SRDC SINCE DEPUIS 1991 SRSA
INNOVATION • EXPERIMENTATION • EVALUATION

Settlement journeys toward good jobs: Short-term changes in outcomes and program impacts

Career Pathways for Racialized Newcomer Women

AUGUST 2022

The Social Research and Demonstration Corporation (SRDC) is a non-profit research organization, created specifically to develop, field test, and rigorously evaluate new programs. SRDC's two-part mission is to help policy-makers and practitioners identify policies and programs that improve the well-being of all Canadians, with a special concern for the effects on the disadvantaged, and to raise the standards of evidence that are used in assessing these policies.

Since its establishment in December 1991, SRDC has conducted over 400 projects and studies for various federal and provincial departments, municipalities, as well as other public and non-profit organizations. SRDC has offices located in Ottawa and Vancouver, and satellite offices in Calgary, Halifax, Hamilton, London, Moncton, Montreal, Regina, Toronto, Victoria, and Winnipeg.

For more information on SRDC, contact

Social Research and Demonstration Corporation
55 Murray Street, Suite 400
Ottawa, Ontario K1N 5M3
613-237-4311 | 1-866-896-7732
info@srdc.org | www.srdc.org

Vancouver Office
890 West Pender Street, Suite 440
Vancouver, British Columbia V6C 1J9
604-601-4070

Remote offices:
Alberta, British Columbia, Manitoba, New Brunswick, Nova Scotia, Ontario, Quebec, and Saskatchewan
1-866-896-7732

Published in 2022 by the Social Research and Demonstration Corporation

TABLE OF CONTENTS

ABBREVIATIONS

Abbreviations	Description
ACCES	ACCES Employment
CAD	Canadian Dollar
CDMSE	Career decision-making self-efficacy
CPRNW	Career Pathways for Racialized Newcomer Women
GBA+	Gender-based Analysis Plus
IRCC	Immigration, Refugees and Citizenship Canada
ISANS	Immigrant Services Association of Nova Scotia
JSC	Job search clarity
JSSE	Job search self-efficacy
OFE	Opportunities for Employment
RCT	Randomized controlled trial
SÉO	La Société économique de l'Ontario
SPO	Service Provider Organization
SRDC	Social Research and Demonstration Corporation
WSEC	World Skills Employment Centre

EXECUTIVE SUMMARY

CONTEXT

On average, the labour market outcomes of racialized newcomer women in Canada are lower than their Canadian-born counterparts, particularly in the initial months and years after arriving in Canada. There are many potential explanations for these low labour market outcomes for racialized newcomer women in Canada. Reasons posited are associated with the intersecting identities of being a newcomer to Canada, identifying as a woman, and identifying as racialized or as a visible minority.

Job search assistance programs have been shown to be successful at improving job seekers' employment outcomes and, in Canada, there is a vast array of job search assistance and employment readiness programs that vary in duration from a few hours to several months and include activities such as resume writing skills, interview skills, language and other training, career counselling, and introductions to employers. However, prior to the Career Pathways for Racialized Newcomer Women (CPRWN) pilot, formerly the Career Pathways for Visible Minority Newcomer Women pilot, we are not aware of any government employment programs or services specifically targeted toward racialized newcomer women and designed to address their intersecting employment barriers.

In 2018-19, the Government of Canada announced a $31.9 million investment to help racialized newcomer women secure employment. The Career Pathways for Racialized Newcomer Women Pilot Project, initially a three-year national pilot which was extended until 2022-23, that tests enhanced employment programming for newcomer women who identify as racialized, is one of the three funding streams in this initiative. The Social Research and Demonstration Corporation (SRDC) has received funding from Immigration, Refugees and Citizenship Canada (IRCC) to design, implement, and evaluate CPRNW.

THE CPRNW PILOT

Prior to its extension, the pilot project involved eight service provider organizations across Canada implementing 11 interventions based on four service delivery models. The overall goal of each model is to support racialized newcomer women in their successful integration in the Canadian labour market. The models differ by their target population (e.g., women with different skill/language levels and different initial distances from the labour market) as well as

by the program activities involved. The models aim to address some of the common barriers racialized newcomer women face in their search for employment and in job retention.

The models are referred to as models 1–4. Model 1 takes a demand-led approach to support racialized newcomer women in finding employment in high-demand industries and sectors. One of its main components is a paid work placement. Model 2 offers support in the development of a clear career plan based on a thorough assessment of participants' skills and provides them with opportunities to connect with potential employers. Model 3 is a demand-driven approach that uses recruitment specialists working directly with employers/sectors with significant workforce needs to match them with women who have the skills, career interest, and abilities to perform the job. Model 4 consists of training, support, and paid short-term employment, including a wage subsidy to employers, to assist unemployed racialized newcomer refugee women in gaining meaningful Canadian work experience. These models are described in more detail in the project description section (page 10) of the report.

CPRNW program participants are relatively new arrivals to Canada (they joined the pilot, on average, 25 months after arriving in Canada), who are highly educated (85% have completed postsecondary education) and bring with them work experience from outside of Canada (91% have paid work experience outside of Canada). Many have also already had work experience in Canada (46%) before joining the pilot. Thirty-five per cent were working at the time of joining the pilot.

Two-thirds of participants had no young children (between 0 and 5 years of age) at home even though 60% had children (under the age of 18) suggesting that the presence of young children may have been a barrier to accessing the pilot services, particularly during the period of COVID-19 restrictions. Economic class (principal applicant) newcomers are the main participants of two of the four service models in the pilot (models 2 and 3) while family class newcomers are the main participants of model 1. Model 4 participants are refugees as expected.

REPORT OVERVIEW

This interim report provides an analysis of the short-term changes in outcomes and the impacts of the Career Pathways for Racialized Newcomer Women pilot, both on average and for women with different characteristics and experiences. Data from 1,162 participants collected between October 2019, the beginning of pilot programming, and November 30, 2021 is used in the analysis.

In order to investigate how well the program worked and for whom, we first explore the average changes in outcomes between the baseline (pre-intervention) and 3-8 months later. However, a simple comparison of participants' outcomes after the program with the value of those same

outcomes before the program does not identify the impacts of the program. For example, some program participants may achieve the same improvement in outcomes over this period of time even without the program. This is especially true program participants in the CPRNW pilot as, had they not accessed the pilot programs, they may have accessed other, in some cases similar, job search programs offered by the same service provider organization or by other organizations.

In order to measure the difference the pilot programs are making, where feasible, a randomized controlled trial was implemented. Impacts of the program for these interventions are estimated by comparing average differences in outcomes at the time of the follow-up surveys between the randomly assigned program group, who had access to the pilot programming, and the randomly assigned comparison group, who did not have access to the pilot programming.

Due to differences in the intervention design and implementation across the pilot SPOs, their targeted populations, and local conditions, the evaluation is conducted at three inter-related levels: the intervention level, the model level, and the overall project level. The quantitative analysis is conducted at the intervention level and at the model level (where appropriate) while most of the qualitative analysis is conducted at the model level. The quantitative and qualitative findings are then consolidated to inform the overall project level findings.

Differences in results at the intervention and model levels may be due to several factors including differences in local labour market conditions, the implementation of the model, characteristics of participants including their initial distances from the labour market, services comparison group members received, and/or how well the model actually works.

OVERVIEW OF THE FINDINGS

Overall, the pilot was implemented and delivered as planned and targeted racialized newcomer women at different stages of employment readiness. During the time period when participants were taking the program, comparison group clients also spent a substantial number of hours in career development and work-related training, despite the lack of access to CPRNW programming. However, program group participants had spent more time in training and program activities, particularly just after joining the program, compared to the comparison group. The impact analysis is estimating the incremental impacts of providing racialized newcomer women with specialized services above and beyond the other services they have access to and not compared to not having received any services at all.

We find important improvements in career adaptability and employment outcomes after participants joined the pilot. However, we also see that comparison group members participated in a substantial number of hours of employment readiness training over the same period as CPRNW programming. They also show gains in career adaptability and employment outcomes

over this time period. However, on average, program group participants do show gains in career adaptability measures above and beyond those of comparison group members, indicating statistically significant impacts of the program.

Our Gender Based Analysis Plus investigates the differential changes in outcomes and impacts of the pilot by considering characteristics that are likely related to how participants experience the programming, their employment readiness, and how beneficial the programming may be for them. We find that the program increased the career adaptability of participants who had more recently arrived in Canada, those who were not currently working, and those younger than 40 years of age. Moreover, there is some evidence that model 2 participants with young children at home benefited less from the program in terms of increases in career adaptability and employment outcomes suggesting they may not have been able to participate fully in the programming and in the labour market.

HIGHLIGHTS OF THE FINDINGS

Implementation

- The evidence presented in this report demonstrates that the Career Pathways for Racialized Newcomer Women service delivery models have, largely, been implemented as planned. However, services initially planned as in-person pivoted to virtual and hybrid programming during the COVID-19 pandemic.
- The models successfully delivered a range of services including group training workshops, individualized support, job matching, job placements, and job retention support.
- Job placements for models 1 and 4 were difficult in part, because of the COVID-19 pandemic. Conditional on having a job placement, completion of the job placement and subsequent employment were high for model 1 participants. The percentage of model 4 participants with job placements was relatively high. However, compared to model 1, the percentage who successfully completed the placement and the percentage who remained employed after completing their placement was much lower.
- Among model 2 participants, 51% to 87% completed an essential skills portfolio. The majority were referred to essential skills enhancements and most took up the training.
- For model 2 and 3 interventions with a job matching component, most participants were matched with two or more jobs despite the pandemic. However, the number of job interviews from the matched jobs were low and less than 30% of participants received a job offer.

- Overall, participants report high levels of satisfaction with the interventions and would recommend them to other newcomer women looking for employment.
- The vast majority of participants completed most of the group training if it was deemed necessary for them by program staff.

Career adaptability

- We find evidence of statistically significant improvements in measures of career adaptability (career decision-making self-efficacy, job search clarity, job search self-efficacy) in all four models. These measures have been shown to be important steps in the transition to commensurate employment.
    - Increases of between 10.4 and 40.4 percentage points in the average likelihood of reporting high levels of career adaptability (career decision-making self-efficacy, job search clarity, or job search self-efficacy) depending on the SPO and the survey (for those with statistically significant changes).
- There are some similar improvements over the same time period for CPRNW comparison group members, likely reflecting the effects of existing employment and settlement support services.
- However, we find statistically significant impacts in measures of career adaptability for CPRNW participants; they show improvements above and beyond any changes comparison group members may have experienced over the same time period.
    - Impacts of between 11.6 and 26.4 percentage points in the average likelihood of reporting high levels of career adaptability (career decision-making self-efficacy, job search clarity, or job search self-efficacy) depending on the SPO and the survey (for those with statistically significant changes).
- Program participants who were, either not working, in Canada for less than one year, or younger than 40 experienced larger increases in their career adaptability and employment outcomes.
- Model 2 participants who were younger than 40 when they joined the pilot, those without children under the age of five, with paid work experience in Canada, and/or not working at the time of the baseline survey have larger impacts on career adaptability outcomes.

Employment

- We find evidence of statistically significant improvements in employment outcomes including the likelihood of working, wages, and hours of work for CPRNW participants.
    - Increases of between 21.3 and 58.4 percentage points in the likelihood of working depending on the SPO and the survey (for those with statistically significant changes).
    - Increases of between 212% and 673% in weekly earnings ($112-$543) depending on the SPO and the survey (for those with statistically significant changes).
    - Increases of between 7 and 25 weekly hours of work depending on the SPO and the survey (for those with statistically significant changes).
- There are some improvements over the same time period for CPRNW comparison group members, which reduces the likelihood of finding program impacts.
- There are early signs of improved job quality for some model 2 participants.
    - Average impacts of 235% in the weekly earnings for World Skills Employment Centre model 2 at the time of the first follow-up survey and average impacts of 14.3 percentage points in reporting high levels of job satisfaction for Achēv model 2 at the time of the second follow-up survey.
- Model 2 participants with low essential skill scores when first joining the program and/or those with children under 5 have smaller increases in the likelihood of working, weekly earnings, and weekly hours of work. Low levels of essential skills and the presence of young children at home may be two important barriers to participants being fully able to participate in and benefit from the pilot programming.

Other outcomes

- We also find evidence of statistically significant impacts on social networks and financial well-being among some model 3 participants, indicating accelerated social and economic integration among newcomers closest to the Canadian labour market.
    - At the time of the second follow-up survey, average impacts for World Skills Employment Centre model 3 of 13.0 percentage points in the probability of high financial resilience and of 16.6 percentage points in the probability of a high level of network strength with people of the culture, ethnic background, or language.

NEXT STEPS

This interim report presents findings for the CPRNW pilot for participants enrolled in the first 20 months of the project. It provides an analysis of the short-term changes in outcomes and program impacts and an exploratory analysis of the effectiveness of the programs for various subgroups. These findings should be considered as preliminary as programming and data collection are ongoing (as of the writing of this report). These results will be revisited in the next report, which will include an analysis of all data from 2019–2023.

INTRODUCTION

Employment is key to the successful integration of newcomers to Canada, as it supports their financial independence and allows them to make social connections and build and retain job skills. The Government of Canada recognizes that racialized newcomer women face significant barriers to finding and keeping good jobs, including language challenges, lack of Canadian work experience, lack of professional and social networks, and gender- and race-based discrimination. To help reduce these barriers to employment, in 2018-19 the Government announced a $31.9 million investment to help racialized newcomer women secure employment. The Career Pathways for Racialized Newcomer Women (CPRNW) Pilot Project (formerly the Career Pathways for Visible Minority Newcomer Women Pilot Project), a three-year national pilot that tests enhanced employment programming for newcomer women who identify as racialized, is one of the three funding streams in this initiative.

The Social Research and Demonstration Corporation (SRDC) has received funding from Immigration, Refugees and Citizenship Canada (IRCC) to design, implement, and evaluate CPRNW. The evidence and valuable learnings from the pilot project will help inform a wider implementation of approaches that are found to be efficient in supporting racialized newcomer women in pathways to employment.

This interim report presents findings for the CPRNW pilot for participants enrolled in the first 20 months of the project. It provides an analysis of the short-term outcomes and impacts and an exploratory analysis of the effectiveness of the programs for various subgroups. It draws heavily from the quantitative research. Since the pilot is still in progress, the findings are preliminary. Furthermore, the 2021 Federal budget extended the pilot until 2022-23. The final report, planned for submission in March 2023, will present the intermediate outcomes and impacts of the pilot and will answer the evaluation questions more completely.

CONTEXT

On average, the labour market outcomes of racialized newcomer women in Canada are lower than their Canadian-born counterparts, particularly in the initial months and years after arriving in Canada. In 2019 (Crossman, Hou, & Picot, 2021), the employment rate[1] of Canadian-born women aged 25-54 was 83.3% compared to 78.5% for long-term immigrant women (in Canada for over 10 years), 72.4% for recent immigrants (in Canada for 6 to 10 years), and only 60.1%

[1] Defined as “the percentage of employed individuals among the total population in the selected age range” (Crossman, Hou, & Picot, 2021, p. 6).

for new immigrants (in Canada for 1 to 5 years). These differences between Canadian-born and immigrant women far exceed those between Canadian-born and immigrant men. Moreover, while these immigrant-Canadian-born employment rate gaps have narrowed over time (since 2001) for men, they continue to increase for women (Crossman, Hou, & Picot, 2021).

