Learning Brief for the Canada Green Building Council's Rapid Upskilling for Green Building Occupations project



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SRDC's Learning Support for Future Skills Centre Projects



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INTRODUCTION

Through a number of thematic calls for proposals, the Future Skills Centre (FSC) has supported the development, refinement, or expansion of approaches to develop skills for workers from a variety of backgrounds and in a variety of sectors and regions. These projects identify emerging and in-demand skills, and test new methods of training delivery. The insights that come from these projects will help inform governments, the private sector, labour, educational training institutions, non-profits, and academics on the broader adoption of novel approaches to training and skills development. Furthermore, the projects are required to mobilize knowledge and evidence among key stakeholders, institutions, and decision makers for the purposes of improving policies and practices in Canada. FSC has engaged the Social Research & Demonstration Corporation (SRDC) to support this process by developing and then implementing a customized learning support plan for each of several projects, based on past activities and current status.

This document presents the learning brief of one of the selected projects, *Rapid Upskilling for Green Building Occupations project*, implemented by the Canada Green Building Council (CAGBC), from March 2021 to March 2023. CAGBC's mission is to support the transition to green buildings by working with Canada's real estate and building sector to provide the market insights, expertise, and practical solutions they need to push their sustainability efforts further and faster. Its membership includes approximately 1,000 corporate members and 14,000 individual members across Canada, including designers, architects, engineers, construction companies, owners, and operators—all the people and businesses involved in the design, construction, and operation of buildings.

SRDC's learning brief addresses three learning stages of the project: defining, designing, and testing, and some gapfilling questions related the project implementation (See Appendix A). To do so, first, SRDC reviewed all the documentation related to the project, including the initial proposal, quarterly and annual reports, project information sheet prepared by FSC, work plan and evidence generation plan, learning reflection and final report, as well as other documents provided by CAGBC. In addition, SRDC worked collaboratively with both FSC and CAGBC to finalize the learning questions and secure data to answer them related to the three learning stages of the project. This included two interviews: one with the CAGBC project lead conducted in August 2023 and one with one of the delivery partners conducted in September 2023. Finally, we shared and discussed with CAGBC the findings to ensure their accuracy and appropriateness.

This learning brief presents the findings, namely what the project has achieved, lessons learned, and recommendations with respect to evidence generation for the future that FSC can utilize, filter, and distill for its ongoing dissemination products.

CONTEXT

CAGBC launched Workforce 2030 in 2020 as Canada's first and only coalition in support of lowcarbon workforce development across the building industry, unions, and education sector. This network trains, employs, organizes, and advocates for tens of thousands of building sector workers, and supports a green, equitable recovery.

As part of this initiative, the rapid upskilling for green building occupations projects aimed to accelerate transitioning COVID-impacted workers into high-demand jobs, with an innovative process and pathways to resilient employment. The recruitment focused on workers from marginalized communities, especially those without work experience or displaced from retail, hospitality, and manufacturing, and prioritizing groups underrepresented in the building sector, especially women and racialized youth.

This program aimed to address the building sector's labour shortage. Over 100,000 new construction workers are needed in the next 10 years to keep pace with current forecasted demand and retirements in Ontario. There is a need to diversify the potential labour pool, lower barriers and ensure workers are trained in low-carbon construction skills required to meet climate goals.

To do that, CAGBC set out to evaluate, design, expand training, and pilot additional upskilling programs for trainees' transition to high-demand building occupations. The program set out to recruit participants from groups impacted by COVID-19, develop curricula with low-carbon content, pilot/evaluate innovative upskilling delivery models, and expand pathways to resilient employment via employer and union channels.

OBJECTIVES

Their objectives included:

- 1. Align with participating project partners on project governance and management.
- 2. Reach COVID-impacted communities and prioritize recruitment of trainees from communities and sectors hardest hit by the pandemic, especially women and racialized youth.
- 3. Contribute to low-carbon skills innovation by evaluating and expanding existing training, as well as piloting new modules with the four project partner organizations.
- 4. Upskill 500+ workers most impacted by COVID-19 and underrepresented in the building sector and prepare them for green building work (construction and building operations).

