



Project TRADE Evaluation

June 2014



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CENTRE DE RECHERCHE ET DE
DÉVELOPPEMENT EN ÉDUCATION

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Content



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- Program Data
- Participants' Background
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- Evaluating *Project TRADE*
- Participants' Employment Prospects
- Follow-Up with Participants



Evaluation Method



+ Evaluation Method: Participants Involved

- Professionals involved in *Project TRADE*
 - John Howard Society of South Eastern New Brunswick Inc. (JHS)
 - Post-Secondary Education, Training and Labour (PETL)
 - Operating Engineers Training Institute (OETI)
 - BayTech College

- Participants of *Project TRADE*
 - Exit participants
 - Graduate participants

	First Cohort	Second Cohort
Professionals	13	8
Participants	2	10
Exit Participants	2	2



Evaluation Method: Evaluation Activities Completed



- Individual Interviews
 - 17 professionals
 - 14 participants
 - 4 exit participants
- Focus Group
 - 7 professionals
- Team Meeting Observations
- Monthly Program Data
- Fidelity Assessments
- Quantitative Questionnaires

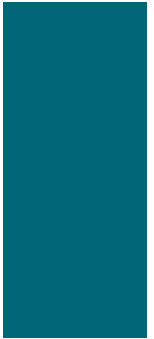


Program Data





Program Data: Active Participants



Active Participants in *Project TRADE*

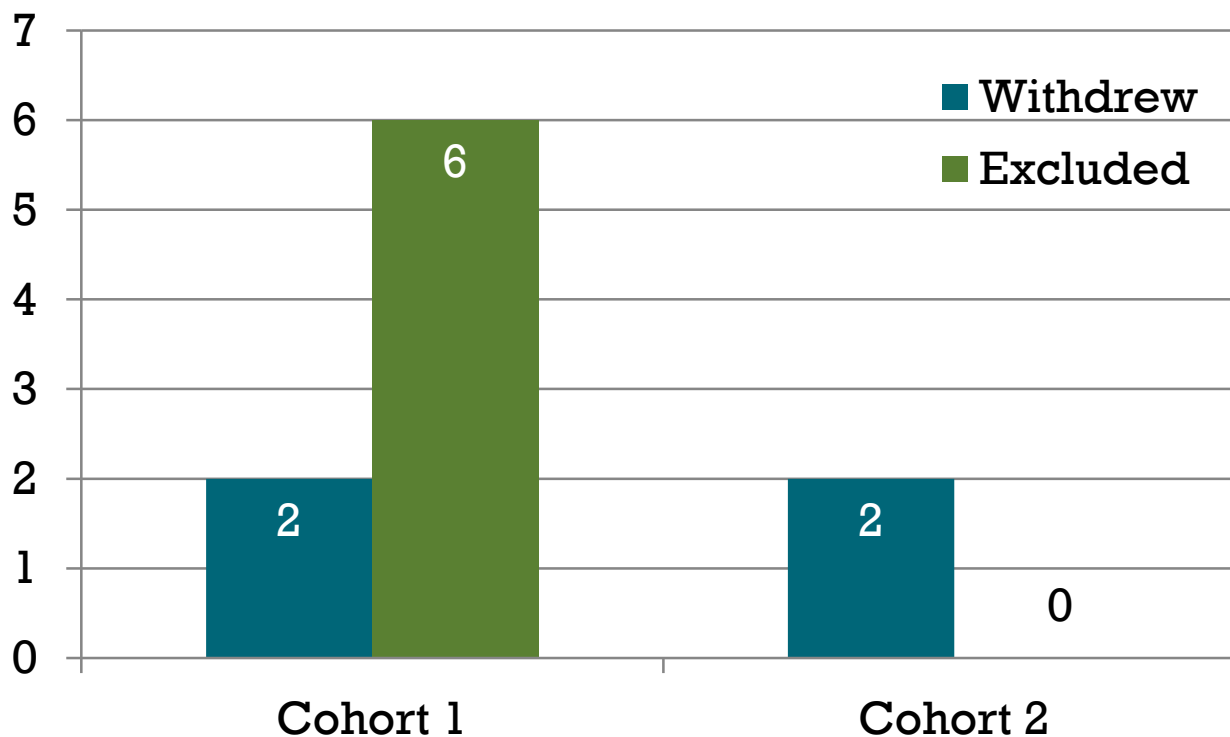




Program Data: Exit Participants



Participants Excluded and Withdrawn

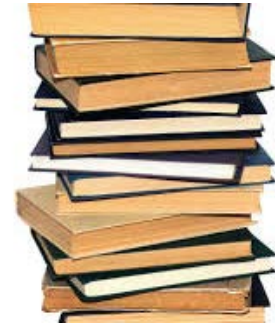




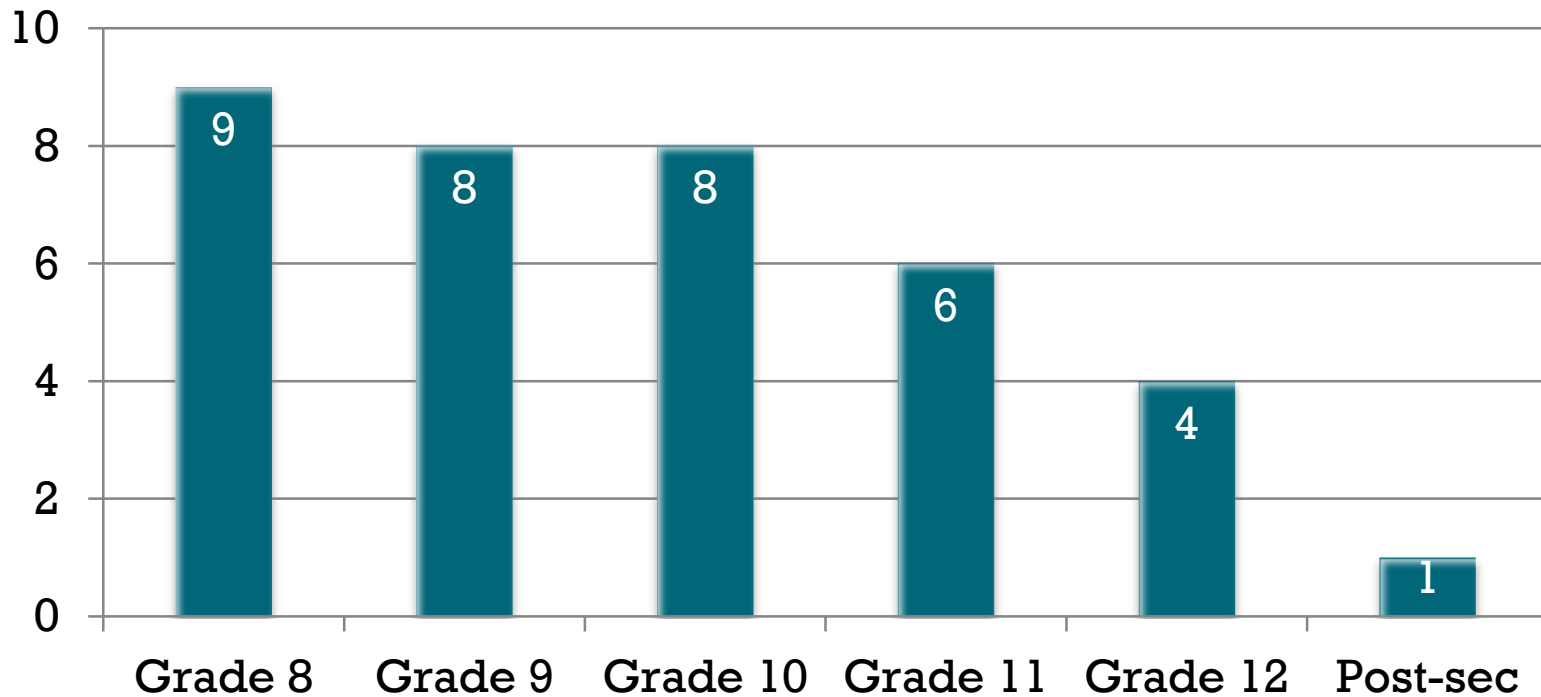
Participants' Background



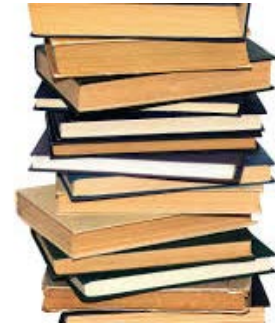
+ Participants' Profile: Education Level



