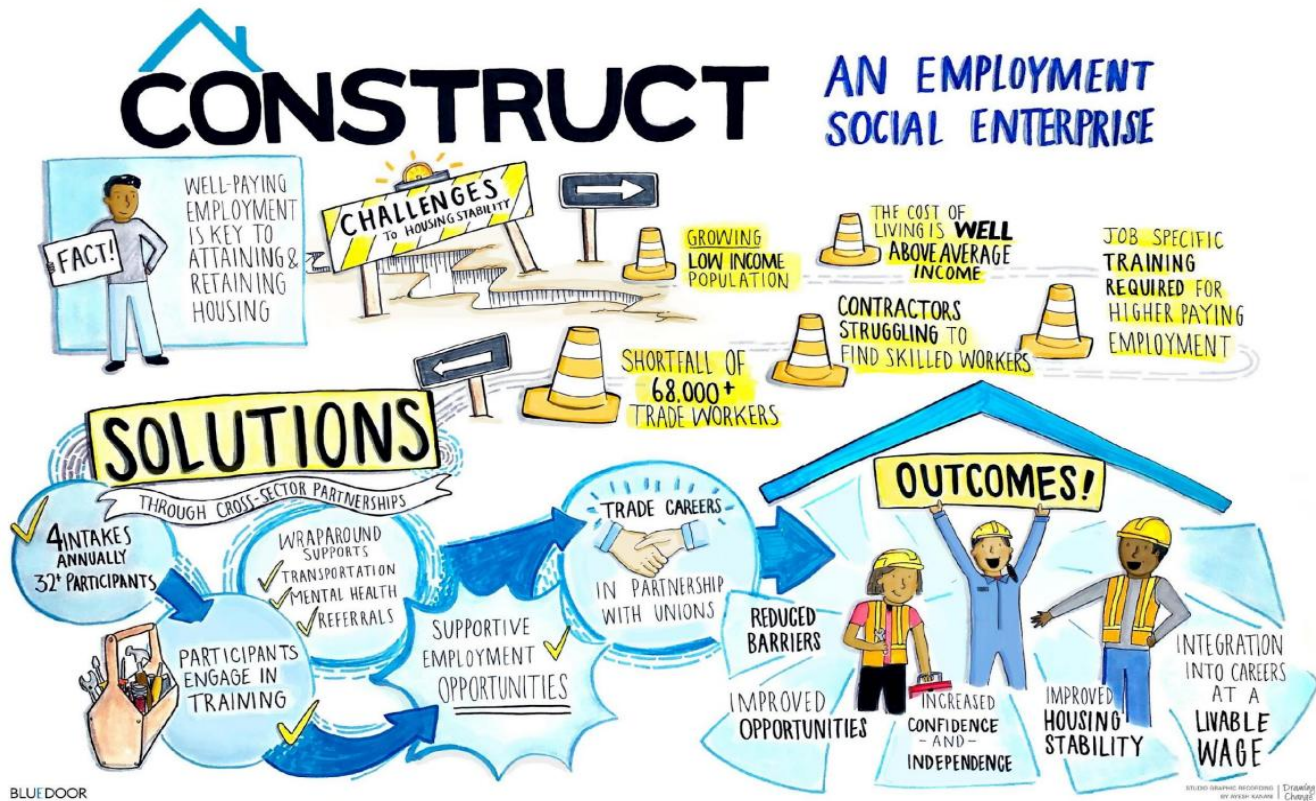
As this project moves into its next phase – Replicate –Blue Door staff will seek to build on the successes and lessons learned in this scaling phase by enhancing and customizing current resources, onboarding and coaching processes. Specifically, Blue Door staff aim to develop and deliver a national replication toolkit which includes implementation guidelines, curriculum, intake tools and recruitment strategies, as well as launch an updated online training portal which reflects national standards. Additionally, Blue Door staff intend to implement recommendations identified in the scaling phase to enhance onboarding and technical coaching processes, including in-person training, virtual consultation and site visits.

Blue Door also seeks to test the Construct model’s fidelity and adaptability in rural, urban and northern environments, gaining insights into what supports are needed in different settings across Canada. Finally, Blue Door plans to capture long-term outcomes from scaling cohort participants, as they are doing with past cohorts from the GTA, to gain insights into how Construct participants across Canada are reaching their employment and housing goals.

