

Apprenticeship and Certification Board  
**Youth Action Plan**  
Multi-year  
Approved February 2012



# Apprenticeship and Certification Board - Youth Action Plan

## OVERALL OBJECTIVES

The Apprenticeship and Certification Board's Strategic Plan for 2012-2013 lists promotion of apprenticeship to youth as one of its main priorities. Increased youth participation is the key to future success of the apprenticeship training and certification system in Manitoba. According to the Strategic Plan, the Board recognizes the importance of engaging youth and their influences such as educators and parents in skilled trade career choice. The Board acknowledges Manitoba Education's interest in using the High School Apprenticeship Program (HSAP) as a vehicle to increasing high school graduation rates.

## CURRENT STATE

The Board endorses Apprenticeship Manitoba's new pool agreement policy for school divisions and the "Orientation to the Trades" pilot program. The Board continues to endorse other Apprenticeship Manitoba activities related to youth engagement including the annual Educators Seminar, enhancing the High School Apprenticeship Program (HSAP), and strengthening accreditation.

Both the provincial and federal governments provide a number of financial incentives for apprentices, including the HSAP financial incentive, the Apprenticeship Incentive Grant for Red Seal trades and the Apprenticeship Completion Grant for Red Seal trades.

## ACTION PLAN

The action plan is not tied to any specific timelines but rather is identified by stages.

### *Stage One*

Identify best practices.

- Engage with the High School Apprenticeship Professional Learning Group including HSAP Regional Coordinators. Begin deliberating conversations to explore successful cases of schools and divisions regarding their engagement with and adoption of apprenticeship programming.
- Identify promotion of apprenticeship initiatives to youth in other provinces

Identify partner groups, what they are doing including organizations such as Skills Manitoba, SafeWorkers of Tomorrow, associations/unions, apprenticeship training colleges/institutions. Prioritize partner groups and create a tiered approach to approaching partner groups and then begin meeting with each group with a series of questions and recommendations.

Identify federal initiatives in support of apprenticeship training and certification.

### *Stage Two*

Develop a recommendation for the Minister of Education to be a champion for apprenticeship amongst education and educators and to liaise closely with the Minister of Entrepreneurship, Training and Trade and within Cabinet.

Engage with the Manitoba Association of School Superintendents (MASS) and Manitoba Association of School Trustees (MAST). Identify and prioritize divisions as well as school administrators within those organizations to engage with. Create a tiered approach to approaching divisions and then begin meeting with each group with a series of questions and recommendations. Promote the role of apprenticeship within the bigger picture of career planning.

Engage with Manitoba Education (including the Technical Vocational Initiative (TVI) and the Manitoba Parent Councils), Advanced Education and Literacy (Adult Learning and Literacy, Private Vocational Institutions, Council on Post-Secondary Education), Children and Youth Opportunities (MB for Youth), the Manitoba Association of School Trustees (MAST), and the Manitoba Association of School Superintendants (MASS); create a tiered strategy to approaching groups and then begin meeting with each group with a series of questions and recommendations. Build relationships with counterparts as well as identify decision makers to help those not familiar with apprenticeship. Promote the role of apprenticeship within the bigger picture of career planning.

### *Stage Three*

Following discussions with key stakeholder groups (Stage Two), identify a specific division, school or organization to target. For example:

- Vocational/accredited, vocational/non-accredited, academic
- Become familiar with their students' interests, school/division needs and current state
- Identify key educators such guidance counsellors, career planning coordinators, vocational teachers
- Begin deliberate conversations with these divisions/schools, explore successful cases of schools and divisions regarding their engagement with and adoption of apprenticeship programming
- Identify any additional needs that can be met by the apprenticeship model

### *Repeat*

## CONSIDERATIONS FOR EACH STAGE

1. Identify key stakeholders (ex.: divisions, schools, organizations and individuals)
2. Identify where the greatest shortfall in promotion and engagement is and decide how to categorize organizations for engagement. Priorities can be categorized:
  - High School Apprenticeship Program
  - Post Secondary Apprenticeship
  - Accredited Programs
  - Compared to other provinces
3. Create a 'toolbox'
  - Map out the desired process and clarify the methods of engagement
  - Methods can include:
    - o Face-to-face consultation between the CLC and targeted educators.
    - o Targeted mailings
    - o Website discussion guide
  - Create a list of questions to ask educators:
    - o What do we want to know?
    - o What are the issues?
    - o How can we address those issues?
    - o What role does each party have?