Immigrant average weekly earnings show similar patterns (Crossman, Hou, & Picot, 2021). In 2019, the average weekly earnings of new immigrant women were 23.8% lower as compared to Canadian-born women.

Some of these employment rate and earnings gaps may be the result of differences in characteristics between immigrant and Canadian-born men and women, and changes in these characteristics over time, which are correlated with labour market outcomes. However, adjusting for differences in age, education, official language and mother tongue, visible minority status, province and city size, immigrant source region, and years since immigration accounts for little of the observed changes in the gaps for both immigrant men and women (Crossman, Hou, & Picot, 2021).

Moreover, amongst immigrant women, visible minority[2] immigrant women's labour market outcomes are especially low and, according to Census 2016[3] data (Statistics Canada, 2017a), between 2011 and 2016, 82.6% of new immigrant women to Canada were visible minority. Also, according to Census 2016 data (Statistics Canada, 2017b), the employment rate for visible minority immigrant women aged 25–54 was only 69.1%, and the unemployment rate was 8.6% compared to an employment rate of 75.6% and an unemployment rate of 6.3% for non-visible minority immigrant women in the same age range. Both these rates are worse than those of non-immigrant women (an employment rate of 80.3% and an unemployment rate of 6.3% for visible minority non-immigrant women and an employment rate of 80.0% and an unemployment rate of 5.1% for non-visible minority non-immigrant women) and those of men.[4]

Furthermore, according to Census 2016 data (Statistics Canada, 2017c), amongst immigrants[5], the median total annual income levels of visible minority women ($28,943) are the lowest when compared to non-visible minority women ($36,719), visible minority men ($38,108), and non-visible minority men ($52,847).

2 The Employment Equity Act (1995) defines visible minorities as 'persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour' (p. 2).

3 At the time of writing, data from the 2021 census were not yet available.

4 The employment rate for visible minority (non-visible minority) immigrant men aged 25–54 years was 83.6% (87.5%) and the unemployment rate was 6.7% (5.5%). The employment rate for visible minority (non-visible minority) non-immigrant men was 82.5% (84.2%) and the unemployment rate was 7.1% (6.8%).

5 Aged 25–54 years.

There are many potential explanations for these low labour market outcomes for visible minority (racialized) newcomer women in Canada. Reasons posited are associated with the intersecting identities of being a newcomer to Canada, identifying as a woman, and identifying as racialized or as a visible minority. Immigrants, both men and women and those who identify as racialized and those who do not, may have low official language levels, lack Canadian work experience, their foreign education, skills, and credentials may not be recognized, lack knowledge about the Canadian labour market, and/or lack networks needed to access the hidden labour market. Women may face gender-based discrimination and lack affordable childcare. Racialized individuals may face race-based discrimination. More generally, individuals may also lack affordable housing, have low literacy levels, and weak social supports, all of which may negatively affect labour market outcomes (SRDC, 2018).

Some job search assistance programs have been successful at improving job seekers' employment outcomes in both Canada (for example, Handouyahia et al., 2016) and elsewhere (for example, Knaus et al., 2022; Escudaro et al., 2019; Card, et al., 2018; Crépon and Van Den Berg, 2016; Kluve, 2010; Bergemann, et al., 2008). In Canada, there is a vast array of job search assistance programs that vary from a few hours to several months and include activities such as resume writing skills, interview skills, language and other training, career counselling, and introductions to employers (SRDC, 2018). These programs are financed by the federal government, provincial and territorial governments, foundations, and the private sector. They may be offered free of cost or for a fee and are administered by governments, education institutions, and service provider organizations (SPOs). Given this array of funding sources and providers, most program offerings are not coordinated (SRDC, 2018).

Moreover, many of these programs are offered to both newcomers to Canada and to Canadian-born individuals. However, as such, they may not focus on newcomer-specific labour market barriers such as those noted above. Also, they may not recognize the diverse assets and experiences of newcomers, and, in particular, racialized newcomer women. Immigration, Refugees and Citizenship Canada (IRCC) provides funding to SPOs across Canada (outside of Quebec) to provide employment-related programming to largely Permanent Residents and Protected Persons. Some of these programs are targeted specifically toward newcomer women. However, prior to the Career Pathways for Racialized Newcomer Women (CPRWN) pilot, formerly the Career Pathways for Visible Minority Newcomer Women pilot, we are not aware of any government employment programs or services specifically targeted for racialized newcomer women and designed to address their intersecting employment barriers (SRDC, 2018).

This report presents the short-term outcomes of the pilot initiatives. We first describe the four models designed for the CPRNW pilot and implemented as 11 pilot initiatives by eight SPOs. Next, we provide a description of the data sources and the methodology used for the analysis. The report continues with an exploration of the characteristics of the women who joined the initiatives and their participation in programming. Outcomes and impacts of the initiatives are

then presented and analyzed. The report concludes with a summary of the findings and next steps.

PROJECT DESCRIPTION

The CPRNW pilot project was designed to implement and evaluate four models of services which aim to address the diverse needs of racialized newcomer women at different stages of employment readiness in their integration with the Canadian labour market. SRDC designed the four models based on evidence from past studies of newcomers' economic integration, experiences of promising practices, insights from focus groups with racialized newcomer women, and feedback from nationwide stakeholder consultations. A Gender-based Analysis Plus (GBA+) lens was applied to the design of the models, to ensure that consideration was given to the multiple identity factors of potential participants and how those factors may intersect and affect someone's experience of and results from programming. A more detailed description of the models and their implementation is available in the Career Pathways for Visible Minority Newcomer Women Pilot Project Implementation Report (SRDC, 2021). This section summarizes the key aspects of the models and their implementation during the COVID-19 pandemic.

Gender-based Analysis Plus (GBA+)

"*GBA+ is an analytical process that provides a rigorous method for the assessment of systemic inequalities, as well as a means to assess how diverse groups of women, men, and gender diverse people may experience policies, programs and initiatives. The "plus" in GBA+ acknowledges that GBA+ is not just about differences between biological (sexes) and socio-cultural (genders). We all have multiple characteristics that intersect and contribute to who we are. GBA+ considers many other identity factors such as race, ethnicity, religion, age, and mental or physical disability, and how the interaction between these factors influences the way we might experience government policies and initiatives.*"

Government of Canada (2021)

https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/what-gender-based-analysis-plus.html

The pilot project involves eight service provider organizations (SPOs) across Canada, presented in Figure 1, implementing 11 interventions based on the four models.[6] Each SPO modified the base models based on their local context, their targeted clients, and their experience. All interventions are offered in English apart from the Société Économique de l'Ontario's services

[6] With the extension of the pilot, one additional intervention was added. ISANS, along with YWCA Metro Vancouver, are delivering model 4 during the extension period.

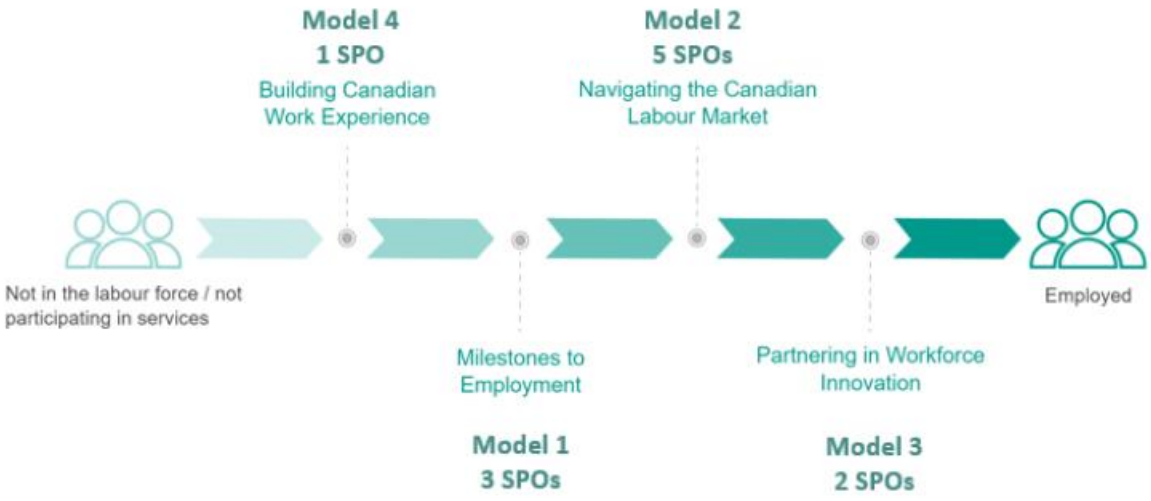
which are offered in French. Services began between October 2019 and August 2020 depending on the SPO. Initially, the pilot was intended to end in March 2022 with service provision ending in the fall of 2021. However, Budget 2021 announced an extension to the pilot until March 2023. For the extension period, some changes were made to which models were being offered by participating SPOs. This report describes and uses data only from the pre-extension period. The intermediate outcomes report (March 2023) will include an analysis of the full pilot including the extension period.

Figure 1 Service Provider Organizations by model

The overall goal of each model is to support racialized newcomer women in their successful integration in the Canadian labour market. The models differ by their target population (e.g., women with different skill/language levels and different initial distances from the labour market) as well as by the program activities involved. The models aim to address some of the common barriers racialized newcomer women face in their search for employment and in job retention. Figure 2 illustrates the continuum of the target populations' distance from the labour market and where each models falls along it.

Initially, all four models were designed to be offered in-person. In March 2020, as a result of the COVID-19 pandemic, all services were converted into virtual programs. Since, some SPOs have continued to only offer virtual services while others have returned to hybrid or in-person services. The interventions vary in their duration, language of service provision (English or French), the activities implemented, and the specific content of workshops/training. A more detailed description of these activities is summarized in the Program Activities section of this report. Below, we summarize each of the four models.

Figure 2 Models on the distance to the labour market continuum



Model 1: Milestones to Employment

This model takes a demand-led approach to support racialized newcomer women in finding employment in high-demand industries and sectors. The model provides participants with learning pathways to gaining employment with a large employer or in a sector based on the completion of multiple intermediate steps, or milestones, leading to the desired employment outcomes. The program aims to facilitate and support the transition to a work placement, with the ultimate goal of continued employment and advancement. By aligning training with newcomer women's needs while also preparing them to meet the needs of employers in specific sectors, the program ensures that work placements are beneficial for both employers and job seekers.

Target population:

Newcomer women who identify as racialized who do not have multiple barriers that would prevent them from participating in employment services, but who are otherwise **relatively distant from the labour market** (e.g., those with little or no Canadian work experience, individuals with lower education credentials or skills, or working in precarious, part-time or "survival" jobs).

Key components:

- Employer engagement, including needs assessment
- Employment readiness training (if needed)
- Occupation-specific training
- A work placement or a work experience
- Ongoing individualized support to both newcomer women and employers

Approximate program duration:

- OFE: Individual-specific
- Achēv: 4-week training + 12-week work placement
- MOSAIC: 4-week training + 12-week work placement

Model 2: Navigating the Canadian Labour Market

This model offers support in the development of a clear career plan based on a thorough assessment of participants' skills and provides them with opportunities to connect with potential employers. This model applies the essential skills (now the Skills for Success) framework developed by the Government of Canada.[7]

Target population:

Newcomer women who identify as racialized and are **ready or almost ready to work in Canada** (i.e., women with postsecondary education and an adequate level of fluency in English or French).

Key components:

- Employment readiness training, including the development of a skills portfolio based on intended occupation
- Essential skills enhancement (if needed as determined by skills assessments)
- Employer connections

Approximate program duration:

- ACCES: 5-week training + 10-week skills enhancement, if needed
- Achēv: 2-week training + 10-week skills enhancement, if needed
- ISANS: 6-week training + 10-week skills enhancement, if needed
- WSEC: 12-day training + continued support
- YWCA: 3-week training + 10-week skills enhancement, if needed

7 https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html

Model 3: Partnering in Workforce Innovation

This is a demand-driven approach that uses recruitment specialists working directly with employers/sectors with significant workforce needs to match them with women who have the job-related skills, career interest, and abilities to perform the job.

Target population:

Newcomer women who identify as racialized and who are **ready to be employed** regardless of their education level, as their required competencies and education level will depend on the nature of the available jobs.

Key components:

- Needs assessment of employers and participants
- Employment readiness workshops or training (if needed)
- Job matching
- Ongoing individualized support

Approximate program duration:

- SÉO: Individualized support
- WSEC: 8-day training + continued support

Model 4: Building Canadian Work Experience

Designed to create paid short-term employment to assist unemployed racialized newcomer refugee women in gaining meaningful Canadian work experience. Aimed at enhancing participants' employability readiness, skills, workplace culture knowledge, and networks by providing a Canadian work experience opportunity.

Target population:	**Key components:**
Newcomer racialized refugee women receiving social assistance and who are distant from the labour market.	▪ Employment readiness training ▪ A paid work placement (through a 75% wage subsidy to employers) ▪ Ongoing individualized support **Approximate program duration:** ▪ YWCA: 6-week training + 12-week work placement

DATA AND METHODOLOGY

THEORY OF CHANGE

The quantitative analysis of the short-term outcomes of the pilot is based on a theory of change developed at the start of the research project. The theory of change, presented in Figure 3, summarizes the expected immediate and intermediate outcomes of the pilot for program participants, employers, and the service providers themselves. This report presents only the short-term outcomes for participants. Although there is no precise timeframe delineation for defining an outcome as either immediate or intermediate, we measure immediate outcomes between 3 and 8 months after the start of program services and the intermediate outcomes between 6 and 8 months after the start of the program, depending on each intervention's duration.

