



Building Bridges to Careers in BC's Construction Industry

Prepared for the

**The Human Resources Development
Committee of the BC Construction Association/
BC & Yukon Territory Building and the
Construction Trades Council**

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EXECUTIVE SUMMARY

Fulford Harbour Consulting (FHC) was contracted by the Human Resources Development Committee of the BC Construction Association/ BC & Yukon Territory Building and Construction Trades Council to conduct research to determine options for building vital, direct links between high school students and construction industry contractors.

Over the period of June and July 2007 FHC conducted interviews with 26 industry representatives, and several coordinators at the school and district levels to get feedback on their experiences.

Interview Results

A cross section of industry representatives throughout the province were contacted to examine their experiences with the existing high school trades training programs and to gather feedback on ways to improve contact between schools and industry.

To understand the nature of the interviewee's role, respondents were asked "Have you been involved with ACE IT/SSA or other high school trades training programs?" 65.4% responded they had been involved. Those responding positively were asked if they had "experienced any difficulties participating" and if so what they were.

Difficulties encountered included: mismatches between student availability and employer work projects; not feeling properly informed as to what they were being asked to do; and, schools not screening students for appropriate qualifications needed for trades, particularly trades math.

Those that responded they were not involved with the programs (35%) were asked "Why haven't you been involved?" The most common response was lack of awareness of the programs.

All respondents were asked "How helpful would it be to have an industry representative to coordinate employer participation in these programs?" More than 73% of respondents felt it would be very helpful to invaluable to have such a person. Of particular note were respondents on Southern Vancouver Island, who have had experience working with an industry coordinator through the Greater Victoria Skills Council (recently renamed the Industry Skills Association). These respondents

"The average age of apprentices is 28, and nine out of ten HS graduates don't go to university or college, which means HS students are floating around without good information on their options for employment after high school."

Industry representative

stated that having an industry coordinator already in place had been invaluable to them.

When asked about “*other initiatives that should be undertaken to enhance the effectiveness of high school trades training programs*” construction industry representatives strongly suggested the need to promote trades careers to students, as well as their parents and teachers, at an earlier age. This additional promotion is required to create awareness of trades careers during the time students are considering careers and making associated course selections and to overcome biases against trades careers at school and at home.

Construction industry representatives also indicated the need to: anticipate industry requirements, improve relationships with schools, and have greater industry involvement in the design and operation of trades training programs.

Recommendations

The survey resulted in three key recommendations. Namely:

#1 – The creation/hiring of Industry Coordinators to coordinate employer participation in high school trades programs be facilitated by the Committee.

#2 - The Committee examine the successful coordinator model implemented in the Greater Victoria region and build on this experience.

#3 – In addition to coordinating the participation of construction industry employers in the ACE IT/SSA programs, construction industry coordinators should also work with school districts to develop effective promotion and information campaigns designed to inform students, parents and teachers about the opportunities associated with careers in the construction industry.

*The answer
to the skills
shortage is
high school -
not Mexico*

*Industry
Representative*

INTRODUCTION

The Human Resources Development Committee of the BC Construction Association/ BC & Yukon Territory Building and Construction Trades Council recognizes BC's construction industry will be facing skills shortages for the next several years. Encouraging young people to consider a career in trades is one of many important steps that can be taken to address the projected shortage of workers.

One of the ways to evoke interest in trades training is to provide easy access to the industry. Currently, the lack of direct links between high school students and construction industry employers is a barrier to access. Therefore, the Committee commissioned Fulford Harbour Consulting Ltd to conduct research to determine options for building vital, direct links between high school students and construction industry employers.

METHODOLOGY

On behalf of the Human Resources Development Committee of the BC Construction Association/ BC & Yukon Territory Building and Construction Trades Council, Fulford Harbour Consulting contacted a cross section of industry representatives throughout the province to examine their experiences with the existing high school trades training programs and to gather feedback on ways to improve contact between schools and industry. More than 30 industry representatives from Northern BC, the Southern Interior, the Vancouver area, Vancouver Island and various Construction Unions throughout the province were identified as contacts, including the Industry Coordinator for the Industry Skills Association on Southern Vancouver Island.

All identified contacts were contacted by telephone at least once. In total, 26 interviews were conducted with industry contacts. In addition, validation interviews were conducted with ACE IT/SSA Coordinators at 3 School Districts with extensive experience delivering ACE IT/SSA programs. A list of all contacts is attached as Appendix A, and the Questionnaire is attached as Appendix B.