- 5. Increase access to resilient employment for participating trainees by working with employers and unions to expand pathways into green building work.
- 6. Deepen collaboration among Workforce 2030 education and employer partners and generate learnings to share across the building sector.

PARTNERS

Four partners led the implementation of the training.

- The Toronto Community Benefits Network (TCBN) is a community-and-labour coalition of over 120 organizations that initiated successful Community Benefits Agreements to support local jobs and provides mentorship and training for Black, Indigenous and newcomer communities.
- The Labour Education Centre (LEC) is a non-profit workforce development agency that trains 150 people from equity-seeking groups to enter building trades.
- Building Up (BU) is a non-profit pre-apprenticeship program using green construction projects to train and employ individuals with employment barriers.
- Mohawk College's (MC) City School is a community-based initiative offering tuition-free, flexible education in neighbourhoods and online.

PROJECT SUMMARY

DEFINING PHASE

Through Workforce 2030, CAGBC leveraged its extensive network of employers, unions, and education centres to identify the needs in the green building sector. They found that:

- Over 100,000 new construction workers are needed in the next 10 years just to keep pace with current forecasted demand and retirements in Ontario.
- There is a need to diversify the potential labour pool, lower barriers and ensure workers are trained in the low-carbon construction skills required to meet climate goals.

 COVID-impacted workers from marginalized communities, especially women and racialized youth, need support to gain access to robust low-carbon skills training and pathways to union membership and to employment working on green building projects.

To respond to these needs and contribute to low-carbon skills innovation, CAGBC and its delivery partners proposed training low-skilled workers to transition to high-demand green building occupations. Specifically, they hoped to recruit participants from groups impacted by COVID-19, especially those from underrepresented groups and marginalized communities, train them in the latest low-carbon concepts and practices, and expand pathways to resilient employment via employer and union channels.

CAGBC partnered with four building training delivery partners, which already focused on serving equity-deserving groups, who were willing to have their building course curricula reviewed to incorporate low-carbon theory and practice. In addition, CAGBC planned to develop a completely new program following their needs assessment to expand the existing offerings.

Most of the defining phase was conducted before the proposal was submitted to FSC.

What Worked, What Didn't, and Why?

Over the course of the project, the target group was adjusted. While, at first, workers from COVID-impacted industries (i.e., hospitality, retail & manufacturing), along with marginalized and equity-deserving groups in the building sector (especially women and underrepresented youth), were at the forefront, the outreach was quickly broadened to include all marginalized communities and equity-deserving groups. FSC was informed of, and agreed to, the change early on. As a result of this expanded outreach, the project lead estimated that over 90 per cent of all training participants were from marginalized communities or equity-deserving groups.

CAGBC reported that working with multiple delivery partners was not a problem despite having various program structures and different internal capacity. The key was the flexibility of the project and its phases (the review, the delivery, etc.) so that each partner could make it their own.

DESIGNING PHASE

The design phase started with the review of seven curricula across the delivery partner's existing training program offering. Though the programs varied in focus, length, and target learners, their delivery all included a combination of theory and hands-on practice, with an emphasis on the latter; they were all designed for individuals seeking to move into the

construction/building management industry. The review process was facilitated by an external consultancy firm¹ specializing in sustainable building curriculum assessment and development. The consultant, in partnership with individual partners, reviewed the curricula and identified opportunities to introduce or strengthen green building content in each of the seven programs, as well as devise a plan outlining what to introduce, where, and how.

In addition, the review process and CAGBC identified two new course opportunities (one more than originally planned). The first focused on training Green Building Operators on green building components and systems, health and safety practices, framing, drywall construction, carpentry, painting, HVAC knowledge and functioning, building management systems, waste management, and software training. The second course was proposed and developed when the project lead and its partners realized that only educating and training labourers could have limited impact since site supervisors, who dictate what happens on site, may not possess the same green building knowledge. Therefore, training site supervisors could not only go a long way in making sure that labourers use their newly acquired skills but could also have a trickle-down effect on labourers who have yet to be exposed to these concepts and practices. The site supervisor course was created later during the project and was not piloted before the official end of the project.