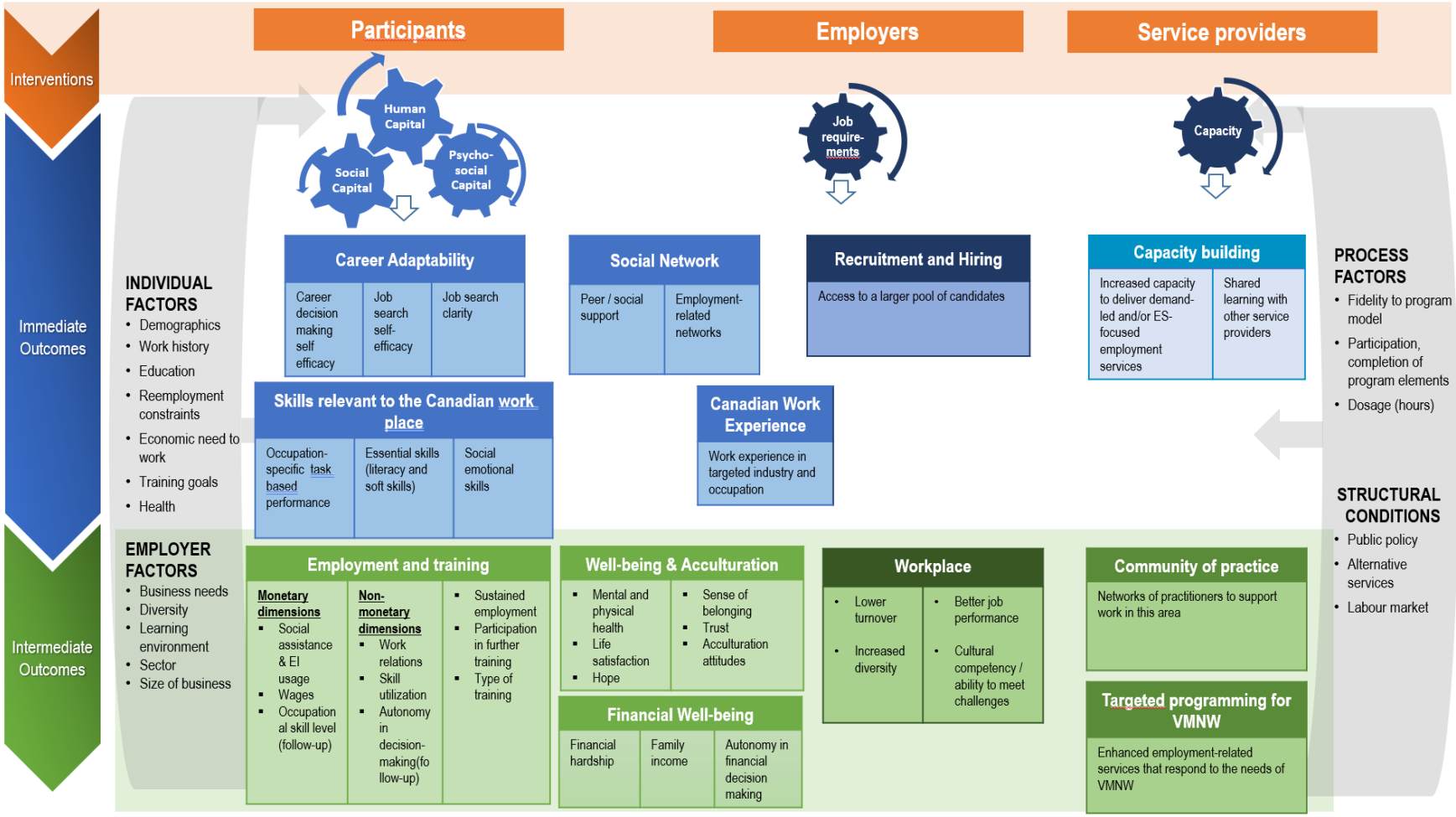
The outcomes are also divided into domains as follows:

Immediate outcomes	Intermediate outcomes
Career Adaptability	Employment and Training
Social Network	Well-being and Acculturation
Self-confidence[8]	Financial Well-being
Skills Relevant to the Canadian Workforce	
Canadian Work Experience	

It should be noted that not all of the domains in the theory of change may apply to all four models or to all participating women within a model. For example, Canadian work experience is only an outcome for models 1 and 4, which include work placements as a program component. Moreover, although model 2 may involve essential skills enhancements for some participants, others may already have the necessary skills for their intended occupation. As such, some model 2 clients are not expected to see improvements in their skills resulting from program participation. Finally, the timing of impacts may also vary by model and by participant. For example, as model 3 clients are already close to the labour market when they join the program, employment and training may be an immediate outcome for them as compared to an intermediate outcome for most participants from the other three models.

[8] Self-confidence was mistakenly excluded from the project's theory of change (and is, therefore, not included in Figure 3). It is included in the analysis as an immediate outcome (as a separate domain) and as in intermediate outcome (in the well-being and acculturation domain).

Figure 3 Theory of Change[9]



9 As noted earlier, one immediate outcome, self-confidence, was unintentionally excluded from the original pilot theory of change presented here.

The immediate outcomes summarize important steps toward finding commensurate employment. Commensurate employment is employment commensurate with someone's skills, education, training, and experience. It is recognized through commensurate job tasks, wages, other non-wage benefits, hours of work, and other employment characteristics. We use three measures of commensurate employment in this analysis: 1) The education level required for the job is equal to or higher than the individual's education level, 2) The individual's experience prior to arriving in Canada is used in their job, and 3) A composite index defined as employment commensurate to education and experience (as defined above).

We expect to see improvements in career adaptability, skills relevant to the Canadian labour market, and self-confidence as well as increased social networks after participation in CPRNW programming. This in turn is expected to lead to improvements in a participant's employment outcomes and well-being in the intermediate term.

Three self-reported career adaptability psychometric scales (career decision-making self-efficacy, job search clarity, and job search self-efficacy) are included in the analysis to measure job search behaviour that is associated with steps toward commensurate employment outcomes. These measures are good predictors of commensurate employment according to a social cognitive theory-based career decision-making model (de Raaf, Dowie, and Vincent, 2009). We expect that CPRNW programming will improve participants' competencies in gathering occupational information, for accurate self-appraisal, and in making plans for the future, which are all components of the career decision-making self-efficacy (CDMSE) measure. Improved CDMSE is a major contributor to increased clarity in how to conduct a job search (job search clarity, or JSC) based on an adapted career plan in Canada. Improved CDMSE will also lead to better planning and confidence in searching for commensurate employment (job search self-efficacy, or JSSE). Since it may take over a year for newcomers to find stable full-time work hours and higher earnings, allowing us to differentiate commensurate employment, measurement of career adaptability is crucial for measuring the short-term success of CPRNW programming. Such successes likely preview longer-term improvements in employment outcomes, including the probability of having commensurate employment.

Each immediate and intermediate outcome of interest is listed in the Results section while the details of each measure are described in the appendix.

DATA

Data collection was designed to align with the theory of change in terms of ensuring the measurement of all outcomes and all individual factors likely to affect the outcomes of the interventions and in terms of timing. For this analysis we use survey data from project participants and data collected from SPOs. Focus group data with participants and interviews

with SPO project staff provide additional insights to the interpretation of the quantitative analysis.

Research project participants were asked to complete three surveys:[10] a baseline survey just after joining the project, a first follow-up survey 3–5 months[11] after the baseline survey, and a second follow-up survey three months later. **For this report, participants eligible to complete the second follow-up survey on or before November 30, 2021, are included in the analysis.** Table 1 summarizes these 1,162 participants in the program.

In addition, data from partnering SPOs is shared with SRDC on an ongoing basis and is used in the analysis. This includes monthly reports for each intervention summarizing project activities, challenges, and successes each month and individual project participant administrative data including program activity participation.

Table 1 Program participation

		Number of participants	Percentage of total pilot participants
Model 1	Achēv	44	4
	MOSAIC	23	2
	OFE	117	10
Model 2	ACCES	151	13
	Achēv	165	14
	ISANS	96	8
	WSEC	92	8
	YWCA	134	12
Model 3	SÉO	66	6
	WSEC	203	17
Model 4	YWCA	71	6
All		**1,162**	**100**

10 A third follow-up survey 12 months after the baseline survey was added at the time of the project extension. It is not analyzed in this report.

11 The timing of the first follow-up survey varies by service provider and model and was determined based on the duration of each intervention's program activities. It is intended to measure outcomes immediately after the end of most of the program activities. The number of days between the baseline survey and the first and second follow-up surveys for each intervention are included in Table A.1 in the appendix.

METHODS

The evaluation of the pilot uses a mixed methods approach and is guided by a Gender Based Analysis Plus (GBA+) lens, ensuring that diversity and inclusion are part of the evaluation process. Given the population targeted for the CPRNW pilot, all participants self-identify as women and as racialized. Therefore, the GBA+ analysis investigates how other intersecting identity factors, such as age, length of time in Canada, and having young children affect both a person's experience of the project and its impacts.

Due to differences in the intervention design and implementation across the pilot SPOs, their targeted populations, and local conditions, the evaluation is conducted at three inter-related levels: the intervention level, the model level, and the overall project level. The quantitative analysis is conducted at the intervention level and at the model level (where appropriate) while most of the qualitative analysis is conducted at the model level. The quantitative and qualitative findings are then consolidated to inform the overall project level findings.

The quantitative analysis first presents descriptive statistics characterizing the profile of participants for each intervention. These statistics provide a description of who accessed the pilot services and the success of the intended program targeting. Program participation descriptive statistics are also presented complementing the description of the models in the previous section.

In order to investigate how well the program worked and for whom, we first explore the average changes in outcomes between the baseline (pre-intervention) and the first (for immediate outcomes) and second (for both immediate and intermediate outcomes) follow-up surveys. We assess whether these changes are *statistically significant*, i.e., whether a change is unlikely to be due to chance alone. We report outcome changes that are statistically significant at the 10% level (denoted by *), the 5% level (denoted by **), and the 1% level (denoted by ***) with a 1% level of statistical significance the strongest level of support for a result not being due to chance.

However, a simple comparison of participants' outcomes after the program with the value of those same outcomes before the program does not identify the impacts of the program. For example, some program participants may achieve the same improvement in outcomes over this period of time even without the program. This is especially true for pilot participants as, had they not accessed the pilot programs, they may have accessed other, in some cases similar, job search programs offered by the same service provider organization or by other organizations.

As with all program evaluations, the main challenge is identifying an appropriate counterfactual; in this case, what would have happened to participants had they not been offered the program? As this counterfactual is inherently unobservable, a valid control/comparison group, a group of individuals who do not participate in the program and whose experience can be taken as an

estimate of what would have happened to participants had they not participated in the program, is used as an estimate. A valid comparison group can be created by randomly allocating those eligible for the program into one group who participates in the program (program group) and one group who form the comparison group. This is referred to as a randomized controlled trial (RCT). By the law of large numbers, it is expected that members of the program and control groups do not differ substantially in terms of important characteristics. As such, any observed differences in outcomes between pilot participants and individuals in the comparison group will be due to program participation only.[12]

Where feasible (a sufficient sample size allowing for the use of the law of large numbers), a randomized controlled trial was implemented for the pilot. Six interventions — Immigrant Services Association of Nova Scotia (model 2), Opportunities for Employment (model 1), la Société Économique de l'Ontario (model 3, Ottawa and Toronto locations), Achēv (model 2), and World Skills Employment Centre (models 2 and 3) — are implementing randomized controlled trials. Impacts of the program for these interventions are estimated by comparing average differences in outcomes at the time of the first and second follow-up surveys between the program group and the comparison group.[13]

Our rich set of outcome measures are grouped into the eight domains (five immediate and three intermediate) listed earlier in the report, based on the idea that items within a domain are measuring an underlying common factor. The analysis tests the impacts of the program on multiple outcomes within each domain.[14] These statistical tests always have a random chance of

12 Though substantial differences in characteristics between the program and control groups in a large sample is unlikely, it remains possible to observe minor imbalances between the two groups simply by chance. To improve precision, we apply a regression adjustment technique by including the imbalanced baseline characteristics as covariates when estimating impacts. An alternative to examining differences in outcomes post-intervention is estimating difference-in-difference estimators (examining differences in changes in outcomes pre–post). For the samples where we find imbalances in the profiles of program and comparison group members at baseline, we find that the regression adjusted impacts are similar to the difference-in-difference estimates.

13 ACCES recruited a non-random comparison group. Comparison group members were screened to ensure they had similar observable characteristics to program group participants. ACCES began recruiting participants in November 2019 but only began recruiting comparison group members in July 2020. The initial comparison group recruitment plan was that the division between the program and comparison group participants would be based on geographic distribution which meant that comparison group participants were to be recruited from ACCES centres where the program was not offered. This would have allowed for a clear separation between the two pools of participants. When the program went online, the geographical boundary disappeared and ACCES had to rethink how they were going to recruit clients into the comparison group. Given the delay in recruiting comparison group members, the small sample size of total research participants from ACCES, and the important changes between November 2019 and July 2020 (to both the program and the labour market), the comparison group will not be used in the analysis of the immediate and intermediate outcomes.

14 Except for the self-confidence and skills relevant to the Canadian workforce domains which each include only one outcome measure.

indicating a statistically significant result when one is not actually present. Running multiple tests for each outcome within a domain increases the chances of obtaining at least one invalid result. We correct for this multiple inference within a domain for each SPO and follow-up survey separately.[15]

It is, however, important to note that because the comparison group has access to other job search training programs, we are able to estimate only the additional impacts of the specialized programming for racialized newcomer women offered in the pilot compared to access to other programming and not compared to receiving no services at all. The quantitative analysis of the outcomes of the non-RCT interventions will use a case study approach and will only investigate average changes in outcomes over time.

The GBA+ analysis is presented in two ways: subgroup analyses and regression analysis with interaction terms. Changes in outcomes are estimated for the following 13 subgroups of interest:

Subgroups	Reasoning
With children under 5 (Y/N)	Ability to participate in training and in employment given possible childcare constraints
Age (Younger than 40 / 40+)	Correlated with likelihood of having young children and previous work experience
Length of time in Canada (Less than 1 year / 1 year or more)	Distance from the labour market (likelihood of Canadian work experience, social networks, etc.)
Category of immigration (Primary Applicant – Economic Class/Other)	Distance from the labour market
Confidence in using English/French at baseline (High/Low)	Distance from the labour market / skills
Initial ability to keep up with bills (Easily/Difficult)	Necessity of finding a survival job
Canadian work experience (Y/N)	Distance from the labour market
Working at baseline (Y/N)	Distance from the labour market and ability to fully participate in training

[15] We report statistical significance of the impact estimates based on adjusted p-values (Westfall & Young, 1993). In the heterogeneity regression analysis, we use the Benjamini and Hochberg (1995) method as recommended by Fink, McConnell, and Vollmer (2014).

Subgroups	Reasoning
Initial levels of Essential Skills (Model 2 only, High/Low)	Distance from the labour market / skills
Initial levels of career decision making self-efficacy (High/Low)	Distance from the labour market
Initial levels of job search clarity (High/Low)	Distance from the labour market
Initial levels of job search self-efficacy (High/Low)	Distance from the labour market
Initial levels of network strength (Strong/Weak)	Distance from the labour market

These subgroups were chosen as they are likely to affect a person's experience of the program as well as its impacts.

To more fully examine the intersectionality of the identity factors noted above, we also conduct a heterogeneity analysis by interacting the estimates of the impacts of the program with each factor in a regression analysis for the RCT interventions. This analysis is important as some of the characteristics of interest are correlated and, as such, it is impossible to determine which characteristic is, in fact, determining any particular subgroup impact. For example, if the likelihood of having children under 5 is positively correlated with being 40 or younger, and we find statistically significant impacts for both subgroups, it is impossible to determine if, for example, there is also a statistically significant impact for those 40 or younger without young children. However, given that we have 13 subgroups of interest, the interpretation of the regression analysis is quite complicated. As such, in an exploratory analysis, we also estimate subgroup impacts.

The quantitative findings are further supported and explained, where appropriate, with qualitative data based on several sources (focus groups/interviews[16] with participants, program staff interviews, and monthly progress reports).

