



YES2IT FINAL REPORT AND EVALUATION
ESQUIMALT, MAY 29, 2008 & CRANBROOK, JUNE 10, 2008

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INTRODUCTION:

YES2IT:

YES 2 IT – or Youth Exploring Skills to Industry Training - is a joint initiative of the Industry Training Authority (ITA) and the Ministry of Education (MOE).

YES 2 IT is designed to increase awareness of trades amongst younger students, those in grades 6 to 9, as well as their parents, educators and communities. The program provides an opportunity for youth to have an engaging, hands-on experience applying some of the skills used in a variety of trade occupations while making connections with tradespersons in their communities. In addition, classroom learning activities support the hands-on experience and parental involvement increases education about career opportunities in the trades.

Funding and resources are available to schools, industry associations and other community organizations that successfully submit a proposal to hold a YES 2 IT activity in their community.

RTO:

The Resource Training Organization (“RTO”) was established in 2007 to oversee the management and development of apprenticeship training for the resource sector in BC. RTO represents a cross-sectoral group of employers in the mining and smelting, oil and gas, pulp and paper, solid wood and heavy shipbuilding and repair sectors.

RTO is sanctioned as an Industry Training Organization (ITO), by the Industry Training Authority (ITA), pursuant to the Industry Training Authority Act.

PILOT PROJECTS:

Resource Training Organization, in conjunction with numerous partnerships, coordinated and held two pilot project YES2IT workshops on May 29, 2008 at the Fleet Maintenance Facility in Esquimalt and in Cranbrook at the College of the Rockies on June 10, 2008.

From all parties involved, it was agreed they were both successful events.

The following report is designed to give you a synopsis of how the events were developed and what resources are necessary to create a successful “YES2IT” workshop.

PRE- EVENT COORDINATION:

Each workshop required approximately 2-3 months coordination (*see action plan included in report*). A number of preliminary meetings were required to organize various details of the workshop.

An action plan or project plan report was a key tool used to keep track of all the details, duties, due dates and completed tasks. At each meeting, I revised the action plan report/minutes and sent it out to the team. At each meeting we determined a new meeting date.

The designated “coordinator” for the YES2IT workshop will need to start with some preliminary meetings and coordination or site visits to determine where the workshop can be hosted. Colleges or private industry locations with trade areas already in place are ideal. Ask to speak to the Department head of the trades programs or someone comparable.

The preliminary meetings should include contacts from the host for the venue site (ie college, private industry location), from school districts you are involving and companies within the community you are targeting that have a correlation to the trades involved.

Each workshop required an initial visit to establish contacts, determine the site venue and map out an action plan. Subsequent meetings were done via conference calls.

In the initial meeting, it was necessary to provide details about what the YES2IT program entails and what specifics needed to be met in order to meet the YES2IT requirements. Students must be within the grade 6-9 range and we also needed to ensure we provided at least 2-3 hands on trade areas covering trades that the RTO - Resource Training Organization is responsible for.

Dates/Times:

At both FMF (Fleet Maintenance Facility), Esquimalt and College of the Rockies, Cranbrook we first needed to determine what date and time would work best as they needed to utilize many of their apprentices and trades people in order to hold a successful workshop.

In addition, the school districts needed to review their calendar and dates to ensure there were no scheduling conflicts for suggested workshop dates.

It was important to review the format of the day and determine what times would work as school districts needed to organize buses, car pooling, chaperones, etc. and the venue needed to determine if the trades areas would be available for students to use with apprentices available to help.

In Esquimalt, for instance, the trade areas were not available for use in the morning or early afternoon as the areas were being used for the Fleet Maintenance Facility purposes. This is why the workshop could not start prior to 3pm.

Students Numbers:

In the preliminary meetings, we also needed to determine how many students could be accommodated at each workshop. We wanted to ensure they received the “hands on experience” and wanted to keep them engaged. There needs to be apprentices and tradespersons readily available to individually help the students. In the preliminary meetings, it was decided Fleet Maintenance Facility could accommodate maximum 48 students. At College of the Rockies in Cranbrook, the maximum was 40 students. At both locations, the ratio of students to apprentices/tradespersons was really high which was great to see. In Cranbrook, the ratio was almost 1:1.

Just over 40 students participated at both locations so the target numbers in both workshops was reached. In the de-brief meeting, the consensus was that the number of students that participated was the right amount and any more would not have given them the chance to have enough “hands on” time at each station.

INVITING THE STUDENTS:

School districts 61, 62 and 63 were invited from the Victoria area and School Districts 5 and 6 from the Cranbrook area. It was left up to the school district contacts to determine which schools and students would be able to participate. Students were chosen according to those who showed an interest in the trades and/or were already involved in trade classes in school.

It is also necessary to address the student/chaperone ratio. At Fleet Maintenance Facility, a 5:1 ratio was required. At College of the Rockies, a 14:1 ratio was required. There were more apprentices and teachers at the College of the Rockies therefore not as many chaperones were required. This will vary with each venue and school district field trip requirements.

SCHOOL DISTRICT FORMS:

Specific forms are required for this type of event which is why it helps to have contacts from the school districts involved in the preliminary meetings. Attached are some samples of forms used from the Cranbrook workshop.