In sum, seven courses were updated to include low-carbon and green building skills and two new training programs were created from scratch for a total of nine courses (see Appendix B for a summary of the courses).

Each program followed an employment service model, which supported participants through simple job application supports, such as resume writing and interview preparation. The project lead shared that the employment service model was not sufficient to get participants to employment or even to the interview stage (revealing that fewer than 10 per cent would get interviewed). They are unsure if this is due to employers not having green jobs available or the imperative to start working quickly following the training causing participants to revert to their previous employment or industry.² In light of this, the project lead and its partners implemented two career fairs (virtual and in person) to support the labour market transition of their participants, which involved various stakeholders including employers, unions, service providers, and training organizations. In the end, out of close to 300 job seekers who attended, 52 were interviewed and 14 have been hired full-time or accepted in paid internships.

¹ Endeavour Centre—a sustainable building school located in Peterborough, Ontario, who also offered consulting services—was hired as a consultant for this task.

² The project lead is unable to ascertain the reason for this since they could not conduct a post-training survey of their participants (more on this in the testing phase).

What Worked, What Didn't, and Why?

It was important for project partners not to start from scratch when developing courses. Therefore, the review process by which low-carbon and green building skills were added to existing courses was seen as a major bonus from delivery partners' perspective.

The review process itself was very successful according to the project lead. The fact that the process was supported by an external consultant in tandem with the partner-by-partner approach contributed to the success of this process. In addition, the consultant was able to provide the level of support needed for each organization, whether it was just identifying where low-carbon content could be added or providing content to include depending on the partners' ability and capacity. This flexibility and responsiveness of the consultant contributed to the success of this process. The review, however, did not yield a product that describes the extent of the changes suggested by the consultant or the changes and level of effort required by partners to implement those changes in each curriculum.

Most of the training for the first year had to be moved online because of various COVID-19 measures. As a result, some of the programs, which heavily relied on hands-on training, had to contend with participant attrition. Partners were creative in the way they tried to improve retention, for instance, by offering to individuals who left the program prematurely to jump back in the course (exactly where they left off) in the following cohort. Retention was also on delivery partners' minds even when COVID restrictions eased up, which is why they listened to their participants feedback and used various wraparound strategies to help them stay and complete the course, including, providing lunch or commuting money, allowing materials that can be taught online to remain online to avoid unnecessary travels and condensed hands-on components, etc. This mentality was also applied to the career fair which distributed Tim Hortons' gift cards as an incentive for job seekers.

While the late development of the site supervisor course meant that it could not be piloted by the end of the project, the delivery partner is still planning to run the course in the future.

TESTING PHASE

The goal was for the Rapid Upskilling project to train 500 individuals across the program offering, and the project surpassed this goal with a total of 587 trainees across the eight programs that were tested.

Each partner surveyed program participants twice: once at program start and once following training. The registration survey was used to collect demographic and other information about participants, especially to be able to report on key EDI metrics; the post-survey included

satisfaction questions, where participants could share their honest thoughts about the training and anything they think worked well and/or could be improved; and the surveys were used to assess participants' low-carbon and green building knowledge using a 10-point scale and estimate skill gains following the training.

Based on the data collected, CAGBC estimated that over 90 per cent of training participants belonged to a marginalized community or an equity-deserving group.

SRDC had access to two summary statistics reports from a single delivery partner and both reports shared very high satisfaction scores, where an average of 91 (Q4 2022) and 96 (Q1 2023) per cent would "recommend the program to a friend." One partner stated that retention and completion rates in a free training program can serve as an alternative measure of satisfaction, and the training that incorporated low-carbon content boasted higher-than-average retention rates.