The following report offers the summary of these interviews and recommendations based on the feedback from these stakeholders.

SUMMARY OF INTERVIEW RESULTS

Representatives provided feedback through structured telephone interviews over the period of mid-June and early July 2007. Following is a summary of the results of these interviews by question:

Question 1:

“Have you been involved with ACE IT/SSA or other high school trades training programs?”

Yes: 65% No: 35%

Sixty five per cent of respondents stated that they had been involved with ACE IT/SSA or other high school programs to some degree—including one as a part-time teacher and several who have been working with their local school districts.

If the answer to Q1 was “yes” respondents were asked:

Question 2:

“Did you experience any difficulties participating with the high schools?” (such as - awareness of programs; understanding the responsibilities involved in participating; getting access to good quality students for work experience, summer employment, apprentices; managing any associated paperwork, etc.)

The majority of respondents who had experience with SSA and ACE IT programs (47%) had experienced some difficulties. While 41% had not experienced any difficulties and 12% did not have an opinion.

Difficulties mentioned included:

- feeling duped by a high school counsellor who the respondent felt wasn't up front with him about the responsibilities and what was involved in the program;
- school counsellors being too busy due to workload to follow-up with industry partners;
- mismatches between student availability and employer work projects;
- changing requirements due to the lack of consistency between School Districts in how they run their programs;
- insufficient certified trainers;

65% of respondents have been involved with high school trades programs.

- School Districts who don't realize the qualifications needed for trades—think its for dummies—therefore students lack the necessary education (particularly trades math) to meet entry level requirements
- schools now conducting programs without having post secondary partners – considered a huge mistake.
- participation in Trades Fairs is ineffective as students are more interested in a day off than learning

If the answer to Q1 was “no” respondents were asked:

Question 3:

“Why haven't you been involved in these programs?”
(i.e. not aware of them; not sure how to participate; haven't needed additional workers)

35% of respondents had had no involvement with high school trades training programs. The two main reasons given were:

- lack of awareness of the programs
- programs not addressing their needs—e.g. heavy equipment.

Summary of questions 1-3:

- Just less than half (47%) of the 65% of construction industry contacts that had participated in high school trades training programs experienced difficulties participating in trades training programs (this represented 30% of all respondents).
- An additional 35% of respondents did not participate in the high school programs because they were not aware of them or felt they did not meet their needs.
- Therefore, 65% of the construction industry respondents experienced difficulties or did not participate in ACE IT/SSA programs; 27% participated and experienced no difficulties and 8% participated but had no opinion on the quality of their experience.

65% of the construction industry respondents experienced difficulties or did not participate in ACE IT/SSA programs

Question 4 :

“On a scale of 1-4 with 1 being not helpful, 2 somewhat helpful, 3 very helpful and 4 invaluable - How helpful would it be to have an industry representative to coordinate employer participation in these programs?”

Over 73% percent of respondents felt it would be very helpful or invaluable to have an industry representative to coordinate employer participation. Only 11.5% felt it would not be helpful, while another 11.5% felt it would be somewhat helpful, 3.8% had no opinion.

Comments included:

- Invaluable – Invaluable to help with industry groups, especially for checking skills and education levels – i.e. math.
- Very helpful –
 - Would like to see an industry rep coordinator to facilitate better information flow between companies and schools and to better prepare students on what to expect.
 - Would be helpful as school practices vary widely and there is competition among schools for assignments. Better alignment among schools would eliminate duplication and better use resources to get placements.
- Not helpful – Don’t think there’s a need for a new position as high school counsellors seem keen; however the idea of coordination of employers is good.

It should be also be mentioned that respondents on Southern Vancouver Island, all of whom had been involved with the programs, noted that having an industry coordinator in place had been invaluable to them, as are the initiatives the Coordinator is undertaking to facilitate contact between students and employers such as the new online Connecting2Trades website.

Over 73% percent of respondents felt it would be very helpful or invaluable to have an industry representative to coordinate employer participation.

Question 5:

“Are there any other initiatives that should be undertaken to enhance the effectiveness of high school trades training programs (ACE IT/SSA)?”

Overwhelmingly respondents noted the need to reach students, parents and teachers at an earlier age/school level (middle school) and to promote trades awareness to school staff particularly the educational requirements.