In Victoria we provided an invitation/itinerary of the day to the school district contacts and they provided their own letters, forms etc. for the field trip. (see attached itinerary/invitation).

In Cranbrook, the school district contacts developed the forms with input from everyone in the preliminary meetings and the same forms were sent out to the two school districts.

It is important to have the photo consent form included at the workshop so the photos can be used for media opportunities, future projects, promotions etc.

Safety and dress are also necessary components which should be covered in the field trip forms. (Please read attachments and see safety section for further details).

A list of pre-activity questions was also provided adapted from the Sparking Interest Educator Guide and parent pamphlet.

- Introductory Letter
- Parent Consent Form (including photo consent)
- Conduct form
- Pre Activity questions
- Itinerary

SAFETY:

It is important to establish in advance what safety requirements are necessary in order to hold the workshops. In many trades environments, hard hats, safety glasses, toe guards and ear plugs are issued where needed.

In addition, dress guidelines should be addressed such as no high heel shoes or open toe shoes. Long pants and long sleeve shirts of cotton (no synthetics) are to be worn.

It should also be determined in advance what the first aid requirements are and what attendants are available on site.

In Cranbrook, all students were required to wear toe guards. We issued the toe guards at the beginning of the day and they returned them at the wrap-up. RTO has 45 sets of toe guards available for future YES2IT workshops.

ITINERARY & ROTATIONS:

BREAKDOWN OF WORKSHOPS:

Both workshops had basically the same format for the day. (Itinerary attached).

In Cranbrook however, prior to the introduction session, the students had a tour of the Tembec finger joint plant . This was a great opportunity for the students to gain some insight into a number of different trades at once. At Tembec, the trade persons focussed on the fact that trades can overlap and sometimes you can be involved with a number of different trades. Students can start apprenticeship programs in one area and branch into other areas if they find something that interests them more.

INTRODUCTION:

It was necessary to determine a meeting area at the beginning of the day where we could have some brief introductions and outline the itinerary for the day with the students. A large classroom at Fleet Maintenance Facility was provided and an auditorium at College of the Rockies was utilized.

In our introductions with the students, we focussed on the fact that trades are not a dead end and can lead to other opportunities such as management, running your own business or it can be a stepping stone to college and university degrees and/or other trades.

Guest speakers should be determined in the preliminary meetings. As the students are there primarily to experience the hands on trades, we didn't want the introduction to be too long, however, it was necessary to cover some key information.

Dan Deringer with Fleet Maintenance Facility introduced the speakers. Captain Reuben with Fleet Maintenance Facility, Roger Hargreaves with the Ministry of Education and Michelle Skelly with Resource Training Organization covered various details of the workshop in Victoria.

In Cranbrook, Michelle Skelly briefly described YES2IT and introduced the speakers, Ron Macrae, Dean of Trades with College of the Rockies, and Tom Kirk, Director of Human Resources, Tembec and Chair of the board for RTO.

Points covered in opening remarks were: explaining the importance of YES2IT and what it entails, who the RTO is, welcoming the guests, comments on the value of the event and the purpose of introducing them to trades at their age including apprenticeship opportunities.

The itinerary for the day was outlined (including the rotations of the trades) and parents were informed about the resource area and parent involvement. Volunteers were also thanked for their participation.

The students watched the RTO video "It's Your Life" which is a brief overview catered to middle school students about trade opportunities in BC (5 minutes). It is important to pre-arrange audio visual requirements for this in advance in the preliminary meetings. A microphone should also be set up if necessary.

The Introduction was also used to divide the students into their groups for the trade rotations and discuss safety requirements. In Cranbrook we also used this opportunity to hand out the toe guards which was mandatory for all students to wear.

TRADE AREAS/DESCRIPTIONS:

At both workshops we rotated the students through three hands on trades in carpentry, electrical, and welding. A fourth station at Fleet Maintenance Facility included a tour of one of the ships, a crane operator demo and binoculars demo which was a highlight for the students.

There were also some interesting demos added to the trade areas of the Fleet Maintenance Facility workshops.

It is best to designate a "group leader" for each group and provide contact numbers and/or a radio so there is communication between the groups for timing and rotation purposes.

At both workshops radios and cell phones were used to communicate between the stations. At College of the Rockies, the radios did not always work between the campuses so we used cell phones primarily.

ESQUIMALT FLEET MAINTENANCE FACILITY WORKSHOP BREAKDOWN

Students were divided into four rotations, so there were approximately 11 students per group. It was easiest to split the group and keep the schools together as much as possible so the chaperones/parents could stay with their own students. There were approximately 15 chaperones so the ratio was approx. 3:1 which was good.

Here is a breakdown of the workstation materials and labour for Esquimalt Fleet Maintenance Facility.