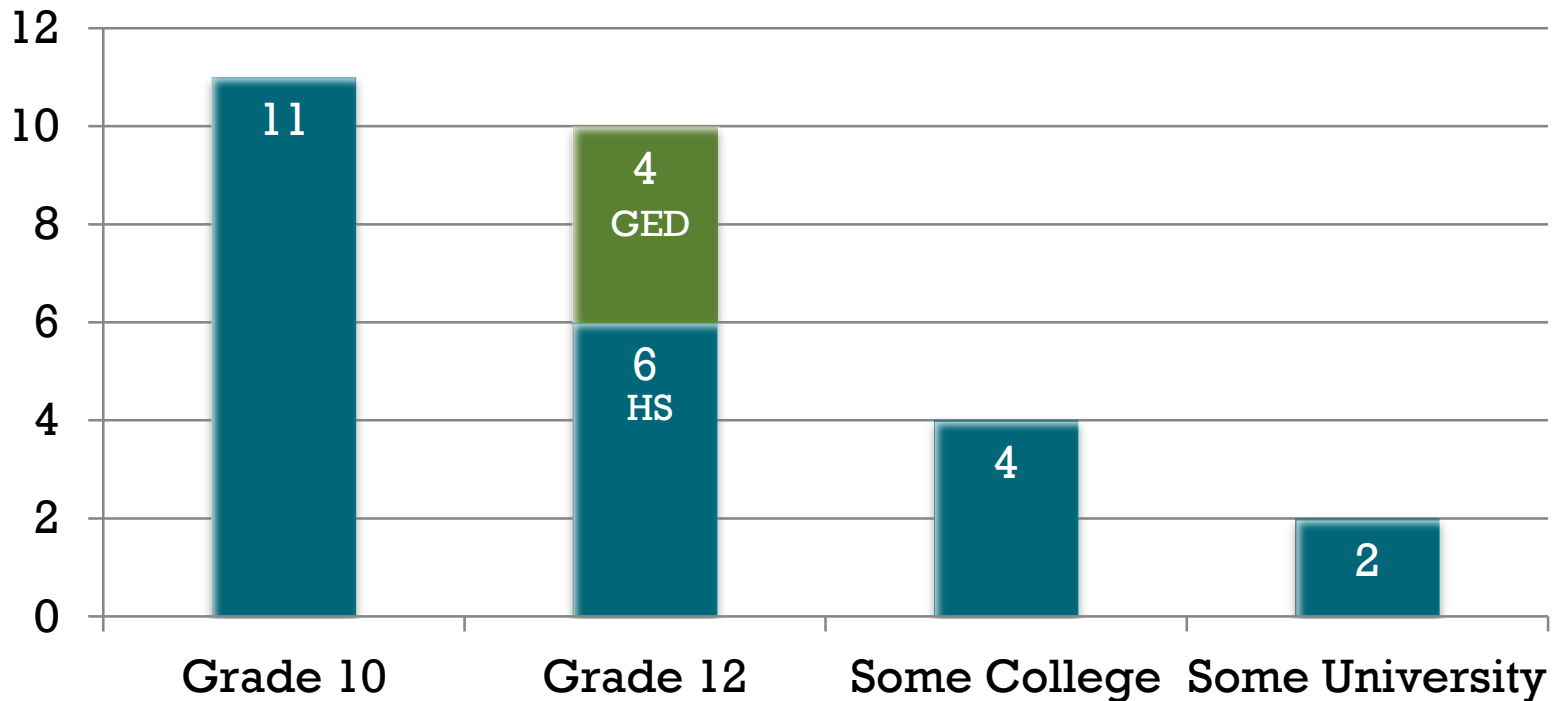
Education Level of Participants from Cohort 1
(*N*=9)



+ Participants' Profile: Education Level



**Education Level of Participants from Cohort 2
(N=11)**





Participants' Backgrounds: Residential History



- Most are living in a house or apartment (pre-post)
- Housing remained stable during *Project TRADE*
- Barrier: lack of money



Participants' Backgrounds: Employment History



- Customer service industry, less than a year, unemployment
- Departures: Voluntary leave, terminations, lay-offs

I always did well when I was working, but you know, these kinds of jobs, when you don't have your tickets, you're the first to get laid off. (P12, l. 63-64)



Participants' Backgrounds: Employment History



■ Employment Needs:

■ Decent wages

I need something with a better pay. (P6, l. 95)

■ Enjoyable employment

It's one thing to go to work for a day and do something. It's another thing to do something for a year that you don't even enjoy doing for a day. (P10, l. 55-56)

■ Employment, period.