Several also suggested looking at successful models already in place in BC, such as *Connecting2Trades* with the Industry Skills Association on Vancouver Island and *Yes2It* in Surrey, and at European initiatives. Also key is more industry involvement.

Question 6:

“Any additional comments?”

Additional comments echoed suggestions received for “other initiatives” in question 5, with respondents repeating the need to improve communications between employers and high schools and to look at and use successful models.

It was also suggested that there needs to be better anticipation of industry requirements, improved relationships between companies and schools, industry needs to be involved in the design and operation of high school trades programs, and that Trade Fairs aren’t necessarily the best vehicle for building student awareness/interest in the construction trades.

“An industry rep coordinator to facilitate better information flow between companies and schools and to better prepare students on what to expect would be very helpful.”

Industry representative

VALIDATION WITH ACE IT/SSA COORDINATORS

The feedback received from the construction industry was that construction industry coordinators for high school trades training programs would be helpful in a number of ways, including:

- enhancing communications with school districts,
- building a more effective relationship between employers and students;
- making more employers aware of opportunities to participate in high school trades training programs; and,

- facilitating successful placements of students for work experience, summer jobs and, ultimately, full time employment and the continuation of their apprenticeships.

In order to verify whether this view held by industry was shared with ACE IT and SSA Coordinators working in the secondary school system, interviews were conducted with a sample of ACE IT/SSA Coordinators with extensive experience delivering trades training programs in Surrey, Quad District (Greater Victoria and surrounding Districts) and Vernon School District to get assessment of the value of having a construction industry coordinator.

In all cases there was overwhelming support for the concept of industry coordinators to facilitate the relationship with employers. While these ACE IT/SSA Coordinators have developed good employer networks they would welcome additional support in managing the relationships with employers as the scale of trades programs continues to grow and their school resources are stretched thinner over a growing variety of industries and trades. It was felt that the opportunity to work with a construction industry coordinator would help to create better awareness of the ACE IT & SSA programs with employers, enhance industry involvement in the design and delivery of District programs and enhance the placement of ACE IT & SSA students with informed and supportive employers.

The feedback from these ACE IT/ SSA Coordinators was consistent with feedback recently gathered in a report “*An Examination of Barriers to Student Enrolment in ACE IT & SSA*”. The findings of this report were based on interviews with 72 ACE IT/SSA Coordinators from School Districts across the province.

Current barriers identified in this report included a lack of funds for full, or even part-time, dedicated staff for coordination, promotion and administration of the ACE IT and SSA programs. Consequently, many ACE IT/SSA Coordinators felt they could increase the number of students in these programs if they had more resources and time to promote the program and coordinate placements for students. The presence of an industry coordinator would offer a more efficient vehicle for promoting and informing employers and facilitating placements

"School Boards often treat trades as being for 'dummies' and are not sending the right kids. Boards and teachers need to understand what is required for a career in the construction trades."

Industry representative

than overwhelmed ACE IT/SSA Coordinators trying to connect to employers one at a time.

CONCLUSIONS

Feedback indicates three key items:

1. Having an industry representative to coordinate employer participation in high school trades programs would be very helpful and welcomed by industry and schools.
2. Industry needs to connect to parents and teachers as well as students. Currently, there tends to be a significant bias away from the trades and a focus on preparing students for university. The reality is that only 15-20% of high school students will go on to university and that not all of those students will graduate. There is a fundamental gap in the 'trades awareness': Namely:
 - The majority of teachers or parents do not seem to understand the educational requirements/foundation needed for careers in various trades—particularly the need for, and complexity of, trades math and the importance of English language courses for trades.
 - There is also a lack of awareness of variety of trades that a student can undertake as a career, and of the path that they can undertake to obtain certification in a trade and the opportunities and career paths open to them once they have received that certification.

Teachers and parents are integral to the success of recruiting students into trades' careers. Teachers are on the front line interacting with the students and often have an intimate first hand knowledge of their aptitudes, and parents are generally key to guiding and deciding on the education and career path that their children take.

Therefore:

- i. Trades awareness for students, parents and teachers should begin in Middle School.
- ii. Schools/School Districts should be encouraged to include trades math, technical English and

other appropriate trades' related courses in their curriculum.

3. The use of a construction industry coordinator in the Greater Victoria region has proven to be highly successful as evidenced by feedback from Southern Vancouver Island respondents who can't say enough about their positive experiences using the services of the ISA Coordinator based at Camosun College.