WOODWORKING STATION:

Project:	To build a Wooden Boat
Time to Complete:	40 min. approx.
Materials:	64 lin. ft. kd 2x6 spruce x \$1.25/ft
Approx cost of consumables:	\$100.00

Labour required: 6 Apprentices/Journeyman involved on day of event x 4
HRS = 24 hrs Pre set up time 2 persons x 8 HRS = 16 HRS

SUBSTATIONS:

- 1) Chop Saw Station - Cut 2 x 6 to length
- 2) Mortising Station - Drill square hole for mast
- 3) Brad Nail Station - Nail cabin to boat hull
- 4) Screw Gun Station - Fix mast to hull using screw gun

All students were given a safety brief and given instructions at each work station on the assembly process.

The boats were partially pre-made so they had enough time to complete the project.

ELECTRICAL STATION

Project Completed: Simple electrical circuit (Series and Parallel)

Time to Complete: 40 minutes or less depending on student

Pre Set Up Time: 2 Apprentices x 8hrs

Day of Event Time: 2 Apprentices x 4 HRS

Materials Required: Scrap wire, 12 volt Batteries, 12 Volt light bulbs and fixtures (Borrowed from local High School)

Other Displays: Electromagnet Display
Tesla Coil Display Flame Speaker display
(see attached articles for more info.)

Hands on was done at 2 stations where safety was discussed, then students went on to assemble materials into either parallel or series circuits under the instruction of 2 Apprentices.

METAL WORK STATION

Projects: Welding, Plasma Cutting, Flanging of steel using Press Brake

Time To Complete: approx. 40 minutes for all three stations.
(More time was required for this)

Pre Set Up Time: 1 Welder Apprentice - 2 Hrs to prep Welding sample pieces

1 Sheet Metal Apprentice - 2 Hrs to prep materials for Plasma Cutting Station and Press Brake

Day of Event Time : 1 Welder Apprentice and 1 Welder Journeyman - 4 HRS
2 Sheet Metal Apprentices and 2 Sheet Metal Journeyman - 4 HRS

Hands On Stations: All students given a safety lecture before touching any shop machinery.

Plasma Station: Students used Plasma Cutting Equipment to cut straight and curved lines in carbon steel coupons.

Welding Station: Students used Wire Feed Welding process (GMAW) to produce "Filet" welds on Low Carbon Steel "T" shaped pieces. 2 Welding Stations were in operation with instruction at each station. Students were instructed as to travel speed and correct welding gun angles.

Press Brake Station Students were instructed on how the machine is computer controlled and programmed. Students got to manipulate materials in machine and operate the machine through its bend cycle. After sample bends were made students were shown how sample piece would fit into a real job.

Materials: 1 Sheet 14 Gauge low carbon steel

Cost: Approximately \$ 150 for Plasma and Welding Stations and scrap 14 Gauge Aluminum for Press Brake Station - No Cost

CRANE OPERATOR/ORCA TOUR/BINOCULAR DEMO

This was the fourth station in the student's rotation. The students had the opportunity to get a "bird's eye" view of the Fleet Maintenance Facility by going up a crane for a crane operator demo. In addition, they had a tour of one of the orca ships and got to try out some special binoculars used on naval ships.

CRANBROOK WORKSHOP BREAKDOWN:

Students started at the Tembec mill as one rotation. We just staggered the start times of the students by five minutes and did three group tours. As one group left, we did the safety session with the next group. Hard hats and safety goggles were distributed here.

At the Tembec finger joint plant having limited trades people means they all work together. In the plant, Tembec has two millwrights, 1 electrician 1 welder and 1carpenter / pipe fitter. At the time of the tour they were working on a chop line project which all the trade people were working on together. They were not necessarily doing their trade as they all help each other on what is needed to be completed. They explained to the students that more and more today trades people chip in and help each other out. At the time of the tour some of the things they saw was a welder welding with a fire watch person and an electrician programming PLC computer program and adjusting photo cells.

For the other trade stations at the college, the students were divided into three rotations, so there were approximately 11 students per group. It was easiest to split the group and keep the schools together as much as possible so the chaperones/parents could stay with their own students. There were approximately 2 chaperones per 16 students plus a few extra parents so approximately 10 chaperones.

Following is a breakdown of the workstation materials and labour for Cranbrook, College of the Rockies:

Woodworking Station

Project Completed: Wooden Shelf

Time to complete: approx 45 minutes

Pre-set up time: approx 1 to ½ hours

Materials required: 50 ft of 2"X10" kiln dried lumber

Estimated Cost of Consumables: Lumber donated (Tembec) and approx \$6.00 for wood screws

of apprentices/trades people required: 1 Instructor, 1 Shop Assistant and 16 App Students

Estimated Cost of Labour? Mostly Volunteer time.

Tasks required/tools used:

Students were required to measure cut and finish shelf – PSE (safety glasses, steel toe caps, face shield and hearing protection), tape measure, cut off saw, router, stationary belt sander, band saw, sand paper and screw driver.

- Instructor introduced himself (Don Hampton) the Shop Assistant (Brian Walters) and the Apprentice Students

- gave overview of project

- stressed the use of personal safety equipment and protocols

- paired each School Student with a Carp Apprentice

- students completed the project under the guidance of the apprentices

Explain/describe each substation:

At substation 1 Students were required to: measure and cut shelf to length – cut off saw

At substation 2 Students were required to: mark and cut radius on corner – band saw

At substation 3 Students were required to: clean up radius on the corners – belt sander

At substation 4 Students were required to: round off the edges of the shelf – router

At substation 5 Students were required to: hand sand all surfaces – sand paper

At substation 6 Students were required to: measure and mark location of mounting bracket (students made the bracket in the welding shop) and attached with wood screws – tape measure and screw driver

Bill Crouch, Department Head for Trades Programs with COTR felt the day went well and the apprentice students enjoyed working with the school students. More time would have been beneficial however.