[16] We conducted five focus groups and one interview in the fall of 2021 and winter of 2022 with program group participants. Three of these focus groups were with participants who were unemployed at the time of the one-year follow-up survey and two additional ones were with participants who had enrolled in a formal education program or another job search assistance program. The focus on this subset of participants provides a deeper understanding of the short- and medium-term barriers they faced after the program and what issues may not have been adequately addressed by the program.

PROGRAM PARTICIPATION

PROFILE OF PARTICIPANTS

In this section, we describe program group participants who joined the CPRNW pilot prior to May 30, 2021.[17] These summary statistics are presented by intervention[18] and for the overall project. They provide a picture of the characteristics of women who choose to participate in the pilot programming and enable a qualitative description of participants' initial distances from the labour market, and, therefore, the effectiveness of the targeting of each model as depicted in Figure 2 earlier in the report.

Data summarized in this section is self-reported information from the baseline survey and collected from SPOs. It captures the characteristics of participants when they join the pilot and prior to receiving any CPRNW services. Characteristics of women in the comparison group are very similar and are presented in Table A.2 in the appendix (a verification of any statistically significant differences in these observable characteristics between the program and comparison groups for each RCT intervention at baseline is available upon request).

Overall, CPRNW program participants are relatively new arrivals to Canada who are highly educated and bring with them substantial work experience from outside of Canada. The top six countries of origin of CPRNW participants (excluding participants from SÉO who differ in this respect) are India (29%), Nigeria (12%), China (6%), Iran (5%), Pakistan (4%), and South Korea (3%). SÉO participants are primarily from Côte d'Ivoire (26%), Morocco (14%), Cameroon (12%), France (8%), the Democratic Republic of the Congo (8%), and Algeria (6%). Many have already had work experience in Canada before joining the pilot. The descriptive statistics also show that they may face labour market barriers related to childcare and language. Moreover, the profile reveals the diversity in the group of racialized newcomer women participating in the pilot.

17 The inclusion criteria for this analysis are based on the anticipated date of the second follow-up survey. Given that the length of time between the baseline survey and the second follow-up survey varies between six and eight months depending on the intervention, participants in the analysis are included if they joined the pilot prior to between May 30, 2021 and July 31, 2021 depending on their affiliated intervention.

18 The statistics are presented by intervention and not by model because of important differences in the sample sizes across SPOs offering the same model. For example, for model 3, World Skills Employment Centre has many more participants than SÉO. Therefore, the average descriptive statistics of model 3 participants for both SPOs together are largely driven by World Skills Employment Centre participants and mask important differences across SPOs.

Table 2 summarizes many of the baseline descriptive statistics. Others are presented graphically below. On average, most participants (54%) in the pilot are between 31 and 39 years of age although there is an important percentage (29%) who are 40 or older. For both Achēv and OFE (model 1), the majority of participants are somewhat older (40 or more). Seventy-seven per cent of participants are married or in a common-law relationship and there are on average two adults living in their home, including themselves.

Table 2 Baseline characteristics of program participants

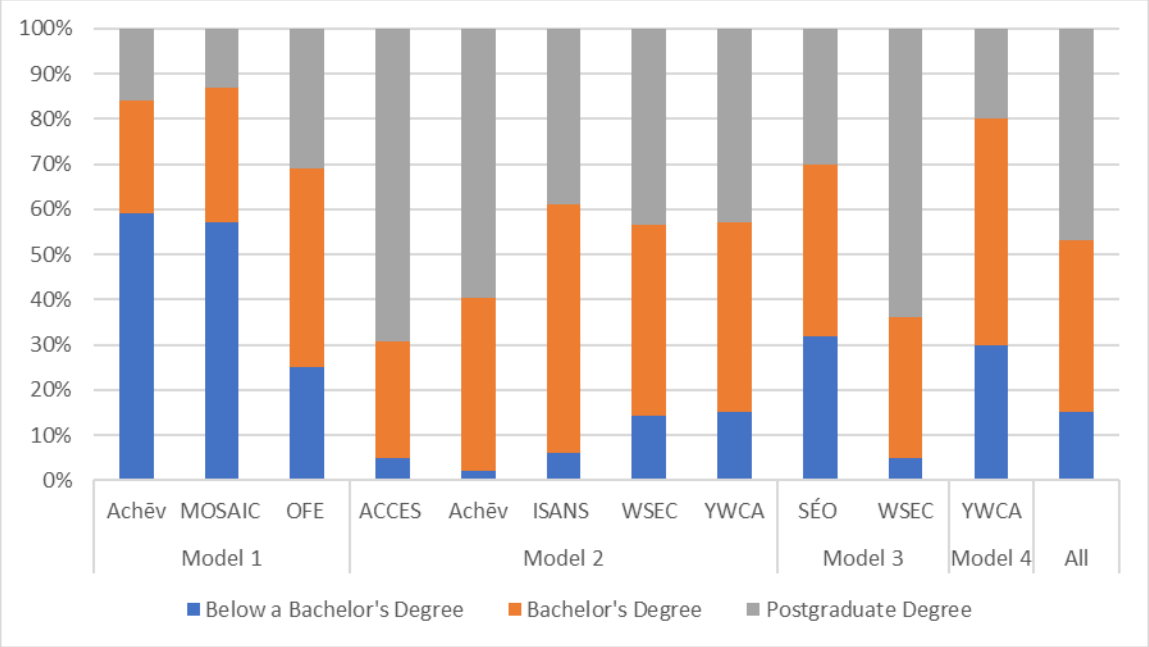
		Model 1			Model 2					Model 3		Model 4	All
		Achēv	MOSAIC	OFE	ACCES	Achēv	ISANS	WSEC	YWCA	SÉO	WSEC	YWCA	
Age (%)	<=30	23	13	22	14	17	19	15	13	20	17	13	17
	31-39	30	48	38	67	64	52	54	50	45	62	44	54
	40+	48	39	40	19	19	29	30	37	35	21	44	29
Average age		39	39	37	34	35	36	37	37	36	36	38	36
Married or common-law (%)		55	78	72	84	80	97	85	78	74	58	61	77
Number of children at home (%)	0	32	35	42	46	40	22	38	50	35	42	34	40
	1	36	35	18	25	28	31	28	18	24	26	25	25
	2+	32	30	40	28	32	47	34	32	41	32	41	35
Number of children 0-5 at home (%)	0	64	70	75	60	67	57	63	75	65	62	70	66
	1	25	26	16	30	25	27	29	20	30	30	21	26
	2+	11	4	9	10	7	16	8	5	5	8	8	8
Average number of months living in Canada		47	53	24	13	16	16	23	41	26	26	28	25
Living in Canada for 12 months or more (%)		91	91	47	31	48	45	53	74	57	59	79	55
Paid work experience in Canada (%)		67	77	51	34	34	37	36	57	52	52	53	46

		Model 1			Model 2					Model 3		Model 4	All
		Achēv	MOSAIC	OFE	ACCES	Achēv	ISANS	WSEC	YWCA	SÉO	WSEC	YWCA	
Paid work experience outside Canada (%)		71	57	78	99	98	94	87	93	98	91	83	91
Currently working (%)		28	43	21	12	9	22	20	17	30	25	35	21
Completed any formal education in Canada (%)		25	13	9	5	4	6	9	18	16	38	4	12
Currently studying (%)		24	9	11	11	13	7	21	11	16	32	7	14
Receiving provincial income assistance (%)		41	27	8	6	10	7	14	10	13	33	46	15
Language spoken most often at home (%)	English	47	52	46	57	53	34	19	38	5	49	20	41
	French	0	0	3	3	2	1	24	0	76	11	1	9
	Other	53	48	51	40	45	65	57	62	20	39	79	49
Total number of participants		44	23	117	151	165	96	92	134	203	66	71	1162

The percentages of participants who have no (40%), one (25%), or two or more children (35%) under the age of 18 at home are not very dissimilar. However, there is some variation across interventions. For example, only 22% of ISANS' participants have no children compared to 50% for the YWCA model 2. However, much fewer participants have young children (ages 0–5) at home with 66% having none, 26% having one child, and only 8% of participants with two or more young children at home. This is suggestive evidence of a barrier to accessing services and/or the labour market for racialized newcomer women with young children. Although most pilot services were delivered virtually due to the COVID-19 pandemic restrictions, potential participants may still have been unable to participate in virtual programming due to a lack of childcare. Moreover, potential participants may have been uninterested in joining programming if they did not think it would be possible for them to find affordable childcare when they found employment. There is little variation across interventions in the distribution of the number of young children at home, with the exception of ISANS where 16% of participants have two or more young children at home; twice the overall pilot level.

Program participants are highly educated with, on average, only 15% without a bachelor's degree or higher. Education levels, as presented in Figure 4 below, are in line with the intended targeting of the pilot models with participants in models 1 and 4 least likely to have a bachelor's degree or higher.

Figure 4 Education levels by intervention



As can be seen in Figure 5, the vast majority of pilot participants immigrated to Canada in the economic class as principal applicants (47%) or as a spouse or dependent (19%), in the family class (17%), or as refugees (93% of model 4 participants). This is well aligned with the intended targeting of the models. For example, most YWCA model 4 participants entered Canada as refugees while model 3 participants, who should be the closest to the labour market, are primarily principal applicants in the economic class. The regions of origins of participants are presented by intervention in Figure A.1 in the appendix. Participants come to Canada from South Asia, Africa, the Middle East, East Asia, Latin America and the Caribbean, and Europe. We note that most of SÉO's participants immigrated from Africa (88%); no other intervention shows such a high concentration of participants from a single region.

Figure 5 Immigration categories by intervention

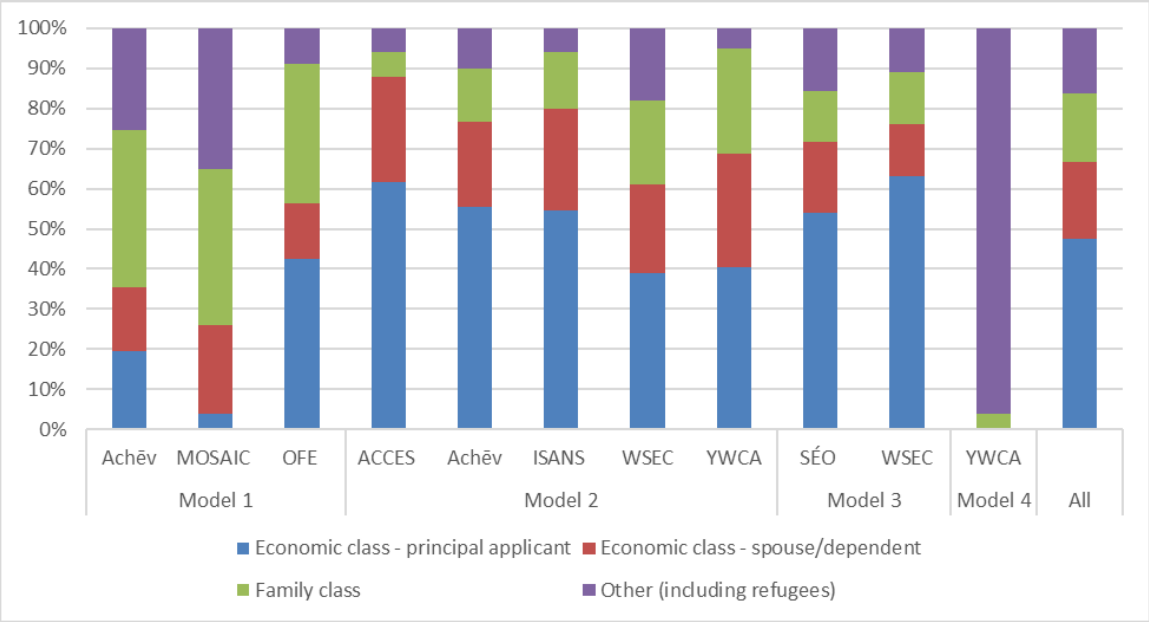
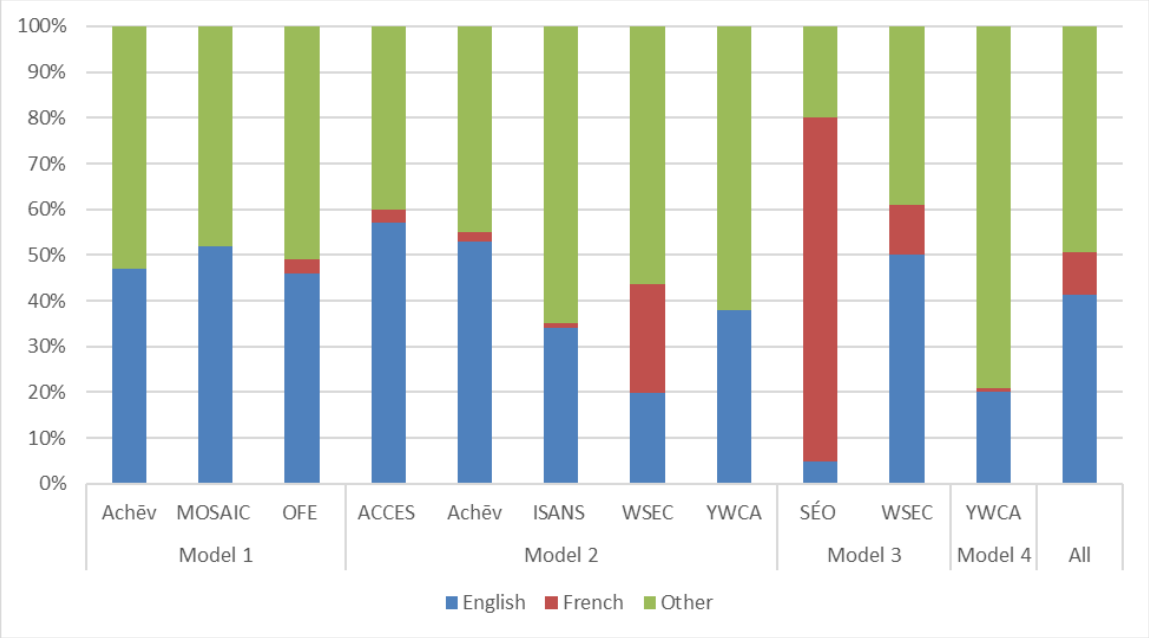


Figure 6 shows that participants state that the language they most often speak at home is neither English nor French (49%), English (41%), or French (9%). However, 76% of participants from SÉO (the only French language program of the pilot) speak French most often at home.

Figure 6 Language spoken most often at home



On average, participants join the program after being in Canada for just over two years. However, there is a lot of variation across interventions with participants from Achēv Model 1, MOSAIC, and the YWCA Model 2 having been in Canada for, on average, 46.6, 52.9, and 41.3 months, respectively, while ACCES participants have, on average, been in Canada for just over one year (12.7 months). Moreover, 55% of participants have been living in Canada for 12 months or more with the lowest percentages being participants from model 2 interventions ACCES (31%), Achēv (48%), ISANS (45%), World Skills Employment Centre (53%), and the YWCA (74%). This is in line with program targeting as model 2's essential skills framework can be particularly useful for those participants very new to Canada, who are not yet clear on how their existing skills may transfer to the Canadian labour market. There are few participants who are very new to Canada, perhaps because they are not yet aware of the services available to them and/or are not yet looking for work or due to important reductions in the number of new immigrants to Canada in the first year of the COVID-19 pandemic (Statistics Canada, 2021).