RECOMMENDATIONS

#1 – That the Human Resources Development Committee identify an organization that will facilitate the creation/hiring of Industry Coordinators to coordinate employer participation in high school trades programs.

#2 - That the organization identified in recommendation #1 examine the successful coordinator model implemented in the Greater Victoria region and build on this experience.

#3 – That in addition to coordinating the participation of construction industry employers in the ACE IT/SSA programs, construction industry coordinators should also work with School Districts to develop effective promotion and information campaigns designed to inform students, parents and teachers about the opportunities associated with careers in the construction industry. These campaigns should build on the experience of the regional construction association program activities such as “Heavy Rocks” and ensure resources are shared from region to region.

In order to ensure construction trades career information reaches younger students, the promotion activities of the industry coordinators should also be integrated with the Industry Training Authority and Ministry of Education's YES 2 IT program. YES 2 IT is designed to increase awareness of trades among younger students, those in grades 6 to 9, as well as their parents, educators and communities. The program provides an opportunity for youth to have an engaging, hands-on experience applying some of the skills used in a variety of trade occupations while making connections with tradespersons in their communities. In addition, classroom learning activities

support the hands-on experience and parental involvement
increases education about career opportunities in the trades.

APPENDIX A – CONTACTS

Northern Region:

	Contact
2	Rod Cryderman Western Industrial Contractors (Prince George) T: 250 962-6011
3	Tom Van Spronsen D M Henderson Roofing (Dawson Creek) T: 250 782-3467
4	Richard Wright The Electrician (Prince Rupert) T: 250 624-3300
5	Howard Berlin Berlin Construction (Quesnel) T: 250 992-5907
6	Ken Morland Sterling Crane (Prince George) T: 250 561-1501

Southern Interior:

	Contact
1	Patrick Waunch Rambow Mechanical (Kelowna) T: 250 762-8999
2	Ian Dalglish Dalglish Construction (Kamloops) T: 250 372-8448
3	Terry Brown - passed contact to Jim Ritchies Greyback Construction (Penticton) T 250-493-7972
4	Carl Larson Pinecrest Construction T: 250 549-0297

Vancouver Region:

	Contact
1	Randy Callahan PCL Construction Cel: 604 788-1049 Direct: 604 241-2238
2	Clark Campbell Smith Bros & Wilson General Contractors T: 604 324-1155
3	Bill Knooly Keith Plumbing & Heating T: 604 980-4891
4	Lambert Head Bell Pacific Shoring & Foundation Cel: 604 880-2600

Construction Unions:

	Contact
1	International Union of Bricklayers & Allied Craftworkers - Local Union No. 2 Rob Tuzzi – Business Manager (604) 298-2021
2	International Brotherhood of Electrical Workers - Local Union 213 – Vancouver Andy Cleven , Training Co-ordinator, IBEW Local 213/ECA c/o Local 213 PHONE: (604) 571-6540 FAX: (604) 299-4491
3	Insulation Industry Apprenticeship Board Wayne Laxton 604-877-0909 International Association of Heat & Frost Insulators & Asbestos Workers - Local Union 118
4	International Association of Bridge, Structural, Ornamental and Reinforcing Ironworkers - Local Union 97 Arne Johansen 604-874-6010

	Contact
	Ironworkers Trade Improvement Committee
5	Brad Randall International Union of Operating Engineers - Local Union 115
6	Hamish Roper Floor Covering Joint Conference Society 604-524-6006
7	International Union of Painters & Allied Trades District Council 38 - Painters 138, Glaziers 1527, Drywall Finishers 2009 Graham Young , Apprenticeship Training Co-ordinator(s): Joint Trade Board 12277 Industrial Road, Surrey, BC V3V 3S1 PHONE: (604) 580-3112 FAX: (604) 580-3110 EMAIL: gyoung@dc38.ca
8	Chris Feller Operative Plasterers' and Cement Masons' International Association of the United States and Canada - Local Union 919
9	United Association of Journeymen and Apprentices of the Plumbing & Pipefitting Industry of the United States and Canada - Union 516 - Vancouver Al Philips 604-294-1931
10	Sheet Metal Workers International Association (includes Roofers & Production Shopmen) - Local Union 280 - Vancouver Cindy Dimitrijevic – Training Coordinator, Sheet Metal Industry Training Board 604-291-0656
11	Lathers/Interior Systems Mechanics Guy Kiss , 604-630-9424