Electrical/Electrician station:

The Electrical component was held at the Gold Creek Campus, College of the Rockies. The students were taken on a tour of the campus and shown the facilities. In addition to showing the electrical facilities they were taken on a tour of the timber frame building which a lot of them found quite interesting.

During the Tour the students were exposed to the training labs, classrooms, experiential training areas and assortment of training equipment. The instructor gave an overview of how the training for all levels of the electrical trade was conducted.

A brief introduction was given to students. Instructors introduced themselves and gave an overview of the project the students were going to complete. Instructors stressed the use of personal safety equipment and protocols. Each school student was paired with an electrical student. Students completed the project under the guidance of the electrical students.

Project Completed: LED oscillating light

Time to complete: approx 45 minutes

Pre-set up time: approx 1 to ½ hours

Materials required: 20 electrical project kits & 20 - 9 volt batteries

Estimated Cost of Consumables:
\$10 per kit approx. Covered by College of the Rockies.

of apprentices/trades people required:
1 Instructor and 16 Electrical Pre-App (Foundation) Students

Estimated Cost of Labour: Mostly volunteer

Tasks required/tools used: Solder components of kit, install battery and test for operation - PSE (safety glasses)

All tasks were performed at one station (set up was in a classroom with one desk per student) with each School Student working with one College Electrical Student

Bill Crouch, Department Head for Trades Programs with COTR felt the day went well and the electrical students enjoyed working with the school students. More time would have been beneficial.

Welding

Project Completed: Brackets for shelf

Time to complete: approx 45 minutes

Pre-set up time: approx 1 to ½ hours

Materials required: 120 ft – 1" X 1/8" mild steel flat bar

Estimated Cost of Consumables: flat bar – approx \$120.00

of apprentices/trades people required:

1 Instructor, 1 Shop Assistant and 16 Welding Students

Estimated Cost of Labour: Mostly volunteer

Tasks required/tools used: Measure and center punch for drill holes, drilled and bent bracket and welded in brace – PSE (safety glasses, steel toe caps, welding gloves, welding helmet, face shield and hearing protection), centre punch, hammer, 7/32" drill bit, drill press and MIG welder.

Introduction to students:

Instructor introduced himself (Kim Buchan) the Shop Assistant (Al Bodnaruk) and the Welding Students. An overview of the project was given. The use of personal safety equipment and protocols was stressed. Each School Student was paired with a Welding Level C Student. Students completed the project under the guidance of the welding students.

At substation 1 Students were required to: centre punch for drill holes

At substation 2 Students were required to: drill holes – drill press

At substation 3 Students were required to: bend bracket – bending machine

At substation 4 Students were required to: weld brace to bracket – welding booth with MIG welder

Bill Crouch, Department Head for Trades Programs with COTR felt the day went well and the and the welding students enjoyed working with the school students. More time would have been beneficial.

Wrap-Up:

Resource Area, Prizes, BBQ, Skills Competition

After the trades experience we brought the students together for a wrap-up including a resource area for parents, chaperones, teachers and students, a BBQ, and a Skills Competition for the students.

Resource Area:

The resource area was set up as an informal gathering area for parents/teachers/chaperones to visit display booths and tables set up by RTO, local businesses and colleges and talk to other teachers, tradespersons and apprentices in the trades.

At the resource area in Esquimalt, we provided light refreshments and snacks . We played the RTO video “It’s My Life” on a loop for those parents who may not have seen it in the introduction.

At Fleet Maintenance Facility, Canadian Maritime Engineering in Victoria, Victoria Shipyards and the Department of National Defence set up booths with resource material for the students and parents. Other booths included Camosen College, Fleet Maintenance Facility, RTO and a safety station which provided a few samples such as earplugs for the students.

Signage was used at Fleet Maintenance Facility since we were dealing with a large area and thought the parents might not some guidance to the different areas. At College of the Rockies, there was really no need for signage.

At College of the Rockies, information booths were set up from RTO, College of the Rockies, Tembec and Elk Valley Coal.

I think it was necessary to have the resource area set up close to or as part of the BBQ & Skills Competition area in order to get the best exposure and also so students, parents, teachers and everyone could mingle in the same room. This provided informal interaction and discussions which was great to see.

One suggestion might be to use name tags at the next workshop. Not a necessity but probably a good idea.

A tool kit memento provided by RTO was given to the students once they completed their questionnaire/evaluations.

In addition, they were provided with an RTO Folder which included the RTO collateral pieces, ITA brochures, youth newsletter and some press releases from ITA regarding trades.

At each workshop, we also added in some extra collateral from the businesses, colleges etc. at the event.

Prizing:

At each workshop we provided giveaways provided by the local businesses and RTO.

