



Project TRADE Evaluation Report

Monica Lavoie, Research Associate
Marie-Josée Nadeau, Research Assistant
Marie-Andrée Pelland, Professor
Lise Gallant, Research Assistant

**Centre de recherche et de développement en éducation
Université de Moncton**

June 2014

Content

- 1. Executive Summary 3
- 2. Introduction 5
- 3. *Project TRADE* Description 5
- 4. Evaluation Method 6
- 5. Program Data..... 9
- 6. Fidelity Assessment 10
- 7. Participants’ Profile 11
 - 7.1 Demographics 12
 - 7.2 Education Level 12
 - 7.3 Housing Status 13
 - 7.4 Employment and Life Skills..... 15
- 8. Results from Interviews: Participants’ Backgrounds 16
 - 8.1 Employment History 16
 - 8.2 Housing History 19
 - 8.3 Education 21
 - 8.4 Criminal History..... 23
- 9. Results from Interviews: Withdrawn Participants’ Perspective 25
 - 9.1 Experience with *Project TRADE* 25
 - 9.2 Life After *Project TRADE*..... 27
- 10. Results from Interviews: Participants’ Experience with *Project TRADE* 27
 - 10.1. *Project TRADE*: The Start of a New Life..... 27
 - 10.2 The Workplace Essential Skills (WES) Component 28
 - 10.3 The Trades Component..... 29
 - 10.4 The Housing Component 30
 - 10.5 Participants’ Difficulties in *Project TRADE* 31
 - 10.6 Participants’ Relationships in *Project TRADE* 31
 - 10.7 Participants’ Performance in *Project TRADE* 32
 - 10.8 Participants’ Work Placements 33
 - 10.9 Participants’ Memorable Moments..... 34

11. Evaluating <i>Project TRADE</i>	35
11.1 Strengths: Participants’ Perspective	35
11.2 Strengths: Professionals’ Perspective.....	36
11.3 Challenges	38
11.4 Improvements: Participants’ Perspective.....	40
11.5 Improvements: Professionals’ Perspective	40
11.6 Differences Between the Cohorts	44
12. Participants’ Employment Prospects	45
13. Continuation of <i>Project TRADE</i>	46
14. Follow-Up on Participants’ Employment Situation.....	47
15. <i>Project TRADE</i> Goals.....	49
16. Recommendations	50
17. Conclusion	52
References.....	56
APPENDIX A: Participants Interview Guides	59
APPENDIX B: Professionals Interview Guides	62
APPENDIX C: Participants Questionnaires	63
APPENDIX D: Program Data.....	72
APPENDIX E: Fidelity Scale	74
Reference.....	79

1. Executive Summary

Context

Integrating the workforce after prison release is an essential element in preventing recidivism and breaking the cycle of reincarceration (Finlay, 2008). However, there is a discrepancy between the increasing demands of employers for skilled workers and the characteristics of ex-offenders who wish to enter the workforce. By promoting labour force integration, the John Howard Society of Southeastern New Brunswick Inc.'s (JHS) *Project TRADE* pursues enhanced quality of life for these individuals, both in terms of social and economic conditions. The *Centre de recherche et de développement en éducation* (CRDE) was hired to conduct a program evaluation of *Project TRADE*. Qualitative and quantitative data were collected with professionals involved in the program, as well as participants from both cohorts.

Participants' Profile

In total, 22 individuals took part in *Project TRADE* (cohort 1: 10 participants, cohort 2: 12 participants). All but one were male. Four out of ten participants from the first cohort and 11 out of 12 from the second cohort had a high school diploma. Before *Project TRADE*, participants from the second cohort were assessed and scored high on employment and life skills measures, but they also improved by the end of the program. This data for the first cohort is unavailable. In terms of past criminal activities, *Project TRADE* participants report a number of criminal acts of varying gravity. Drug consumption, drug trafficking, and assault charges were the most common. *Project TRADE* participants' previous employment experience is mostly related to the customer service industry. Participants usually kept employment for less than a year. Participants' main barrier to employment is their criminal record, while their biggest need in terms of employment is to receive decent wages.

Participants' Experience

Participants appreciated the life skills component of *Project TRADE*, but the trade's component was their favourite. Participants had good relationships with the professionals involved in *Project TRADE*, as well as with each other. Participants and professionals alike report great performance from the participants, who by the end said they felt prepared and ready for employment.

Evaluating *Project TRADE*

The main strengths of *Project TRADE* include the quality of the team, the safety certifications offered, the financial accessibility of the program, the hands-on training, as well as the case management and support component. During the first cohort of *Project TRADE*, team members faced a number of challenges: attendance issues, participants' personal lives interfering with their engagement towards the program, participants' low motivation towards the workplace essential skills (WES) classes, and group dynamic issues, which all seemed to result from one particular challenge, the hurried selection process. To address these issues, *Project TRADE* professionals refined the program's selection process, planned a pre-course and added a case management component to the program. These changes considerably improved the experience and success of the second cohort of participants.

Where program goals are concerned, *Project TRADE* was quite successful, despite the low number of graduates in the first cohort. *Project TRADE* participants and professional unanimously report that the program will be beneficial for the participants' employment situation. However, professionals mention that participants' success in acquiring employment will depend on their willingness, the market demand, and the employers' willingness to offer them a chance despite their history. Participants and professionals alike are supportive of *Project TRADE* and want to see it continue.

Six to eight weeks after *Project TRADE*, six participants from the second cohort found employment, half of whom are working in a *Project TRADE* related field. Participants who have only found part time employment or who have found work unrelated to the trades are still attempting to find full time employment in their field of choice.

2. Introduction

Integrating the workforce after prison release is an essential element in preventing recidivism and to breaking the cycle of reincarceration (Finlay, 2008). However, when individuals have a criminal record, their possibilities of finding employment significantly decreases (Schmitt & Warner, 2010). The employers' access to criminal history data for individuals, available over the Internet since 1997, has a larger marginalizing effect on ex-prisoners than the incarceration itself, and clearly diminishes their job prospect in the labour market. In this regard, Finlay (2008) conducted a study from 1997 to 2004 on the effects of the access to criminal histories of non-offenders and ex-offenders on pre-employment screening. The findings of this study have showed that the effects of incarceration on job prospects are more negative in states (USA) that offer access to criminal background over the Internet compared to states that do not provide this access. This study also reports that "ex-offenders are significantly less likely than non-offenders to be employed (59% versus 72%, respectively)" (p. 14). Furthermore, Holzer, Raphael & Stoll (2002) have found in their research that employers hesitate to hire ex-offenders or even welfare recipients, and their willingness depends mainly on the establishment they operate in and the job characteristics (Holzer, Raphael, & Stoll, 2002). For example, if a job requires interaction with customers employers will be less willing to hire an ex-prisoner. Despite the fact that employers are less willing to hire ex-offenders in the services, finance, insurance, and real estate sectors, their willingness is higher in sectors of industry and manufacturing, especially the ones that are located in the centre of cities. Moreover, Finlay's (2008) study demonstrates better workforce outcomes for ex-prisoners who seek employment in spot markets with less training required or fewer wage increases.

But ex-offenders' criminal record is not their only barrier to integrating the labour market. Compared to non-offenders, this population also usually lack education, work experience, and skills, and often presents with a higher rate of mental or physical illness, as well as a higher risk of substance abuse and homelessness. In addition, the stigma attached to incarceration means that ex-offenders must often contend with negative attitudes and behaviours from employers (Finlay, 2008; Holzer, Raphael, & Stoll, 2003; Metcalf, Anderson, & Rolfe, 2001). Combined, these poor employment characteristics of ex-prisoners greatly limit their employment opportunities, as well as diminish their wage and job benefits (Holzer, Raphael, & Stoll, 2003). Furthermore, these factors are in conflict with the skills, competences, and qualifications that employers seek in potential workers. There is thus a gap between the increasing demands of employers for skilled workers and the characteristics of large numbers of ex-offenders who wish to enter the workforce.

3. Project TRADE Description

Partners and Funders

In response to ex-offenders' needs with regards to workforce reintegration, the John Howard Society of Southeastern New Brunswick Inc. (JHS) initiated *Project TRADE*. The Department of Human Resources and Skills Development Canada (HRSDC) and Correctional Service Canada (CSC) funded this initiative. *Project TRADE*, a pilot project, was coordinated by the JHS with the collaboration of the Operating Engineers Training Institute (OETI), BayTech College, and the

Workplace Essential Skills Program (WES) of the Department of Post-Secondary Education, Training and Labour (PETL).

Project Description

Project TRADE (Training, Restitution, Apprenticeship, Development and Employment) seeks to improve employment and housing outcomes for individuals who are homeless or at-risk of homelessness and who have been in conflict with the law. By promoting labour force integration, *Project TRADE* pursues enhanced quality of life for these individuals, both in terms of social and economic conditions. It also seeks to improve independence and self-sufficiency in their communities, as well as decrease their risk of being involved in criminal activities.

The pilot training program was offered to two cohorts of ten and eleven individuals respectively over a 20-week period. *Project TRADE* participants received basic entry level skills in the trades most in demand in the Moncton area, namely, carpentry, lathing (dry walling), and bricklaying (first cohort) or welding (second cohort). They also received nine safety certifications, visited relevant job sites, completed a two-week work placement, and completed the WES training, which is designed to help apprentices prepare for tests such as the Essential Skills Assessment (ESA).

Project Objectives

The objective of *Project TRADE* is to assess whether the combination of WES training, pre-apprenticeship training, and job placement in trades experiencing skilled labour shortages will improve employment and housing outcomes for this target population. It also aims to explore whether employment experiences that are matched with interests, skills, and aptitudes will improve employment outcomes and prevent or reduce homelessness.

Expected Results

Expected results for *Project TRADE* included:

1. 30 individuals would start the program
2. 21 would complete it successfully
3. 15 would successfully pass the ESA Exam
4. 17 would be offered employment in the trades

4. Evaluation Method

Evaluation Objective

The *Centre de recherche et de développement en éducation* (CRDE) was appointed by the JHS to conduct a program evaluation over the course of *Project TRADE*'s twelve-month implementation, which included evaluating and monitoring the program implementation.. The evaluation was carried out with a formative intent to help decision makers identify strengths and challenges on an ongoing basis to provide decision support for improvement.

Methodology

The CRDE's evaluation method was based on Stufflebeam's evaluative model, (Stufflebeam & Shinkfield, 2007) which implies the evaluation of context (assessed needs, goals, and program

objectives), inputs (material, financial, and human resources), processes (program functioning), and products (results, outcomes, and unintended effects). The program evaluation made use of a mixed method design, meaning that both qualitative and quantitative data were gathered. Various methods for collecting the necessary data for the evaluation were used, such as reviewing related official documents, direct observation, focus groups, individual interviews, and survey-type questionnaires.¹

Period Covered

JHS's *Project TRADE* was offered between April 22nd, 2013, and March 31st, 2014. The CRDE's evaluation activities began once the required ethics approval was received on May 15th. This final report is an account of evaluation activities carried out by the CRDE in relation to *Project TRADE* between May 15th, 2013, and May 15th, 2014.

Participants

Professionals involved with *Project TRADE* from all four partnering agencies, namely the JHS, Post-Secondary Education, Training and Labour (PETL), the Operating Engineers Training Institute (OETI), and Bay Tech College were invited to participate in this program evaluation. Participants enrolled in *Project TRADE* were also invited to take part in the program evaluation. While all participants from the second group accepted the CRDE's invitation and were included in the evaluation process, this was unfortunately not the case for all of the participants from the first group. Specifically, the CRDE was unable to invite all participants from the first group as some (seven) exited the program before the CRDE called upon them. However, the CRDE managed to contact two of those withdrawn participants, and they accepted to take part in the evaluation process. In the end, four participants from the first group (two participants and two withdrawn participants), and twelve participants from the second group were included in the evaluation (see Table 1). A descriptive profile of *Project TRADE*'s participants is provided further in this document.

Table 1: Participants Involved in Evaluation

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

Evaluation Activities Completed

Evaluation activities completed under *Project TRADE*'s external evaluation included collecting both qualitative and quantitative data. Overall, the evaluation team conducted individual interviews with 14 participants and four withdrawn participants, as well as individual interviews and focus groups with 17 professionals. A representative of the evaluation team also sat on Team Meetings during

¹ See interview guides, questionnaires, and other instruments in appendix.

² See Appendix E.

³ See section entitled "Improvements: Professionals' Perspective".

⁴ Data on the distribution of participants having a High School diploma and those having a GED is unavailable.

the second cohort of *Project TRADE* for observation purposes. Monthly program data were collected, and three Fidelity Assessments were conducted. Finally, quantitative questionnaires were filled out by 12 participants (two of whom later withdrew from the program). A more detailed account of evaluation activities conducted is presented in Table 2.

Table 2: Evaluation Activities Completed

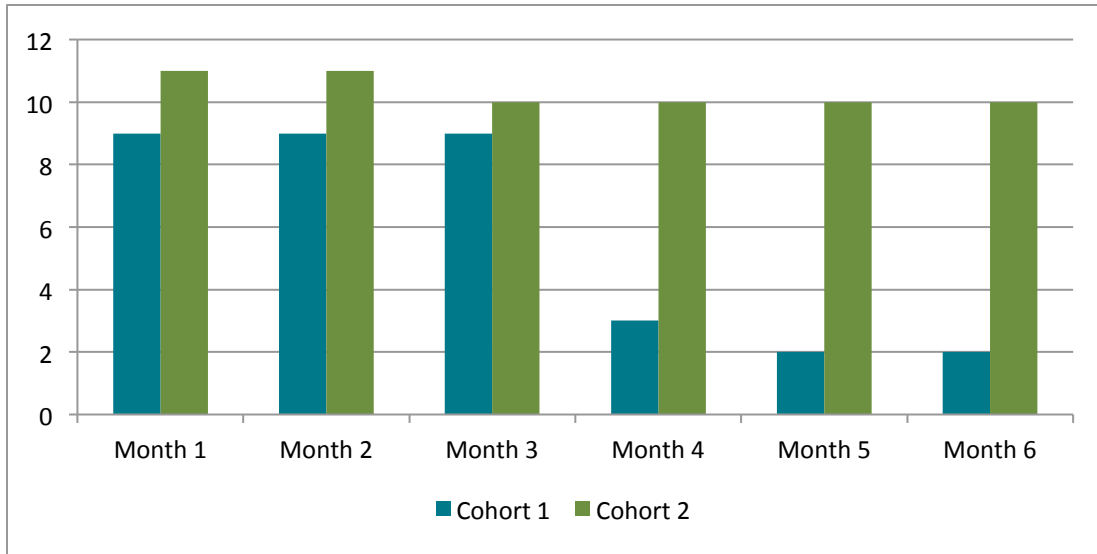
Activity	Timeframe	Participants
Project Start Date (Cohort 1)	22 Apr 2013	<i>N</i> = 10
Participants' Pre Interviews	Jul 2013	<i>N</i> = 2
Professionals' Pre Interviews	Jul 2013	<i>N</i> = 12
Participants' Exit Interviews	Jul - Aug 2013	<i>N</i> = 2
First Fidelity Analysis	Jul 2013	<i>N</i> = 1
Graduation	6 Sep 2013	<i>N</i> = 2
Participants' Post Interviews	Sep 2013	<i>N</i> = 2
Program Data	Sep 2013 (retroactive)	-
Professionals' Focus Group	Oct 2013	<i>N</i> = 7*
Pre-Course Start Date (Cohort 2)	15 Oct 2013	<i>N</i> = 11
Program Data	Oct - Mar (monthly)	-
Participants' Pre Questionnaires	Oct - Nov 2013	<i>N</i> = 12
Project Start Date	4 Nov 2013	<i>N</i> = 11
Participants' Pre Interviews	Nov 2013	<i>N</i> = 11
Participant's Exit Interviews	Nov 2013 - Mar 2014	<i>N</i> = 2
Professionals' Pre Interviews	Nov 2013 - Mar 2014	<i>N</i> = 5
Second Fidelity Analysis	Dec 2013	<i>N</i> = 3
Professionals' Post Interviews	Mar - Apr 2014	<i>N</i> = 5
Participants' Post Questionnaires	Mar 2014	<i>N</i> = 10
Participants' Post Interviews	Mar 2014	<i>N</i> = 9
Graduation	28 Mar 2013	<i>N</i> = 10
Final Fidelity Analysis	Apr 2014	<i>N</i> = 3
Employment Situation Follow-Up	May 2014	<i>N</i> = 8

* JHS: 3, PETL: 2, OETI: 1, BT: 1

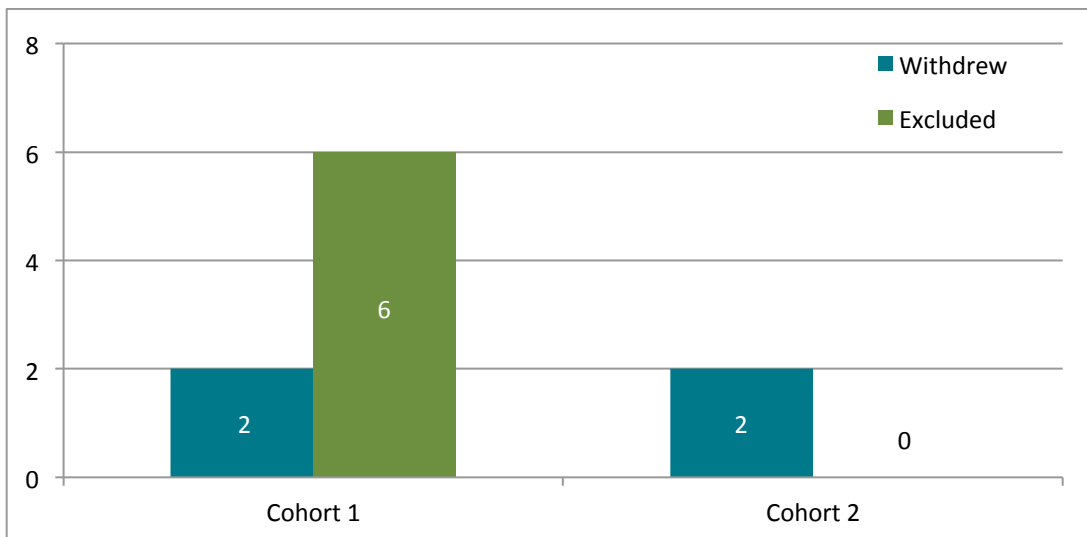
5. Program Data

The Evaluation Team collected Program Data for *Project TRADE* and two interesting elements in particular surfaced from this activity. First, as shown in Graph 1, the number of active participants from the first cohort of *Project TRADE* was highly affected starting about mid-way through the program, dropping from nine participants to two by the last two months. For the second cohort, numbers of active participants remained more stable until the completion of the program.