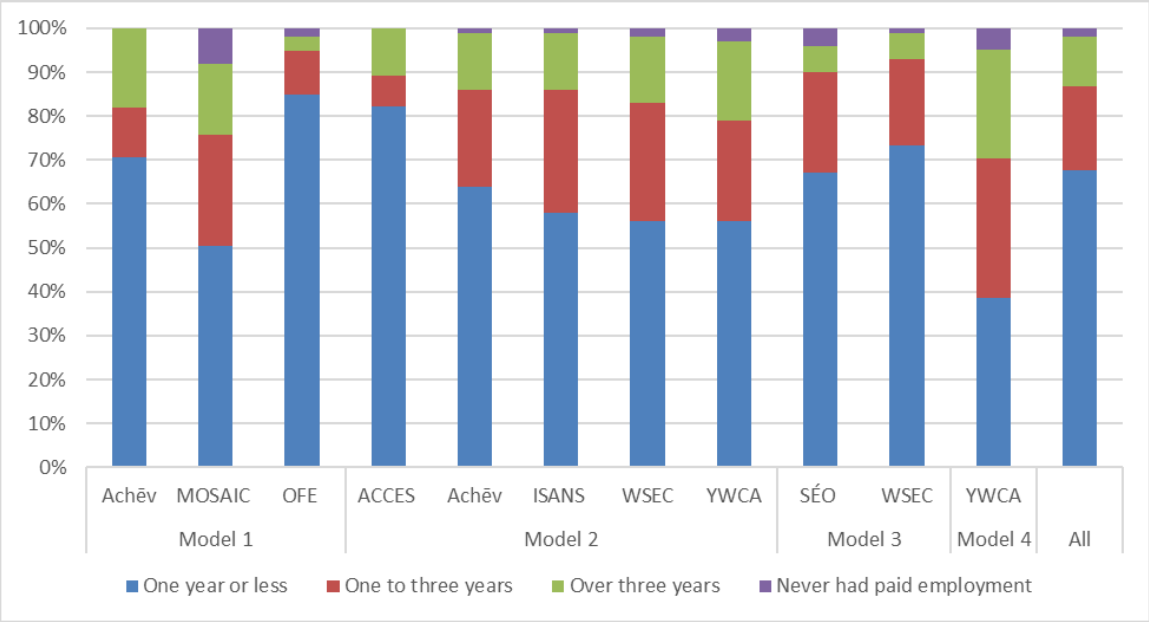
Most pilot participants (91%) come to Canada with work experience with over 90% of program participants from Achēv model 2, ACCES, ISANS, the YWCA model 2, World Skills Employment Centre model 3, and SÉO. Achēv Model 1, MOSAIC and OFE participants are much less likely to come to Canada with work experience compared to the other pilot interventions with 71%, 57%, and 78%, respectively. Fewer participants (46%), however, have worked in Canada prior to joining the program. This is least likely for model 2 participants, again, in line with the intended targeting of the model and its essential skills content. Moreover, with the exception of the YWCA, on average, model 2 participants came to Canada more recently than participants in other models. Somewhat surprisingly, many model 1 and model 4 participants have had work experience in Canada.

Given model 1's work placements are sector-specific, it is likely that participants' work experience in Canada was not in the sector of the intervention. As model 4 was designed to provide a first Canadian work experience to refugee women, targeting women without any Canadian work experience did not prove to be as successful (53% of model 4 participants had paid work experience in Canada prior to joining the program). However, those YWCA model 4 participants with paid work experience in Canada, including those who were currently working at the time of the baseline survey, had low weekly earnings (with average weekly earnings of $290 for those who were employed at baseline) and were not employed full-time (average weekly hours of work per week of 18 for those employed at baseline), suggesting that their previous Canadian work experience may have been precarious.

Overall, 21% of program participants were, in fact, already working when they joined the program. They may have joined the pilot in search of better employment or in order to gain skills to help them improve their current employment situation. For example, World Skills Employment Centre model 3 offered several cohorts of training specifically for underemployed women with topics including career management on the job. The percentage of participants

working at baseline varies from only 9% at Achēv model 2 to 43% at MOSAIC. Again, surprisingly, 35% of model 4 participants were already working at the time of joining of the program. Of those participants not working at baseline, most have been unemployed for one year or less (see Figure 7). Over half of model 4 participants received either income assistance benefits (46%) or resettlement assistance program benefit (8.3%).

Figure 7 Unemployment duration by intervention



Overall, the CPRNW pilot attracted highly educated racialized newcomer women in search of (better) employment. The targeting of the 11 interventions, and more generally the four models, across the distance to the labour market spectrum appears to have worked relatively well with the exception of model 4, which recruited several participants who had had Canadian work experience. Moreover, some potential participants, those most distant from the labour market, may not have accessed the pilot programming due to childcare, language, or other barriers.

Program staff also shed light on the recruiting and targeting in their programs. Program staff observed that due to childcare or settlement processes (adjusting to life in Canada, finding housing, improving English language skills, and settling children in school), some participants enrolled in their CPRNW program without the goal of looking for or finding employment in the near future. This observation was confirmed by participants who shared that they had joined the program to learn job search skills and keep busy during their pregnancy or while they were caring for young children at home. These participants with young children shared that they would start looking for employment when their children were old enough to enter school. This

intention to not work immediately after the program may reduce the average employment outcomes of the pilot and those for the subgroup of participants with young children.

> *"We had clients who joined after one week of their landing. So sometimes they want to focus on other things. They want to settle. They want to do some language training. They're not really looking for employment but they want to join a program maybe to try to gain more information about what's going on in the labour market in Canada and all that."* (Program staff, model 4)

PROGRAM ACTIVITIES

At the start of the pilot, partnering SPOs adapted the four base models to their particular contexts based on their experiences. Therefore, the specific activities and duration of each intervention differ within each model. Moreover, SPOs have continuously made minor modifications to their programs throughout the pilot based on learnings and more significantly by moving services to virtual or hybrid delivery during the COVID-19 pandemic.

In this section, we describe the main program activities of each intervention as well as participant satisfaction with the programming. The main program activities of most interventions include group employability training, one-on-one support, employer connections, and in some, mentorship opportunities, and work placements. Overall, the primary components of each model, as designed, were successfully implemented (SRDC, 2021). However, challenges summarized in the implementation report (SRDC, 2021) remained in the second year of the pilot in terms of employer engagement including difficulties matching participants with job opportunities (model 3) and with work placements (models 1 and 4). Moreover, finding affordable and accessible childcare remained a major concern for many participants with children. Finally, due to funding uncertainties associated with the extension of the pilot during its second year, some program staff reported finding it difficult to provide sustained support to participants, plan long-term, and retain staff.

Group training

All pilot interventions offer some form of group training. However, the program components and activities, their frequency, and their duration vary greatly across interventions. Participant participation in group training is summarized in Table 3. All interventions apart from OFE and SÉO are cohort-based and group workshops are one of the main activities. Both OFE and SÉO offer continuous recruitment and programming and their training is not cohort-based. OFE offers participants group training in workplace preparation and occupation-specific essential skills only if it is deemed necessary based on an initial needs assessment. SÉO offers infrequent

workshops to interested participants on topics such as workplace rights, conflict resolution, and interview skills. Five such workshops of a few hours each had been organized prior to December 2021.

It is important to note that not all participants who joined the program participated in the group training. This is to be expected from both OFE and SÉO participants as group training may have been deemed unnecessary (for OFE participants) or was not the focus of the intervention (SÉO). However, for all other interventions, the lack of participation in any group training may indicate that these participants did not in fact participate in any programming. This may occur for several reasons including participants who joined the pilot but found employment before the training began and others who had an emergency and were unable to participate. When estimating the results in the next section, all 1,162 program group participants are considered as participants, and not only those who accessed pilot services. This is because those who self-select into not participating in program activities likely have characteristics that differ from those who choose to participate and those characteristics may be correlated with the impacts of the program. Not including these non-participating participants in the analysis would lead to biased estimates. As such, we estimate intent-to-treat estimators measuring the impacts of the offer of the services to participants as opposed to the impacts of the actual provision of services (average treatment effects). As can be seen in Table 3 below, for most interventions, the vast majority of participants did take up at least some of the services offered as part of the pilot. As such, these two estimators should not differ very much for those interventions.

Table 3 Group training

Model	SPO	Did not participate in group training (%)	Participated in three-quarters or more of group training (%)	Average hours of group training
Model 1	Achēv	2	91	82
	MOSAIC	0	91	59
	OFE	21	71	27
Model 2	ACCES	0	84	134
	Achēv	15	79	35
	ISANS	23	58	54
	WSEC	8	70	32
	YWCA	0	91	52

Model	SPO	Did not participate in group training (%)	Participated in three-quarters or more of group training (%)	Average hours of group training
Model 3	SÉO	38	-	3
	WSEC	16	74	18
Model 4	YWCA	1	90	63
ALL		12	78	49

Most of the group training curriculum focuses on developing employability skills. Some programs also include various components not directly related to employment, such as discussions regarding mental health and wellness. Through the program, program staff observed a stark difference in participants' demeanour from when they joined the program compared to when they graduated. Model 2 program staff went on to say: *"And I know they really like the meet ups that we hold once a month and they're on other topics that are not so directly related to employment but more on health and wellness as women. And so they really do appreciate that added aspect that we add to their overall being of a woman."*

Participants, however, recommended more sessions on employee rights, as some participants experienced racism and discrimination during the employment recruitment process but did not know how to navigate the situation. They stated that if they had learned about topics pertaining to racism and discrimination in the workplace, they may have been better able to handle the situation.

In both the first and second year of the pilot's implementation, participants and staff reported that a women's only program was working well, providing a space where participants felt comfortable sharing their experiences and challenges and were able to develop friendships and a sense of belonging. These friendships and networks were reported by participants as helping lessen feelings of isolation, particularly those resulting from the pandemic.

Program staff and participants shared that individualized support is one of the key components of the program. It is useful in supporting participants' engagement with the program, providing participants job search supports, and needed encouragement and emotional support. Individualized support also provided flexibility for participants and accommodated scheduling conflicts due to childcare and family responsibilities as well as personal conflicts.

> *"So they come in saying because they've given up their dream because three other people they've met at some other agency has told them you can't be an engineer. So they come to us and they say I want to be whatever. But through that process*

> *of us engaging them, they're back focused on this and in this example, "I want to be an engineer." So while we'll look at trying to identify employers for them, we're also very open minded in terms of not pigeonholing at the beginning because we understand that transition process happens for them, where they reclaim their value, they reclaim their belief."* (Program staff, model 3)

Staff noted that participants who are transitioning into another field need different supports than those participants generally looking for employment. They identified that these participants need more individualized support with a focus on facilitating those career transitions by exploring career opportunities and the skills needed.

During participants' job search, program staff provide feedback on participants' resumes, communication skills, and questions they should ask hiring managers. Based on participants' needs and interests, program staff also work to set up informational interviews between employers and participants to help increase their networks. Program staff from model 1 shared their experience of a scenario in which a potential employer reached out to them and asked if program staff could support a participant in taking an online quiz as part of their recruitment process. With this support, the participant was able to receive an employment offer. Program staff from SÉO also shared that some participants reach out to them for individualized support after receiving a job offer.

Additionally, after participants find employment, program staff continue their support by ensuring participants knew how to get to their workplace, identifying their workplace contact, and how to introduce themselves upon arrival.

Some participants noted that they would have liked to have received more individualized support, as well as follow-up support after the program finished. Other participants suggested that individualized support should be more structured and practical, as some participants did not receive employment support from their program staff, but rather engaged in more general conversations with them from time to time.

We next summarize participation in the main program components of each model beginning with models 1 and 4 which both include work placements. All model 1 and 4 interventions apart from OFE include a 12-week work placement. Some OFE employer partners offer shorter work experiences or technical trainings while other employer partners hire participants directly without a work experience or technical training. As such, the percentage of participants with a work placement is only an indicator of the successful implementation of this program component for Achēv, MOSAIC, and the YWCA.

As can be seen in Table 4 below, there is a lot of variation in this percentage with only 36% of Achēv's 44 participants having had a work placement while less than 70% of the 184 participants from all three interventions had a work placement. For Achēv, this low

percentage can, in part, be explained by their second cohort of participants who were trained in the commercial cleaning sector prior to the COVID-19 pandemic. However, their in-person occupation-specific skills training, necessary for a work placement in the sector, was delayed and then cancelled due to the pandemic. While SPOs may have had some difficulty in finding appropriate work placements for all participants, in other situations, participants themselves did not want to participate in a work placement. Both Achēv and MOSAIC's sector partner is senior care.[19] Employment in this sector is often characterized by casual employment and non-standard work hours. While SPOs did inform potential participants of these work conditions prior to joining the program, some participants may have joined the program anyway but still chose not to participate in a work placement for these reasons.

Most participants who had a work placement did complete their placement, although this percentage is lower for the YWCA (only 54%). Moreover, most participants who completed their work placement also remained employed with the same employer after the end of the work placement.

Table 4 Models 1 and 4 activities: Work placements

	Achēv Model 1	MOSAIC	OFE	YWCA Model 4
Average number of interviews attended for work placement				2
Average number of job placements suggested				9
Participants with a work placement (%)	36	65	26	61
Job placement using subsidy (%)				79
Average placement duration (days)	70	75	12	71
Participants who completed placement (%)	75	73	100	54
Participants who remained employed after completing their work placement (%, conditional on having had a placement)	69	60	97	53

Providing participants opportunities to earn certificates in food handling, Smart Serve, Occupational Health and Safety Training (ORCA) and others, supported them to find work placements and longer-term employment. Program staff noticed that having these certifications

[19] Achēv initially planned to work with the commercial cleaning and food services sectors but pivoted to the senior care sector during the COVID-19 pandemic.

was an asset for participants in meeting employers' expectations and requirements for certain roles, and "fast-tracking their own [employers'] onboarding process," as employers did not need to provide participants with the training. It also increased employers' desire to turn to the program to meet their future hiring needs because they knew participants would already have their requirements met.

Additionally, participants had already undergone Tuberculosis (TB) testing and COVID-19 vaccination certification before starting work, which would also expedite the onboarding process for employers. It contributed to employer buy-in in hiring program participants as they were ready and prepared to start working.

Program staff explained that work placements in the first year of the pilot were sometimes not aligned with the expectations or needs of participants, such as participants being offered casual instead of full-time positions. In the second year of the pilot, program staff in models 1 and 4 continued to observe that some participants were not interested in the industry/sector of the work placement, mainly due to personal/family views and negative perceptions regarding the line of work or the work not being aligned with their skills and/or interests. Program staff also explained that some participants were not happy with the work placements that staff suggested and deemed suitable for them. Some participants expressed that their work placements were unsafe and that employees were treated unfairly. This mismatch in expectations led some participants to discontinue their work placements and program staff to end some employer connections.

Program staff also indicated frustration with employers providing little or no feedback on how participants were performing in their roles. One SPO was confused because, although program staff had heard positive feedback about participants from employers, participants were let go after the end of their work placements without reason.