The project also set out to test the effectiveness of the training on increasing the low-carbon and green building knowledge base of participants: more specifically, they hoped to capture a 2-point increase on the 10-point scale developed to capture knowledge and skill levels. It does not seem as though the self-assessment used the intended 10-point scale, instead privileging a 3-point Likert scale where participants shared their knowledge level with respect to seven statements. None of the partners shared the pre/post results of the self-assessment to determine if there was a significant increase in the skill levels of participants.

One delivery partner shared that, on average, participants were more confident that they would succeed in the Trades after the program than they were when they entered the program (pre 6.6-6.8 out of 10 [asked retrospectively], post 9.0-9.2 out of 10).

At times, some delivery partners contended with low participation in surveys and assessments; data collection activities that were voluntary. One of the reasons provided is online (survey) fatigue. Retention was also difficult for partners, some of which reported attrition rates of over 30 per cent.

Initially, there were plans for a follow-up survey to be implemented a few months after the training to collect information about participants job search, employment, union membership, use of their newly acquired skills, and other information. However, reaching these participants proved a lot more difficult than anticipated and CAGBC got an exemption from FSC due to these difficulties.

The data collected through the Rapid Upskilling project was earmarked for the continuous improvement of program delivery rather than for the project lead to perform a summative evaluation of the project. CAGBC's use of partners' data was limited to what was needed to meet FSC reporting commitments. Much of the feedback contributed to improving wraparound and

other supports such as the modification of the in-person commitment to support parents with young children and those living further; adjustment to the delivery method, where the theory was delivered online so the in-person sessions focused on hands-on training; increased the number of seats available to meet demand in a subsequent training cohort; providing lunch and/or commuting money to participants in some cases; connecting with individuals who left the program early to reintegrate the program where they left off in a subsequent cohort, mentorship opportunities to enhance participant learning experience, etc.

What Worked, What Didn't, and Why?

Data collection proved to be difficult and getting implementation partners to strictly follow the net promoter score structure was a challenge. Nevertheless, the registration information provided the necessary EDI-related information for reporting purposes. The voluntary nature of the data collection, online fatigue, and cohort attrition were raised as barriers to data collection.

The collection of student feedback was relatively successful and led to important adjustments to the structure, modes of delivery, and content of the program, as well as the provision of additional wraparound supports. The project lead stressed that implementing a strong system ensuring that the feedback from participants is used and translated into improvements is crucial to a project like this.

Some of the original objectives from the proposal and the initial work plan—such as using 'message pull through' as a measure of knowledge—were not reported and should have likely been formally revised over the course of the project, as was the case for the follow-up survey, which was waived early on.

The records show that a few programs, which were targeted towards participants who are new to the Trades and the building sector, struggled with the low-carbon and green building content of the course. Indeed, a delivery partner noted that

"the content is complex for those with minimal academic achievement and some concepts do not resonate with participants. This is especially noticeable when there is a combination of low education and low English skills."

Delivery Partner 1

Similarly, another delivery partner shared that

"since [their] pre-apprenticeship program is designed for individuals who face barriers to employment, [they] have struggled to find the balance between incorporating basic skills education with more advanced green building theories. Many of [their] trainees come to [them] with no prior knowledge or experience with tools or construction materials." Delivery Partner 2

Some efforts were made to adjust the content accordingly. For instance, one delivery partner attempted to move the green building theory later in the curriculum to ensure some more basic building concepts are absorbed, while another delivery partner opted for a green worksheet, which participants could refer to quickly and easily throughout the course.

POST-PROJECT ACTIVITIES

The project mostly focused on developing low-carbon/green building training for those entering the Trades sector for the first time and testing the outcomes of the training programs. While it did not have a scaling phase, CAGBC provided information about what comes next for this line of work.

First, the delivery partners will continue to offer most training programs with the integrated low-carbon and green building theory developed during the Rapid Upskilling for Green Building Occupations project. In addition, the new Site Supervisor Training course, which was not piloted during the project, has since been implemented.

Second, as part of one of their Workforce 2030 Coalition workshops, CAGBC explored the option for employers to offer greater support to delivery partners to provide improved employment services to training participants and facilitate their transition into the sector. Related to posttraining transition, the delivery partner responsible for the career fair intends to continue to offer it on a yearly basis considering how well it was received by all involved.