Fleet Maintenance Facility provided a “boat bag” which included tape measure, pen with clip, flashlight, keychain and various other items.

The Fleet Maintenance Facility also provided some great trophies for the Skills Competition events (see photos for details).

In Cranbrook, Elk Valley Coal provided a takeaway for all the students which were “Elk Valley Rocks” t-shirts packaged into the shape of an electric guitar. They also provided two I-pods as prizes for the Skills competitions.

Door prizes in Cranbrook included items from College of the Rockies, Tembec and Elk Valley Coal.

Ball caps and a few prizes were provided from Canadian Maritime Engineering in Victoria, Victoria Shipyards and the Department of National Defence.

In addition, Resource Training Organization provided the tool kits as a momentum to take home with their resource folder after they filled in their questionnaire about the workshop.

BBQ:

The BBQ was a great component of the event. It brought everyone together at the end of a busy day and provided a venue for students, apprentices, parents and teachers to informally gather. It also provided the opportunity to provide closing remarks, thank you's etc. while capturing the full attention of everyone (when everyone is eating is a good time to do this!).

The only factor that we were worried about was weather. Luckily at both venues, the weather turned out ok. It is important however to have an alternative “indoor” back up plan in case of bad weather. We had discussed this with the F&B manager of the cafeteria at College of the Rockies and determined that they would just cook the food in the cafeteria if necessary.

We provided food for the students and also all the volunteers that helped out for the day. The BBQ was a thank you for all the volunteers and helped “entice” them to the wrap-up where they were available to answer questions, talk with students, parents etc.

Since the volunteers/apprentices at Cranbrook weren't being paid for their time, we agreed it was very important to have something such as a BBQ to thank them for their efforts. This worked out great and I would recommend having food & beverage for future events whether it is a bbq, catering or even Subway.

The BBQ and the Skills competition tied together worked great. While some were doing the Skills competitions, others were eating while others wandered around the venue.

At Fleet Maintenance Facility we were able to buy the food and run the BBQ ourselves which saved a lot on costs. At College of the Rockies, however, they have a contract with a food & beverage company so it was mandatory we did the BBQ through them.

Setting up the resource area in the same location as the BBQ and Skills Competition was also a good idea as the students & parents could wander around and view the booths/tables set up.

The only comment we received was that there could have been more food! We did an approximate head count prior to the event. Our numbers were correct however I think students and apprentices eat more than your average person! You could probably factor in 1 and a half burgers per person or two hot dogs per person depending on what you are ordering and the budget.

SKILLS COMPETITIONS:

At both workshops the students were involved in some Skills competitions which they all seemed very enthusiastic about. This event really engaged the students.

The nail driving contest was done at both workshops. In addition, in Victoria we had a catapult competition and in Cranbrook we held a screw driving competition as well.

At both locations we decided to set up indoors in case of bad weather. If you are planning to hold outdoors it is best to have a backup indoor location if necessary. We also tried to have the competition in the same space as the bbq which worked out really well as some could eat while others did the competition since groups didn't arrive back from their trades areas at exactly the same time.

Prizes were provided which added to the excitement of the event. In Victoria, there were some great trophies handed out to the students. In Cranbrook, the students were competing to win two "iPod's" donated by Elk Valley Coal.

Nail Driving & Screw competition:

Materials Required:

- 6X6 timber, 10 feet long. \$35. Two people can carry it wherever it needs to go. Definitely need it be 10 feet long to fit five competitors comfortably. The 6X6 was heavy enough that it didn't need to be secured in place. Optional - screw a piece of plywood to the top of the timber so it would be easier to pull out the nails and screws once the competition was over.
- 2 lbs nails. \$5
- 1 lb wood screws. \$3?
- Two saw horses, brought from home.
- 5 hammers, borrowed from College.
- 5 screw drivers, from kits.
- 5 pairs of safety glasses, borrowed from Tembec.
- 1 cordless drill to start and remove screws, brought from home.

Skills Format:

As soon as some students entered the wrap up area, they were signed up to compete in groups of 5 and we started them right away (this was a good way to pass the time while waiting for the rest of the students to finish at the trades stations).

The winner's name was circled on the form (see attached) from each heat to compete in a final heat. The qualifying heats for nails was done first and once everyone had a turn, they moved on to the wood screws. We used the screw drivers from the tool kits for this event.

The purpose of the competition was to see who who could drive the nail the fastest or screw the screws fastest into the piece of timber in front of them.

After that the Finals were held for both the nail and wood screw competitions, the apprentices did a Demo heat for fun, but not for prizes. The same could be done with parents and other adult volunteers in future workshops.

Safety points:

Make sure everyone is wearing their safety glasses! Also, a rule was made with the hammering that their non-dominant hand must stay behind their back so no one smashed any fingers. If the nail bent over or fell out, they could not touch it with their hand or they were disqualified.

Safety Station Skills Competition:

An interesting competition for the students was held at the safety station table in Esquimalt. Safety gear was laid out on the table from different trades including painting, welding, grinding, and crane operator.

Safety wear included hard hats, eyewear and safety gloves. Students had to choose which safety gear belonged to each specific trade. Those who answered all trades correctly entered to win for a chance to win a head lamp. (see form for details).