As part of this next phase, Blue Door will also expand the evaluation approach to include additional outcome areas that were not covered during the scaling phase, including employer perspectives. While the initial Evaluation and Learning Plan included an employer-attitudes question, this was not included in the final set of evaluation questions, and no direct evidence on employer attitudes was collected in this phase. The focus was instead placed on implementation and early participant outcomes. These areas will be incorporated into future data collection as the model continues to evolve through replication.

APPENDICES

APPENDIX A1: THEORY OF CHANGE



APPENDIX A2: INDICATOR-TO-THEORY OF CHANGE MAPPING

Theory of Change Outcome	Indicator	Data source
Reduced barriers	Participant-reported barriers at intake and changes in ability to participate in training	Intake survey, Photovoice, interviews
Improved opportunities	Participant access to training, certifications, and employment pathways	Administrative data, graduation survey, Photovoice
Increased confidence and independence	Self-reported confidence, motivation, and sense of independence	Photovoice, graduation survey
Improved housing stability	Housing status and satisfaction at follow-up	Follow-up survey
Integration into careers at a livable wage	Employment status and type of employment	Follow-up survey, administrative data

APPENDIX B: EVALUATION QUESTIONS

FSC Strategic Questions	• What interventions are most effective in smoothing job transitions for people currently out of the labour market or those in precarious employment? What interventions are the most effective in addressing the diverse needs of workers who have been out of the labour market for varying lengths of time? • What approaches are the most effective at equipping new labour market entrants with the skills that are most in demand by employers? How can work-integrated learning be improved or optimized to ensure learners develop the non-technical skills needed to transition successfully into employment? What new approaches are needed to overcome the long-standing barriers to entry into skilled trades for people from groups that face systemic barriers? • How can skill-based programs best accommodate the need to involve communities served by such programs in co-designing programs and participating actively in their implementation and evaluation?
Evaluation Questions	• What barriers do participants from marginalized communities across Canada continue to face in completing skilled trades training and how effective are Construct's wraparound supports in addressing these barriers? • How do partner organizations perceive the feasibility and scalability of adopting Construct's model, and what support do they need for successful implementation? • What are the long-term employment outcomes for program graduates, and how do these outcomes vary across different demographic groups? • What aspects of Construct's program model are most replicable and valuable to other organizations interested in adopting a similar approach?

APPENDIX C: PHOTOVOICE REFLECTION FORM

Photovoice instructions

Choose 1 or 2 questions that speak to you and take one photo to respond to each. Remember that these are your photos and meant to represent your thoughts, opinions, and experiences. Feel free to interpret these questions in a way that makes sense for you!

Take a photo that...

1. Shows a change in your life from this program.
2. Shows an example of your strength, skills, or something else that you are proud of.
3. Shows your biggest sources of support before, during, or after the program.
4. Highlights something you have learned or realized about yourself through the program.
5. Reflects how you are feeling about the future for yourself, your family, and/or your community.

Questions to ask yourself when taking your photos:

- What is the story I want to tell?
- How can photographs help me tell this story?
- Does this photograph share this story in the way I want it to?
- What message am I trying to communicate, and to who?

Please complete one of these for each of the two photos you wish to share.

Photo #1

First name: _____ Last name: _____

Photo prompts (check one):

- ☐ A: Shows a change in your life because of this program.
- ☐ B: Shows an example of your strength, skills, or something else that you are proud of.
- ☐ C: Shows your biggest sources of support before, during, or after the program.
- ☐ D: Highlights something you have learned or realized about yourself through the program.
- ☐ E: Reflects how you are feeling about the future for yourself, your family, and/or your community.

Photovoice Questions:

- 1) Please provide a brief description of your photo.
- 2) What title or caption would you give this photo?
- 3) Why did you want to share this photo?
- 4) What is important for people to understand about this photo?
- 5) What does this photo tell others about you and your experience in the training program?

APPENDIX D: PARTICIPANT INTERVIEW PROTOCOL (PHOTO VOICE)

Introduction (5 mins)

- What you were hoping to get out of the program when you started?

Photovoice reflection (20 mins)

Thank you for completing the photovoice activity. Can you tell me about your photos?