Finally, CAGBC is still actively working in training the construction and building workforce in low-carbon and green building concepts, but they are now transitioning to training intermediate professionals to develop this knowledge and added capacity at the supervisor-level in the industry.

PROJECT LEARNING

Meeting Original Objectives

1. Align with participating project partners on project governance and management.

Objective met. The project lead and the delivery partners were satisfied with the way the project was managed. The project lead provided overall structure and guidance while allowing for individual delivery partners to make adjustments as needed.

2. Reach COVID-impacted communities and prioritize recruitment of trainees from communities and sectors hardest hit by the pandemic, especially women and racialized youth.

Objective met. The delivery partners selected as well as the programs they offered were already geared towards individuals who face barriers to labour market entry and largely focused on individuals from equity-deserving groups. The full range of communities reached by this initiative is unknown given the demographic data collection challenges encountered.

3. Contribute to low-carbon skills innovation by evaluating and expanding existing training, as well as piloting new modules with the four project partner organizations.

Objective surpassed. This low-carbon and green building content was added successfully to programing with the help of an external consultant and a total of two new trainings were developed (initially, only one was planned).

4. Upskill 500+ workers most impacted by COVID-19 and underrepresented in the building sector and prepare them for green building work (construction and building operations).

Objective surpassed. Close to 590 individuals were trained through the rapid upskilling project and many more will continue to be trained as the low-carbon/green building updated training programs are offered in the future.

5. Increase access to resilient employment for participating trainees by working with employers and unions to expand pathways into green building work.

Objective met. Through two career fairs, involving employers, unions, service providers, and training organizations, training participants received support for their labour market transition. The career fairs were a clever short-term tool to support training participants' needs, but there can always be more work done to expand pathways into green building work.

6. Deepen collaboration among Workforce 2030 education and employer partners and generate learnings to share across the building sector.

Objective met. CAGBC held a meeting of key Workforce 2030 stakeholders on June 1, 2022 to share findings related to the Rapid upskilling program and other initiatives, which supported deeper collaboration among stakeholders. CAGBC leveraged these discussions in the development of new low-carbon training, which it is sharing across the building sector.

Practices that Seemed Effective

Project partners learned an important lesson about setting the target group. Initially, the target group was narrowly defined as COVID-19 impacted workers from the hospitality, retail, and manufacturing industries with a focus on underrepresented groups and marginalized communities. Over the course of the project, the project partners agreed to broaden the target group to focus mainly on equity-deserving groups thereby significantly extending the reach of the pilot. This change likely contributed to the project exceeding its initial participation goal by 17 per cent.

A delivery partner highlighted the CAGBC's deliberate yet flexible stewardship contributed to the success of the project. Delivery partners had considerable latitude when it came to implementing the guidelines for the project from the review process, which they all managed independently with the consultant, to the data collection activities, which some partners were able to incorporate in their existing practices. Guiding partners from four different industries with varying internal capacity is challenging and trusting them to implement the project guidelines made them feel trusted. That being said, this kind of management also means planning needs to start early and be equally deliberate because late additions to the project can be challenging. A delivery partner shared that the addition of the career fairs was difficult because each partner had their own services going on required some adjustments.

Data collection was a challenge. The collection had to contend with several implementation partners (technical proficiency, internal capacity, interests, procedures, etc.), various training programs (different lengths, modes of delivery, systems, target learners, etc.), and the fact that the majority of the data collected through surveys was voluntary (except for a handful of registration information). Therefore, implementing a strict data collection strategy was very difficult. In the end, the delivery partners were left to determine what is necessary for their own quality assurance purposes and the project lead shared what information was necessary for reporting purposes.