The main component of model 2 is the use of the essential skills framework. Table 5 summarizes the essential skills activities for the model 2 interventions of the pilot. Before beginning the program, participants took essential skills assessments in listening, numeracy, document use, and digital skills. During the program they learned about the essential skills framework and were to complete an essential skills portfolio. Between 51% (World Skills Employment Centre) and 87% (YWCA) of participants completed their essential skills portfolio. Participants also compared their baseline essential skills levels with those required for their intended occupations. If their skills were below the required level, they were recommended for essential skills enhancements. While almost all 151 ACCES participants were recommended for skills enhancements, this was only the case for 59% of World Skills Employment Centre's 92 participants. Of those participants who were recommended skills enhancements, almost all participated in some form of enhancements (column 3 in Table 5). These enhancements may have been in the form of self-directed studies or courses. There is a lot of variation in the

number of hours of enhancements across interventions for those participants who did take some essential skills enhancements; between only 6.4 hours for Achēv compared to 99.8 hours for the YWCA.

Table 5 Model 2 activities: Essential Skills

SPO	Percentage of participants who completed an essential skills portfolio	Percentage of participants referred for essential skills enhancements	Percentage of participants who took essential skills enhancements	Average number of hours spent on essential skills enhancements
ACCES	80	97	97	23
Achēv	77	83	82	6
ISANS	58	66	59	25
WSEC	51	59	54	62
YWCA	87	71	68	100

For model 2, implementing the essential skills assessments at the beginning of the program provided both program staff and participants an understanding the "*reference point*" of participants, such as identifying participants' strengths and weaknesses and how to work toward participants' employment goals. Program staff perceived that essential skill assessments acted as an eye opener for many participants in identifying skills needed to enhance their job search processes and employability prospects. Essential skills assessments also allowed program staff to have a better grasp of how they could best support participants individually, as participant needs were addressed during essential skills assessments. Program staff explained:

> *"Staff are able to have really concrete connection points with clients based on an assessment, and clients are able to purposefully build out their individualized training that they're going to take later to take advantage of what they've learned from those assessments."*

Job matching is the main component of model 3 while ACCES and World Skills Employment Centre also provide job matching to their model 2 participants. Table 6 summarizes the job matching activities for each of these interventions. While 100% of ACCES participants were matched with at least one job, this is only the case for 63% of World Skills Employment Centre model 3 and 64% of World Skills Employment Centre model 2 participants. Participants of all four interventions were matched with between two and just over three jobs. However, of those

job matches, not many led to a job interview, with the exception of World Skills Employment Centre model 3. Between 8% (World Skills Employment Centre model 2) and 29% (SÉO) of participants received a job offer as a result of a job match and, on average, it took between 2.7 and 4.9 matches before they received their first job offer. In addition to job matches, SÉO also organizes meet-and-greet events; 35% of their participants attended at least one of these events.

Program staff from models 1, 3 and 4 identified employers who would be a good fit to partner with and emphasized the importance of the program and the benefits of the partnership for both the program and the employer. Through continuous communication with employers, program staff developed trusting relationships. Furthermore, by recommending candidates who met the needs of employers, employers gained trust in the program's talent pool and returned to program staff to recruit more participants.

Table 6 Model 2 & 3 activities: Job matching

	ACCES	WSEC Model 2	SÉO	WSEC Model 3
Participants with one or more matched job (%)	100.0	64.0	86.0	63.0
Average number of matched jobs	2.7	2.0	2.9	3.1
Average number of job interviews	0.3	0.8	1.0	2.7
Participants with one or more job offer (%)	15.0	9.0	29.0	8.0
Average number of matched jobs until the first job offer	2.7	3.1	3.4	4.9
Participants attended at least one meet and greet event (%)			35.0	

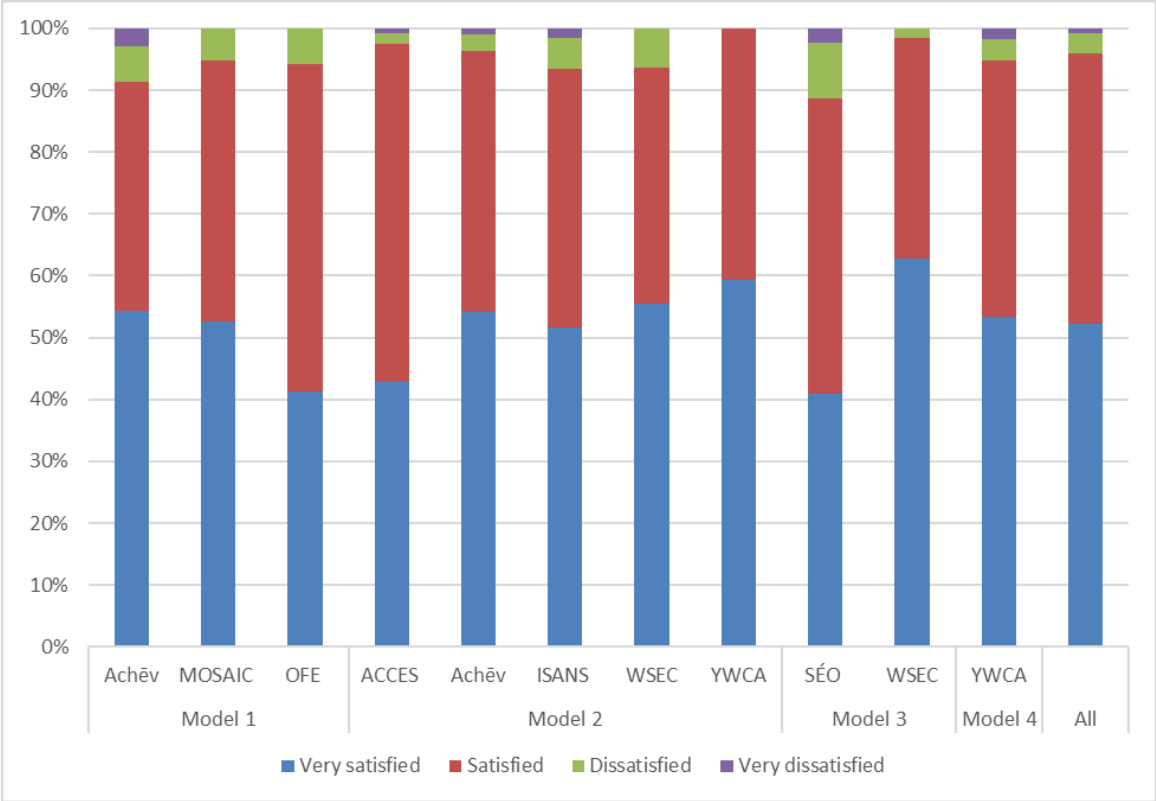
Model 2 interventions as well as World Skills Employment Centre model 3 include other activities intended to help participants access the labour market. They are summarized in Table 7 below and include job fairs, mentoring forums, guest speakers and networking events, informational interviews, and connections with job postings. These activities may have been implemented by other interventions not included in Table 7 (or where there are blank cells in Table 7). However, participant-level participation in these activities was not systematically captured and shared with SRDC and are, therefore, not summarized here.

Table 7 Models 2 and 3: Other activities

	ACCES	Achēv Model 2	ISANS	WSEC Model 2	YWCA Model 2	WSEC Model 3
Average number of career job fairs attended	1.1	1.4	0.4			
Average number of mentoring forums attended	1.1		0.2			
Participants matched with a mentor or champion (%)		22.0		54.0	50.0	54.0
Participated in a guest speaker/ networking event (%)	96.0				48.0	
Average number of guest speaker/ networking events attended	2.5				7.6	
Participated in an informational interview (%)					19.0	
Average number of informational interviews					1.4	
Participants who were ever connected to a job posting by an employer partner (%)					5.0	

Overall, participants report high levels of satisfaction with the interventions and would recommend them to other newcomer women looking for employment. These findings are summarized in Figure 8 and in Figure A.2 in the appendix.

Figure 8 Program satisfaction by intervention



While participants expressed a high level of satisfaction with the programs, program staff noted that as participants' needs, employment goals, and employment trajectories vary, delivering a program that met everyone's needs was challenging. For example, program staff faced challenges finding guest speakers or mentors related to every participant's sectors of interest. Some participants indicated feeling less connected with guest speakers or mentors who were not in their sectors of interest, and said they found only little to some value in these sessions. A few participants also voiced frustration that they received job postings and suggestions from program staff that were not aligned with their skills and interests.

For programs in model 1 that offered occupation-specific training, a few participants joined the program with little or no interest in working in the program-specific sectors. Program staff observed that "*these particular clients did not communicate their constraints and challenges during initial intake and assessment, nor did they express it during 1-1 coaching sessions. It was only brought to light when a work placement opportunity was presented.*" Other participants in models 1 and 4 voiced discontent with some of the work placement positions identified by program staff. For example, some participants in models 1 and 4 chose not to continue with their

work placements given the physical requirements of the job, as well as dissatisfaction with last minute and inflexible scheduling, and low salaries.

As noted in the Data and Methodology section of this report, the key to identifying the impacts of the program is a valid counterfactual; what would have happened to the program group in the absence of the program. With an RCT design, the comparison group is used as a counterfactual for the program group. Therefore, it is important to understand what happened to comparison group members while program participants were in the program. This may include participating in other job search assistance programs and trainings. In the first and second follow-up surveys, we ask comparison group participants the number of hours they have spent in such trainings since the time of the baseline survey. These hours are summarized in Figure 9 and Appendix Figure A.3.[20] Although there is a lot of variation in the number of hours and the types of activities, on average, comparison group clients did participate in programming that may be a substitute for the program.

On average, at the time of the first follow-up survey, comparison group clients had participated in 120.8 hours of training, of which 19.7 hours were job or work-related and 22.3 were career development services. By the time of the second follow-up survey, this average had increased to 262.3 hours, of which 53.8 hours, on average, was job or work-related training and 37.9 hours were career development services. As shown in Table 3, the group training activities of the pilot interventions were, on average, 49 hours.[21] This, however, excludes the hours of other non-group training activities including one-on-one activities and other less frequent group activities such as guest speaker events and job fairs. Moreover, program group members participated in these trainings earlier as most intervention activities took place prior to the timing of the first follow-up survey. Comparison group members participated in most trainings between the time of the first and second follow-up surveys.

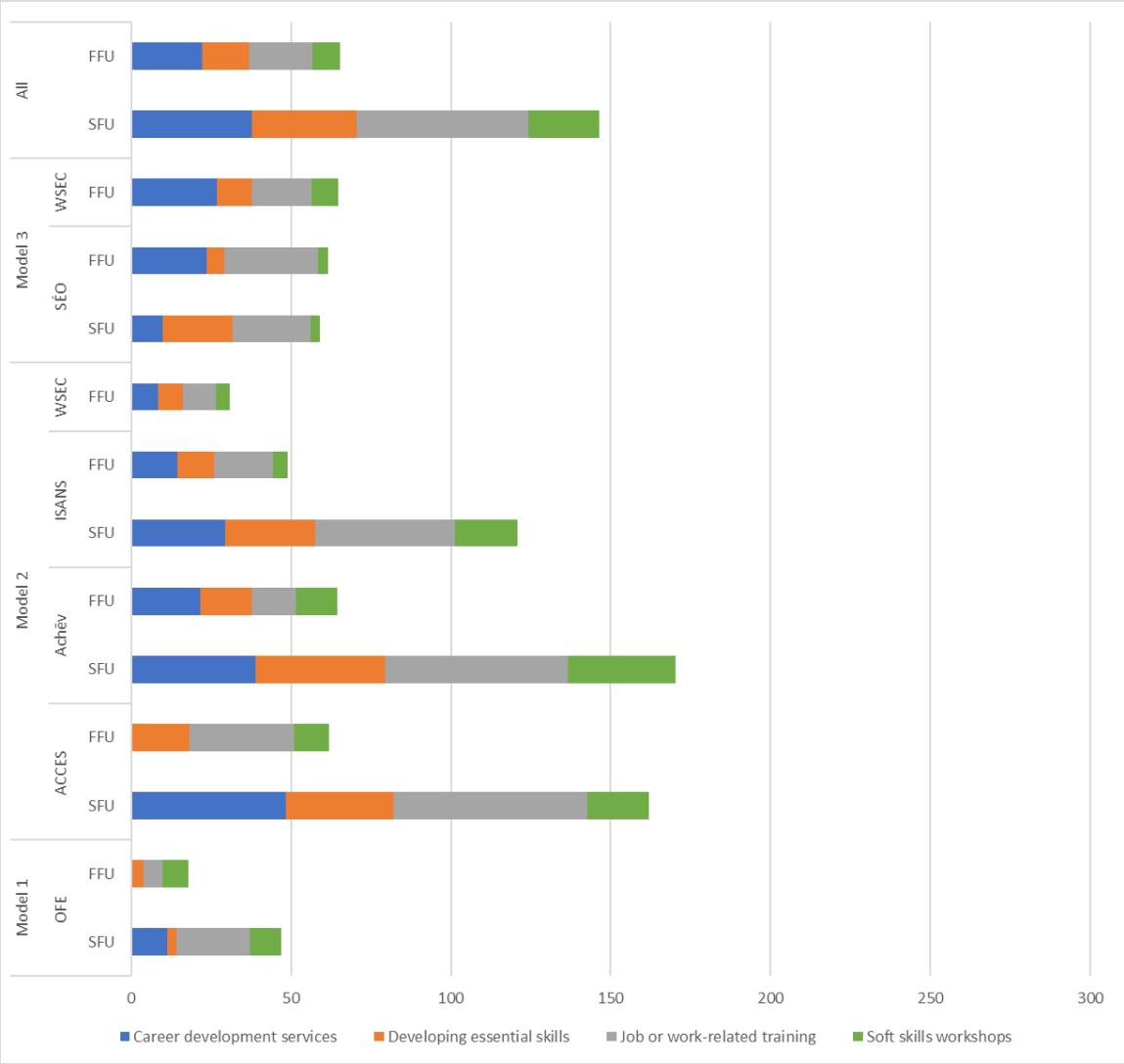
Given that program group participants may have also participated in other programming at the same time or just after participating the CPRNW pilot programming, we also ask program group participants in the first and second follow-up surveys, how many hours they have spent in the same categories of activities. However, they are asked to exclude the activities/services offered by the CPRNW partner SPO as we did not want to double count those hours. Figure 10 and Appendix Figure A.4 depict these hours. However, given the types of activities and the high number of hours, we are unsure whether participants have included (or excluded) CPRNW program activities in their responses. Either way, it appears that although program group clients did, on average, receive more job search assistance training than comparison group clients and

20 Figure 9 includes the four training categories most similar in content to the pilot interventions while Appendix Figure A.3 includes the complete list of 10 categories of trainings.