Stable full time job, whether it's going to be a job I like to do or not. Right now, I don't have that luxury to pick. (P14, l. 468-469)



Participants' Backgrounds: Employment History



It seems like a very simple thing for a lot of people: “Well, why don’t you have a job?” Well, I would if I could. (P1, 2. 534-535)



Participants' Backgrounds: Employment History



- Criminal record

I can't get a crappy job, how am I gonna get a good job? It's a real barrier. (P4, l. 451-452)

- Lack of education or training

- Lack of work experience

- Lack of recent references



Participants' Backgrounds: Criminal History



- Not all *Project TRADE* participants have a criminal past
- Wide range of gravity
- Most frequent : drug use, drug trafficking and assault charges
- Both first time offenders and recurrent offenders

I wasn't prepared. I hadn't been in federal prison before so I wasn't ready to go. Of course you're never ready to go, nobody wants to go there. (P3, 1. 55-56)



Participants' Experience with *Project TRADE*





Experience With *Project TRADE*: The WES Component

Academic Curriculum

Mathematics, reading, writing

The ESA, I passed it. Yeah, I think everybody passed it. [...] Everybody else did pretty good, everybody else was getting like, 80's. (P12, 2. 105-110)

Life Skills Training

I didn't know what to expect with the life skills. I didn't expect really to learn anything. But it's like, "Whatever", like "I'm ready to build something, forget this!" But then, I learned so much from it, it's crazy. (P13, 2. 244-246)

We had to utilize what we learned in the WES portion of the program right in working with a team, with a group, so I mean, we learnt a lot. (P5, 2. 66-67)



Experience With *Project TRADE*: The Trades Component



- Bricklaying
- Welding
- Carpentry
- Lathering (Drywalling)

I really enjoyed the building the sheds [...] it was cool 'cause we actually got to like, build something with each other and watch it build basically. Like, after you build the walls, it can stand and stuff. Like, [wow]! It's coming together, right? So, it's kind of rewarding there so, I liked that about the carpentry. (P7, 2. 286-292)



Experience With *Project TRADE*: Participants' Performance



So, performance wise, I think the group as a whole, 90% of them progressed a lot quicker than I thought they would. (S15, 1. 99-100)

Great initiative towards learning

We went to the tour in Shediac and we saw a curved wall and wondered how you do that. 'Cause sheet rock is straight. So we went back to the school and we said "We're gonna try it." And we built one. It ended up being a curved wall. [Then] we built a bench to it! (P6, 2. 156-158)



Experience With *Project TRADE*: Participants' Work Placements



- Relevant work placements in the trade of their choice with knowledgeable and helpful supervisors.
- Potential shortages of work
- Poor weather conditions



Evaluating *Project TRADE*





Evaluating *Project TRADE*: Strengths



Participants

- Quality Team & Instructors
- Safety Certifications
- Financial Accessibility
- Hands-on Training