Practices to Revise

During the design phase, the low-carbon and green building concepts and practices were woven into selected pre-existing curricula that were already specifically marketed to learners that face multiple barriers to training (e.g., marginalized communities, individuals facing barriers to employment, those with minimal academic experience, and individuals with no experience in the trades). However, a few partners reported that the low-carbon and green building content did not resonate with participants as they were missing key skills and basic construction and building knowledge to appreciate the content. Therefore, delivery partners had to remain sensitive that their learners had the necessary basic knowledge and skillset to appreciate the more complex green concepts at the appropriate time.

The post-training transition support varied significantly across programs and was admittedly too limited to have the desired impact. All partners quickly realized that training more vulnerable populations without providing them with adequate supports to subsequently transition into employment, further training or apprenticeship, or paid internships, is not ideal. The project partners' quick pivot to implement a career fair for their trainees showed great flexibility on their part as well as a testimony to how seriously they responded to participants' feedback. CAGBC's exploration of new and innovative ways employers can support a swift transition of trainees into the labour market is another step in the right direction. A delivery partner offered a program with a mentorship component at its core and CAGBC suggested that their model may be guidance for services in other programs.

IMPLICATIONS FOR THOSE WORKING IN THIS AREA IN THE FUTURE

The project lead highlighted the importance of having a robust system to collect data and feedback from participants, as well as a process to analyze and implement the feedback through a continuous improvement lens. This allowed partners to adjust key wraparound services, adjust the structure of the programs, as well as its content. They also brought attention to the fact that all stakeholders have to have reasonable expectations around data collection as it is especially difficult to collect for vulnerable communities who, at times, do not understand why this data is collected or relevant, even if it is explained. Focusing on capturing experiences through qualitative data is perhaps more informative and easier than quantitative data.

Another lesson learned that could influence similar projects in this area is that training labourers alone may not be enough to affect change in the construction and building industry. This is why two new training programs were designed to train intermediate level professionals in low carbon and green building concepts and practices to affect change at a different level in the industry. CAGBC is now training decision-makers and owners reflecting how important training at all levels really is. The project was never intended to operate in a vacuum: instead, CAGBC—through the Workforce 2030 initiative—committed to looking at the sector holistically and the system in which the skills fit into, and it is important that future project take on a similar approach.

Finally, it is important to periodically reassess metrics to ensure they capture the desired outcome, they are feasible, and that they align with the objectives of the project, which may change over the course of project implementation. In this project, some of the metrics originally proposed were abandoned some after information the funder and others have simply not been

reported on. This may be done to those metrics not aligning with the objectives of the project anymore or that they fell through the cracks as management of the project shifted over time.

APPENDIX A: LEARNING SUPPORT PLAN

			Possible information sources				
Learning Stage	Learning and Gapfilling Questions	Is more information required?	Documen tation	Project Lead	Participants	Project Partners	Other Stakeholders
		-					
Defining	Who is the target group of this project: specifically, what is the skill-level of the target group?	Yes. Various target groups are mentioned. - underrepresented groups - hospitality, retail & manufacturing workers impacted by the pandemic - skilled workers		Interview			
Defining	How does the activities under the Rapid Upskilling for Green Building Occupation project fit into the larger Workforce 2030: A coalition fast- tracking the workforce needed to build a low-carbon Ontario?						
Additional/Gapfilling Questions							

		Possible information sources					
Learning Stage	Learning and Gapfilling Questions	Is more information required?	Documen tation	Project Lead	Participants	Project Partners	Other Stakeholders
Defining	Did the target group change through the delivery period? Is this initiative targeting trades people, or targeting low-skilled workers to become trades people/construction workers?	Yes. There might have been a change when the number of new training programs developed (i.e., not existing programs that were updated with low- carbon content).		Interview			
		1	T	T	1	Γ	
Design	The delivery partners varied significantly. How did you manage to align the objectives, methods, and delivery of all of these partners?	Yes.		Interview		Interview or focus group	
Design	Why was the decision made to not only update existing curricula but to also create new curricula? The original work plan indicated one new program would be created, but to this day two have been developed. Why?	Yes.		Interview			
Additional/Gapfilling Questions							
Design	How does the mentorship program, intended to increase program retention, work? Were there any other efforts or initiatives to increase retention?	Yes.		Interview			
Design	What was the result of the curriculum review and the gap analysis? Were all	Yes	Gap analysis	Interview		Focus group	