Graph 1: Monthly Number of Active Participants in *Project TRADE*



Graph 2: Number of Participants Excluded and Withdrawn from *Project TRADE*



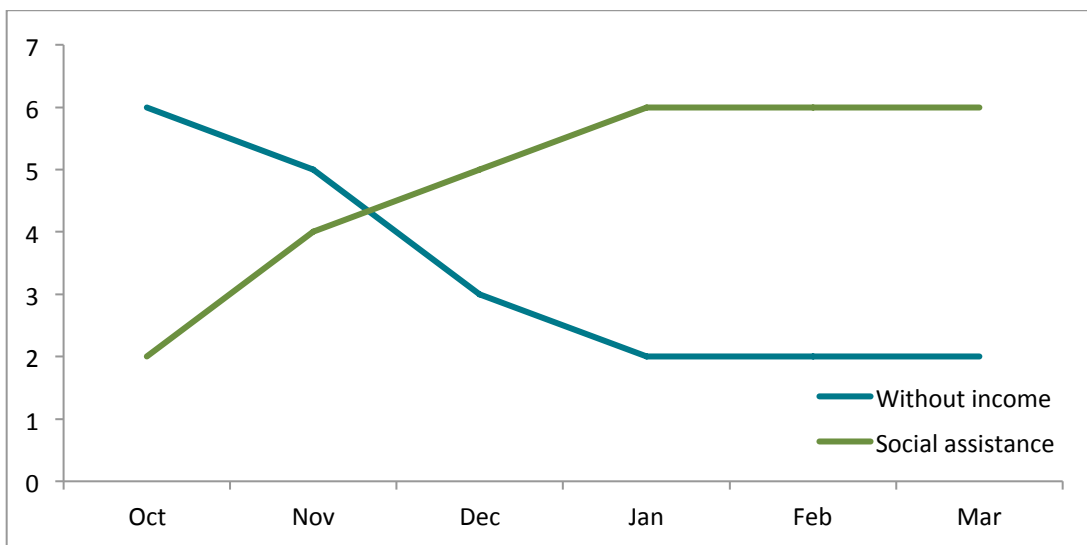
Project TRADE participants who exited the program either decided to withdraw, or were asked to leave (details are presented further). Graph 2 presents a comparison between the two cohorts regarding reasons for withdrawal or exclusion from the program. Note that for the second cohort, no participant was asked to leave *Project TRADE*. Important differences noted between the first and

second cohorts are associated to a number of changes that were put in place by the Project Team. These will be discussed further in this document.

The second interesting element emerging from the collection of *Project TRADE* Program Data pertains to the financial situation of participants from the second cohort. As shown in Graph 3, throughout *Project TRADE*, a decreasing number of participants were without income, while an increasing number of them were receiving social assistance. One participant worked part time for the duration of the program. Interviews with *Project TRADE* professionals indicate that this can be explained by the efforts of *Project TRADE* Team Members to assist participants in obtaining or maintaining financial support for the duration of their training program.

A detailed account of the Program Data collected by the Evaluation Team is provided in Appendix D.

Graph 3: Number of Participants Without Income and Receiving Social Assistance



6. Fidelity Assessment

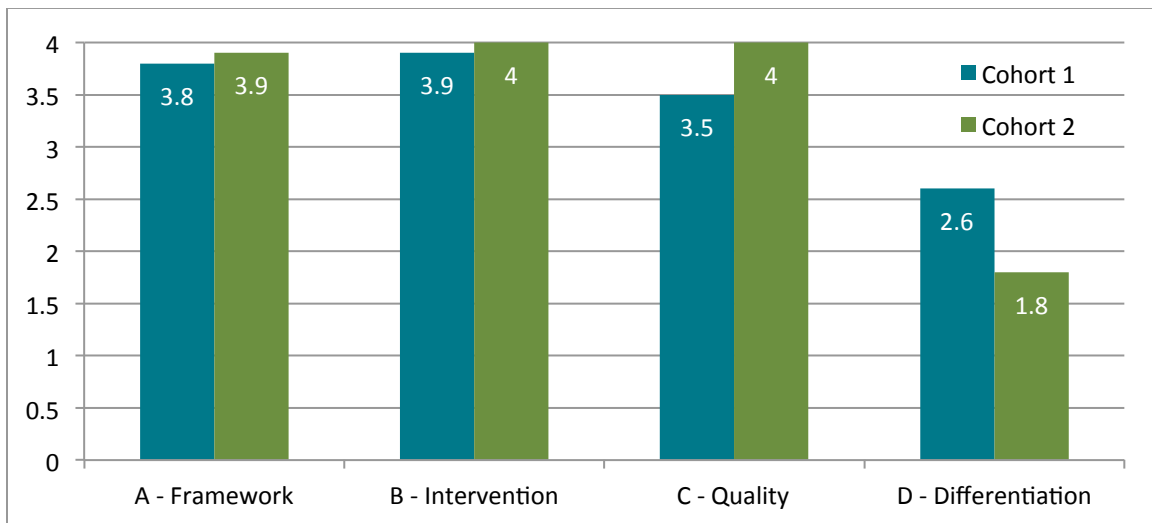
Fidelity assessments were conducted throughout *Project TRADE* to evaluate the extent to which the initiative was implemented the way it was intended. The fidelity scale² developed by the Evaluation Team, in collaboration with *Project TRADE* representatives, comprises 39 criteria grouped under four key themes: 1) adherence to program framework, 2) duration, frequency and intensity of intervention, 3) quality of service, and 4) differentiation with other programs. Each criterion was evaluated according to four levels of fidelity of implementation, the fourth level representing the highest degree of fidelity. The Evaluation Team conducted fidelity assessments in July 2013, December 2013, and April 2014 with the collaboration of *Project TRADE* representatives. This section briefly presents the results of the fidelity assessments; detailed fidelity reports were provided to the JHS throughout the duration of *Project TRADE*.

² See Appendix E.

Overall, the fidelity analyses for both cohorts of *Project TRADE* suggest that the initiative was implemented with a very good level of fidelity (90% for the first cohort and 91% for the second cohort). This is indicative that most of *Project TRADE*'s components were deployed in the field the way they were intended to be. Improvements from the first fidelity assessment were mostly noticeable in the quality of service, but two other criteria also received increased fidelity scores (see Graph 4). As such, the modifications undertaken by the JHS after the first fidelity assessment proved effective. Indeed, three of the four criteria have improved in fidelity over the course of *Project TRADE*.

Meanwhile, differentiation with other programs remained *Project TRADE*'s main challenge throughout the duration of the pilot project. This criterion is the only one that was subject to a decrease in fidelity score between the first and the last fidelity assessment. Although the level of fidelity is low for this criterion, it appears that *Project TRADE* is still a very relevant program as, unlike others, several services are offered under one roof.

Graph 4: Mean Fidelity Criterion Scores



Finally, this component of the evaluation shed light on the fact that greater monitoring of information, an increase in communication between the JHS and its partners, as well as other modifications undertaken (see “Improvements” below) were beneficial for the program implementation and performance. Indeed, despite a lower score on the fourth criterion, the general fidelity score of *Project TRADE* increased over the course of the program, especially in terms of quality of service.

7. Participants’ Profile

In total, 22 individuals took part in *Project TRADE*; the first cohort included ten participants, and the second one included 12. Only one female was involved with the project, and the other 21 participants were male.

Of these 22 participants, 12 answered the questionnaire that provided us with the data presented in this section. These 12 participants were all from the second cohort of *Project TRADE*. Therefore, unless otherwise indicated, the reader should remember that *the participant profile depicted in this section is specifically representative of the second cohort of Project TRADE participants*. This is particularly important given the fact that the selection process was adjusted for the second cohort³, yielding a group of participants quite different from that of the first cohort. Results must then be interpreted with caution.

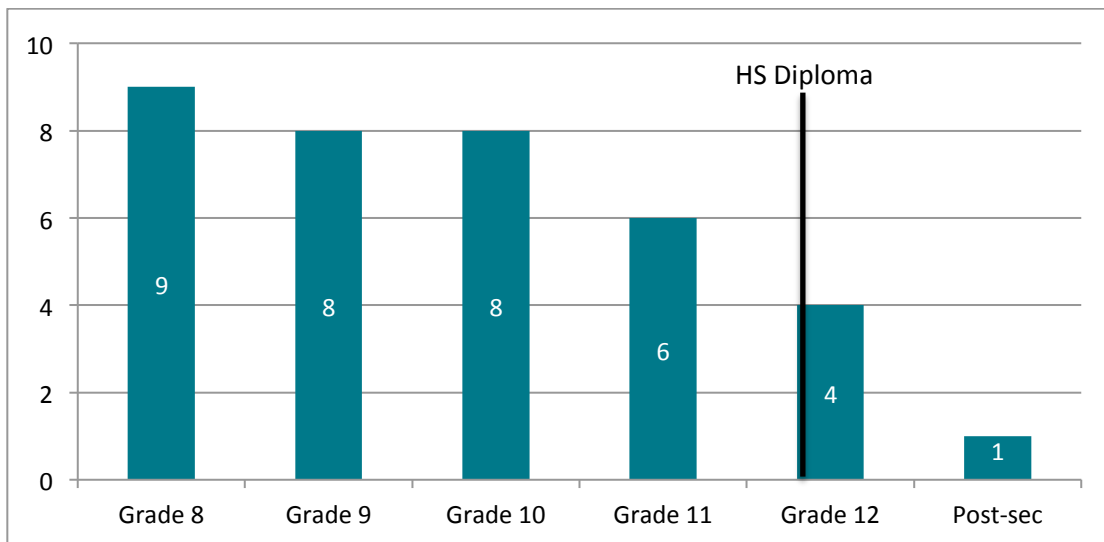
7.1 Demographics

The 12 male participants from the second cohort of *Project TRADE* who answered the questionnaire were aged between 19 and 61, the median age being 28. One participant reported being of aboriginal descent, two participants reported having a disability, and none identified as immigrants or veterans.

7.2 Education Level

In the first cohort of *Project TRADE*, less than half of the participants had a high school diploma or its equivalent (i.e. General Education Development; GED).⁴ One participant had completed a post-secondary degree. On average, these participants have successfully completed the equivalent of 11.1 years⁵ of schooling ($N = 9$). Graph 5 presents the distribution of *Project TRADE*'s first cohort of participants' education level.

Graph 5: Education Level of Participants from Cohort 1 ($N=9$)



In the second cohort, a considerably higher level of education was noted for participants. Indeed, almost all participants (91%) had a High School diploma or its equivalent (i.e. GED), and a number

³ See section entitled "Improvements: Professionals' Perspective".

⁴ Data on the distribution of participants having a High School diploma and those having a GED is unavailable.

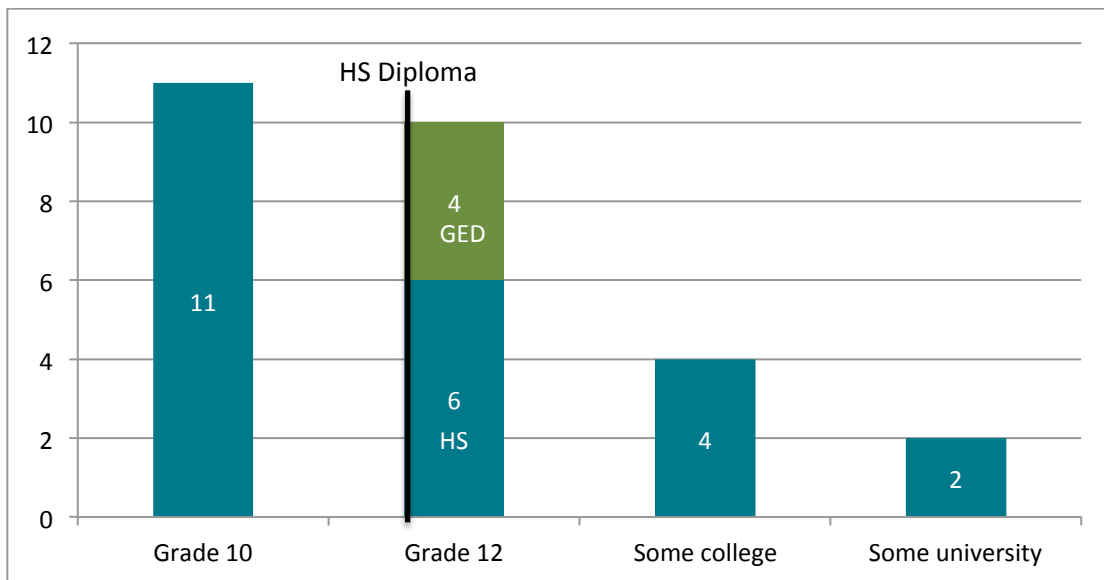
⁵ High School equivalents were compiled as 12 years of schooling.

of them (55%) had even started post-secondary education programs prior to attending *Project TRADE*. Overall, participants report having completed an average of 12.8 years⁶ of schooling (N=10).

According to our data, six participants from the second cohort were enrolled in post-secondary education, and one participant had completed his program. Participants were enrolled in post-secondary education for an average of 1.9 years (N=5).

Graph 6 presents the highest levels of completed education for *Project TRADE*'s second cohort of participants.

Graph 6: Education Level of Participants from Cohort 2 (N=11)



7.3 Housing Status

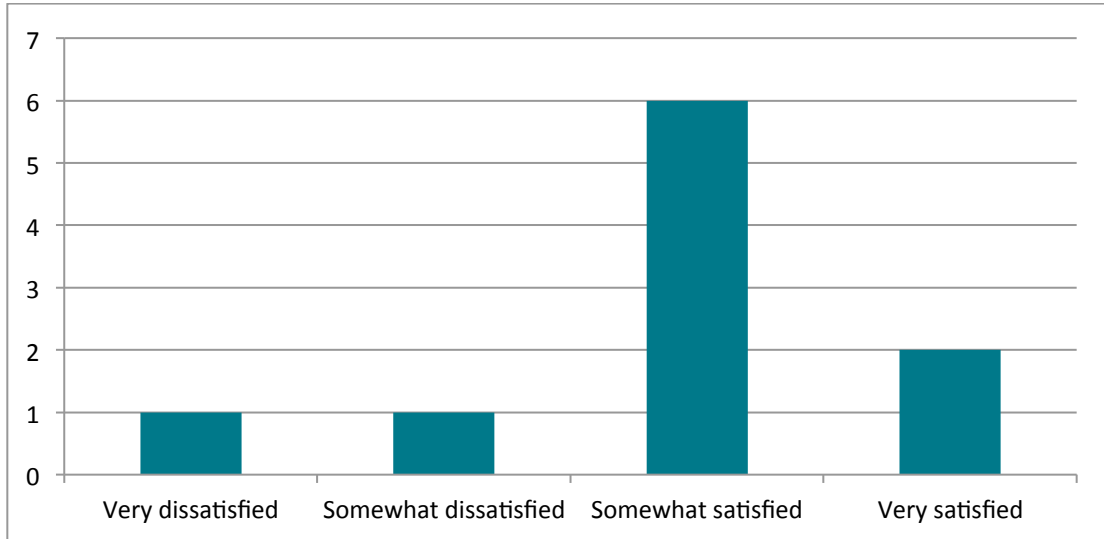
In the second cohort of *Project TRADE*, three participants reported previous episodes of homelessness, which varied in frequency between one and three occurrences, and varied in duration between one and 16 months. Also, seven participants reported having lived in a motel, single-room occupancy, or couch surfed for more than two weeks at a time prior to *Project TRADE*. Participants reported moving on average twice in one year (N = 8).

Still, little change was noted in participants' housing situation over the course of *Project TRADE*. Specifically, the vast majority of participants reported living in a house or an apartment both prior to and after *Project TRADE*. While one participant transferred from incarceration to living in a house or an apartment, all others remained in the same type of housing.

⁶ High School equivalents were compiled as 12 years of schooling.

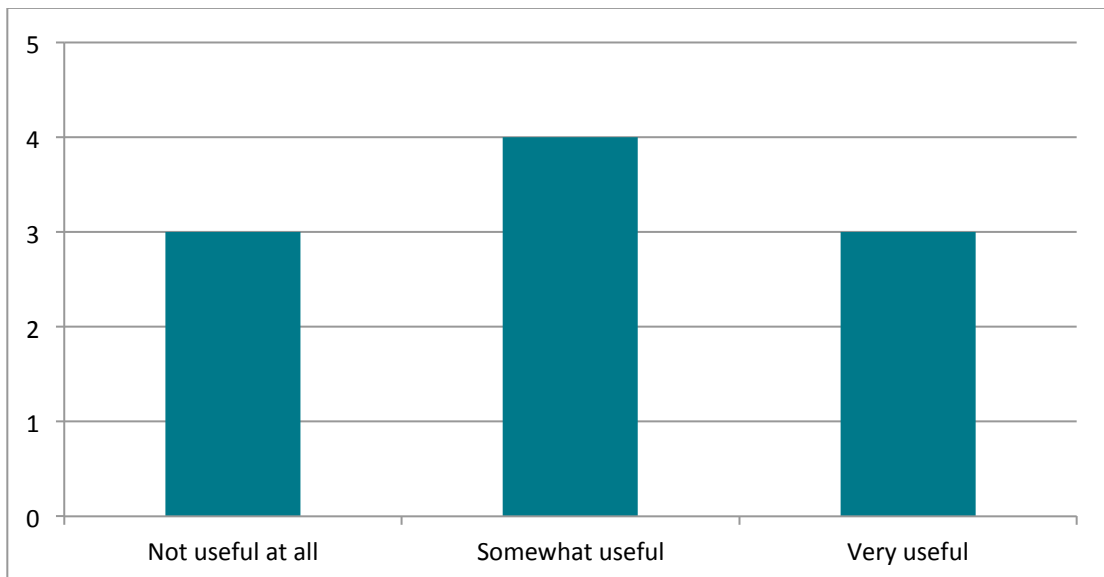
Overall, the majority of participants reported being satisfied with their housing situation at the end of *Project TRADE*. However, a few participants reported dissatisfaction. Graph 7 presents participants' level of satisfaction with their housing situation.