- a. What do they say about your journey before you started the program?
- b. What do they say about your experience during the program? For example, how you feel in the program, things you have learned, etc.
- c. What do they say about what you learned in the program, or other changes that have happened because of the program?
- d. What do they say about the supports you have in your life, the supports you received during the program or the supports you would like to have?
- e. What do they say about your goals, plans, and hopes for the future?
- f. If you took these photos before you started the program, how do you think they would have been different?

Outcomes

Next, we'd like to hear more about what you did as part of the program and any changes that may have taken place as a result of your participation so far. Remember that we're interested in your honest thoughts and opinions and what you share here will never be associated with your name.

What were some things that you got out of this training, or what you're proud of? (For example, a skill you have gained or something you have built)

What were some personal strengths you brought to the program? How did they grow during the training?

Has anything changed for you in how you see yourself or your general confidence?

Did cultural or community supports play a role for you during training? Did anything from the training surprise you? Was it what you expected?

Do you feel more confident about applying for jobs in construction since completing the program?

Feedback on the training

We're almost done! I just have a few final questions before we end for today.

What parts did you enjoy or benefit from the most?

Did the training match the way you like to learn?

How would you describe the hands-on or practical components of the training? Were they helpful in building your skills? Why or why not?

Was there anything in the program that didn't work for you or that could be improved for future participants?

Is there anything else you would like to share?

APPENDIX E: PARTICIPANT CHECK-IN INTERVIEW PROTOCOL (FOR 3, 6, 9 AND 12 MONTH FOLLOW-UP)

Consent

[First Paragraph may be omitted if staff person has already met participant]

Thank you for making time to talk with us! A bit about myself and why we're having this conversation. My name is [name]. I work at [partner name] on the construct project.

The questions today follow-up to see if anything has changed since you completed the post-graduation survey or since we spoke to you last. We also want to remind you about the supports available through Construct and assist you in accessing them.

Please feel free to speak openly, your name or personal information won't be attached to anything you share. When we report our findings, we'll present information about the group as a whole. If we use a quote, we won't include your name, so your responses will remain anonymous. You do not need to answer any questions that you don't want to answer. You can also stop me and ask questions you might have at any time. We won't share your responses with anybody other than our project staff and SRDC the evaluators for the project as outlined in the consent you signed.

Do you have any questions before we begin? Yes/No

Do you agree to take part in this interview? Yes/No

Name: _____

INTERVIEW QUESTIONS

Participant Name: _____

Employment Status

1. When last we spoke, your employment situation was **[insert from file]**. Has your employment status changed since we last connected?

a. If employed:

i. What is your current job title and workplace?	
ii. Is it a good fit for you?	☐ Very good ☐ Good ☐ Somewhat ☐ Not good

b. If unemployed

i. What caused the change in your employment status?	
ii. Are you currently looking for work?	☐ Yes ☐ No. If no, why not?

Housing Situation

2. Has your housing situation changed since we last spoke? (Improved, stayed the same, worsened)

a. If improved/stayed the same:

i. How stable would you say your housing is currently?	☐ Completely stable (own/rent) ☐ Transitional/Supportive ☐ Temporary/Precarious ☐ Unhoused
ii. How stable would you say your housing is currently?	☐ Very satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied ☐ Very Dissatisfied

b. If worsened:

i. What factors affected your housing situation?	
ii. Are you facing difficulties paying rent or maintaining stable housing?	
iii. Would you like us to connect you with housing support services?	

Support Needs**3. Are you aware of Construct's supports?**

a. *Ex. psychotherapy, union fee support, etc.*

4. Are there any barriers or challenges you're currently facing that we can support you with?

a. Would you like to be connected with an employment agency for job search support? (ex. YMCA, ACCESS Employment)

Program Impact**5. Do you feel that Construct has made a difference in your employment, housing, or general well-being since we last spoke? If so, in which areas and how?****6. What supports from Construct have been most helpful so far?****Final Thoughts****7. Is there anything else we can do to help?****8. Is there anything else you would like to share, or any questions you have for me?**

Thank you so much for taking the time to speak with me today, we appreciate your honest and thoughtful answers. If you have any other questions or feedback you'd like to share, please feel free to connect with me by email or phone.

OTTAWA • VANCOUVER • CALGARY • HAMILTON

MONTREAL • REGINA • TORONTO • WINNIPEG