Other Industry Contacts

	Contact
1	Greg Bayton Southern Vancouver Island Construction Association
2	Industry Skills Association Nick Jacquet , Industry Coordinator, Southern Vancouver Island 250-370-4711 cell: 886-1027
3	Bob Whelan , Whelan Construction Victoria 205-385-0674 - referred by Nick Jacquet – recently hired 2 students
4	Warren Roles , Cutting Edge Woodworks Victoria 250-544-8873 ex 102 - referred by Nick Jacquet – recently hired 1 student
5	Rosalind Thorn , President BC Construction Association North
6	Debra Hicks , President Southern Interior Construction Association
7	Ron Coreau , Director of Education Vancouver Regional Construction Association

Validation Contacts

	Contact
1	Vicki Munn , Principal Career Education Department Surrey School District
2	Don Cameron , Camosun College-Quad School District Coordinator
3	Tom Williamson , ACE IT/ SSA Coordinator Vernon School District

APPENDIX B – INTERVIEW QUESTIONS

Name: _____

Co/Org: _____

1. Have you been involved with ACE IT/SSA or other high school trades training programs?

If answer to Q1 is “yes”:

2. Did you experience any difficulties participating with the high schools?
(awareness of programs; understanding responsibilities involved in participating; getting access to good quality students for work experience, summer employment, apprentices; managing any associated paperwork, etc.)

If answer to Q1 is “no”:

3. Why haven't you been involved in these programs?
(not aware of them; no sure how to participate; haven't needed additional workers)
4. On a scale of 1-4 with 1 being not helpful, 2 somewhat helpful, 3 very helpful and 4 invaluable - How helpful would it be to have an industry representative to coordinate employer participation in these programs?

1-----2-----3-----
-----4
Not helpful Somewhat helpful Very helpful
Invaluable

5. Are there any other initiatives that should be undertaken to enhance the effectiveness of high school trades training programs (ACE IT/SSA)?
6. Any additional comments?

APPENDIX C - INTERVIEW QUESTIONS ANSWER SUMMARY

Question 1. Have you been involved with ACE IT/SSA or other high school trades training programs?

1. Been working with the local school district (#23) for years. The district is proactive in approaching employers for hire over the summer. The High School (HS) gives youth basic training in safety. Currently have 2 students in first and second year apprenticeships.
2. Have two interns indentured through program
3. Had an apprentice over the last summer. They went back to school for one term, returned to company after Christmas but dropped their academic program and didn't inform company.
4. Not sure of names of programs, but did participate a couple of years ago.
5. To a limited degree (SSA more so than ACE-IT)
6. Involved since conception with a pilot in Surrey - PCL is just considering how to keep connected with students once HS is done (no apprenticeship for concrete bldg. construction)
7. Yes - Involved with Vancouver School Board, and then Maple Ridge. There is a high demand for training and we're short on resources, therefore we channel our limited training resources to apprenticeships and getting individuals through levels 1,2,3 - (Operatives Plasterer's Coordinator of Training)
8. Yes - Involved with Richmond and New Westminster School boards, and may undertaken ACE-IT with SD 74 (Lytton/Cache Creek)
9. Yes, involved as a teacher (lather systems interior mechanics)
10. Yes – work in collaboration with the Victoria Home Builders Association, SVICA and Camosun College. Also the Industry Skills Association (<http://www.industryskills.ca/>) have had an industry coordinator for Southern Vancouver Island (Nanaimo down) for the past two years (Nick Jacquet). He's based at Camosun, and has just launched a web service *Connecting2Trades* <http://connect2trades.ca> Its mission is to: To promote the skilled trades as a viable career pathway. To increase the flow of workers into the skilled trade Industry. To increase the quality and amount of skilled trade related training, and to increase the skilled trade workforce retention.
11. Support recognized programs, especially Princess Margaret in Surrey and SSA counsellors throughout the area (mainly Surrey and Vancouver).
12. Yes – just did second ACE IT at Maple Ridge
13. Not aware of ACE-IT and SSA; but have been involved in CORE program in PG high school the past 3 years - - it leads to the residential construction program @ the College of New Caledonia

- 14. Yes- used Connecting2Trades – referred to site by Nick Jacquet and ended up hiring two students.
- 15. Yes
- 16. Yes
- 17. Yes

If answer to Q1 was “yes”:

Question 2. Did you experience any difficulties participating with the high schools?