Graph 7: Participants' Level of Satisfaction with Current Housing



Participants' perception of the usefulness of *Project TRADE* in improving their housing situation was mixed and quite evenly distributed. Graph 8 presents participants' perceptions of the usefulness of *Project TRADE* in improving housing.

Graph 8: Usefulness of *Project TRADE* in Improving Housing Situation

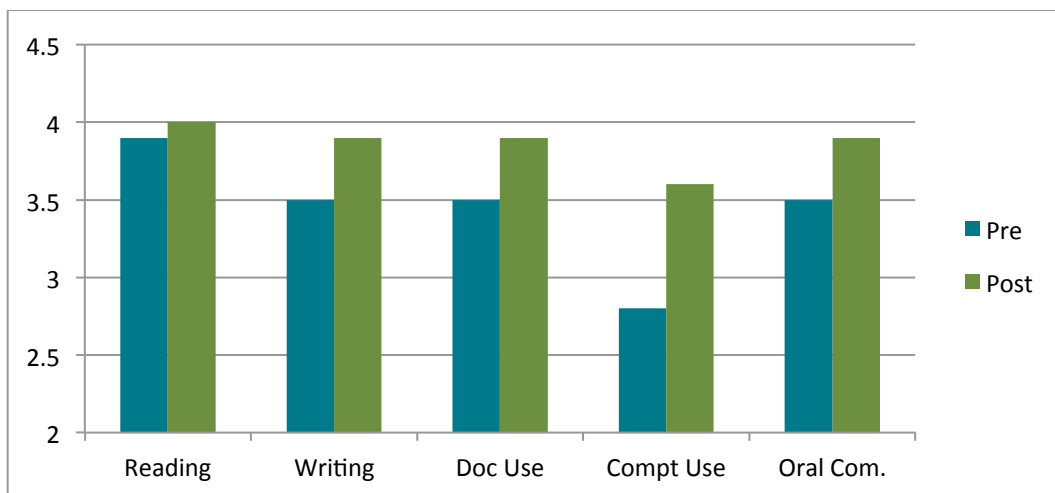


7.4 Employment and Life Skills

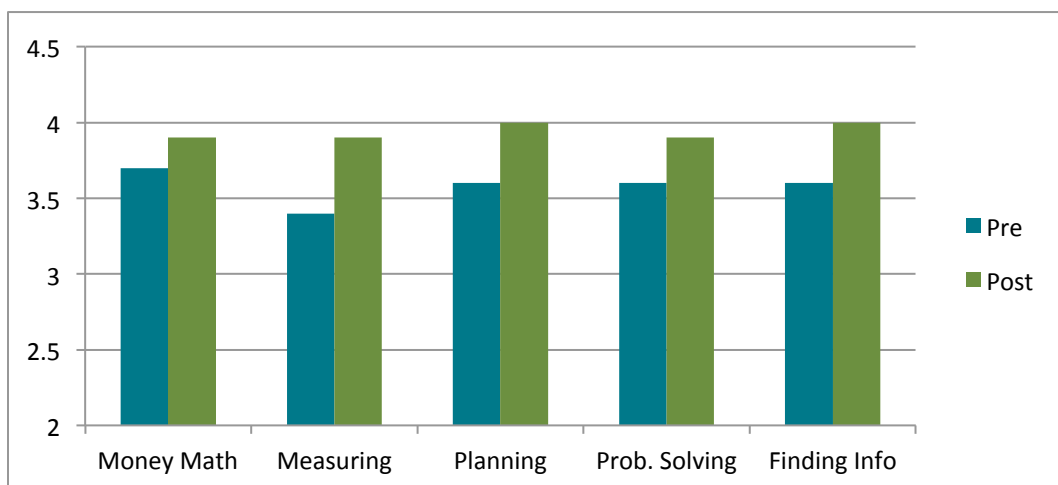
Project TRADE participants from the second cohort were asked to complete a questionnaire that measured employment and life skills before and after their involvement in the trades training program. The instrument measured participants' confidence in a series of abilities: reading, writing, document use, computer use, oral communication, money math, measurement and calculation, job task planning and organizing, problem solving, and finding information. Participants scored their confidence in their ability to execute related tasks on a scale that ranged from 1 (Not at all confident) to 4 (Very confident).

Before the start of *Project TRADE*, participants already scored high on the four-point scale. Indeed, they scored high above the half mark on all items, with only *computer use* being a weaker skill, with a mean score of 2.8. After *Project TRADE*, participants' scores improved on all skills. *Computer use* was once again participants' weakness, although the mean score on this skill increased to 3.6 by the end of the program. Graph 9 and Graph 10 present data relating to participants' employment and life skills before and after *Project TRADE*.

Graph 9: Mean Employment and Life Skills Scores, Part 1



Graph 10: Mean Employment and Life Skills Scores, Part 2



8. Results from Interviews: Participants' Backgrounds

8.1 Employment History

8.1.1 Employment Trajectory

From the analysis of interviews conducted with *Project TRADE* participants, we can paint a general portrait of participants' past employment trajectory. In most cases, participants held positions in the customer service industry (e.g. motel, retail stores, call centers, fast food restaurants) that they usually kept for less than a year. Only a few participants previously held the same job for more than 2 years. Two participants reported having moved up to a supervisor or assistant manager position, and one participant reported being on the cusp of promotion before his position was terminated. In most cases, participants' periods of employment were followed by considerable periods of unemployment before they re-entered the workforce. Individual interviews conducted with both cohorts indicate that all participants who spent time in prison worked various jobs during their sentence (e.g. kitchens, garbage truck driving, lawn care, cabinet manufacturing).

8.1.2 Finding Employment

In their search for employment, participants reported having previously looked for job postings online, mostly through websites such as Indeed, Job Bank, and Kijiji. However, in most cases, it was through their network that they eventually were successful in securing employment.

I think most of them is 'cause I knew somebody. So, someone helped me get the job really, most of them. (P12, 1. 135-137)

Whether they adopted the approach or not, a few participants recognized that meeting the manager to present one's resume might improve the chances for a successful application.

I still find that if you're gonna send just an e-mail without going in with your resume, you don't have as good a chance as if you're gonna go and pass in your resume and try to sell yourself or whatever. I think that works better. (P4, 1. 83-86)

I think that was my biggest mistake. A lot of the times I didn't ask for the manager, which I think I should've. (P14, 1. 102-103)

8.1.3 Type of Employees

In general, participants described themselves as good, hardworking employees. They said they were punctual, reliable, and that they liked to get the work done.

I can work fast, long, hard. I like to get it done. I want to do it as fast as I possibly can, as efficiently as possible, with less problems. (P14, 1. 383-384)

One participant, however, explained that he "would work smarter than harder" from now on (P9, 1. 120-121). And two participants mentioned their shortcomings in terms of attendance and motivation at work.

8.1.4 Relationships

The majority of participants reported having had good relationships with their previous co-workers, or at least that there had been no issues between them.

I generally never had problems with anyone at work; even if I do, we usually settle it like normal people, I guess. I can't think of any job I ever quit because of people I worked with or anything like that. (P10, 1. 40-43)

A few individuals indicated having some conflicts with other employees, which in some cases affected the length of their employment or the atmosphere.

[...] pretty good for the most part, but there's always a couple people at each job that, you know, you really don't get along with, for whatever reason. (P4, 1. 48-49)

Despite their acceptable relationships with co-workers, a good number of participants had faced issues with supervisors or management in the past, which sometimes resulted in their voluntary resignation, or in some cases, even termination. Few participants explained in detail the nature of the conflicts they had had with supervisors, but these were mainly related to management style.

Some were good, some were not so good, some I just couldn't stand. (P9, 1. 200-201)

8.1.5 Departures

Amongst the reasons participants shared for their departures from employment, we find voluntary leaves, terminations, and lay-offs.

First, a number of reasons led participants to voluntarily leave their previous employment, the most frequent one being a change of interests or needs (geographical relocation, loss of interest in the job, needing to earn more money). Some participants also left their employment due to health reasons, such as stress or sickness. Finally, others also left their previous employments because of conflicts with supervisors or the company (being undervalued, receiving unfair wages comparatively to other employees in the same position, and conflicting values with company practices or policies).

Second, while most participants did not report having been terminated from previous employments, a few said they were. Drug use, poor attendance, and stealing food from the employer's restaurant were several reasons reported for participants' terminations.

I was fired because of my drug use. My drug use was a little too crazy at the time. (P14, 1. 396-397)

I've been terminated from every job I've had, pretty much. (P2, 1. 78-79)

I stayed up really late every night. I was just, I liked hanging out with friends, you know? Irresponsible things, right? (P2, 1. 101-102)

He [superior] told me he had to make an example [of my situation] because he knew that everybody was doing it. And I was the new guy, so it was easy to fall back on me. (P4, 1. 12-13)

Finally, some of the participants also left their previous employment upon being laid-off due to lack of work.

Anything that came in we'd get it done in no time, so half the day we were just sitting there doing nothing. So, I mean, I got laid off. (P7, 1. 28-29)

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, 1. 63-64)

8.1.6 Employment Needs

Almost unanimously, *Project TRADE* participants agreed that their biggest need in terms of employment was in regards to receiving decent wages.

I need something with a better pay. (P6, 1. 95)

However, *Project TRADE* participants not only needed employment that provides financial security, they also reported needing to do something they enjoy. For them, money was not everything.

It [employment] has to pay but I have to enjoy it. Because the job can pay like thirty, forty dollars an hour but if you don't like it, if you absolutely hate it, it's just not worth it. (P5, 1. 86-88)

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, 1. 55-56)

Other needs voiced by the participants related to work conditions (including stable employment, stable hours, a clear structure, clear tasks, and “perhaps health benefits”), as well as their feelings towards their employment (feeling wanted, feeling appreciated, being motivated, getting personal satisfaction from their job, and having a good relationship with their superiors).

Finally, a few participants did not voice any specific needs with respect to their future employment. They reported needing employment, period. For them, obtaining gainful employment, regardless of what the work consisted of, appeared to be the extent of what they felt they were entitled to ask for.

Where I'm at in my life right now, anything will do. (P11, 1. 108-109)

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, 1. 468-469)

8.1.7 Barriers to Employment

In terms of having access to employment, *Project TRADE* participants agreed that the main barrier affecting them was their criminal record. In fact, some participants even reported having almost successfully completed the hiring process, only to be turned away at the last moment because of a criminal record check fail. Participants say that with a criminal record, opportunities are blocked in every direction, including minimum wage customer service positions (e.g. in large department stores, call centers, corner stores).

I can't get a crappy job, how am I gonna get a good job? It's a real barrier. (P4, 1. 451-452)

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)

How does that [criminal record] change anything? It doesn't change my work ethics, it doesn't change my reliability; it doesn't really change anything about me. (P7, 1. 157-159)

It don't matter what it's there for, [...] you got a record, you ain't working. (P14, 1. 519-520)

Project TRADE participants have also reported other specific barriers that prevented them from integrating the workforce: bilingualism requirements, non-traditional gender roles, transportation, lack of work in their area, no network entry point (e.g. having a family member in the field), the lack of employment support from a young probation officer, the lack of past employment references, the lack of recent employment references, the lack of employment experience, and short, inconsistent periods of employment. Participants have also cited lack of education or training amongst barriers to employment. One participant had to provide for himself at a very young age, and because employers were unable to obtain his parents' authorization, he turned to a drug dealing lifestyle.

There are no jobs, especially if you don't have a High School diploma. (P6, 1. 152)

I have references to use from my old jobs, but they're just so far back. (P12, 1. 185)

Lastly, participants also mentioned barriers to maintaining employment specifically related to their personal situation. Indeed, one participant's attendance was a particular challenge that cost him both of his previous employments. According to him his attendance problem was due to personal issues and stress, but also to being "irresponsible" and staying up late with friends. In other cases, health issues were also mentioned as a barrier to sustaining an employment, whether they were physical or mental health issues, including addictions. One participant also shared that lack of training can be a barrier even once employed.

When you don't have your tickets, you're the first to get laid off. (P12, 1. 64)

8.2 Housing History

8.2.1 Housing Trajectory

Project TRADE participants have all had various housing accommodations since they left the family nest. Almost all participants reported having rented an apartment, a basement apartment, or a room in the past. Also, more than half reported having lived with family members in moments of need, a few returning on more than one occasion. A similar proportion of participants reported having couchsurfing with friends in the past, with one participant having done so at least three times. A few participants have previously owned a house. Finally, participants also reported having lived in halfway houses, boarding homes, NB housing units, university dorms, at John Howard

Society units, and on the streets. The majority of participants would move every year or more than once a year.

At the start of *Project TRADE*, the majority of participants were renting, a few were living with family members, a few were living at the JHS's Residence, and one participant was living in a halfway house.

8.2.2 Finding Housing

In their search for housing, *Project TRADE* participants usually looked for ads online and in the paper. In other cases, many participants already knew landlords who had available units and rented from them. Oftentimes, when participants were unsuccessful at finding housing, they found support in their network of friends and family members, who provided them with temporary accommodations.

The participants seem to take advantage of their network's support when they find themselves in need of housing. Indeed, their interviews suggest that a number of them rented from individuals in their circle, and some even rented almost exclusively from people they knew. One participant explained that the benefits of renting from these individuals included a certain financial flexibility.

You can rent from your parent, it's cheaper, if you're late a little bit, they're not gonna kick you out. (P6, 1. 265-266)

Of course, there are also a few disadvantages to renting from family members, friends, and coworkers. While it can be an effective use of the participants' resources, in some cases, tenancy had to be broken when relationships soured or bridges were burnt.

I rented from [my employers], they own apartments too, so that when I quit, I made sure to be gone from there too. (P6, 1. 262-263)

8.2.3 Evictions

While it was not the case for all participants, some still reported previously having been in situations where they were asked to vacate a rented unit. One participant even said: "I've been evicted from quite a few apartments" (P12, 1. 472). In some cases, drugs were an issue with either the landlord or the participant's roommates. One participant explains that partying, loud noises, high traffic, and police visits all contributed to his evictions. In a few cases, participants were asked to leave their parents' house, though the details were not provided. Finally, two participants' issues revolved around their intimate relationships (domestic abuse as well as bringing the wrong kind of individuals into their units or homes and noise complaints).

8.2.4 Barriers to Housing

Project TRADE participants solely reported one barrier to housing: lack of money. They explained that inadequate financial resources limited housing opportunities, but also interfered with housing security. Indeed, limited financial resources increase the risk of participants losing their unit and resorting to couchsurfing.

If you are running on five hundred bucks, you got to pay rent, so you can't rent a whole lot for that, not if you are by yourself. So you can either rent a room or look for somebody that you think you might get along well with. (P3, 1. 163-165)

I'd have a job for a good eight months, and then I'd just quit that job, run out of money, and have to couchsurf 'cause I couldn't pay my apartment anymore [laughs], then I'd find another job and move in to another place. (P10, 1. 189-191)

8.2.5 Housing Needs

In terms of housing, *Project TRADE* participants' needs were basic and modest. Some said they just needed the money to afford their current rent or needed a fair renting cost. Other participants reported needing housing that was clean and safe, stable and warm, and private.

Not much really, just a fair price for rent, you know. Some place for me and my girlfriend to rent affordably. (P11, 1. 195-196)

For some participants, the next step will be to rent an apartment on their own. A few others are thinking of taking steps toward home ownership in the future. They say they want something simple and affordable but something they can call their own.

I'd like to have my own house. I don't want something that's big but I'd like to have my own property. (P10, 1. 247-248)

8.3 Education

8.3.1 High School

While not all participants discussed their experience in high school, some shared that it had been a rather difficult period of their life. A few participants reported having been victims of bullying, struggling academically, cutting classes, being introduced to drugs, and general life events that took a significant toll on their academic life development (moving, having too many responsibilities, etc.). As such, most of these participants ended up quitting school. While some managed to later obtain their high school diploma or the GED equivalent, others were either unsuccessful in their return to school or never returned at all.

There was some bullying going on in grade nine and ten, not having a strong support system through friends or at home, having a lot of responsibilities put on my shoulders made it hard to focus on anything that I was doing at school, not being able to afford lunches... that's how grade nine and ten started out. (P5, 1. 93-96)

Yeah, the thing is, school at the time, obviously I was just being a kid and didn't like it, but it just wasn't the way for me to learn. (P10, 1. 218-219)

At least a few participants reported having been expelled from high school, one on more than one occasion. In both cases, attendance was the reason behind their expulsion.

I got kicked out a few different times but my grad year I guess I would've gotten kicked out again basically but it was more or less for not showing up every day. (P7, 1. 74-75)

At least three participants reported having dropped out of high school in order to work full time, whether it was by choice or by necessity.

8.3.2 GED/Adult Diploma

Despite not having graduated from high school, some participants took the initiative to pursue their education and complete a high school equivalent diploma (e.g. GED). Whether they wanted to, felt they had to, or were merely making the best of their incarceration time, this shows that participants cared for their education to some extent.

Everybody's always saying, "You need your diploma, you need a piece of paper if you're gonna go work anywhere." (P6, 1. 383-384)

8.3.3 Postsecondary Education

Some participants furthered their education at the postsecondary level. Three participants reported having attended college, all in different fields, and one in a trade program. Two of these participants successfully completed their programs, however, one was unsuccessful at securing decently paying employment in his field, and the other's career path was being obstructed because of a criminal record. The last participant was registered to return to college to complete his program.

Furthermore, two participants attended university and were quite successful. One participant reported being short of his university degree by only a few credits, and the second participant received an undergraduate degree.

8.3.4 Other Training Opportunities

Lastly, many participants have enrolled in various other training opportunities. For example, one participant signed up for online courses that were offered at no cost, and he completed one of them. Another participant completed the WES program during his incarceration, and otherwise also had various training, such as customer service training, a propane license, a forklift license, and CPR training. Another participant took some safety training and the Workplace Hazardous Materials Information System (WHMIS) training through college. One last participant attended a few programs to assist him with his search for employment and with the start-up of a business, and took a community maintenance course/program to access work at CORCAN.