21 The average hours of group training activities for the seven interventions with a comparison group is 46.3 hours.

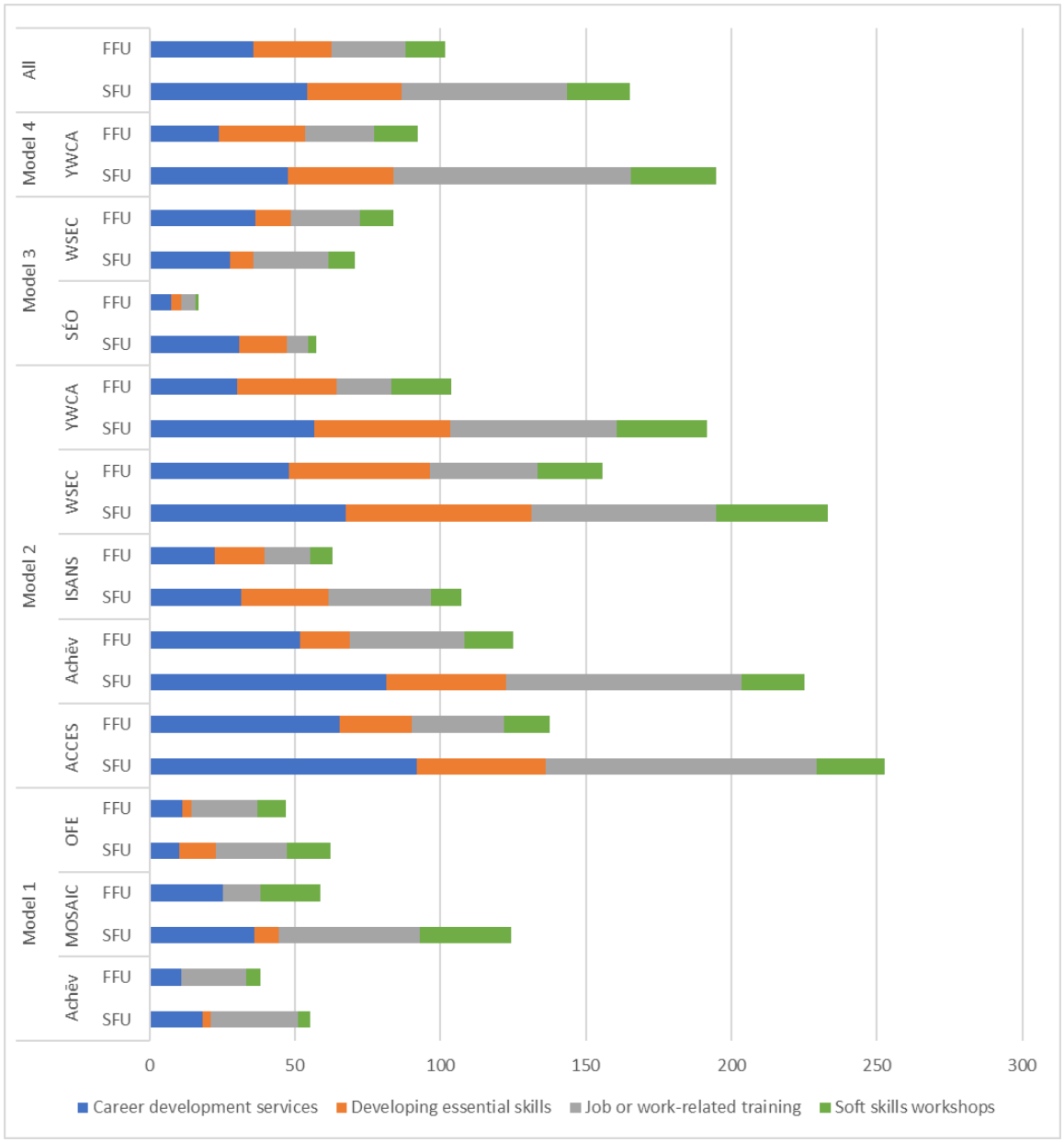
that they also received it earlier, comparison group clients, on average, also participated in a lot of training. Therefore, when interpreting the impacts of the programs, we are estimating the additional impacts of providing racialized newcomer women with specialized services above and beyond other services they have access to and not compared to not having received any services at all.

Figure 9 Comparison group training hours by activity and intervention[22]



[22] Data is missing for World Skills Employment Centre at the time of the second follow-up survey due to a programming error. This has been corrected and will be included in future analyses.

Figure 10 Program group training hours by activity & intervention



Participants and program staff reported that the components of the pilot program that were working well in the first year of the pilot, such as individualized supports, essential skills, and employment readiness training, continued to do so in the second year (see Interim Report for additional details).

Suggestions for improvement from participants

During the second year of the pilot, participants raised the following suggestions for the design and delivery of the programs:

- Comparable to the first year of the pilot, participants voiced the need for more **opportunities to gain insight into their industries of interest and to showcase their skills to employer**s, which could be through meeting with industry-specific recruiters or employers via job fairs, mock interviews, or mentorship opportunities. The role of program staff to set up these meetings was noted to be crucial as participants perceived they would have more credibility if the connection was made through a reputable employment organization.

- Participants suggested there was a need for program staff to have **connections with experts from a wide range of industries**, either directly with employers and recruiters or through other employment programs. In other words, because it is impossible for program staff to understand the specific job requirements in every industry, program staff could ask knowledgeable individuals from specific industries for commonly required skills and/or certifications.

- Participants voiced the need for the pilot program and other employment programs to be more **widely advertised** to newcomers shortly after they land in Canada. Several participants shared that they had only found out about the existence of employment programs a few years after immigrating to Canada, and how valuable it would have been to have know earlier.

- As was frequently brought up in the first year of the pilot, other suggestions included the following:

    - Participants who did not have work placements highlighted the desire to have **work placement opportunities**, and some of those who did, recommended **extending the length of work placements**;

    - Participants, particularly in models 1 and 4, suggested resources to enhance their **English language skills**.

As some participants experienced challenges finding employment after the pilot, they found other employment programs to attend while continuing their job search. Some participants explained that one of the main reasons they joined another employment program after completing the pilot was to receive additional individualized support. Others found employment programs specific to their sectors or field of work.

One model 2 participant shared that although it was a financial burden to enroll in school, she felt she had no other options:

> *"I wanted to Canadianize my experience. This is the word that I've been using now. And just to prove that I have the same skills as the graduates from Canada because they always say that education in Canada is much better. For me, I learned but not that much. I spent a lot of money for four courses now, and they are loaned. So I need to pay them back. I'm not disappointed but I know that I have to. It's a must to find a job."* (Participant, model 2)

RESULTS

SUMMARY

Analysis methodologies	
Non-experimental Analysis ▪ Investigates changes in outcomes over time.	Experimental Analysis ▪ Investigates impacts. ▪ Compares outcomes of the program group with those of the comparison group at the time of the follow-up surveys.

This section first presents the non-experimental analysis of the changes in immediate and intermediate outcomes for each intervention. Average changes are presented for CPRNW program participants and, for those interventions which were implemented as randomized controlled trials as well as ACCES, for the comparison group as well. The evidence suggests improvements in outcomes associated with progress toward commensurate employment for program participants but also for the comparison group. These average changes in outcomes are then broken down by the subgroups of participants identified in the methodology section of the report.

In order to investigate the impacts of the pilot, this section then presents the experimental results from the six RCT interventions. We compare the outcomes of the program group with those of the comparison group at the time of the follow-up surveys.

Overall, there are 23 immediate outcome measures and another 18 intermediate outcomes being investigated. Thirty-two of these outcomes are studied in the non-experimental analysis (16 immediate outcomes and 16 intermediate outcomes[23]) while the experimental analysis uses the main outcomes of interest (13 immediate outcomes and 17 intermediate outcomes). They are described below:

[23] The only measures excluded from the non-experimental analysis are those which were not measured at the time of the baseline survey.

Domains	Outcomes
Immediate	
Career Adaptability	Career Decision-Making Self-Efficacy Job Search Self-Efficacy Job Search Clarity
Skills Relevant to the Canadian Workforce	Oral Communication Frequency of Use: Numeracy Skills Frequency of Use: Writing Skills Frequency of Use: Reading Skills Frequency of Use: Digital Skills
Social Network	Network Size Sparsely Connected Network Immediate Family Support for Having a Job Extended Family Support for Having a Job
Canadian Work Experience	See Employment
Self-confidence	Self-confidence
Employment	Employment Status Monetary Dimensions of Employment: ▪ Weekly Earnings (CAD and log-transformed) Non-monetary Dimensions of Employment ▪ Hours of Work ▪ Skills Commensurate Employment ▪ Education Commensurate Employment ▪ Experience Commensurate Employment ▪ Job Satisfaction (overall and average of multiple job aspects) ▪ Job Quality

Domains	Outcomes
Intermediate	
Training	Enrolment in Formal Education
Acculturation	Sense of Belonging
	Acculturation: own culture
	Acculturation: Canadian culture and values
	Network Strength of Same Ethnicity
	Network Strength of Different Ethnicity
	Trust
Well-being	Life Satisfaction
	Self-confidence
	Hope
	Stress
	Activity Limitation due to Physical/Health Condition
	Activity Limitation due to Mental Health/Emotional Condition
Financial Well-being	Autonomy of Financial Decision-making (overall and average for multiple decisions)
	Ability to Meet Unexpected Needs
	Ability to Keep up with Bills
	Family Income
	Individual Bank Account Ownership

NON-EXPERIMENTAL EVIDENCE: AVERAGE CHANGES

Summary of the findings

- Statistically significant improvements in outcomes shown to be important steps in the transition to commensurate employment for CPRNW participants.
    - Primarily measures of career adaptability: Increases of between 10.4 and 40.4 percentage points in the average likelihood of reporting high levels of career adaptability (career decision-making self-efficacy, job search clarity, or job search self-efficacy) depending on the SPO and the survey (for those with statistically significant changes).
- Statistically significant improvements in employment outcomes including the likelihood of working, wages, and hours of work for CPRNW participants.
    - Increases of between 21.3 and 58.4 percentage points in the likelihood of working depending on the SPO and the survey (for those with statistically significant changes).
    - Increases of between 212% and 673% in weekly earnings ($112-$543) depending on the SPO and the survey (for those with statistically significant changes).
    - Increases of between 7 and 25 weekly hours of work depending on the SPO and the survey (for those with statistically significant changes).
- Some similar improvements over the same time period for CPRNW comparison group members.
- Program participants with any of the following characteristics experienced larger increases in their career adaptability and employment outcomes:
    - Not working at the time of joining the pilot
    - In Canada for less than one year
    - Younger than 40
    - With paid work experience in Canada
- Model 2 participants with low essential skill scores at baseline or with children under 5 at home had smaller increases in the likelihood of working, weekly earnings, and weekly hours of work.

For all interventions, we provide an exploratory descriptive analysis of changes in immediate and intermediate outcomes of program and comparison group (where appropriate) members between the baseline survey, the first, and the second follow-up surveys. The baseline survey measures pre-intervention outcome levels. We measure the 16 immediate outcomes 3–5 months after the baseline survey (using the first follow-up survey). We also measure the immediate outcomes, in addition to the 16 intermediate outcomes, 6–8 months after the baseline survey (at

the time of the second follow-up survey). Therefore, we test for statistically significant changes in 48 outcomes (16 at the time of the first follow-up survey and 32 at the time of the second follow-up survey) for each intervention. Below, we present those changes in outcomes that are statistically significant at the 10% level or higher.

Understanding the changes in outcomes tables

- Each table of results presents the list of outcomes in the first column.
- The next five columns summarize the results for program participants.
- The baseline values of the outcomes are presented in the second column, the values of those outcomes at the time of the first follow-up survey in the third column, and the values of the outcomes at the time of the second follow-up survey in the fourth column.
- The changes in outcomes are presented in column 5, which shows the differences between the first follow-up survey and baseline survey values, and column 6, which shows the differences between the second follow-up survey and the baseline survey values.
- * indicates a statistically significant difference at the 10% level, ** indicates a 5% significance level, and *** indicates a 1% statistically significant difference.
- Interventions with a randomly assigned comparison group include five additional columns repeating columns 2-6 but with comparison group member information.

We begin by presenting results for model 1 interventions in Tables Table 8-Table 10. We find statistically significant average changes in two outcomes for Achēv model 1 participants (presented in Table 8). Both the likelihood of being employed and weekly earnings increased for these participants. Before joining the program, the probability that a participant from Achēv model 1 was working is 0.219 (column 2). This probability increases to 0.485 by the time of the first follow-up survey and to 0.500 by the time of the second follow-up survey. Both the increase from the time of the baseline survey to the first follow-up survey (column 5) and from baseline to the second follow-up survey (column 6) are statistically significant at the 10% level.

We also find a positive and statistically significant change in average weekly earnings (measured in natural-log units[24]) of Achēv model 1 participants between the time of the baseline survey and

[24] Participants who are not working are assigned zero earnings and included in the analysis. In addition to examining weekly earnings measured in Canadian dollars, we also measure weekly earnings in natural-log units because the distribution of log earnings is close to normal, and the use of log units enables an easy interpretation of outcome changes and of comparisons of the magnitudes of these changes across cities with different average earnings and costs of living.

the second follow-up survey. Column 6 of Table 8 shows a 242% increase in average weekly earnings. Although the magnitude of this change may seem extremely large, it is, in large part, due to the increase in the proportion of participants working (who at baseline are assigned zero earnings and are included in the analysis).

Table 8 Achēv Model 1: Statistically significant changes in outcomes

(1) Outcomes	(2) Baseline	(3) FFU	(4) SFU	(5) Difference FFU	(6) Difference SFU
Working	0.219	0.485	0.500	0.266*	0.300*
Weekly Earnings (log)	-2.834	-0.966	-0.667	1.868	2.420*

Notes: FFU refers to the first follow-up survey. SFU refers to the second follow-up survey. *, **, *** indicate a statistically significant difference at the 10%, 5%, and 1% levels, respectively.

Table 9 shows a statistically significant increase in the likelihood of MOSAIC participants reporting high job search self-efficacy from the time of the baseline survey to the time of the first follow-up survey. This statistically significant increase is, however, not fully sustained at the time of the second follow-up survey. However, the likelihood of reporting high job search self-efficacy does remain higher than the level at baseline at the time of the second follow-up survey. This can often be the case with psychometric scales (Palameta et al., 2017a; Palameta et al., 2017b; de Raaf, Hui, & Vincent, 2012). Skills, techniques, and confidence increase because of programming (if it works) and, therefore, we see statistically significant changes in outcomes (and impacts) immediately after the end of programming. However, they may then decrease over time if those skills are not used, especially if former participants are not employed or are no longer in the labour market and looking for work, or as participants face barriers in the labour market and re-evaluate their competencies. However, as we see, these scales do remain higher than at baseline in the longer-term, showing some long-term improvements.

Table 9 MOSAIC: Statistically significant changes in outcomes

(1) Outcomes	(2) Baseline	(3) FFU	(4) SFU	(5) Difference FFU	(6) Difference SFU
Job Search Self-Efficacy	0.471	0.875	0.588	0.404*	0.151

Notes: FFU refers to the first follow-up survey. SFU refers to the second follow-up survey. *, **, *** indicate a statistically significant difference at the 10%, 5%, and 1% levels, respectively.

Staff observed that some participants' confidence and feelings of job readiness begin to decrease a short while after they finish the program. Program staff emphasized the importance of continuing to support these participants who do not find employment after the program ends and in reconnecting them with resources because the program should be more than a "one-time solution". Many participants require continuous and proactive lines of communication from program staff.