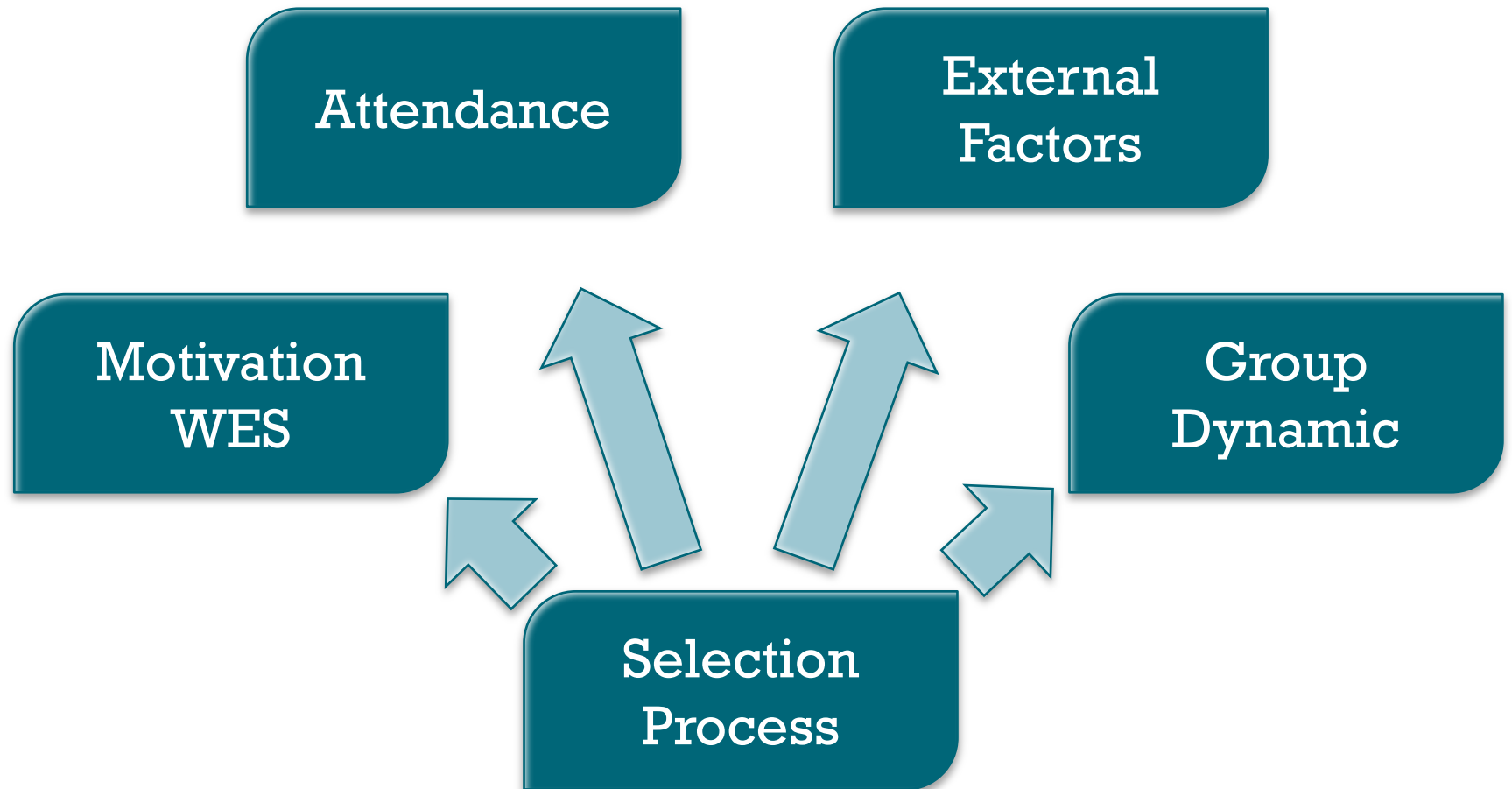
I like that the teachers are not just teachers. They are trained trades people, and they were able to pass us their tricks and knowledge as much as they could. I thought that was great. (P11, 2. 150-152)

Professionals

- Quality Team & Instructors
- Hands-on Training
- Case Management
- Financial Accessibility

It makes more sense when you do it. It's an actual hands-on approach that's been the best teacher in any trades. (S16, 1. 194-195)

+ Evaluating *Project TRADE*: Challenges





Evaluating *Project TRADE*: Challenges



When the power players, the dominant people, are negative, others tend to fall into that. But I mean, by the time it actually starts to show itself in the classroom, it'll have been going on for weeks out in the parking lot, or whatever the case. (S1, 2FG. 74-76)

As we lost more people, it became more positive! [General laughter] I mean, it sounds silly but even when we were down to five it was better than when we had seven. When we had three it was better than when we had five. [...] But it's true, because what happens is you start to lose the power players. (S1, 2FG. 96-100)



Evaluating *Project TRADE*: Improvements



- Refined Selection Process

We took it from the view point of hiring as an employer. (S3, 2FG. 195-196)

- Pre-course

We're going to be heavily weighed on the soft skills and the job readiness and the team dynamics, and all that stuff; how to cope with getting into this program [...] (S3, 2FG. 440-441)

- Case Management

Before, we were cleaning up messes after they had happened. Hopefully this time we're going to be able to be a little bit more proactive. (S8, 2FG. 179-180)



Participants' Employment Prospects



+ Employment Prospects:

- Participants feel the program will be beneficial in their search for employment
- They express their readiness for the workforce with great enthusiasm.