8.3.5 Barriers to Education

As it was with employment, holding a criminal record represented a barrier to education for at least one of *Project TRADE's* participants. The participant had been interested in pursuing further education in order to become a teacher, but he explains that a pardon would be required first, which will involve at least a ten-year waiting period.

I can't really be a teacher with a criminal record until I get a pardon. (P4, 1. 443)

Furthermore, participants have reported that other external factors have previously hindered their access to education. For example, one participant reported that his family's frequent relocations led

him to drop out of school. Participants also reported that needing to work in order to support themselves financially also affected their education.

Never had the opportunity to finish school or go to school. I was always working and trying to support myself. (P9, 1. 737-739)

One participant reported having had a hard time accessing postsecondary education because of previous grades in school and of the course availability (filled up). Finally, as one would expect, finances also limited *Project TRADE* participants' access to education. Past financial hardships even blocked a participant from receiving a student loan in the needed amount. He was thus unable to enroll in the desired program.

I needed a ten thousand dollar loan and I was approved for three thousand dollars. (P6, 1. 115-116)

8.4 Criminal History

8.4.1 Alcohol and Drug Consumption

About half of *Project TRADE* participants report having had at least one episode of problematic alcohol consumption in their past. Some report having drunk heavily for a short period of time, while others would have drunk heavily on weekends when they were younger. However, the majority of *Project TRADE* participants primarily had problems with drug use.

Indeed, almost all *Project TRADE* participants have had drug use issues in the past. Some participants even reported having used drugs chronically or on a daily basis, which was especially the case with marijuana. Although it is unlikely to be an exhaustive list, participants also reported having tried or used the following: marijuana, psilocybin mushrooms, MDMA (ecstasy), painkillers (e.g. Dilaudid, OxyContin), cocaine, LSD (acid), and opiates (e.g. morphine). A few participants said they had used only once in a while, although, "once in a while" was not defined during the interview.

While many participants discussed having issues with drug use, a number of them felt the need to socially or morally relativize their behavior. For example, the participant who smoked marijuana and had experimented with a few other drugs would say that he never tried chemical drugs. In the same way, another participant who was using heavier drugs would say that he "never touched needles".

It would seem that some participants placed marijuana in its own category between alcohol and drugs. To them, marijuana was not as illicit as the other drugs. They explained that, to them, marijuana was not considered a drug or that it was not like breaking the law. One participant in particular was very defensive regarding the use of marijuana.

I don't consider that breaking the law. I know it is breaking the law but I think there's way worst things you could be doing. [...] Why it's illegal is beyond me! It makes no sense. They legalize alcohol, which I believe is way worse than marijuana, but I don't know. There's a lot of debate on that topic. (P13, 1. 164-166, 295-297)

A few participants reported having received help with their substance use issues, and many said they did not use anymore or that they consumed less. Those still consuming said they drank on the weekend or they smoked marijuana “here and there.”

8.4.2 Criminal Activities

It is important to note that not all *Project TRADE* participants presented a history of criminal activities. And for those who did, they presented a portfolio of criminal activities of various levels of gravity, ranging from shoplifting during their adolescence to fraudulent acts, and everything in between.

Many participants reported significant past involvement in drug trafficking. Almost all drug trafficking charges involved sentences with incarcerations that ranged from 20 months to four years. One participant with a drug trafficking charge was punished less severely, and another participant had charges previously laid against him dropped.

Also frequent amongst *Project TRADE* participants were assault charges. Sentences and conditions for these behaviours varied but included, according to the participants, paying for the victim’s glasses, alternate measures, twelve months probation along with adhering to anger management and building healthy relationships programs, and house arrest. One participant reported having charges previously laid against him dropped.

Some participants got in trouble on the road. There were a number of impaired driving charges, charges of driving without insurance, and driving without a license.

Participants were also implicated in acts of theft, which were in one case punished by fining, along with alternate measures and community service. Other cases were not discussed further during the interviews.

Other incidents included breaking and entering, fraud, possession of a weapon, and breaching parole. Participants also reported vandalism, petty crimes, receiving speeding warnings, spending a night in the “drunk tank,” and having the police visit them during a party they were hosting.

While some participants have been incarcerated a number of times in their past, many explained that their offence was their first occurrence of being in conflict with the law. It is noteworthy however, that this fact does not mean participants were not involved in criminal activities prior to their incarceration, but merely that they were not “caught.” During the interviews, most participants generally limited themselves to sharing crimes for which they had been convicted.

8.4.3 Experience in Prison

A number of participants from *Project TRADE* were previously incarcerated in either a provincial or a federal institution, some on more than one occasion. Most of the participants used their time productively during their incarceration and either worked or furthered their education, but regardless, their experiences in prison and with the court system were unpleasant.

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)

If you work, they pay you. It's not much, but they pay you and your time there flies. So that is why I worked. (P3, 1. 254-255)

8.4.4 Effect on Housing

Project TRADE participants who were selling drugs, specifically, found that their criminal activities had a negative effect on their housing situation. Participants reported cases of conflicts with roommates, anxiety associated with a criminal life hidden from roommates, as well as people trying to rob them, “coming after them,” burning down their apartments, and apartments being “shot up.”

So I had to move out on my own and that was a pretty frightening experience when you're selling drugs and living on your own. (P4, 1. 177-178)

I've had houses burned down, lost everything. Apartments shot up. Had crews of guys coming to try to rob us. (P12, 1. 614-615)

8.4.5 Effect on Employment

The barrier that a criminal record presents to participants finding employment was discussed previously in this document. Only a few participants discussed the implications of their consumption habits on their employment. One participant reported having his job terminated because of his drug consumption. While not directly making the connection, another participant reported that his tardiness and attendance, sometimes caused by consumption habits, had his job terminated.

9. Results from Interviews: Withdrawn Participants' Perspective

The reader should note that because of a small sample size and low response rates, results from interviews conducted with withdrawn participants from both cohorts were combined. While this will help protect the participants' identity, one cohort's experience may not be representative of the other's. Similarly, the reader should also note that only four of the ten withdrawn participants responded to our request for an interview. Opinions expressed in this section may not be representative of all *Project TRADE* withdrawn participants.

9.1 Experience with *Project TRADE*

The majority of withdrawn participants interviewed had completed the training of one or two trades in *Project TRADE*. In general, withdrawn participants had positive feedback about the program's instructors, as well as the program itself.

The WES program's great. Like, it's awesome. Especially if you don't have a grade 12. (E1, 1. 133-134)

But the work we did in the classroom, it's helped me a lot though. That teacher was a good teacher. (E2, 32-33)

Some withdrawn participants left *Project TRADE* voluntarily, while others did not. One participant left *Project TRADE* for personal reasons that he preferred not disclosing, but other reasons behind

departures from *Project TRADE* included unmet financial needs, potential enrolment in a better suited training program, and expulsion following an altercation with an instructor. While a considerable number of participants were asked to leave *Project TRADE*, only one of these was successfully contacted for an interview. Discouraged, he said, “*Well, in a way it kind of ruined me*” (E2, 1. 98).

All but one withdrawn participant would have rather continued with *Project TRADE* and graduated. All withdrawn participants agreed that they would welcome a new opportunity to attend another program like *Project TRADE*.

9.1.1 Strengths

The main positive aspects of *Project TRADE* reported by withdrawn participants revolved around the financial accessibility of the program. Indeed, withdrawn participants found very attractive that this trades training program was offered at no cost to them. Additionally, the tools and equipment provided by *Project TRADE* were very much appreciated. Finally, the public transportation fees that were covered by the program were also noted to be very helpful.

So it gave me the opportunity to get a free education. Which is a bonus because a lot of people can't afford education. (P9, 2. 17-18)

We get to keep all of our stuff. I got my tools and stuff, so that's great how they let you do that. (E1, 1. 164-165)

Project TRADE's withdrawn participants also explained that while they did not complete the program, they still concretely benefited from it. Indeed, they reported that the knowledge acquired and the certifications completed with *Project TRADE* increased their employability and will represent important assets in their future search for employment.

It's great because I'm able to keep my forklift license. So now I might be able to go and get a forklift job at night. (E1, 1. 159-160)

The High School classes we did, our forklift, the WHMIS, and our Fall Safety, and all that, that will help me a lot. (E2, 1. 136-137)

Withdrawn participants also reported that the WES component of *Project TRADE* had been valuable to them. Some were particularly keen on the academic portion, while others mostly benefited from the soft skills.

[The WES component] help me when I'm around people, working with people and other coworkers. (P8, 1. 119-120)

Other positive aspects of *Project TRADE* that were reported by withdrawn participants included having a good group of classmates and having an excellent instructor.

It's awesome! I still remember all the things I was taught, which is a bonus after three months of not being here, and I still have all that knowledge. So I was taught very well. (P9, 2. 34-36)

9.1.2 Areas in need of Improvement

In general, withdrawn participants reported being satisfied with *Project TRADE*'s structure and processes, but a few of them mentioned the importance for program managers to carefully select participants who are ready to move forward in life and who are motivated to learn.

What they need to do is look for people who actually have ambition, and they will always have success rates for the TRADE program. (P9, 2. 132-136)

Interviews with *Project TRADE*'s withdrawn participants suggested that the relationship between the participants (possibly the majority of participants) and a particular instructor was uncomfortable. Withdrawn participants reported that it was the instructor's teaching style that was perhaps inappropriate for them, causing frustration in the group and disengagement. One withdrawn participant also explained the importance of selecting instructors who are up-to-date with their trade.

Withdrawn participants also reported that the lack of financial resources during their involvement with *Project TRADE* represented a barrier to their completion of the program. Finally, one participant suggested scheduling the trades training according to the interest of the majority. He explained that those who know their trade of interest can lose the motivation to invest in the other trades.

9.2 Life After *Project TRADE*

After leaving *Project TRADE*, two withdrawn participants reported searching for employment, but one said without much success. Withdrawn participants' housing situation remained the same after the training program. Finally, withdrawn participants did not report being involved in criminal activities after their departure from *Project TRADE*. One withdrawn participant preferred not to discuss this topic with the interviewer.

Moving forward, two participants reported that they would be looking for employment in the trades. One participant was expecting to attend another training program, still trades related, that would be more financially profitable for him than was *Project TRADE*.

10. Results from Interviews: Participants' Experience with *Project TRADE*

10.1. *Project TRADE*: The Start of a New Life

Project TRADE participants were motivated by two main reasons to attend *Project TRADE*. Mainly, they reported having decided to attend *Project TRADE* in order to have better job opportunities (e.g. a career, better salaries) or to further their education and get relevant work experience. Some were initially attracted to the trades training it provided, whereas others had no previous experience with the trades.

I want to do stuff that actually interests me and not just stuff that I can get, you know. I want to actually do something that's interesting and that pays. (P10, 1. 59-60)

The only way that I'll be able to get something in life for a career or anything is if I go to school. (P9, 1. 744-745)

From the beginning, *Project TRADE* participants perceived the program as a great opportunity and spoke about it with enthusiasm. Almost unanimously, they voiced that their main expectation from *Project TRADE* was to find employment. A good number of participants even hoped to have the opportunity to serve an apprenticeship, and start a career in the trades. Finally, a few participants also mentioned wanting to use the skills learned in *Project TRADE* either to work on their own house or to build their future home.

It was an opportunity that I just could not refuse. It was the thing I've been looking for. (P2, 1. 272-273)

This doesn't come along every day, this is a free education, and I feel it's going to open some doors for me that I didn't have before. (P13, 1. 492-493)

10.2 The Workplace Essential Skills (WES) Component

10.2.1 Academic Curriculum

Project TRADE's curriculum included a Workplace Essential Skills (WES) component that covered academic skills required for the trades industry, as well as life skills training. First, as part of the academic component, participants reported having spent a significant amount of time on mathematics in preparation for the Essential Skills Assessment (ESA), but also mentioned that they touched on some reading and writing skills as well. While some participants struggled with mathematics, others had previously been well educated and felt confident in their aptitudes. Regardless, most participants felt the classes were relevant and helpful, even if only as a refresher. Finally, participants were quite positive in the evaluation of their performance, explaining that the high marks on the ESA were representative of the learning that had occurred during *Project TRADE*.

I'm not a big math person but I learned, I definitely learned a lot. (P12, 2. 99)

The math was pretty basic for me but it was good to brush up on, that's for sure. (P4, 2. 296-297)

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)

10.2.2 Life Skills Training

Second, as far as life skills training was concerned, participants all came out of *Project TRADE* with specific skills that spoke to them in particular. For example, they learned about "problem solving," "emotional management," "self-sabotaging," "teamwork," "communication," "internal monologues," "dealing with other people," "dealing with stress," "self-building," "assertiveness," "patience," and "attitude." *Project TRADE* participants seemed greatly satisfied with their life skills training, and

they almost unanimously agreed that it was relevant and would be useful to them. Some participants even recognized that these skills were transferable to other spheres of their lives.

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)

That's the nature of interpersonal skills, is they apply everywhere, not just work. (P1, 2. 260)

Finally, what was most interesting about the life skills training was the participants' accounts of how they applied the knowledge they acquired from *Project TRADE*'s WES Component outside the classroom. Indeed, they reported having used these newly learned skills in the shop, working with fellow students, or in their personal lives.

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 learned a lot. (P5, 2. 66-67)

They've never taught before, and I guess that's where soft skills come in. Because we had to learn to be patient with them 'cause they've never taught, and it's a learning curve for them too. (P6, 2. 79-81)

10.3 The Trades Component

Project TRADE's curriculum included training in three trades, namely carpentry, lathering, and either bricklaying (for the first cohort) or welding (for the second cohort). Participants acquired a wealth of knowledge in all trades and were quite enthusiastic about naming all the skills they learned in each trade. In summary, they reported having learned both theoretical and practical knowledge about each trade. They learned how to use the tools specific to each trade, practiced on mock-up projects, and applied their skills on real life tasks.

10.3.1 Bricklaying

Project TRADE participants did not overly discuss their experience with bricklaying, but reported having particularly appreciated the personality of the trade instructor. They worked on different projects (like building a chimney) and had the opportunity to work with various materials relevant to the industry, which required the knowledge of different techniques.

The instructor brought in different materials for me to work with. You know, stuff that they use in the industry on homes and things like that. I got a chance to work with not just brick, which was kinda nice. You know, you get a feel for it. (P1, 2. 288-290)

10.3.2 Welding

For many participants, the highlight of the welding course was the Canadian Welding Bureau (CWB) welding tickets they received. *Project TRADE* participants who so desired were offered the opportunity to test for welding tickets, which serve as a formal validation of their abilities. A good number of participants successfully obtained tickets, thus increasing their level of employability.

I have two welding tickets now. [...] So yeah, I was happy about that. I mean, a few of us did; I think there was five of us, yeah, five of us have two tickets. (P7, 2. 372-377)

10.3.3 Carpentry

As for the carpentry course, it was definitely the shed building project that had *Project TRADE* participants excited. They were asked to build three sheds, from the ground up, in teams of three or four. These sheds were orders for actual customers, which contributed to the participants' sense of purpose.

I really enjoyed 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)

10.3.4 Lathering

Finally, lathering had a bit of a slow or frustrating start for some participants, but they reported that a field trip with *Project TRADE* was a game changer for many. Indeed, participants explained that while it was initially unclear at the start how the knowledge they were acquiring and the projects they were working on really applied to the trade, pieces of the puzzles came together after the site visit where they were able to see more clearly what the lathering trade implied.

We went on a lot of field trips with drywall 'cause a lot of the guys were like slow to get into it but once we went on the field trips and saw what we were learning like in the field, I think it turned a lot of the guys in the group into drywall. It definitely made me more interested [...] (P4, 2. 165-168)

Ultimately, *Project TRADE* participants appreciated the trades component of the program, which they found relevant and helpful for their future search for employment. Also, they were quite positive in the evaluation of their performance, explaining that they had received good feedback from their instructors and that their welding coupons were indicative of their performance in the program.

I enjoyed the whole building, actually getting physical, and doing everything. (P6, 2. 30)

Like I said, the welding, I've never touched a stick, and I was complimented a lot. You know, really good job for somebody who's never touched it. (P6, 2. 310-311)

10.4 The Housing Component

A few participants from *Project TRADE* were housed at the JHS's Flanders Court Residence prior to and for the duration of the trades training program. Those participants reported that their experience was a good one and said that they were thankful of this opportunity.

Project TRADE participants reported having maintained stable housing over the course of *Project TRADE* and that at the end of the program they were still living in the same residence. Most

participants did not receive housing support from *Project TRADE*. One participant explained that he was reassured by *Project TRADE* team members that they were there to support him if need be.

[...] they went out of their way to help me, you know, and I walked out of this program in a very good situation because of them. And, you know, I can't thank them enough. (P1, 2. 504-506)

[...] she told me that there were options, and like, she would have helped me. She had told me "If you need anything, let me know." (P7, 2. 212-213)

10.5 Participants' Difficulties in *Project TRADE*

While *Project TRADE* was efficient in its attempt to limit the effect of the barriers participants faced, a few participants still experienced some difficulties throughout the program. These difficulties they shared with the Evaluation Team included things such as attendance issues, challenges grasping the academic portion of *Project TRADE*, health restraints that prevented them from appreciating a certain trade fully, minor accidents with tools, personal attributes holding them back (e.g., introversion), and work partners being unreliable in terms of their attendance.

Project TRADE professionals also added that amongst difficulties participants faced they included financial difficulties, relationship issues (i.e. life partner), difficulties with attitude, mental anguish, and difficulties providing themselves with food, clothing, and transportation, and difficulties getting to health related appointments (i.e. methadone clinic appointments). When possible, many of these difficulties were addressed, and others were not discussed further.

You spend forty hours a week at a place where, like, you get paid by the knowledge, but, knowledge doesn't pay the bills right away. (P13, 2. 513-514)

10.6 Participants' Relationships in *Project TRADE*

In general, *Project TRADE* participants reported having good relationships with their instructors. One participant explained that a few days of adaptation were usually required before participants got accustomed to a new instructor and vice-versa, but that despite varying teaching approaches, they learned to adapt to each other and managed to benefit from a good and sometimes even friendly relationship.