		Possible information sources					
Learning Stage	Learning and Gapfilling Questions	Is more information required?	Documen tation	Project Lead	Participants	Project Partners	Other Stakeholders
	programs updated to include green skills in the same way?		report (if provided)				
Design	How many programs were offered in total (either updated curriculum or new courses)?	Yes. It would be helpful to have a list of the number of participants by program.	List of programs, descriptio n, length, and possibly number of participant s for each (if provided)	Interview			
		- 	T	1	T	r	
Testing	How did the job placement component in transitioning trainees to employment come about?	Yes.	Final report and evaluation report (if provided)	Interview			
Testing	Do the outcomes measured and collected vary by type of program (e.g., pre-apprenticeship vs. day-long, on- the-job training)? If so, how?	Yes.		Interview			
Testing	Were all the data collection instruments successful (Net promoter scores: pre/post skills test and satisfaction; employer interviews, follow-up survey)?	Yes.	Final report and evaluation	Interview			

		Possible information sources					
Learning Stage	Learning and Gapfilling Questions	Is more information required?	Documen tation	Project Lead	Participants	Project Partners	Other Stakeholders
	What are some of the key factors that make data collection successful?		report (if provided)				
Testing	To what extent were the intended outcomes achieved (500+ trainees, 60- 75% accessing union membership and/or employment within 3 months, 2- point skill increase [10-point scale] of low-carbon building knowledge on the post survey, key messages pulled through at a rate of 70%, and 5-6 articles focused on the program)?	Yes.	Final report and evaluation report (if provided)	Interview			
	Additional/Gapfilling Questions		1		•		
Testing	Are outcomes of the program's pre- curriculum update available (e.g., # of trainees, post-program union membership and employment outcomes of the pre-updated program in lieu of a control group)?	Yes.		Interview		Interview or focus group	
Testing	One of the objectives is to pull key messages through at a rate of 70% under FSC program communications. What does that mean?	Yes.	Final report and evaluation report (if provided)	Interview			
Testing	Considering a large proportion of the programs offered are pre- apprenticeship programs, have you considered including enrollment in	Yes.		Interview			

			Possible information sources				
Learning Stage	Learning and Gapfilling Questions	Is more information required?	Documen tation	Project Lead	Participants	Project Partners	Other Stakeholders
	apprenticeship programs as an outcome?						
Testing	How are the pre/post skills questions collected? Is it now a retrospective pre collected at the same time as the post measure?	Yes.	Final report and evaluation report (if provided)	Interview			
Testing	As part of your evaluation plan, you collected feedback from the project's delivery partners. When did this collection take place and what was the overall feedback of the partners? Were partners' answers similar or was there variation in their experiences?						

APPENDIX B: SUMMARY OF TRAINING PROGRAMS OFFERED AS PART OF THE PROJECT

Provider	Program	Length	Target	How many times/when
Building Up	Green Building	Varies	low/no skills, specifically marginalized communities	5 times (73 participants)
Building Up	MSD	16 weeks	Provide people with barriers to employment with introductory trades training and green building skills to then connect them to careers in the trades.	4 times (58 participants)
LEC	YES	7 weeks (pre-apprenticeship)	Low/no skills, un/underemployed	3 times (34 participants)
LEC	TradLinx	12 weeks	low/no skills, specifically marginalized communities	4 times (34 participants)
Mohawk	Green Building Technologies	Online and Self-paced	All	8 times (107 participants)
TCBN	NextGen Builders	Mentorship program (no/minimal training)	pre-apprentices, apprentices and professionals	6 times (60 participants)
TCBN	Quick Start	140 hours	All	5 times (92 participants
LEC	Green Building Operators Course	8 weeks	low/no skills, specifically marginalized communities	4 times (28 participants)
Building Up	Site Supervisor Training	5 days	Educate construction site supervisors/ foreman/ superintendents	1 time (8 participants). Post program end.

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