PRE-POST ACTIVITIES:

Students were required to do some pre and post activities in conjunction with the YES2IT workshops:

Esquimalt FMF:

School districts and schools were provided with Learning Activities provided from the Sparking Interest Educator Guide provided by ITA and the Ministry of Education. (see attached for details).

Student Evaluations: We had everyone fill out a questionnaire at the end of the day. Comments were all very positive. (see attached).

Cranbrook :

Parents were provided with the Sparking Interest pamphlet from ITA, Ministry of Education (What Every Parent Needs to Know about Trade Careers). In addition there was a "Sparking Interest" form that was included with the school letter and parent permission forms for the YES2IT. This included some pre-activity questions that accompany the hand-outs from the Sparking Interest Resource Guide. (see attached).

There was also a post activity form included in the RTO information package sent home with the students and provided to parents and teachers. This included some discussion questions and answers for parents to go over with their children. It also provided some useful website information.

Student Evaluations: We had everyone fill out a questionnaire at the end of the day about the workshop. Comments were all very positive. (see attached).

Students filled in evaluation forms in order to receive their tool kit and other take home items.

YES2IT Workshop Evaluations – Victoria, May 29, 2008

Question 1:

We asked them to rate the following aspects of the YES2IT workshop: Location, Length, Leaders/Instructors, Format of workshop, Multimedia Presentation

The responses could be : Excellent, Good, Fair or Poor.

Most responses were either excellent or good. There was only the odd “fair” response and no “poor” responses.

Question 2:

What was the one thing you liked about the workshop?

- *Instructors were top shelf, took the time to listen to the kids questions (parent)*
- *Welding Demo (teacher)*
- *The hands on experience for the kids and the use of apprentices who were not that much older than the participants (parent)*
- *All the hands on for the kids (parent)*
- *The young staff (& older) were great, very enthusiastic, helpful and informative. Loved the hands on approach. (staff)*
- *Hands on experience (parent)*
- *The variety of experience for kids and the tremendous adult support (principal, SD63)*
- *Hands on Activity, range of activities, very “physical” Great! Career Counsellor, Stelly’s Secondary*
- I loved the workshop
- Wood work
- More time at activity
- Going to the sheet metal shop (Cutting the metal)
- Going to the Metal work
- Hands on
- Plasma Cutter
- The Hands on Experience
- Hydro writer
- Welding was fun
- The woodwork and metal shops. Hands on was really fun
- Sheet Metal, woodwork
- The welding
- I liked how the people were kind and showed you what everything was.
- Plasma Cutting
- The metal/welding segment
- The metal/welding segment was the best
- The hands on work with the welder
- The electronics part
- The hands on experience
- Seeing people at their workplace
- Woodwork
- Welding
- Welding was the best

- Woodwork
- Welding
- Sheet Metal shop, Welding
- Sheet Metal
- Hands on Stuff
- How hands on it is
- That if you asked a question, they would answer it right away
- I liked the boat tour
- Going on the ship
- I loved the welding
- I liked the welding
- Wood shop
- Welding
- Welding

Please use this space to provide us with any ideas you have to make this event better.

- *More daytime hours for all stations would be beneficial (parent)*
- *Have the tour guides wear microphones. They were difficult to hear. (parent)*
- *Better promotion in the school. We only had 2 kids turn out from a very large high school. Have more senior grades attend. (parent).*
- *Our school would be better organized and send more students (staff)*
- *More often (parent)*
- *More access – perhaps 2x /year (principal SD63)*
- *Entry talk and overview (target the audience with more interactive activities) (Career Counsellor, Stelly's)*
- More time to get to through things I like, like 1:30-8:30
- More hot dogs!
- More hot dogs!
- It was great
- It could be a little longer
- It was awesome
- No
- More than 1 hot dog per child
- Video improvement
- Maybe longer
- In the video maybe a bit more information and show more about what they are doing
- More trades, less industries?
- More organization
- More time/not so rushed
- More hands on
- Good already

YES2IT Workshop Student Evaluations, Cranbrook, June 10, 2008:

Question 1:

We asked them to rate the following aspects of the YES2IT workshop: Location, Length, Leaders/Instructors, Format of workshop, Multimedia Presentation

The responses could be : Excellent, Good, Fair or Poor.

Most responses were either excellent or good. There was only the odd “fair” response and no “poor” responses.

Question 2: What was the one thing you liked most about the workshop?

- *Sharing the kids what is out there besides the show type jobs/ - Parent*
- *Partnering students with apprentices for hands on activities. – Teacher*
- *Well paced and appropriate project for time and ability of students. Also appreciated the helpful apprentices. – Teacher*
- The carpentry apprentices
- Where we actually got to do things like welding, etc.
- The electrical workshop.
- Carpentry
- The hands on part
- Metalwork
- Hands on
- Woodwork
- The welding
- It was good to learn about others careers
- Soldering the lightbulb
- Welding
- The food was great, the welding was fun.
- The hands on experience.
- Carpentry.
- Carpentry. Hands on learning.
- Carpentry.
- Carpentry.
- Using the activities
- Doing the activities.
- Welding
- Everything
- You got hands on experience
- The hands on
- The friendliness of the instructors
- It was exciting, you moved a lot and had fun
- The hands on work

- The ability to try different things
- Everything
- Carpentry/making the shelf
- It was fun.
- The hands on. It was good to try new career options and I think that this will affect our tradesman shortage.
- How we got to work hands on in the workshop.
- Doing the hands on.
- The welding and the never ending help.
- It was very hands on.
- Carpentry
- I enjoyed the wood shop.
- Welding.
- Welding.
- Making the shelf.
- Welding.