Because we had to learn to be patient with them 'cause they've never taught, and it's a learning curve for them too. But after the first couple days, we get to know the teachers too, like, we all know each other here, every time a new teacher would come in, it'd take a couple days, and he got to know us, and we got to know him, and eventually, everybody just mingled together and it was good. It was really good. (P6, 2. 80-84)

Regarding their experience with fellow students, *Project TRADE* participants characterized their group dynamic as being positive overall. In general, they said that most people got along nicely with others and explained that while not everyone was overly friendly with each other, everyone was capable of treating others with respect. One participant even recognizes that it was completely

acceptable to not necessarily be friends with all the other participants, as this represented more accurately what one might experience in the workplace.

We did, everyone seemed to get along pretty decently, I was quite surprised with that. (P5, 2. 291)

And even if someone didn't really care for a person, they still treated them with respect, like someone they got along with. (P13, 2. 168-169)

[...] and I thought that that was actually a good growing experience because on the job, you're not always going to work with people you get along with, and stuff. (P4, 2. 119-120)

Project TRADE professionals confirmed participants' comments, but added that introducing new participants to the group at the end of the pre-course could create challenges. Indeed, they explained that a lot of the bonding between the participants occurred during those three weeks, which made it difficult for participants coming in later to properly integrate the group.

He might have had a better chance of succeeding with that group, had he come in on the first, because he missed those first three weeks in the classroom, so they all felt "We've done our dues in that time" and then that group dynamic, bonding, happened, and here he was coming in near the end and getting the same perks. (S8, 2. 167-170)

10.7 Participants' Performance in *Project TRADE*

Project TRADE professionals had great things to say about their participants' performance in the program. *Project TRADE* received participants of all ages, with various backgrounds, who were at different levels of experience with the trades, and who did incredibly well according to the professionals. *Project TRADE* professionals explained that participants performed well in all aspects of the program, whether it was the trades training, the academic classes, or the life skills training.

[...] taking them from some of them not being able to read a tape measure to now we're building things, so that's where I'm pleasantly surprised. (S16, 1. 78-80)

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)

It's 100% in my mind, it really is. I mean, some of these guys never succeeded at anything in their life and they creamed this course. (S1, 2. 242-243)

You can see some more confidence in them as well too, in interactions and discussion that you have with them. (S3, 1. 90-92)

Furthermore, it is noteworthy to add that *Project TRADE* participants showed great initiative towards their learning process.

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)

10.8 Participants' Work Placements

Project TRADE participants were interviewed during the second week of their two-week work placement, providing feedback on the topic before the completion of their placement. From what they shared, participants took part in relevant work placements, in the trade of their choice. In general, participants reported great experiences with knowledgeable and helpful supervisors.

I do feel that I was prepared well enough! Yeah! (P11, 2. 37)

And that, it was an older home too so you really get to see the different things that can go wrong on a site, right. (P5, 2. 77-78)

But no, I liked it. The guy was really good and very knowledgeable. Any questions I did ask, he answered it with no hesitation. (P14, 2. 147-148)

Yeah, he was telling me today, that, he was really impressed with me. (P7, 2. 92)

I feel more ready now that I've done my placement, I mean, you really get more hands on there, right, because you're working with a potential employer as well. (P5, 2. 314-315)

Unfortunately, quite a few participants reported that they were foreseeing potential shortage of work before the end of their work placement, and some participants had already missed days for this reason. Additionally, the poor weather conditions of that week may also have interfered with the work placement of more participants.

He told me that what was supposed to last two weeks was done today. I think we are done. There is no more work for me to do. We are done so... I'm not sure where it's going to go on for me tomorrow. (P14, 2. 85-90)

The last day, I didn't go the last two days because of the storm. And the last day I was there, I wanted to... we wanted to continue doing something, but they told me to slow down because they wanted to keep work so they could keep a job. They don't want to get too far ahead. (P6, 2. 57-62)

Nonetheless, Project TRADE participants were very pleased with their experience in the program, and felt that the opportunity they received would be a turning point in their lives. All participants reported that Project TRADE either met or exceeded their expectations.

It changed everything. (P13, 2. 17)

You know, they gave every opportunity to succeed. (P3, 2. 521)

Again, pretty much every aspect of it exceeded my expectations. (P5, 2. 354)

10.9 Participants' Memorable Moments

During their interview with the evaluation team, *Project TRADE* participants were asked to share their most memorable moments of the program. As there are no better words than their own to describe those moments, the reader is invited to explore the best moments of *Project TRADE* from the participants' perspective.

Probably when I first got there. First day I went. 'Cause I'd never been there. Never seen the college. To me, it reminded me of a workshop, like when I worked before. (P3, 2. 586-590)

Getting my welding tickets, obviously that was my number one. And other than that, I would say making a lot of friends that I didn't see coming, and I think that's gonna help me in the long run [...] (P4, 2. 317-318)

I mean, I loved the beginning; it was very great, the three weeks. [...] That was nice, it was a very welcoming atmosphere, and so was BayTech. I mean, just the, just the welcoming attitudes, they're great. And my placement as well was great. (P5, 2. 217-223)

I think it would've been when we finished the sheds. [...] So, we had to rush at the end but the satisfaction of completing the sheds was the best. (P6, 2. 214-218)

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)

My most memorable moments are welding, and also the teamwork, and the bonds that we've made with the teacher and [staff] and amongst ourselves, and just to be able to come together and, you know, separate your differences and be there for the same reasons. (P11, 2. 111-113)

Getting the tickets! Like, when [he] handed me my two tickets, yeah that. Yeah, that, I would say, that was the... [...] When [he] handed me my two CWB Welding Tickets, yeah that was... Yeah that was probably it. (P12, 2 431-438)

Going on like, the field trip to the welding shop, or going on a field trip to like, they're renovating the pension building. Anyways, yeah that was a good experience too. But there was a lot of different things. (P13, 2. 362-368)

11. Evaluating *Project TRADE*

11.1 Strengths: Participants' Perspective

Unanimously, *Project TRADE* participants had a very positive opinion of the trades training program: it's a "good program" (P3, 1. 501), a "great opportunity" (P5, 1. 384), and "amazing" (P6, 1. 449). For them, the main strengths of *Project TRADE* pertain to its team of professionals, the financial accessibility of the program, and the relevant and beneficial content of the curriculum.

[...] it's kind of like a second chance. There's not enough, I don't think, second chance programs. (P5, 1. 386)

11.1.1 Quality Team and Instructors

Nearly all participants had nothing but raving reviews for *Project TRADE*'s instructors and team members. They acknowledged the instructors' knowledge, availability, willingness to help, and their support. Participants were also very appreciative of *Project TRADE*'s team members, their support, their advice, their attitude, their personality, as well as their availability and dedication.

[He] was right there with real life advice, and he was on the ball with everything. (P4, 2. 191-192)

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)

They're all people that are willing to help you. So, you know, it's more motivation to keep going and to try and do good. (P12, 2. 308-309)

11.1.2 Safety Certifications

In additions to the training they received in the trades, the numerous safety certifications that were also provided as part of *Project TRADE*'s curriculum (e.g. First Aid, Fall Arrest, Flagging) were perceived by the participants as an important asset that would increase their employability and chances of successfully finding employment.

You'll be able to find a job anywhere with just forklift and CPR. (P2, 2. 550)

I'm really impressed with it, so... You know, to get all the certificates from NBCSA too for the passport and stuff is going to give me a little bit of an edge and a little bit of experience so I can do this stuff in the future, you know. So, I'm really impressed with it so far. (P11, 1. 333-336)

11.1.3 Financial Accessibility

Participants reported that the financial accessibility of *Project TRADE* is a significant strength for the program. They perceived *Project TRADE* as a great, and rare, opportunity to a free education. Participants appreciated the tools and equipment that were provided by *Project TRADE* and reported that it was very helpful to have the program cover their transportation fees. Lastly, participants also appreciated the snacks that were provided in the morning. All these contributed to

eliminate certain barriers that could otherwise have prevented participants from attending or even following through with *Project TRADE*.

And to say it's a free education, you get boots provided, the equipment that we got for welding, you know, it's just, crazy. (P6, 1. 450-451)

11.1.4 Hands-on Training

Project TRADE participants also appreciated the hands-on aspect of the program. For them, it was important to have the opportunity to apply the theoretical knowledge they received, both for the learning experience and the confidence they acquired while familiarizing themselves with the trades and their tools.

When it came to welding, we all had our own booth. When it came to carpentry, [...] we all got to build a shed; we all got to do that. When it came to dry wall, we all had stuff to do as well. (P6, 2. 224-226)

11.1.5 Other Strengths

Lastly, other positive aspects of *Project TRADE* that were reported by participants include the benefits of the WES component, the work placement, the transferability of the learned skills, the encouragements from the instructors, the short duration of the program, the spring end-time, the improved screening process, the network of contacts provided by team members, the site visits, and the instructors' ability to adapt to participants' various learning styles and abilities.

The three weeks that we did at John Howard's just, you know, they tell you how to talk to people, and your attitude, and body language... And, all that helps. (P12, 1. 817-819)

I was very happy to learn new things. And it moved with us; if we were a little more advanced, then they taught us more advanced stuff. They just didn't treat everybody the same; they tailored the programs to our specific needs. (P11, 2. 117-119)

11.2 Strengths: Professionals' Perspective

11.2.1 Quality Team and Instructors

Project TRADE professionals reported that the program's main strength was the quality of the team members (professionals and instructors) that were involved in the pilot project. They explained that team members' passion and dedication to the program, as well as how they collaborated among themselves were key in *Project TRADE*'s success.

It's a very cohesive group that works really well together. (S6, 1. 537-538)

We made sure that we had a compassionate group of instructors, a caring group of instructors. It wasn't actually just about the training that they were doing, it was about understanding where these people were coming from a little bit better. (S14, 2. 173-175)

I'm sad that the same team may not be around if it happens again, 'cause it was a good team. It was a nice balance of calmness, and maturity, and professional skills. (S8, 2. 263-265)

11.2.2 Hands-on Training

Another positive aspect of *Project TRADE* that was reported by the professionals is the hands-on nature of the program. Indeed, they explained how it was important to provide content that was relevant and hands-on experience in the trades.

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)

This training here, this is what I loved about it, it was real, you're doing what you are going to do, the muscle memory will be there when you show up to your training, 'cause you've done it for 200 hours. (S1, 2. 224-226)

11.2.3 Case Management

Project TRADE professionals also reported that the case management of the second cohort, as well as the ongoing support, constituted additional strengths for *Project TRADE*. They explained that *Project TRADE* participants had access to a number of professionals who could assist them with a wide variety of issues that presented barriers to their successful completion of the training program. These barriers addressed with the case management included things such as relationship issues, life stressors, transportation, as well as finding and accessing resources in the community, job search. *Project TRADE* professionals reported that support to the participants would be ongoing but did not elaborate on the nature of this support.

So they're not going out there alone, they know that the door is always open. (S8, 2. 161-162)

There is great support that is there for them all the way around, whether they're still with it or not. (S3, 1. 410-411)

11.2.4 Financial Accessibility

In the hopes of limiting the number of barriers that could potentially prevent participants from attending and being fully engaged in *Project TRADE*, the professionals provided additional benefits to those enrolled in the program. Indeed, participants were provided with work tools and boots, bus passes, morning snacks, and in some case even clothing.

There're boxes of granola bars that we sneak into their classroom. (S14, 1. 750-751)

They have a bus pass, all the tools, they pay for nothing, even the work boots are provided. So, the program is perfect. (S5, 1. 275-276)

11.2.5 Other Strengths

Lastly, other positive aspects of *Project TRADE* that were reported by professionals included the safety certifications, the adaptability of the program (to respond to the needs and interests of the participants), the blend of WES and trade classes, the case management, the effective lines of

communication, the participants' access to a rich network, the employment opportunities, and the official transcripts that were offered to participants of the second cohort of *Project TRADE*.

I just kinda let the feedback that I'm getting back from the guys dictate how fast or how hard to push the material. (S15, 1. 126-127)

11.3 Challenges

For the first cohort of *Project TRADE*, a number of challenges were faced by team members, including attendance issues, participants' personal lives interfering with their commitment to the program, participants' low motivation towards the WES classes, and group dynamic issues. These challenges seemed to result from one particular challenge, the hurried selection process.

11.3.1 Attendance

Attendance was reported as an important issue during the first cohort of *Project TRADE*. Indeed, instructors dealt with absenteeism and tardiness more than they anticipated. The situation was particularly challenging when *Project TRADE* professionals had to discern between excusable absences (i.e. medical appointments) and unjustified ones, as participants did not always provide accurate information or appropriate documentation.

Attendance is a big issue. So, getting our participants to being able to concentrate in class and participate every day, five days a week seems to be an issue. (S2, 1. 23-25)

11.3.2 Personal External Factors

Professionals added that during the first cohort of *Project TRADE*, some important personal external factors jeopardized certain participants' engagement to and success with the program. More precisely, they explained that factors, including financial hardships, substance abuse, and home life, could have influenced, among other things, participants' attendance and engagement.

Some of them you could tell, they would arrive in the morning, and there was something that was bothering them. (S5, 1. 63-64)

If some guy has to sleep on another guy's couch, and that guy decides to have a party that night or whatever, and he has to work the next day and he is up all night, it's hard for him to get out of the bed that morning, you know. (S3, 1. 373-376)

11.3.3 Low Motivation for WES

Another challenge that *Project TRADE* professionals faced during the first cohort was the participants' low motivation for the WES classes. In general, professionals felt that the participants were more interested in the trade component of the program than the WES component, which included a lot of academic material. While this may be a fair assumption, given many participants' past academic histories, this theory could not be verified. Indeed, with the available information, it was not possible to know whether the issue rested on the nature of the afternoon curriculum or simply its timing. In other words, it was impossible to know whether participants were absent in the afternoons because they didn't appreciate the WES classes or if they simply preferred taking the afternoons off.

There's a variation in the motivation to go. For the most part, I'd say the most difficult thing for them to commit to is the classroom time as far as the WES side of it goes. (S3, 1. 207-209)

11.3.4 Group Dynamic Issues

For the first cohort of participants, *Project TRADE* professionals also reported a group dynamic that tended towards the negative. Group tensions went un-noticed at first, and case management attempts to address the issues came a little too late because issues had become too important by then. A *Project TRADE* professional explained how dominant personalities within the group adversely affected others around them.

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)

11.3.5 Hurried Selection Process

Ultimately, it appeared that the previously mentioned challenges of *Project TRADE* stemmed from one particular aspect of the program: the hurried selection process. Indeed, professionals involved with *Project TRADE* reported that insufficient time was provided for the selection of participants, which in turn jeopardized the opportunity to select the best suited candidates.

When we started to evaluate, it was two weeks before the training, and usually we do that a month and a half beforehand. [...] To do a good job, and do all the reports needed, it can't be done in the time that was provided. (S4, 1. 181-185)

First, we received names, much like a fast food restaurant. We had to be started in two weeks. [...] It was, to put simply, it was really first come first serve. (S1, 2FG. 154-155)

After the end of the first cohort of *Project TRADE*, professionals expected that with additional effort and time invested in the selection process of the second cohort, it would be possible to find candidates who were ready for such an all-encompassing program and who were motivated to remain engaged throughout. Below, the reader will learn that an improved selection process was indeed beneficial to the second cohort of *Project TRADE* participants.

The challenge now is finding these people to get in this training and actually keeping them for the whole 20 weeks. (S1, 2FG. 30-31)

We need to determine the ones that are really motivated and will complete the whole session. (S13, 2FG. 140)

11.3.6 Minimal Challenges with the Second Cohort

Between the first and the second cohort of participants, *Project TRADE* professionals implemented some changes in order to address the challenges cited above.⁷ As such, the second cohort of participants did not present those same challenges; in fact, when each professional mentioned their day-to-day challenges, no major challenge in particular were brought forth in a significant matter by the professionals as a group. The few minor issues raised by professionals included the longer period of time needed to find adequate candidates, the redundancy of the ESA test for participants with higher education levels, the need for a textbook and a curriculum for teaching lathering, the need to provide work clothing to participants, the challenges of teaching a trade for the first time, and the need to discuss with participants the financial realities of taking part in *Project TRADE*.

Because that happened probably a month and a half into it when they were like “I have no money to live on.” “I don’t have... my EI is expiring.” “I don’t have social development.” “I don’t have...” (S8, 2. 143-144)

11.4 Improvements: Participants’ Perspective

Project TRADE participants who completed the program had only a few improvements to recommend for the trades training program. Indeed, they only wanted more of *Project TRADE*, whether it was more WES hours, more safety certifications, or more hours of their preferred trade, they simply conveyed that they could not get enough of it when it came to their training.

I thought it was honestly perfect. I can't think of anything that would have been... Like, the way that they... I think they learned from the first one, and the second one was like, no complaints from anyone, ever. (P13, 2. 400-402)

11.5 Improvements: Professionals’ Perspective

In response to the challenges they faced during the first cohort of the program, professionals suggested a number of improvements to make to *Project TRADE*. These improvements included developing a refined selection process, offering a pre-course to *Project TRADE*, adding a case management component to the program, and alternating the WES classes and the trade shop time between morning and afternoons.

11.5.1 Refined Selection Process

Throughout the first cohort of *Project TRADE*, team members suspected that the attrition rate of participants was perhaps a sign that the candidates selected were not quite ready for a program such as *Project TRADE*; it was agreed that a revised selection process would better allow for the selection of candidates who were most suited for the program. Mainly, the improvement suggested was twofold. First, it was suggested that the selection process be extended, thus providing time to carefully screen the numerous applicants. Second, it was also suggested that the selection team committee readjust its criteria in order to find participants who would be most suited for a program like *Project TRADE*.

⁷ Details are provided in the next section, “Improvements.”

I believe firmly that going forward we definitely need to do a better job at the front end of interviewing and filtering out. (S6, 1. 183-184)

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

The candidates targeted by *Project TRADE* team members already had reading, writing, and numeracy skills to a moderate degree, they had working experience in a lot of the soft skills, and were motivated regarding the trades.