(awareness of programs; understanding responsibilities involved in participating; getting access to good quality students for work experience, summer employment, apprentices; managing any associated paperwork, etc.)

- 1. Wasn't a bad experience, had interesting conversation with HS counsellor but felt duped by a HS counsellor (person wasn't up-front re. Responsibilities and what was involved)
- 2. Not too many difficulties – schools have handled the paperwork (eg. Arrange WCB coverage) and they have facilitated job shadows.
- 3. Experienced difficulties. The school councillor who was responsible for SSA was too busy (one student among 1,400)
- 4. The logistics of the timing of projects (work) and the availability of students has been a challenge.
- 5. Difficulties because of mismatch between availability of students and employers' work projects.
- 6. School districts are all over the map in terms of consistency in how they run their SSA programs.
- 7. Major challenge remains too high a demand for the two certified trainers in the cement mason's union
- 8. Find that School Board's (SBs) often treat trades as being for 'dummies' – they don't understand the skills and level of education (i.e. trades math and English) needed and therefore are not sending the right kids – they often don't meet/have the minimum entry standards. SB's and teachers need to understand what is required for a career in trades. High school trades (and other) math is a huge issue as students are not hireable without it. Have given brochures with requirements and standards to the schools, but schools ignore them. Also when participating at Trade Fairs at schools the students in grades 9-10 don't seem interested—just collect the brochures—parents and teachers are more so, but there is a need to reach them earlier in middle school so they can understand career paths and the education required. Still too much emphasis on university bound students.

In Surrey their ELTT program is partnered with BCIT, and he helps place students and they end up getting hired. However, all programs need to be connected with PS partners and some are now not (a new trend). This is a huge mistake—they need to be—as students are not necessarily hireable after completing a program without the PS component.

No difficulties

9. High schools were great! Working with Surrey and Delta worked well. However, ITA rules and regulations were hard to figure out.
10. No difficulties
11. Great experience- 4 or 5 kids out of Richmond are now beginning their apprenticeships
12. Best thing that ever happened
13. No difficulties – Nick Jacquet was extremely helpful.
14. No
15. None at all: PCL is the only commercial firm using ACE-IT -- consequently has all the teachers phoning him and gets the cream of the crop (don't let out his secret!)

Often the ACE-it students come out with wood frame experience and want to build residential houses.. . at PCL they say that's okay – some individuals will come around to concrete and be ready to build commercial.

If answer to Q1 was “no”:

Question 3. Why haven't you been involved in these programs? (not aware of them; no sure how to participate; haven't needed additional workers)

1. There is a brand new initiative at local school – too new to have been involved. (Prince Rupert)
2. Am involved in one-week orientation program (through the Northern Construction Assoc.)
3. Not a large trade (bridge, structural, ornamental & reinforcing ironworkers) and the cost is prohibitive to setting up teaching shops. In turn partial completion of credits through high school is not helpful (not recognized by BCIT). Also there is a mismatch between what students expect to get paid and what they're worth.
4. ACE-IT and SSA don't address operating heavy equipment
5. Have limited personal involvement to speaking to high school students. We have a small company.

6. Until recently (this small northern electrician company) hasn't needed additional human resources
7. Not sure how to go about tapping into ACE-IT. (Apprenticeship & training coordinator for the floor covering joint Society)
8. Information pertaining to these HS programs hasn't crossed my desk. (business manager of the Heat and Frost Insulators Local 118)
9. No particular reason – we've been hiring students from the local high school and Local 170 selects some youth to give them exposure to the trades as casual labour/helpers to see if the work interests them.

Question 4. How helpful would it be to have an industry representative to coordinate employer participation in these programs?

1-----2-----3-----4
 Not helpful Somewhat helpful Very helpful Invaluable

Not Helpful

1. Not helpful – All students are sponsored by PAIB? (union for Plumbing and Pipefitters and it is important to keep the connections with individual students
2. Not helpful if from the ITA (invaluable to help with industry groups, especially for checking skills and education levels – i.e. math)
3. Don't think there is a need for a new position as current HS councillors seem keen (with new initiative at local school); however the idea of coordination of employers is good.

Somewhat helpful

1. Somewhat helpful – SD 23 actively recruits placements among firms. Would be good to have a coordinator who follows-up with apprentices (doesn't happen now). It's not good that they did away with requirement to fulfil school credits. Too often students drop out of their academic program.
2. Somewhat helpful
3. Helpful

Very helpful

1. Very helpful – Someone from industry will be more respected than someone who is unknown by companies
2. Would be helpful.
3. Would be helpful.