Question 3: Please use this space to provide us with any ideas you have to make this event better.

- *Timing of event was too close to year end and exams, which made pre-event activities challenging to schedule.- Teacher*
- *All day with showing a few more trades.- Parent*
- *Consider ways to involve parents.- Teacher*
- There is really nothing to improve, it was already excellent.
- No ideas. Good enough.
- Little bit shorter.
- None.
- More activities. Longer.
- Build a bigger shelf.
- Better projects.
- Less talking.
- Different things to make other than a shelf. More time.
- Mechanics Station.
- Mechanics Station.
- A little more info.
- Longer workshops. Groups based on main interests.
- Not so late. End at like 3.
- Bigger, harder things to make.
- More stuff to make.
- Harder things to make.
- Not too much.

MEDIA COVERAGE:

Media coverage in Victoria included A Channel News and the Times Colonist paper in Victoria. In addition, the Lookout Newspaper which services the military community did a couple of articles (see attached for samples).

The College of the Rockies in Cranbrook sent out a press release (see attached) which was distributed to local media. This generated some buzz and provided some opportunities for interviews.

In Cranbrook I did an interview with Drive & B104. The Cranbrook Daily Townsman covered the event as well and did an article. The East Kootenay Extra also did an article on the event. (see attached).

We did not promote the event at Fleet Maintenance as it was decided in preliminary meetings we wanted to see the success and outcome of the “pilot” workshop. We still ended up getting media exposure. For future workshops however, I would suggest doing a pre-event press release leading up to the event and inviting media to the event suggesting there will be photo opportunities. (This is why it is important you ensure the photo consent forms are all signed as well).

For post event follow up, immediately after the event I would suggest doing another press release including photo attachments and sending out to local media.

RECOMMENDATIONS/EVALUATIONS DE-BRIEF NOTES:

Most recommendations and suggestions have been included with each section of the report.

In our de-brief discussions with Esquimalt a number of points were discussed on how to improve the event. Following is a brief synopsis:

We felt the venue/location worked well as everything was in close proximity and there were no transportation requirements. Everything was in walking distance.

The resource area/skills competitions was a good, large, space with lots of room to mingle.

At the shop/industrial area – we felt this could be organized a bit better perhaps with a bit more discussions with the tradespersons prior to the workshop.

Organisers felt there was just not enough time to do everything thoroughly. Suggest cutting down the numbers or cut down the activities (maybe the Orca or the crane operator demo could be eliminated in Esquimalt).

It was suggested we should work closer with the schools to figure out a system to organize/advertise the events better to the parents. We did reach our target #'s but schools were slow getting back to us with names and numbers.

In the introduction, suggest not having as many speakers (1 or 2 is enough). There were three speakers plus an MC at Fleet Maintenance Facility. Shortening the introduction and making it brief by discussing the itinerary, safety requirements and showing the multimedia presentation would be better.

It was suggested the workshops could have been more in depth however there was just not enough time to do so. Others thought the tasks were fine however. The feedback from the evaluations were good.

The Skills competition was very good. The kids loved it.

The prizes/handouts were good, trophies were excellent and there were lots of take-aways for the students.

The displays and booths in the resource centre worked out well. The Safety display was very good.

The resource centre could be improved by focussing more on the parents. Will need to discuss further how to do this, however.

The BBQ turned out well. The food was good.

In our de-brief discussions with Cranbrook, we discussed the event and suggestions and comments were provided.

Following is a brief synopsis:

The Cranbrook team agreed that the pre-planning timing was appropriate and all players were a necessary component to make the workshop a success.

The idea was brought up to do the workshop on a bigger scale and to include schools that weren't at the workshop this year i.e.) Sparwood/Fernie, David Thompson.

Because this year was a "pilot" it was agreed in the preliminary meeting it would just be a one day event to first determine the success of this "trial" workshop.

Suggestions were brought up to possibly do a two or three day event but it was understood this could be difficult as we would need the facilities to do this and the college thought it might be difficult to provide apprentices for that amount of time.

One suggestion was to use local students in the morning and outlying students in the afternoon with a BBQ in the middle of the day. ie) 80-90 students. The only negative to this was that we thought it might be too long a day for the apprentices.

Comments from the students were great. Not really any negatives. Some said a bit too long, while others said a bit short. We agreed it seemed an appropriate amount of time. We decided we should overestimate on the food as some said they could have had more to eat. Suggest to order 1 ½ burgers per person rather than 1 burger (depending on budget).