So basically, making sure that they're really at the point of a plateau of all the help that they've gone through, all their different things, so their support with all the mental health, they had support with alcohol, drug dependency, so really they're at the peak of having that completed because this is such an all-encompassing program that they really had to have a lot in place. [...] there's probably a little bit to work with, of course, that's why they're in the program, but, we don't want to have all those huge road blocks. (S3, 2FG. 213-219)

We don't like to set people up for failure. (S1, 2. 185)

So, we're looking for guys that ultimately want to be employed, that want to move on with their lives. (S3, 2. 451-452)

This improvement was implemented effectively for the second cohort of *Project TRADE*. As such, more agencies were involved in the referral process, applications were carefully filtered, and those selected were contacted for an in-depth interview. Also, the selection committee was better educated on the qualities they should look for in candidates. *Project TRADE* professionals agreed that the refined selection process was the most important distinction between the first and the second cohort. They explained that taking the time to carefully screen applications allowed them to select ideal candidates, which contributed to the increased success of the second cohort.

So we really took the time, and we did interviews, and we did all kinds of questions and testing, and that to me, was the first step: that we really put the time in. (S1, 2. 32-33)

The biggest lesson was that we had to improve the front-end process. So we had to screen better, and we had to put some improvements, improve that process in order to make sure that we attracted and accepted the right participants in the program in order for it to be a true success. (S6, 2. 5-8)

11.5.2 Pre-course

In order to gauge participants' motivation and commitment to the program, professionals suggested adding a pre-course to *Project TRADE*. The aim of this three-week pre-course was also for participants to understand what was expected of them during *Project TRADE* and to provide them with coping skills that would help them complete the program. Participants appreciated the pre-course as it gave them an introduction to the program and allowed them to connect with one another.

The pre-training is going to make a huge difference in understanding their level of commitment. (S6, 2FG. 114-115)

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)

The pre-course is still a continuation of the interview, as far as I'm concerned. So, yes we have them all played and all set as far as WES component, but the interview doesn't stop now. (S3, 2FG. 200-202)

[The pre-course] helped out when it came to going to the college and starting, everybody was kind of in the same mindset, and it went well. (P6, 2. 70-71)

This improvement was also implemented effectively for the second cohort of *Project TRADE*. As such, *Project TRADE* professionals explained that they were able to validate their choice of candidates before they formally admitted them to the training program itself, which was a significant advantage for the second cohort. Also, as a result of the pre-course, participants received additional training in both the WES and the trade components.

We also put the three weeks of life skills at the beginning, where they had to come every day. So, we kind of thought: "If you can't commit to three weeks every day, how are you going to commit to five months?" And that showed us they were ready for it. (S8, 2. 105-107)

That was really the plan. If you do the heavy work in the beginning, it runs fairly smooth. (S1, 2. 96-97)

11.5.3 Case management

Because the target clientele of *Project TRADE* had complex needs, professionals added a case management component to *Project TRADE*, roughly at the mid-point of the first cohort. Unfortunately, they reported that the effect was not as significant as it could have been if they had implemented this component at the beginning of the program. As such, it was suggested that a more structured and in depth case management component should be implemented before beginning the program with the second cohort of *Project TRADE*.

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)

The case management component assisted *Project TRADE* participants with issues such as clothing, food provisions, financial resources, and relationships.

Going into phase two, we decided that we would go in at least twice a month and meet with each of the participants as much as possible and see where they were at, what they needed. It could be anything that they needed, if that would help them stay in the project and achieve success. (S8, 2. 12-15)

This improvement was also implemented effectively for the second cohort of *Project TRADE*. As such, *Project TRADE* professionals were capable to deal with those needs and address in a timely fashion the barriers that the participants were facing. This component represented an additional difference between the first and the second cohort.

So the case management was steady but it was much, much lighter and it was a bigger team, it wasn't just somebody from St-John you know, to the best of his ability, coming up a day after something had happened. (S1, 2. 46-48)

11.5.4 Other Improvements

Other improvements suggested included the alternation of WES classes and shop time between mornings and afternoons, providing additional shop time in the trade component, dividing participants in smaller groups during trade projects to enhance the hands-on experience, and organizing site visits at the beginning of each trade training. These improvements were also implemented effectively for the second cohort of *Project TRADE* and thus represented additional differences between the first and the second cohort. However, while site visits were organized for each trade, these were not always planned at the beginning of the training for particular trades.

11.5.5 Improvements for the Second Cohort

Professionals were for the most part satisfied with the second cohort of *Project TRADE* and had only a few improvements to recommend. First, they suggested organizing site visits both at the start and at the end of each trade training, in accordance to employers' availabilities. Second, for better monitoring of the activity, drivers training should begin earlier in the program. Third, professionals reported that participants would benefit from WES hours and a return on soft skills at the end of the program to get them ready for the next step.

I think next time I would like to see WES happen more so at the end as well. Maybe a couple of days in the classroom scheduled to do wrap ups and get them ready for graduation and to move on. (S8, 2. 187-189)

Lastly, one professional suggested what would imply considerable alterations to the structure of *Project TRADE*, but that would also significantly improve participants' employability according to him. Rather than providing *introductory knowledge* in three trades, this professional suggested that *Project TRADE* should offer participants *complete training* (i.e. Block 1) in their choice of three available trades. In other words, *Project TRADE* would continue to offer training in three trades, but participants would select the trade they are most attracted to and complete a Block 1 training in that trade only. The professional explained that the 20-week duration of *Project TRADE* would be sufficient to equip participants with a Block 1 in a chosen trade, which, according to him, is a "minimum standard for employment in a trade" (S14, 1. 462). Furthermore, this could also resolve issues surrounding the lack of participant interest with certain trades, as noticed by some professionals. However, as mentioned, this would imply a considerably different structure for *Project TRADE*, as well as many logistical questions, but would provide participants with the same level of skills and knowledge as other students completing trade courses at the college level.

If you look at 20 weeks; in 20 weeks I can train a welder. I train them in 16 weeks. Twenty weeks I can train electricians. Twenty weeks I can train plumbers,

carpenters, then they come out with their Block 1. So I'm not 100% sure yet that a Trade's Orientation with 3 trades is the right thing to do with these people. (S14, 1. 448-451)

There's a couple that this [trade] doesn't interest them as much, either they'll be welders, or they'll be something else, so they know, so it's like they're kinda taking advantage of that a little bit. (S17, 1. 142-143)

So I mean, me, after the bricklaying was done, I didn't want nothing to do with carpentry. It was just, alright. (E1, 1. 87-88)

11.6 Differences Between the Cohorts

The main differences between the first and the second cohorts of *Project TRADE* included the refined selection process, the strengthened Project Team, the added pre-course, the adapted case management component, and the change in training provider. The differences not discussed in the previous section are described below.

11.6.1 Strengthened Project Team

Between the first and the second cohort of the program, *Project TRADE* professionals reported a strengthened Project Team, especially in terms of communication and involvement. It would seem like professionals became more passionate about *Project TRADE* and more determined to see it succeed. Professionals' better understanding of their roles, as well as their increased commitment to the initiative considerably contributed to a different setting for the second cohort of *Project TRADE*.

Everybody was, communication was a lot more involved, and everybody received the same information, everybody was properly informed. (S6, 2. 24-25)

Compared to the last class to this class, I see 360s. I do. With the management of the course, with... all of it. (S14, 1. 413-415)

11.6.2 Training Provider

There was also a change in the training provider between the first and second cohort of *Project TRADE*. Indeed, since OETI needed to focus their operational resources on their main mandate, they were unable to provide training for the second cohort of *Project TRADE*. BayTech was then selected to replace them. The change influenced the roles of some professionals, and it modified the Project Team dynamic. Ultimately, the increased availability of the second training provider represented an asset to the program.

And of course, we had a change in our partnership. [...] They were both great partners, you know, but I think that for the purpose of this particular TRADE, the particular participants that we had, I believe that that was also a positive change. (S6, 2. 12-15)

The person leading the trade isn't located in another city that's only there once every week or two or whatever, as well too, so the instructor then has somebody they can bounce ideas off [...] (S3, 2. 160-162)

11.6.3 Other Differences

Finally, a few additional differences were mentioned by *Project TRADE* professionals: the bricklaying trade was replaced with welding, official transcripts were provided to participants for each trade completed with success, drivers training was offered to interested participants, and the philosophy regarding absences changed to be more tolerant.

So there's a lot more opportunities in the welding field today or I feel there is than there is in brick laying so we swapped, we substituted the brick laying for welding and we offered it first. (S14, 1. 69-71)

12. Participants' Employment Prospects

Skilled Participants Ready for Work

Project TRADE participants unanimously reported that they felt the program, as well as the skills and knowledge they acquired in it, would be beneficial in their search for employment. They expressed their readiness for the workforce with great enthusiasm.

I feel like this course has prepared me as much as I could be [...] (P4, 2. 435)

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

In general, *Project TRADE* participants felt more employable than they did before they started the trades training program. The practical skills they acquired working in the shop, combined with numerous safety certifications and indispensable soft skills, were key elements that contributed to this new self-perception. During *Project TRADE*, participants had the opportunity to update their resumes, and they felt quite proud of the numerous credentials those documents now enclosed.

Now, I have more useful skills; I am more employable. Of course, everybody that would go through something like this would be more employable. (P14, 2. 292-294)

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

They certainly don't know everything but it's really good as far as entry in the industry. (S15, 1. 368-369)

With these newly acquired skills and fresh confidence, *Project TRADE* participants were motivated to join the workforce in their respective trades. Some were even hoping to start working on Blocks or serving an apprenticeship. A few were already expecting to be employed after their work placement, while others might need to wait for warmer weather before work became available. A few participants were considering moving out west for work, and one was already offered a position.

So, this has been the first major positive thing that has occurred, and I'm anxious to make that work for me. (P1, 2. 57-58)

Project TRADE professionals were confident in the participants' skills and readiness for employment. They mentioned, however, that participants' success in acquiring employment would depend on their willingness, the market demand, and the employers' willingness to offer them a chance despite their history. *Project TRADE* professionals expected that 80% of participants would find employment.

There's not one of them who isn't ready, you know. All it's going to take is [...] do they have the discipline to go out and find employment, if they haven't already. (S1, 2. 291-293)

Remaining Barriers

Finally, while *Project TRADE* considerably improved its participants' employability, a few barriers still remained. First, even if some employers in the trades were more forgiving towards criminal records, others were not, and so some participants might not have access to employment with certain companies or government positions because of pre-existing corporate policies and general stigma that persist. Second, participants who wanted to serve an apprenticeship were required to have a high school education level or its equivalent, which was not part of *Project TRADE*'s curriculum. Hence, some participants might require further education if they wished to access employment in their desired field. It was noted that other employment (although perhaps not as desirable an option) would nonetheless be accessible for these participants in the meantime. Third, joining a trade union, which can act as a sort of employment agency, could also be difficult for *Project TRADE* participants, as their newly formed network did not connect them to unions. One professional explained that it is difficult to join a union unless one has contacts. Fourth, while *Project TRADE* participants received basic training in three trades, they must still complete a Block 1 at the end of their involvement with program, which one professional noted as being the "minimum requirement for entry level in a trade." Finally, both *Project TRADE* and its participants remained at the mercy of available work within the community, a situation over which neither have any control.

13. Continuation of *Project TRADE*

Participants were supportive of *Project TRADE* and they wanted to see it continue. They felt that it would be a turning point in their life, leading them towards more prosperity and healthier days. They recognized the existing need within the community for additional support for individuals who, like them, were willing to change their lives, and they wanted these individuals to benefit from *Project TRADE* the same way they had.

It is successful. Definitely. Because this is going to change my life. (P9, 1. 46)

Do it again. I mean, I think it's great for, people that want to do something. You know, change their lives. (P12, 2. 558-559)

The only expectation I get towards this project is to see it succeed. See this succeed, this program, because this program has so much potential to help a lot of people. (P14, 1. 783-785)

Project TRADE professionals were also supportive of the initiative and wanted to see it continue. They recognized that funding is necessary for programs like Project TRADE to continue, but they also understood the savings such a program can bring to its participants. They explained that helping individuals become active members of the community can only benefit all of the parties involved.

I would like to see it continue, I'm heartbroken that we're not starting another one soon. (S8, 2. 251-252)

I guess where I'd really like to see this as a permanent fixture within the, I guess the social services system that we have now because it's going to cost the government far less to do training programs like this than to have a guy sitting on welfare or sitting on EI for most of the year. (S16, 1. 314-316)

We have brought to the marketplace, ten employable guys that are really ready, willing and able. Eight of which are on some form of social development or EI. So, getting them work right now, the program pays for itself, right after the first year of those guys being employed. (S3, 2. 549-552)

14. Follow-Up on Participants' Employment Situation

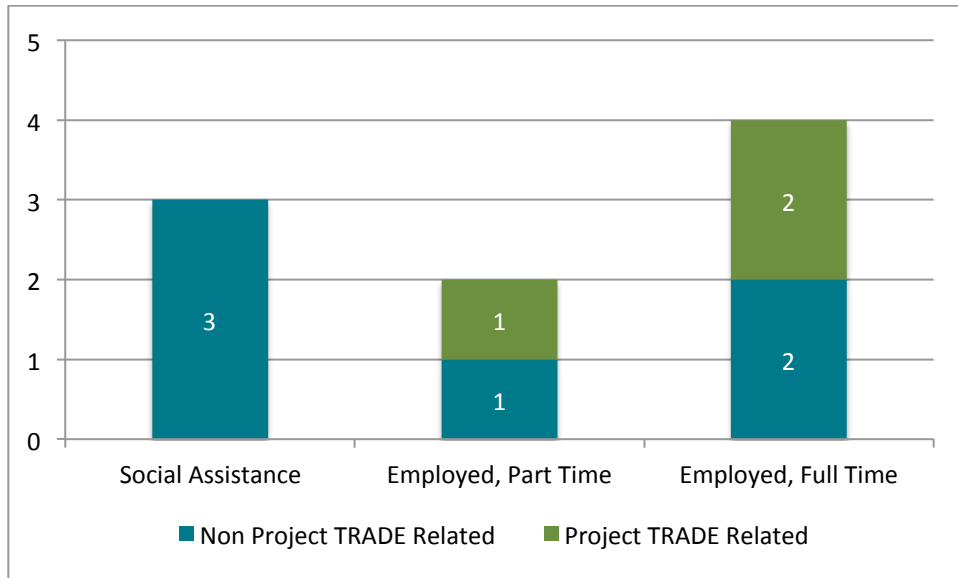
Eight of the ten *Project TRADE* participants from the second cohort were successfully contacted for a follow up after six to eight weeks of their graduation from the trades training program. Of these eight participants, three remained on social assistance and had been unsuccessful in finding employment, while the majority of participants found some form of employment. Indeed, six participants in total⁸ found employment after completing *Project TRADE* and half of them were working in a relevant field. Participants who had found part time employment or work unrelated to the trades were still attempting to find full time employment in their desired trade. Graph 11 presents details on participants' employment situations.

Project TRADE participants who were unsuccessful in acquiring employment reported having been searching for employment, with most having been invited to interviews on at least a few occasions. However, these individuals had yet to secure gainful employment. Participants reported using the services of employment agencies to find work, a resource they had not previously reported accessing. One participant said that his lack of experience in searching for employment increases

⁸ One of these participants could not successfully be contacted for the employment follow up, but had informed the Evaluation Team during the last week of *Project TRADE* that he was to begin full time employment the following week. When the Evaluation Team called the participant's contact person, they confirmed the participant had moved away as planned. The Evaluation Team assumed that the participant was still working full time in his trade as planned.

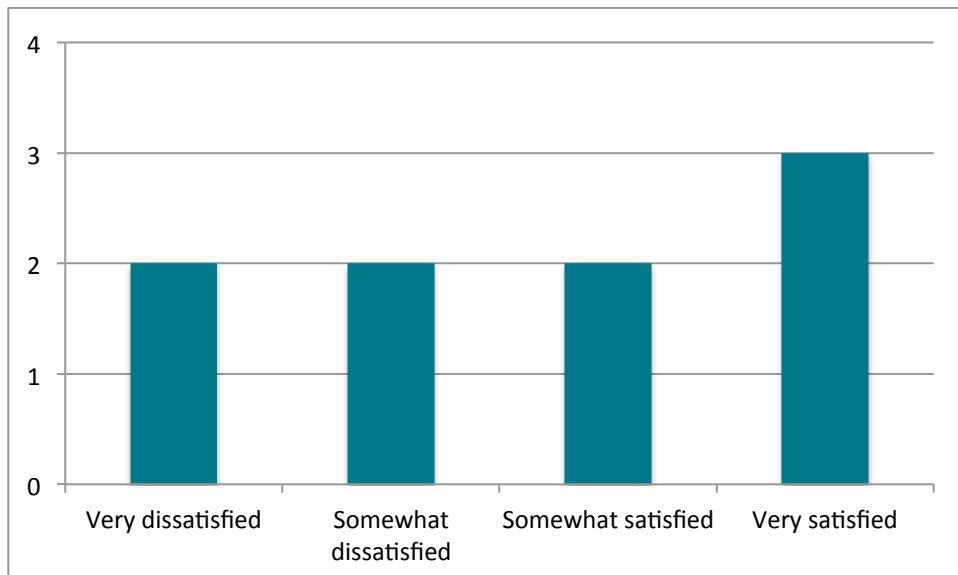
his challenge. Participants repeated that their criminal record still represented a significant barrier in their finding employment. Despite a tone of discouragement in his voice, a participant who remained unemployed six weeks after the end of *Project TRADE* mentioned that prior to this program, he would have given up and resorted to drug trafficking once more by this time.

Graph 11: Employment Situation of Participants from the Second Cohort Six to Eight Weeks after *Project TRADE* (N = 8)



The Evaluation Team conducted official follow-ups only with the second cohort of *Project TRADE* participants. However, they were informed by *Project TRADE* professionals that both participants who graduated from the first cohort had either found employment or pursued further education in the months following their graduation.