4. Would be helpful.
5. Would be helpful.
6. Would be helpful.
7. Would like to see an industry rep coordinator facilitate better information flow between companies and schools, and better prepare students on what to expect.
8. Wont be as helpful if the ITA has the position (their customer service orientation is poor). As long as the person is knowledgeable about the province (i.e. SDs), having one go-to person would be great.
9. Very helpful - - there are more kids than there are jobs – it would be important for an industry rep to get into schools not in June, but in February
10. Imperative to have an industry rep coordinate in order that HSTT programs work for firms.
11. Would be helpful as school practices vary widely and there is competition among schools for assignments. Better alignment among schools would eliminate duplication and better use resources to get placements.
12. Would be helpful as school councillors are not knowledgeable or able to deal with a wide array of trades. School trades training has a very limited focus: carpentry, electrical, plumbing.
13. Very helpful
14. Very Helpful
15. Very helpful

- Invaluable!

1. Need to have!
2. Invaluable to help with industry groups, especially for checking skills and education levels – i.e. math
3. Invaluable
4. Using Connecting2Trades was a great experience.

Question 5. Are there any other initiatives that should be undertaken to enhance the effectiveness of high school trades training programs (ACE IT/SSA)?

Reach students at an earlier age/promote awareness/education needed

1. Need to bring industry into schools at middle-school level
2. School staff need help on trades training - they think a boiler maker is a beer with a shot glass of whiskey dropped in.

3. Schools need to focus more on math and science – in particular fractions! Schools don't teach fractions any more
4. Got to get people when they're young – when they still don't know what they want to do as adults.
5. The one-week orientation program should be started in middle school – reach youth earlier to give them sense of their options for their future.
6. The average age of apprentices is 28, and nine out of ten HS graduates don't go to university or college, which means HS students are floating around without good information on their options for employment after high school. The trades should go and present in high school.
7. Start earlier (grade 10) to exposing students to the opportunities in the construction industry. For employers, use the students more effectively than as a source of casual labour. Allow them to actually experience the trades.
8. Make stronger connections between trades people, students and schools. School counsellors don't know much about the trades
9. Teachers could play a bigger role in identifying the students who are better suited to a trades future than academics. Identify these people and bring in trades people to talk to them.
10. Would be good if there was more time allotted to students for practical experience – and getting exposure to other trades. More than once, students have signed up for one trade, and have switched to another one once they have a better idea what is involved with a particular trade.
11. School reps should review more the work experience youth are getting and do a better job at assessing students' work ethic. The youth are taking advantage of the system (they know they are commodities in the current tight labour market).

Look at other (successful) models/involve industry

12. Should look at European initiatives: start earlier (grade 7/8). We are so programmed for college and university in North America that trades are overlooked for their career potential.
13. Look at 'Connecting2Trades Program at Camosun College. This is a great model. It connects students with employers thru a website that tracks their training. VRCA just bought "www.constructionjobs.ca" and hope to move it to the connexions model. (per Randy Callaghan – PCL).
14. A good model is "yes 2-it"
15. ISA is currently developing software link to schools and industry to help develop relationships, and to broaden the range of those relationships from

- local to provincial to nationwide. Aiming to provide; who to contact, who the people are, etc.
16. The ITA are not getting industry feedback and/or connecting with industry, only to high schools. They need industry feedback and to work with industry.
 17. Joint Boards need to be brought into the process. All trades have different needs and intake methods. Students need information on this.

Coordinator

18. There's the question of having a channel to find them and for them to find you. Connecting2Trades works great!
19. Would be a good thing to have a coordinator between BCCC & Trades Council, but also need coordinators in the school districts to better use resources, and channel councillors to industry reps.
20. If such a position was developed we (construction union) would want to be involved. Have a trade show in Dawson Creek (like one held in PG) for youth to see industry and the merit of a career in the trades. Need greater visibility of the range and extent of trades.