There were some suggestions to start earlier in the day ie) to leave the school in the am and have the BBQ between 12 and 1:00pm. This way the students could finish sooner and it opens up the evening for students to do other things. It was suggested we do it closer to the normal school day 2 to 3 x per year.

It was discussed that it might have worked better to have two buses running between the campuses for the rotations. The Selkirk students could have used their own van as well. The rotations worked ok but using two buses probably would have sped up the process a bit more.

Although having a tour at both campuses took a little more time and required a bit more logistics with the rotations, we agreed the positive aspect was that the students got the opportunity to explore two campuses. By actually visualizing what a college facility is about and meeting the apprentices, we think it showed the students the environment may not be as daunting as they may have foreseen. This alone could help them make the decision to further their education in the trades and apply to the colleges.

Everyone thought the Skills Competitions were great and the kids really enjoyed it.

We had some discussion how to get more parent involvement. It was suggested we need to promote the workshop more in advance. Now that one successful workshop has been completed there should be more “buy in” from the teachers. Need to set the dates well in advance and work with the teachers to promote to parents. As this was the first event, nobody really knew what the outcome was going to be therefore it was hard to promote. It should be easier now with future events.

Golden/Sparwood – More likely to come on a school schedule.

All safety aspects were covered well and everything turned out fine.

The general consensus was that the workshop was age appropriate. It was agreed grade 9's was a good age, possibly some grade 8's. Most agreed it should be kept for this grade and not 6 or 7. (YES2IT states must be students within grade 6-9).

We agreed the projects were age appropriate. Although it is hard to measure all agreed it was a positive experience that gave the students more information for graduating about possible trades areas they could pursue. It may in the future direct them to College of the Rockies as they have already seen the environment.

Bill Crouch, Department Head, Trades programs thought the day was a success and having the college students on a 1:1 was a major contributor to the success. He suggested however that having all the taking place at the main campus would allow for a smoother transition from one shop to the next. Bill also suggested perhaps starting earlier in the day

Glen Campbell, Elk Valley Coal agreed it was definitely a worthwhile endeavour and you can't beat the facilities at the College, along with the one on one apprentice to student ratio. Glen would be very keen to try to expand opportunities to local youth in other neighboring communities including Fernie, Sparwood and Elkford which would involve bussing to Cranbrook.

Jim Jenkinson, Trustee, SD6 agreed that it would be very beneficial to have parents involved more and to hold subsequent events earlier in the school year, provided that College of the Rockies can accommodate. Jim suggested the next event could include students from Fernie/Sparwood and Invermere/Canal Flats. He said it wasn't a surprise that everyone appreciated the 1:1 ratio and the amount of time dedicated to practical experience... culminating in a finished project. Well done everyone.

We were very fortunate with both locations to receive the labour and materials to be able to complete these workshops. The Fleet Maintenance Facility (as indicated in the hours required in the breakdown of

the trades areas) in addition to the preliminary organization, skills competition, resource area and BBQ set up covered the labour costs, consumables and overtime for this project

College of the Rockies also provided all the apprentices, teachers, and help with venue set up, and preliminary time of staff to help with coordination of the workshop. College of the Rockies also covered some of the cost of the consumables and Tembec provided the wood. Elk Valley Coal provided prizing and consumables for the Skills Competition.

At the Fleet Maintenance Facility many parents, students and teachers commented that they have lived in Esquimalt and/or Victoria for many years and had no idea that this type of facility existed and that there were opportunities such as the trades presented available. Also, people were not aware until the workshop that you did not actually have to enlist with the Department of National Defence in order to work as a tradesperson. You can train in apprenticeship programs and work as a civilian at the Fleet Maintenance Facility.

The highlights for the students was that it was a “hands on” experience and there were lots of trades people and apprentices close to their own age there to help them. They got to take home some of their projects as well which they were all pretty excited about.

There were also comments from the School Districts that everyone was pleased to see the success of the workshops come together through a team of school districts, college, private industry and government.

Both locations are very enthusiastic to work together and provide future YES2IT workshops.

RTO & ITA RESOURCES:

Brochures and pamphlets are available to use for the YES2IT workshops. You can review the enclosed brochures, DVD etc. which was provided to the students at the workshops.

The RTO resource folder included an RTO brochure, It’s My Life Brochure which provides information about how parents can “Career Coach” their children and “Earning and Learning” information. Also included in the package was the ITA Sparking Interest pamphlet, Youth newsletter and a one page Student Questionnaire which is a form for students to review with their parent. Also included were a couple of press releases provided by ITA about the status of apprenticeships and trades training in BC.

- YES2IT Youth Initiatives Order Form: See attached for details.

FUNDING:

Visit the ITA website for the information package and the YES2IT application form under the following link:

<http://www.itabc.ca/forms/YES%20%20IT%20Application%20Package.pdf>

Funding up to \$5,000 per school/activity and up to \$15,000 per district is available for successful proponents. Funding is awarded at the completion of the YES2IT activity and the submission of the evaluation and invoice and receipts for expenditures.

ACKNOWLEDGEMENTS

RTO would like to acknowledge and thank the organizations that partnered with RTO to help make the YES2IT workshops a success.

Esquimalt Fleet Maintenance Facility CAPE Breton

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Tembec

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