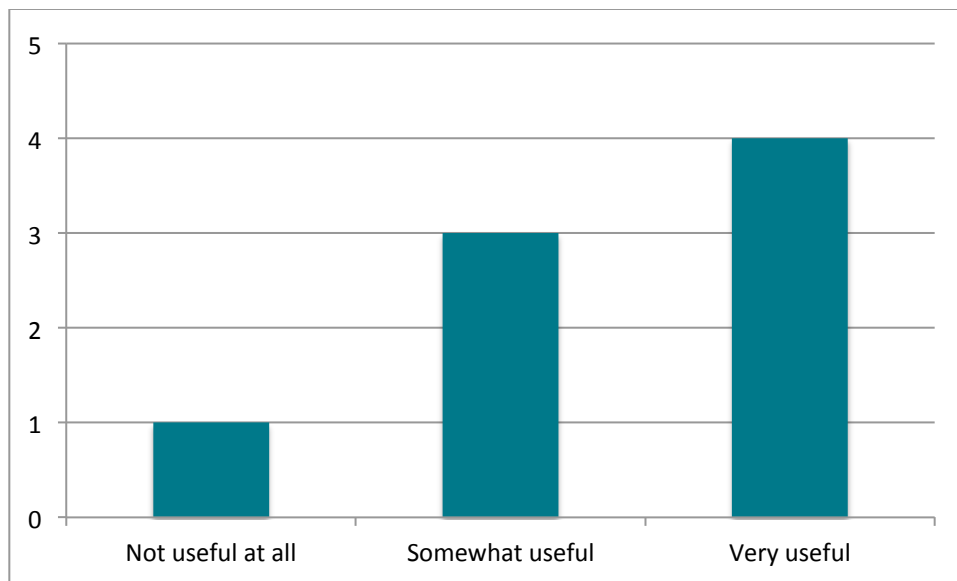
Graph 12: Participants' Level of Satisfaction with Employment Situation (N = 9)



Project TRADE participants' level of satisfaction with their employment situation six to eight weeks after the completion of the program is distributed quite evenly. Indeed, while about 50% of participants reported dissatisfaction with their employment situation, the others reported being satisfied. Graph 12 presents participants' level of satisfaction with their employment situation six to eight weeks after the end of *Project TRADE*.

Participants' perception of the usefulness of *Project TRADE* is quite positive. Indeed, almost unanimously, they perceived the trades training program as useful in improving their employment situation (See Graph 13).

Graph 13: Usefulness of *Project TRADE* in Improving Employment Situation ($N = 8$)



15. *Project TRADE* Goals

Regarding program goals, *Project TRADE* was quite successful, despite a low number of graduates in the first cohort. Each component of the program was effectively deployed, and after completion of the program, participants were well equipped to enter the workforce. In fact, professionals additionally reported that participants who did not complete the entire training program might still have acquired enough knowledge and certifications to improve their employability. For *Project TRADE* professionals, the stories of withdrawn participants who were successful in finding employment despite not completing the training program were success stories. For this reason, and others, professionals agreed that *Project TRADE* was a success despite lower graduation rates than were expected.

I mean, one guy left... He got employment. That's a success. (S6, 1. 347-349)

We have brought to the marketplace, ten employable guys that are really ready, willing, and able. (S3, 2. 549-550)

Overall, it was a moral victory. It was moral victory; I just give it an A+. (S1, 2. 248-249)

Table 3 presents the number of participants that were expected to complete and who actually completed each goal of *Project TRADE*. The reader will note that, largely because of the low number of graduates from the first cohort, targeted goals were not reached. This is especially true for the number of participants employed in the trades. After the first cohort, no participant was employed in the trades. In order to be eligible to serve an apprenticeship, one participant needed further education (GED) after graduating from *Project TRADE*, which the evaluation team later learned he completed with success. No further information was available on the participant’s employment situation. The other participant from the first cohort found employment unrelated to *Project TRADE* and worked towards joining a trade union. Information on whether this participant’s attempt to join the union was successful was unavailable to the evaluation team. After the second cohort of *Project TRADE*, only three of the ten participants found employment in the trades. Three additional participants found employment after *Project TRADE*, but these employments were not related to their trade. *Project TRADE* participants’ employment rate could have been affected by the cold spring weather the city experienced, since construction cannot begin until the frost leaves the ground.

Table 3: Projected Goals and Actual Accomplishments

Goals	Cohort 1	Cohort 2	Total
30 started <i>Project TRADE</i>	10	11	21
21 completed <i>Project TRADE</i>	2	10	12
15 passed ESA Exam	2	10	12
17 employed in trades	0	3	3

16. Recommendations

In light of the information collected during the program evaluation, the following recommendations were provided to assist with the potential continuation of *Project TRADE*.

Recommendation 1: Maintaining Implemented Changes

The results of the evaluation support the benefits of the changes that were implemented between the first and the second cohort of *Project TRADE*. *As such, it is recommended that changes be maintained, especially those pertaining to the selection process, the pre-course, and the case management.*

Recommendation 2: Connecting With Hiring Employers

Given the lower than expected rate of trade related employments following *Project TRADE*, *it is recommended that team members connect with trade employers prior to the start of a new cohort.* During this initial contact, topics such as the feasibility of work placements as well as expected contracting cycles should be discussed.

Recommendation 3: Providing the Most Relevant Training

Also given the lower than expected rate of trade related employments following *Project TRADE*, it is recommended that the possibility of providing participants with Block 1 training in one trade be explored. As previously mentioned, while potentially quite interesting for participants and employers, this option implies a considerably different structure for *Project TRADE* and would involve many logistical changes. These modifications, along with their feasibility would need to be further examined and the necessary changes to the program structure would need to be more thoroughly discussed. The reader should note that the evaluation team did not collect further information on the feasibility and/or relevance of Block 1 training for the program. Ultimately, the most relevant and profitable format, the one best suited to permit *Project TRADE* to attain its objectives, should be provided.

Recommendation 4: Educating the Trades Industry

Interviews with participants and professionals revealed that *Project TRADE* participants remain part of a stigmatized population, thus hindering their access to employment. *As such, it is recommended that work be continued in educating the community, particularly the trades industry, of the realities faced by this population, the benefits of their involvement in the community, and the costs of hindering their social reintegration.* An employer awareness program could be developed.

Recommendation 5: Long Term Evaluation

Given the time frame of the present evaluation, the long-term effects of *Project TRADE* have not yet been assessed. *As such, it is recommended that the long-term results of the trades training program be evaluated* in order to better grasp the participants' employment trajectories, for example, six months to five years after their graduation from *Project TRADE*.

Recommendation 6: Providing Transitional Support After Project TRADE

The results of this evaluation indicate a need for additional transitional support at the end, and after *Project TRADE*. *As such, it is recommended that additional WES hours (soft skills and employment search skills) be provided near the end of Project TRADE. Also, to ease participants' workforce reintegration, it is recommended that case management or follow-ups be provided, as needed, after Project TRADE and gradually reduced in frequency.* Follow-ups could serve to assist participants, for example, with further education (i.e. GED), connecting with the trade industry, and searching for employment.

Recommendation 7: Continuation of Project TRADE

In the event that *Project TRADE* is to be continued, *it is recommended that it be offered on an ongoing basis as to avoid unnecessary costs and inefficiencies.* If offered on and off, collaboration with the right partners may be hindered and changes in actors would require additional financial and human resources.

17. Conclusion

Project TRADE is based on the premise that the acquisition of new knowledge and skills required for the marketplace improves the employability profile of individuals with a deviant⁹ or a delinquent¹⁰ behaviour. Ideally, this new employability profile will enable *Project TRADE* graduates to find a job. In turn, this will promote a primary desistance, that is, the end of deviant or delinquent behaviours in the short run, as well as contribute perhaps to a secondary desistance that consists of ceasing deviant and/or delinquent behaviours in order to adopt a prosocial behaviour and a legitimate identity in the long term (Farrall, 2005; Maruna, 2005). The combination of employment and desistance is incidentally addressed by numerous criminal studies published over the last decades (Farrall, 2002; Godfrey, Cox, and Farrall, 2007; Meisenhelder, 1977; Mischkowitz, 1994; Shover, 1983; Uggen and Kruttschnitt, 1998). Indeed, while recent studies (Godfrey, Cox, and Farrall, 2007; Farrall, Sharpe, Hunter, and Calverley, 2011; LeBel, Burnett, Maruna, and Bushway, 2008; Maruna, 2013) failed to accurately determine how work facilitates giving up deviant or delinquent behaviours in favour of one complying with social rules and laws, some explanations on the labour role have repeatedly been associated to the desistance of people like *Project TRADE* participants. These explanations include the organizational role of labour (Shover, 1983; Farrall, 2002; Manura, 2001; 2013; McNeill, 2006), the integrating role of labour (Farrall, 2002), the social control role of labour (Pisonneault and Cusson, 1986; Hirshi, 1969), and the effects of legitimate identity on labour (Laub and Sampson, 2003; Maruna, 2001). To understand how *Project TRADE* contributes to participants' desistance from deviant or delinquent behaviours and to their social integration, each one of these explanations will be discussed and reviewed.

Structuring Role of Labour

According to Shover (1983), Farrall (2002), Manura (2001) and McNeill (2006), attending a training program and/or finding and keeping legitimate employment helps individuals reduce unstructured periods, which could be used for consumption, wandering, offences, and thus increase the number of hours devoted to daily tasks structured around legitimate activities. In this context, working helps organize daily life around a routine described by Manura (2001) as a settled routine of life (commute-work-sleep) that keeps one away from deviant and delinquent behaviours. However, Manura mentions that a transition period is necessary for individuals with a deviant or delinquent behaviour background to get used to and appreciate this structured routine. Such a period allows the learning of skills required for a life structured around work. Individuals must also learn to devalue the excitement linked to a lifestyle focused on "here and now," pleasure, deviance and/or delinquent activities (Laub and Sampson, 2003; Sampson and Laub, 1993), valuing instead

⁹ According to Leblanc (2010), a deviant behaviour is defined as behaviour disorders linked to two types of behaviours: careless conduct and behaviours associated to a conflict with the authority. Leblanc (2010) includes careless and unlawful driving of a vehicle, unlawful sexual intercourses depending on the age, the use and sale of legal or illicit drugs and the participation in unlawful gambling games among careless conduct. Deviant behaviours defined by conflict with the authority are linked to unruly behaviour at school or at work (cheating, absenteeism, dropout, or bullying) and to family insubordination or marital conflict. For Leblanc (2010, p. 405), "*Deviant behaviour is not only a syndrome, but also heterotypic. It occurs continuously and changes through the various stages of life.*" Thus, conflicts with school authorities will develop into conflict with employers or spouses.

¹⁰ Delinquent behaviours are either hidden or obvious. Leblanc (2010) describes minor or serious theft and fraud as obvious behaviours. Vandalism, violent behaviours or sexual assault are considered as obvious delinquent behaviours.

daily work, going back home, and undertaking social activities after work. Over twenty weeks, *TRADE* program helped participants with an unstable employment background to tame and develop the skills required for working five days per week. Thus, participants had to be on time for class, accept the authority of their professor or employer, and participate in the execution of specific tasks within a fixed schedule. They learned to be satisfied with their work at the end of the day. In this context, *TRADE Project* became a place for participants where they could get accustomed to a structured and even restrictive environment. The project also became a tool for testing their capacity to interact with others in a structured place during their trial period in a work environment. This familiarization process enabled six participants from the second cohort to get paid jobs at the end of the program. It is impossible to know whether what was learned during the program will allow participants to develop a work ethic that will help them progress in a structured workplace in the medium and short term. It would therefore be appropriate to set up an ongoing assessment program for *TRADE Project's* outgoing participants and graduates.

Labour: A place for Integration and Social Control

For Farall (2002), Farall and Calverley (2006), Paternoster and Bushway, (2004), and Laub and Sampson (2003), employment enables the social integration of people with deviant and delinquent behaviours in a lawful environment. There, they meet employers and colleagues who are also involved in legitimate activities, which helps develop a new social network that promotes access to non-criminal opportunities. For these authors, continuous interactions in a training or job environment also help build significant ties with employers and colleagues. According to Hirshi (1969) and Pinsonneault and Cusson (1986), these relationships can become so important that they will put an end to deviant and/or delinquent behaviours. Farral (2002) highlights in a study conducted with an adult offender who was completing a traineeship that behaviours related to illicit substances had changed throughout the program because of the importance given to training and to a positive relationship with one or more trainers. Thus, relationships built in a training environment or a workplace can play a significant role in adopting and maintaining a lawful lifestyle.

As far as the second cohort is concerned, *Project TRADE* has become a place for experiencing solidarity among learners and between learners and trainers. Many participants explained how support provided by their trainers and colleagues was a significant factor in their decision to remain in the program. Nevertheless, it is difficult to understand how the program facilitated participants' lifestyle change, as interviews did not reveal that it was the interest in the program that caused changes in alcohol and drug consumption habits, which were often a problem in the employment background of the *Project TRADE* participants. However, none of the participants in the project were removed because of consumption habits on the training site.

Effects of Legitimate Identity on Employment

Legal employment also played an important part in the identity change among people with a deviant or delinquent life. According to Elder & Shanahan (2006), Farall (2005), Maruna (2001, 2012), Meisenhelder (1982), Shover (1983), and Warr (2000), legal employment allows deviant individuals to get experiences that help dissociate old behaviours from their identity, that is, the type of person they are. In this regard, Elder and Shanahan (2006), Gadd and Farall (2004), Maruna (2001), and Warr (2000) mention that desistance is possible only after a certain awareness settles

in, which helps deviant people redefine their past, consider their current life and design their future differently. For Maruna (2001) and Vaughan (2007), criminals subject to desistance rebuild the scenario of their life, often by developing a redemption discourse in which they recognize that they used to be criminals, but that these crimes do not represent their whole individuality. These authors underline the extent to which changes leading to desistance are deep and assert that these changes give rise to a redefinition of former deviant people's identity. However, we must underscore that these observations are part of a sociological reality that differs greatly from the Canadian one. Based on the interviews, it is difficult to know how the *Project TRADE* experience enabled the development of a redemption discourse and the construction of a legitimate identity. But, one may notice that many participants considered the project a watershed toward a lawful life structured around work and family.

Personality Monitoring: The Key to Success with the RNR (Risk, Need, Responsivity) Approach

Recent research in criminology also shows that for a training or treatment program offered to deviant individuals or individuals subject to judicial control to be successful, three principles should be applied: ***the risk principle, the criminogenic needs principle, and the receptivity principle*** (Andrews and Bonta, 2010). Concerning risks, a program should provide services that adapt to the risk of reoffending of deviant people or people subject to judicial control. The program must also be based on participants' criminogenic needs. Services offered must help these people work on personal, family, and social challenges which facilitate acting-out. Finally, the receptivity principle raises the idea that for a program to contribute to desistance, it must be offered to motivated participants. Moreover, the program should adapt to participants' learning styles to highlight their aptitudes and their strengths (Andrews and Bonta, 2010).

Changes to *Project TRADE* enabled the project to better apply the three principles taken as a whole. Regarding risk, modifying the participant selection process and criteria made it possible to target efficiently those who could succeed in this type of program. Thus, only motivated people who had basic knowledge in mathematics and reading were selected for the project. Furthermore, the addition of a pre-course helped the staff to better understand learning difficulties participants had and to find a solution before the beginning of the training. While the initial specifications of the project targeted a population with deep problematic behaviours and housing history (mental health problems, alcohol and drug consumption, and housing problems), participant data showed that selected individuals had less problems. For instance, a few participants exclusively had problems integrating a workplace, others had been in prison only once and had a sporadic criminal career based on acquisitive crime centered on drug sale and consumption. Concerning the second cohort especially, this program targeted a group willing to modify their disorganized, exceptional, or criminal lives. Thus, changes to the selection criteria also helped to apply the receptivity principle by selecting only participants capable of completing the program. Lastly, the need principle was respected through the addition of a person in charge of regularly meeting with participants in order to understand their problems and to provide them with assistance. Although the program does not initially assess crime factors that cause recidivism with each of the participants, a close supervision made it possible to respect many of these factors during the program. The current project better corresponds to these three principles.

Structural and Institutional Constraints to Workplace Integration and Desistance

According to Archer (2010), desistance and integration into a legitimate labour market are not only the result of self-motivation or an access to programs. Integrating the labour market depends also on how companies view this type of population. Participants rely thus on opportunities offered on the labour market to people subject to judicial control. Within this framework, although *Project TRADE* helped improve participants' employment profile, it failed to overcome a major obstacle to their going back to work, that is, their criminal record. Thus, *Project TRADE* should include lessons that teach people subject to a judicial control how to develop a redemption discourse (Maruna, 2001). Participants will learn to explain their criminal record to potential employers in a way that will convince employers that this period of their life is over. Furthermore, *Project TRADE* can create a database of employers opened to this type of employee and to which participants could be referred at the end of the program. The criminal record issue could thus be circumvented right at the beginning.