Yeah, I was ready yesterday. But definitely. I can't even wait!
(P2, 2. 482)

- Participants are proud of the credentials their resumes hold

My resume.... looks awesome now. Really, my resume from before, I had nothing that I could put on it. (P12, 2. 139-141)

+ Employment Prospects: Remaining Barriers



- Criminal record (policies & stigmatization)
- Education (apprenticeship, Block 1)
- Unionized employments
- Work availability



Following-Up

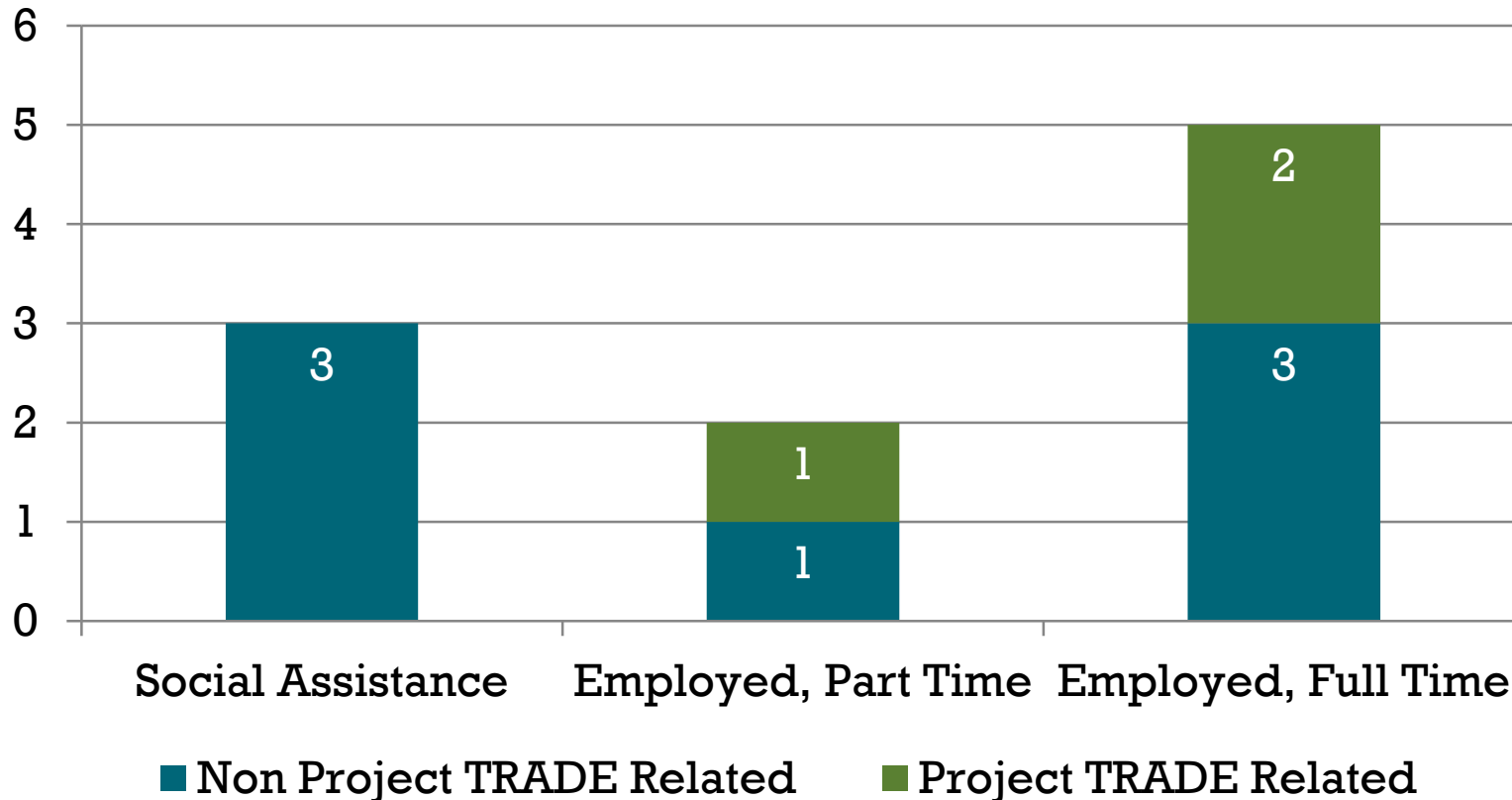




Following-Up with Participants:



Employment Situation After *Project TRADE* (*N* = 9)





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May 2014



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