Other

21. Provide funding for more employers and the union schools to be involved
22. Currently the first term is 4 weeks long, suggest extending it to 6 weeks duration; would good for students to be able to spend time with apprentices
23. Don't know at this time.
24. Biggest concern is the potential for too much training without focus on the right kind of training, and how many individuals are needed. There aren't any jobs here in the north, will there be any in 10 years?
25. Broaden the range of trades available through SSA program – go beyond electrical, carpentry and plumbing - the top three trades. Provide more orientation opportunities for students to get a broad range of exposure to the range of possible trades before having to commit the 480 hours needed for graduation.
26. There should be something to encourage students to stay in school and obtain their dogwood certificate

Question 6. Any additional comments?

Improve communications/anticipate requirements

1. An industry rep coordinator for HSTT would be a step in the right direction. Hopefully it would trickle down to the school districts (SDs).

2. The potential of HSTT has not been maximized. Improved communications between employers and high schools would be of benefit to everyone.
3. There's a labour shortage now and it seems like the schools are pushing them (students) through. Industry needs to do a better job anticipating labour requirements.
4. Put the CORE program in grade 11- followed by summer trades job, so by grade 12, when ACE-IT is an option, interested students will have hit their thumb a few times and will have a better idea of what they want
5. (They) use Princess Margaret as a focus of what an SSA program should look like (and would like to see more SDs follow their example):
 - a. student screening
 - b. BCIT partner
 - c. Instructor – Red Seal with 25 years experience.
6. Pleased that the trades council and construction association are undertaking to promote trades as a career
7. The HR committee needs to analyse trends and try to anticipate future workforce needs.
8. Career fairs don't generate results for the industry; rather, kids are looking for a day off. Would prefer to have time to talk to students in the classroom.
9. Give students exposure to as many trades as possible.
10. Maybe the trades need to do a better job at promoting themselves and the fact that they offer a good way to make a living.
11. Home plays an important role in educating youth and encouraging ongoing schooling and / or the trades
12. It is more advantageous for trades reps to speak to students directly – trade fairs don't work
13. It would be helpful to reach students at a younger age as far as considering the trades for a career and deliver the message that in order to do so, youth need to complete their grade 12.
14. Really important to have opportunities for people. Initiatives like Connecting2Trades are needed so people can connect. Was so successful with own experience has already referred others to the coordinator and to the site.

Improve relationships

15. Timing of workload to when students are available can be an issue.

16. Currently there is no follow-through by schools on students participating in ACE-IT/SSA.
17. “Women in construction trades” is useful like I-Step
18. Keep industry involved in the design and operation of HSTT programs so that they remain un-bureaucratic.

Other

19. Totally support ACE-IT. As a non-profit school, it would be good to have more involvement from trade schools – in fact rather than the funds flowing to school districts, flow the funds to trade schools, and generate more consistency in curriculum.
20. The answer to the skills shortage is high school – not Mexico
21. Now SSA and ACE IT are also getting competition from private trainers – market is getting flooded.
22. The ITA should get a better hold on what they’re trying to do. ITAC worked better.
23. Having Nick Jacquet in place was very helpful – ended up with a good employee.
24. While not entirely familiar with the details of ACE-IT and SSA, has heard there’s supposed to be a link between HS & college to continue the individual’s academics. He’s heard this is quite cost-prohibitive.
25. Our union is offering a 4 week introduction to road building, and the tuition cost is only \$500.00. We presented this at local high schools, and got very little interest. Youth are more interested in partying than applying work ethic.
26. Send me info on ACE-IT (Howard Berlinhberlin@quesnelbc.com)

APPENDIX D - HUMAN RESOURCES DEVELOPMENT COMMITTEE MEMBERS

BC & Yukon Territory Building & Constr. Trades	Joe Barrett
BC Construction Assn.	Regina Brodersen
Vancouver Regional Const. Assn.	Ron Coreau
BC Construction Assn.	Abigail Fulton
Mid Island Framers	Dana Francis
Southern Interior Const. Assn	Debbie Hicks
BC & Yukon Territory Building & Constr. Trades	Arne Johanneson
Burgess Plumbing Heating & Electrical	Ed Kozuki
BC Construction Assn.	Manley McLachlan
Stuart Olson	Ron McFee
Mott Electric	Dan Mott
SICA	Glenn Olien
Parker Johnston Roofing	Rod Parker
BC & Yukon Territory Building & Constr. Trades	Wayne Peppard
Service Canada	Rick Roberts
A1 Machine & Welding	Ken de Rooy
Vancouver Regional Const. Assn.	Keith Sashaw
	Brian Savage
Northern BC Construction Assn	Roz Thorn
Rambow Mechanical	Patrick Waunch