References

- Andrews, D.A., & Bonta, J. (2010). *The psychology of criminal conduct* (5th ed.). City, country/state: Lexis Nexis.
- Archer, M. S. (2010). Routine, reflexivity and realism. *Sociological Theory*, 28(3), 272-303.
- Elder, G. H., & Shanahan, M. J. (2006). The life course and human development. In W. Damon & R. M. Lerner (Eds.), *Handbook of child psychology: Theoretical models of human development* (pp. 665-716). New York: John Wiley.
- Farall, S., & Calverley, A. (2006). *Understanding desistance from crime: Theoretical directions in resettlement and rehabilitation maidenhead*. City, country/state: Open University Press.
- Farrall, S. (2002). *Rethinking what works with offenders: Probation, social context and desistance from crime*. Cullompton: Willan Publishing.
- Farrall, S. (2005). On The Existential Aspects of Desistance From Crime, *Symbolic Interaction*, 28(3), 367-386.
- Farrall, S., Sharpe, G., Hunter, B., & Calverley, A. (2011). Theorizing structural and individual-level processes in distance and persistence: Outlining an integrated perspective. *AUST NZ J CRIMINOL*, 44(2), 218-234.
- Gadd, D., & Farall, S. (2004). Criminal careers, desistance and subjectivity: Interpreting men's narratives of change. *Theoretical Criminology*, vol.2, 23-156.
- Godfrey, B.S., Cox, D. J., & Farrall, S. (2007). *Criminal lives: Family life, employment and offending*. City, country/state: Clarendon.
- Hirschi, T. (1969). *Causes of delinquency*. Berkeley: University of California Press.
- Laub, J. H., & Sampson, R. J. (2003). *Shared beginnings, divergent lives: Delinquent boys to age 70*. Cambridge, MA: Harvard University Press.
- LeBel, T., P., Burnett, R., Maruna, S., & Bushway, S. (2008). The 'chicken and egg' of subjective and social factors in desistance from crime. *European Journal of Criminology*, 5(2), 131-159.
- LeBlanc, M. (2010). Un paradigme développemental pour la criminologie : développement et autorégulation de la conduite déviante. *Criminologie*, 43(2), 401-428.
- Manura, S. (2001) *Making good: How ex-convicts reform and rebuild their lives*. Washington DC: American Psychological Association Books.
- Manura (2013). «Approche Sociopsychologique des sorties de delinquance». *Les Sorties de Delinquance*. Mohammed, M. (ed.). La Découverte, p. 44-60
- Maruna (2012). «Elements of Successful Desistance Signaling». *Criminology of Public Policy*, vol,11, 1, p. 73-83

- Maruna, S. (2005). Desistance and explanatory style: A new direction in the psychology of reform. *Journal of Contemporary Criminal Justice*, 20, 184-200.
- McNeill, F. (2006). A desistance paradigm for offender management. *Criminology and Criminal Justice*, 6(1), 39-62.
- Meisenhelder, T. (1982). Becoming normal: Certification as a stage in exiting from crime. *Deviant Behavior*, 3, 137-153.
- Meisenhelder, T. (1977). An exploratory study of exiting from criminal careers. *Criminology*, 15, 319-334. *Behavior*, 3, 137-153.
- Mischkowitz, R. (1994) Desistance from a Delinquent Way of Life?. In E. G. M. Weitekamp & H. J. Kerner, H. J. (ed.), *Cross-national longitudinal research on human development and criminal behaviour* (pp. XXX-XXX). Boston, MA: Kluwer-Nijhoff.
- Paternoster & Bushway (2004). «Theoretical and Empirical Work on the Relationship Between Unemployment and Crime». *Journal of Quantitative Criminology*, Vol. 17, No. 4, December 2004.
- Pinsonneault, P., & Cusson, M. (1986). The decision to give up crime. In D. B. Cornish & R. V. Clarke (ed.), *The reasoning criminal: Rational choice perspectives on offending* (pp. 72-82). New York, NY: Springer-Verlag. Sampson et Laub
- Sampson, R. J., & Laub, J. H. (1993). *Crime in the making: Pathways and turning points through life*. Cambridge, MA: Harvard University Press.
- Shover, N. (1983). The later stages of ordinary property offender careers. *Social Problems*, 31(2), 208-218.
- Uggen, C., & Kruttschnitt, K. (1998) Crime in the breaking: Gender differences in desistance. *Law and Society Review*, 32(2), 339-366.
- Vaughan, B. (2007). The Internal Narrative of Desistance. *The British Journal of Criminology*, vol. 47, 390-404.
- Warr, M. (2002). *Companions in crime*. Cambridge, UK: Cambridge University Press.

List of appendices

APPENDIX A: Participants Interview Guides

APPENDIX B: Professionals Interview Guides

APPENDIX C: Participants Questionnaires

APPENDIX D: Program Data

APPENDIX E: Fidelity Scale

APPENDIX A: Participants Interview Guides

Interview questions for ex-offenders participating in *Project TRADE*

1st interview: before the start of the TRADE training program

Initial question

We would like to understand your everyday life, particularly regarding your employment and housing experiences.

Interview topics

Questions related to employment trajectory

The aim of this topic is to gather as much information as we can about the interviewee's job experiences such as: job search, work opportunities and job losses. The investigator introduces these topics if interviewee doesn't. We must explore the steps taken to get a job. We can ask participant to describe each job obtained. We can ask him to describe the responsibilities, tasks he had to do on a daily basis and the difficulties encountered in obtaining and maintaining each of these jobs. Questions can be formulated to understand the relationships with other employees and or employers. Issues related to the circumstances of the loss of employment can be brought up (Has he left the job? Has he been fired? Has his position been abolished?). Here are examples of questions that can be used:

- Can you tell me about each job you have held in your life?
- Tell me the steps you have taken to get a job?
- What kind of relationship did you have with other employees in each of your jobs?
- What kind of relationship did you have with your employers or your supervisors in each of your jobs?
- How would you describe yourself as an employee?
- Can you tell me about the circumstances that led you to leave this job?
- Can you tell me about the circumstances that led to the loss of your job?
- What was your lifestyle during your various periods of employment, unemployment, or periods when you received social assistance?
- In your opinion, what are your needs regarding employment?

Questions related to residential trajectory

The aim of this topic is to gather as much information as we can about the interviewee's residential history. The investigator introduces these topics if the interviewee doesn't. Here are examples of questions that can be used:

- Tell me about your residential history?
- Can you describe the places where you have lived?
- Tell me about the steps you have taken to find a place to live?
- If so, what are the circumstances that led to your loss of apartment or place to live?

- What was your lifestyle during your various residential periods?
- In your opinion, what are your needs regarding access to housing?

Questions related to criminal activities

The aim of this topic is to gather as much information as we can on the criminal conduct of the interviewee and their effects on his employment and housing history. Here are examples of questions we can ask.

- Would you talk to us about your criminal activities? How did your illegal activities influence your employment and housing history?
- Would you talk to us about your history of drugs and alcohol use? What effects did your drug use had on your employment and housing experience?

Questions related to previous training and employability programs

The aim of this topic is to gather as much information as we can on past training and schooling experiences. Here are examples of questions that can be used:

- Could you tell us about various training and employability programs you have participated in before *Project TRADE*?
- If applicable, describe each program. Describe the benefits of these programs.
- How do you think each of these programs has contributed to your employment experience?
- Why did you decide to participate in *Project TRADE*?
- What are your expectations toward *Project TRADE*?

Interview questions for ex-offenders participating in *Project TRADE*

Second interview: after participating in *Project TRADE*

Initial question

Could you talk to us about your experience with *Project TRADE*?

Interview topics

Questions about the Workplace Essential Skills (WES) aspect of the program

- What did you learn from this training?
- You learned in this program nine Workplace Essential Skills; did you use these skills during your work experience? Have you found this training helpful in your workplace experience?

Questions related to the training offered by the *Operating Engineers Training Institute (OETI)*

- What kind of knowledge and skills did you acquired during your training at OETI? (bricklayer, carpenter, lathing, security training)
- You have been employed in the construction field for eighty hours, can you tell us about this experience?
- Have the three courses in the field of carpentry, bricklaying and lathing been sufficient to prepare you for your work experience?
- How did the training program meet your initial expectations?

Questions related to training on Life Skills

- What did you learn from this training?
- What kind of knowledge and skills did you acquire in this course? Can it help you find a job?
- Did this training meet your expectations?

Questions related to residential support

- Can you describe your experience in the residential *Project TRADE*?
- Can you describe the support you've been provided with during the last twenty weeks?
- How did this residential assistance help you to find and keep a place to live?

General questions about *Project TRADE*

- Over the past twenty weeks, you have participated in various trainings. Do you feel that the knowledge and skills you learned and acquired will help you find a job?
- What are your most memorable moments during your participation in *Project TRADE*?
- Overall, did this training meet your expectations?
- What changes would you make to *Project TRADE*?
- How would you describe your performance in the program?
- Do you feel ready to seek employment in the field of construction?
- What did you think of the various teachers and trainers?

APPENDIX B: Professionals Interview Guides

Interview with professionals who have contributed to *Project TRADE*

Initial question

We would like to learn and understand your implication in *Project TRADE*.

Proposed topics

Questions about knowledge and skills transmitted

- What kind of knowledge and skills did you help participants acquire during *Project TRADE*?
- What are the various challenges faced by participants in your training program? Did they face challenges learning new knowledge? Did they experience difficulties to acquire new skills?
- What are the solutions to the different challenges you have raised?

Question related to participant's reactions

- What were the participant's reactions to your teaching, your support?

Questions about participant's performance

- How would you describe trainee's performance (use names of specific program: Carpentry training, lathing training, bricklaying training, apprenticeship, Workplace Essential Skill training, housing support)?
- How would you describe the performance of participants in *Project TRADE* in general?
- How would you describe the housing situation of participants? Did the program help improve their housing situation?

Questions about program performance

- In your opinion, have program goals been achieved? Explain your answer.
- Do you think participants will be able to find employment in the field of construction? In other fields? Explain your answer.
- What are the barriers or facilitators to participant access to the labour market?
- What are the solutions to the various problems that you have raised?

Structure formation

- What do you think of the structure of the TRADE training program?
What can we do to improve the structure of the program?

APPENDIX C: Participants Questionnaires

PRE-TEST

Participant's code: _____

This questionnaire will help us describe the program and its participants. Please answer to the best of your knowledge.

Demographics

1. How old are you? _____ years old.
2. What is your gender?
 Male
 Female
 Transgender/Transsexual
3. Would you describe yourself as Aboriginal (Inuit, First Nation or Métis)? Yes No
4. Would you describe yourself as an immigrant or refugee? Yes No
5. Do you have a disability? Yes No
6. Are you a Veteran (did you ever serve in the armed forces)? Yes No

Housing Status

- 7.1 Have you ever been homeless (living in shelters, parks, on the street, etc.)? Yes No
- 7.2 If so, when was the last time you were homeless? From _____ to _____ (mm, yyyy)
- 7.3 What is the longest period of time you have been homeless? _____ months.
- 7.4 How many different episodes of homelessness did you have in the past 5 years? _____ episodes.
- 7.5 Have you ever lived in a motel, SRO or couch-surfed for more than two weeks at a time? Yes No
- 7.6 On average, how many times in a given year do you move? _____ times.

Employment and Life Skills

Reading

I am confident in my ability to...

- 8.1 Read short, simple texts to find a single piece of information. Not at all confident
 Not very confident
 Moderately confident
 Very confident

- 8.2 Follow simple written directions, like directions on a bottle.
- Not at all confident
 Not very confident
 Moderately confident
 Very confident

Writing

I am confident in my ability to...

- 8.3 Prepare short written material (like notes or lists).
- Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 8.4 Prepare written material in one or more paragraphs on routine or everyday matters for a variety of purposes (such as informing or requesting information).
- Not at all confident
 Not very confident
 Moderately confident
 Very confident

Document use

I am confident in my ability to...

- 8.5 Use one document that is simple in content and structure (such as a sign, label, or list).
- Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 8.6 Do limited searches for information or entering only a few pieces of information (in a form, for example).
- Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 8.7 Use one or more documents that are of the same type, simple in structure, and contain several pieces of information (like simple tables).
- Not at all confident
 Not very confident
 Moderately confident
 Very confident

Computer use

I am confident in my ability to...

- 8.8 Use a few basic commands with no knowledge of software required (such as sending an email).
- Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 8.9 Do tasks that use several simple software features (such as formatting a letter).
- Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 8.10 Do tasks that involve several operations and use of a wide range of software features or options (like formatting complex documents or setting up and configuring software).
- Not at all confident
 Not very confident
 Moderately confident
 Very confident

Oral communication*I am confident in my ability to...*

- 8.11 Communicate orally in simple ways (such as responding to everyday inquiries, obtaining specific information).
 Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 8.12 Communicate with one or more people at a time in a familiar setting, using a range of formats and styles, and dealing with minor conflicts.
 Not at all confident
 Not very confident
 Moderately confident
 Very confident

Money math*I am confident in my ability to...*

- 8.13 Determine the total for simple bills.
 Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 8.14 Receive payments.
 Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 8.15 Quickly and accurately make mental calculations.
 Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 8.16 Prepare simple financial summaries.
 Not at all confident
 Not very confident
 Moderately confident
 Very confident

Measurement and calculation*I am confident in my ability to...*

- 8.17 Take measurements in a one-step process and recording results.
 Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 8.18 Measure out quantities.
 Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 8.19 Take precise measurements using specialized equipment.
 Not at all confident
 Not very confident
 Moderately confident
 Very confident

Job task planning and organizing

I am confident in my ability to...

- 8.20 Perform tasks that are done in an established order. Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 8.21 Perform tasks that are rarely disrupted. Not at all confident
 Not very confident
 Moderately confident
 Very confident

Problem solving

I am confident in my ability to...

- 8.22 Deal with simple problems that are easily identified and have a limited number of factors. Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 8.23 Select the prescribed solution for a problem. Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 8.24 Check that the problem has been solved. Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 8.25 Determine whether the solution was successful. Not at all confident
 Not very confident
 Moderately confident
 Very confident

Finding information

I am confident in my ability to...

- 8.26 Consult established sources (like the telephone book, airline flight schedules, or software manual). Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 8.27 Identify and consult specific sources that are easily located (like a supervisor, co-worker, brochure or website). Not at all confident
 Not very confident
 Moderately confident
 Very confident

Thank you for your help!

This questionnaire will help us describe the program and its participants. Please answer to the best of your knowledge.

Housing Status

- 1.1 Before entering *Project TRADE*, what was your housing situation?
- Living in a house or apartment
 - Incarcerated
 - Living on the street
 - Living in an emergency shelter
 - Living in a motel
 - Living in a SRO
 - Couch surfing
 - Living in transitional housing
 - Living in supportive housing
- 1.2 What is your housing situation now?
- Living in a house or apartment
 - Incarcerated
 - Living on the street
 - Living in an emergency shelter
 - Living in a motel
 - Living in a SRO
 - Couch surfing
 - Living in transitional housing
 - Living in supportive housing
- 1.3 How satisfied are you with your current housing situation?
- Very dissatisfied
 - Somewhat dissatisfied
 - Somewhat satisfied
 - Very satisfied
- 1.4 How useful would you say *Project TRADE* was in improving your housing situation?
- Not useful at all
 - Somewhat useful
 - Very useful

Employment Status

- 2.1 Before entering *Project TRADE*, what was your employment situation?
- Incarcerated
 - On social assistance/welfare
 - Panhandling, busking, etc.
 - Training or educational program
 - Volunteer work
 - Employed, part time
 - Employed, full time

- 2.2 What is your employment situation now?
- Incarcerated
 - On social assistance/welfare
 - Panhandling, busking, etc.
 - Training or educational program
 - Volunteer work
 - Employed, part time
 - Employed, full time
- 2.3 How satisfied are you with your current employment situation?
- Very dissatisfied
 - Somewhat dissatisfied
 - Somewhat satisfied
 - Very satisfied
- 2.4 How useful would you say *Project TRADE* was in improving your employment situation?
- Not useful at all
 - Somewhat useful
 - Very useful

Employment and Life Skills

Reading

I am confident in my ability to...

- 3.1 Read short, simple texts to find a single piece of information.
- Not at all confident
 - Not very confident
 - Moderately confident
 - Very confident
- 3.2 Follow simple written directions, like directions on a bottle.
- Not at all confident
 - Not very confident
 - Moderately confident
 - Very confident

Writing

I am confident in my ability to...

- 3.3 Prepare short written material (like notes or lists).
- Not at all confident
 - Not very confident
 - Moderately confident
 - Very confident
- 3.4 Prepare written material in one or more paragraphs on routine or everyday matters for a variety of purposes (such as informing or requesting information).
- Not at all confident
 - Not very confident
 - Moderately confident
 - Very confident

Document use

I am confident in my ability to...

- 3.5 Use one document that is simple in content and structure (such as a sign, label, or list).
- Not at all confident
 - Not very confident
 - Moderately confident
 - Very confident
- 3.6 Do limited searches for information or entering only a few pieces of information (in a form, for example).
- Not at all confident
 - Not very confident
 - Moderately confident
 - Very confident

- 3.7 Use one or more documents that are of the same type, simple in structure, and contain several pieces of information (like simple tables).
 Not at all confident
 Not very confident
 Moderately confident
 Very confident

Computer use

I am confident in my ability to...

- 3.8 Use a few basic commands with no knowledge of software required (such as sending an email).
 Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 3.9 Do tasks that use several simple software features (such as formatting a letter).
 Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 3.10 Do tasks that involve several operations and use of a wide range of software features or options (like formatting complex documents or setting up and configuring software).
 Not at all confident
 Not very confident
 Moderately confident
 Very confident

Oral communication

I am confident in my ability to...

- 3.11 Communicate orally in simple ways (such as responding to everyday inquiries, obtaining specific information).
 Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 3.12 Communicate with one or more people at a time in a familiar setting, using a range of formats and styles, and dealing with minor conflicts.
 Not at all confident
 Not very confident
 Moderately confident
 Very confident

Money math

I am confident in my ability to...

- 3.13 Determine the total for simple bills.
 Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 3.14 Receive payments.
 Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 3.15 Quickly and accurately make mental calculations.
 Not at all confident
 Not very confident
 Moderately confident
 Very confident

- 3.16 Prepare simple financial summaries.
- Not at all confident
 Not very confident
 Moderately confident
 Very confident

Measurement and calculation

I am confident in my ability to...

- 3.17 Take measurements in a one-step process and recording results.
- Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 3.18 Measure out quantities.
- Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 3.19 Take precise measurements using specialized equipment.
- Not at all confident
 Not very confident
 Moderately confident
 Very confident

Job task planning and organizing

I am confident in my ability to...

- 3.20 Perform tasks that are done in an established order.
- Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 3.21 Perform tasks that are rarely disrupted.
- Not at all confident
 Not very confident
 Moderately confident
 Very confident

Problem solving

I am confident in my ability to...

- 3.22 Deal with simple problems that are easily identified and have a limited number of factors.
- Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 3.23 Select the prescribed solution for a problem.
- Not at all confident
 Not very confident
 Moderately confident
 Very confident
- 3.24 Check that the problem has been solved.
- Not at all confident
 Not very confident
 Moderately confident
 Very confident

- 3.25 Determine whether the solution was successful.
- Not at all confident
 - Not very confident
 - Moderately confident
 - Very confident

Finding information

I am confident in my ability to...

- 3.26 Consult established sources (like the telephone book, airline flight schedules, or software manual).
- Not at all confident
 - Not very confident
 - Moderately confident
 - Very confident
- 3.27 Identify and consult specific sources that are easily located (like a supervisor, co-worker, brochure or website).
- Not at all confident
 - Not very confident
 - Moderately confident
 - Very confident

Educational Background

- 4.1 Before entering *Project TRADE*, what was the highest level of education you had completed?
- Elementary School
 - Middle School
 - High School (Grade: ____)
 - GED
 - Adult Diploma
 - College (# years: ____)
 - University (# years: ____)
 - Other: _____

Thank you for your help!

The Evaluation Team wishes you a lot of success in your future plans!