Table 10 shows statistically significant increases in job search self-efficacy (between the time of the baseline survey and the first follow-up survey) and in several employment outcomes (the likelihood of working, earnings (measured in CAD and in log), and weekly hours of work) between the baseline survey and both the first and second follow-up surveys for OFE participants. Columns 7–11 show increases similar in magnitude for the comparison group in all of the same employment measures.

The statistically significant changes for model 2 interventions are presented in Tables Table 11-Table 15 and show similar patterns across SPOs. Overall, we see increases in measures of career adaptability and in employment outcomes for program participants that are similar in magnitude across interventions. However, the timing of the statistically significant changes (between the baseline survey and the first and/or second follow-up surveys) does differ across some of the SPOs. We also see similar increases for the comparison groups for those interventions which include one. The next few paragraphs describe these model 2 changes in outcomes for each SPO.

Statistically significant changes in outcomes for ACCES are presented in Table 11 and show increases in all three measures of career adaptability between the baseline survey and both the first and the second follow-up surveys for program participants. However, similar to participants from MOSAIC for job search self-efficacy, the increases in job search self-efficacy and job search clarity from baseline to the second follow-up survey are lower than the increases at the time of the first follow-up survey (these differences between the first and second follow-up surveys are, however, not statistically significant). ACCESS participants also show increases in their confidence in using English[25] and in employment outcomes. Columns 7–11 also show statistically significant increases in those same employment outcomes for ACCES' non-randomly assigned comparison group. It is important to note, however, that the comparability of the comparison

[25] Oral communication is a binary variable based on self-reported self-confidence conducting 10 different activities in English (for example, asking a question to get information or giving instructions to others). Increases in this outcome reflect a greater likelihood of reporting high self-confidence.

group in representing the counterfactual for ACCES program participants is less robust than a randomly assigned comparison group and will be investigated further in the next report.

Achēv model 2 shows very similar changes as ACCES in career adaptability and employment outcomes for both their program participants and their randomly assigned comparison group. These results are presented in Table 12. The statistically significant changes in participants' career adaptability measures for ISANS' participants, presented in Table 13, are also very similar to both Achēv model 2 and ACCES and although ISANS' participants also show statistically significant increases in their employment outcomes, this is only the case at the time of the second follow-up survey. ISANS' comparison group also shows statistically significant increases in all of the same career adaptability outcomes apart from career decision-making self-efficacy at the time of the first follow-up survey which is not statistically significant but is, however, similar in magnitude to the program group average change. Moreover, ISANS' comparison group clients show statistically significant increases in employment outcomes between the time of the baseline survey and both the first and second follow-up surveys.

Program group members from World Skills Employment Centre's model 2 show very similar changes to the other model 2 interventions but, on average, their comparison group has fewer statistically significant changes, especially at the time of the first follow-up survey, suggesting possible statistically significant impacts of the program which are explored in the next section. The YWCA model 4 program group participants, presented in Table 18 and Figure 11, also show very similar changes in outcomes.

Overall, the main program activity components and the focus on the essential skills framework is common to all five model 2 interventions and all five interventions show similar changes in career adaptability and employment outcomes.

Model 3 changes in outcomes are presented in Table 16 for la Société Économique de l'Ontario's Ottawa and Toronto locations and in Table 17 for World Skills Employment Centre. There are no statistically significant average changes in outcomes for SÉO's Sudbury location, which does not include a comparison group and is much smaller in size with only 24 participants. SÉO Ottawa and Toronto program group participants show increases in employment outcomes at the time of both follow-up surveys while their comparison group clients show increases in job search clarity and oral communication in French but not in employment-related outcomes. Comparison group clients at SÉO are referred to their other employability and immigration services. The differential outcome changes between the program and comparison group may be explained by differences in these services and highlights the importance of the comparison group in understanding the impacts of the programs (presented in the next section).

World Skills Employment Centre's model 3 results, presented in Table 17, are very similar to their model 2 results for program participants with increases in career adaptability and

employment outcomes. However, the comparison group for model 3 also see statistically significant increases in the same outcomes. This may be because model 3 comparison group clients are initially closer to the labour market and see improvements in their outcomes over time even in the absence of programming. Another possible explanation is that model 3 comparison group members are able to access other comparable services earlier. This can be seen in Figure 9 earlier in the report with World Skills Employment Centre's model 3 comparison group clients participating in more training by the time of the first follow-up survey than model 2 comparison group members. However, by the time of the second follow-up survey, this had been reversed.

Table 10 Opportunities for Employment: Statistically significant changes in outcomes

	Program group					Comparison group				
(1) Outcomes	(2) Baseline	(3) FFU	(4) SFU	(5) Difference FFU	(6) Difference SFU	(7) Baseline	(8) FFU	(9) SFU	(10) Difference FFU	(11) Difference SFU
Job Search Self-Efficacy	0.435	0.602	0.5	0.167*	0.060	0.441	0.606	0.500	0.165	0.056
Working	0.209	0.609	0.75	0.400***	0.555***	0.206	0.727	0.765	0.521***	0.536***
Weekly Earnings (log)	-2.939	0.256	2.622	3.195***	5.690***	-2.64	2.542	3.388	5.182***	5.793***
Weekly Earnings	40.182	174.148	342.494	133.967***	303.933***	124.933	361.957	354.802	237.025*	227.431**
Weekly Hours of Work	3.631	17.667	24.508	14.036***	21.014***	5.576	24.281	29.03	18.705***	21.854***

Notes: FFU refers to the first follow-up survey. SFU refers to the second follow-up survey. *, **, *** indicate a statistically significant difference at the 10%, 5%, and 1% levels, respectively.

Table 11 ACCES: Statistically significant changes in outcomes

	Program group					Comparison group				
(1) Outcomes	(2) Baseline	(3) FFU	(4) SFU	(5) Difference FFU	(6) Difference SFU	(7) Baseline	(8) FFU	(9) SFU	(10) Difference FFU	(11) Difference SFU
Career Decision-Making Self-Efficacy	0.168	0.274	0.298	0.106*	0.114*	0.224	0.29	0.317	0.065	0.091
Job Search Clarity	0.627	0.808	0.77	0.181**	0.151**	0.785	0.804	0.788	0.019	0.005
Job Search Self-Efficacy	0.364	0.61	0.525	0.246***	0.152*	0.567	0.64	0.673	0.073	0.100
Oral Communication	0.675	0.832	0.825	0.157**	0.159**	0.736	0.71	0.724	-0.026	-0.019
Working	0.122	0.557	0.706	0.435***	0.584***	0.183	0.519	0.67	0.336***	0.485***
Weekly Earnings (log)	-4.13	1.001	2.602	5.131***	6.730***	-3.226	0.338	2.448	3.564***	5.660***
Weekly Earnings	27.265	415.521	571.788	388.257***	543.207***	57.755	329.454	555.268	271.699***	496.917***
Weekly Hours of Work	2.647	19.004	27.654	16.357***	24.923***	3.16	18.824	24.015	15.664***	20.823***

Notes: FFU refers to the first follow-up survey. SFU refers to the second follow-up survey. *, **, *** indicate a statistically significant difference at the 10%, 5%, and 1% levels, respectively.

Table 12 Achēv Model 2: Statistically significant changes in outcomes

	Program group					Comparison group				
(1) Outcomes	(2) Baseline	(3) FFU	(4) SFU	(5) Difference FFU	(6) Difference SFU	(7) Baseline	(8) FFU	(9) SFU	(10) Difference FFU	(11) Difference SFU
Career Decision-Making Self-Efficacy	0.144	0.413	0.383	0.269***	0.209***	0.202	0.193	0.283	-0.010	0.078
Job Search Clarity	0.703	0.853	0.806	0.151**	0.090	0.595	0.735	0.739	0.140	0.126
Job Search Self-Efficacy	0.286	0.647	0.529	0.361***	0.202**	0.284	0.383	0.466	0.099	0.144
Working	0.064	0.364	0.52	0.300***	0.462***	0.145	0.373	0.505	0.229***	0.364***
Weekly Earnings (log)	-3.958	-1.595	0.444	2.363***	4.441***	-3.418	-1.291	0.229	2.127**	3.484***
Weekly Earnings	34.528	185.34	314.449	150.813***	277.306***	48.211	187.107	261.359	138.896***	214.892***
Weekly Hours of Work	2.179	11.24	17.859	9.061***	15.673***	3.524	12.189	15.551	8.665***	12.171***

Notes: FFU refers to the first follow-up survey. SFU refers to the second follow-up survey. *, **, *** indicate a statistically significant difference at the 10%, 5%, and 1% levels, respectively.

Table 13 ISANS: Statistically significant changes in outcomes

	Program group					Comparison group				
(1) Outcomes	(2) Baseline	(3) FFU	(4) SFU	(5) Difference FFU	(6) Difference SFU	(7) Baseline	(8) FFU	(9) SFU	(10) Difference FFU	(11) Difference SFU
Career Decision-Making Self-Efficacy	0.088	0.227	0.203	0.139*	0.117*	0.105	0.214	0.314	0.109	0.219**
Job Search Clarity	0.544	0.866	0.826	0.322***	0.263***	0.509	0.754	0.8	0.246**	0.253**
Job Search Self-Efficacy	0.277	0.703	0.662	0.426***	0.359***	0.232	0.582	0.549	0.350***	0.280**
Working	0.262	0.391	0.588	0.129	0.361***	0.236	0.518	0.673	0.281**	0.438***
Weekly Earnings (log)	-1.956	-1.083	1.34	0.873	3.672***	-3.304	-0.19	2.174	3.114***	5.391***
Weekly Earnings	122.605	199.846	314.103	77.241	210.266***	61.788	208.897	376.236	147.110*	310.329***
Weekly Hours of Work	7.954	11.159	16.776	3.205	10.155***	6.077	13.698	19.653	7.621*	14.419***

Notes: FFU refers to the first follow-up survey. SFU refers to the second follow-up survey. *, **, *** indicate a statistically significant difference at the 10%, 5%, and 1% levels, respectively.

Table 14 World Skills Employment Centre Model 2: Statistically significant changes in outcomes

	Program group					Comparison group				
(1) Outcomes	(2) Baseline	(3) FFU	(4) SFU	(5) Difference FFU	(6) Difference SFU	(7) Baseline	(8) FFU	(9) SFU	(10) Difference FFU	(11) Difference SFU
Career Decision-Making Self-Efficacy	0.156	0.403	0.302	0.247**	0.159*	0.132	0.231	0.288	0.099	0.163*
Job Search Clarity	0.656	0.841	0.81	0.185*	0.175*	0.698	0.615	0.75	-0.083	0.071
Job Search Self-Efficacy	0.508	0.689	0.583	0.181*	0.083	0.423	0.49	0.449	0.067	0.085
Working	0.254	0.508	0.583	0.254**	0.363***	0.14	0.327	0.473	0.187*	0.335***
Weekly Earnings (log)	-2.632	0.363	1.461	2.995**	4.326***	-3.331	-1.991	0.305	1.339	3.661***
Weekly Earnings	82.934	286.95	385.936	204.016***	314.063***	44.477	192.706	305.05	148.229*	261.463***
Weekly Hours of Work	6.955	14.816	19.388	7.860**	13.169***	3.26	8.82	14.406	5.560*	11.210***

Notes: FFU refers to the first follow-up survey. SFU refers to the second follow-up survey. *, **, *** indicate a statistically significant difference at the 10%, 5%, and 1% levels, respectively.

Table 15 YWCA Model 2: Statistically significant changes in outcomes

(1) Outcomes	(2) Baseline	(3) FFU	(4) SFU	(5) Difference FFU	(6) Difference SFU
Career Decision-Making Self-Efficacy	0.130	0.280	0.247	0.150**	0.100
Job Search Clarity	0.430	0.740	0.703	0.310***	0.229**
Job Search Self-Efficacy	0.296	0.644	0.529	0.349***	0.246**
Working	0.144	0.357	0.507	0.213***	0.374***
Weekly Earnings (log)	-3.394	-1.210	0.382	2.184***	4.101***
Weekly Earnings	51.276	210.402	317.232	159.126***	273.480***
Weekly Hours of Work	3.079	10.401	13.471	7.322**	10.859***

Notes: FFU refers to the first follow-up survey. SFU refers to the second follow-up survey. *, **, *** indicate a statistically significant difference at the 10%, 5%, and 1% levels, respectively.

Table 16 La Société Économique de l'Ontario (Ottawa et Toronto): Statistically significant changes in outcomes

	Program group					Comparison group				
(1) Outcomes	(2) Baseline	(3) FFU	(4) SFU	(5) Difference FFU	(6) Difference SFU	(7) Baseline	(8) FFU	(9) SFU	(10) Difference FFU	(11) Difference SFU
Job Search Clarity	0.606	0.788	0.806	0.182	0.170	0.593	0.741	0.840	0.148	0.280*
Oral Communication	0.758	0.697	0.767	-0.061	-0.052	0.963	0.778	0.680	-0.185*	-0.240*
Working	0.156	0.455	0.500	0.298**	0.348**	0.269	0.481	0.565	0.212	0.274
Weekly Earnings (log)	-3.268	-0.294	0.409	2.974*	3.719**	-1.870	-1.181	0.395	0.689	2.418
Weekly Earnings	55.645	315.083	379.251	259.438**	325.344***	217.646	285.846	371.868	68.200	173.493
Weekly Hours of Work	3.129	15.591	16.250	12.462**	13.219***	7.192	16.852	19.952	9.660	12.039

Notes: FFU refers to the first follow-up survey. SFU refers to the second follow-up survey. *, **, *** indicate a statistically significant difference at the 10%, 5%, and 1% levels, respectively.

Table 17 World Skills Employment Centre Model 3: Statistically significant changes in outcomes

	Program group					Comparison group				
(1) Outcomes	(2) Baseline	(3) FFU	(4) SFU	(5) Difference FFU	(6) Difference SFU	(7) Baseline	(8) FFU	(9) SFU	(10) Difference FFU	(11) Difference SFU
Career Decision-Making Self-Efficacy	0.201	0.301	0.342	0.100	0.148**	0.175	0.186	0.218	0.011	0.030
Job Search Clarity	0.705	0.809	0.833	0.104*	0.121*	0.629	0.787	0.776	0.158**	0.111*
Job Search Self-Efficacy	0.344	0.679	0.653	0.336***	0.302***	0.393	0.562	0.580	0.169**	0.173**
Working	0.309	0.584	0.641	0.275***	0.353***	0.298	0.496	0.582	0.198***	0.301***
Weekly Earnings (log)	-1.549	1.400	1.991	2.949***	3.793***	-1.894	-0.077	1.040	1.816**	3.104***
Weekly Earnings	174.045	455.263	503.869	281.218***	346.793***	124.236	274.437	397.973	150.201***	284.017***
Weekly Hours of Work	10.515	19.190	21.972	8.675***	12.349***	8.004	14.603	17.795	6.599***	10.661***

Notes: FFU refers to the first follow-up survey. SFU refers to the second follow-up survey. *, **, *** indicate a statistically significant difference at the 10%, 5%, and 1% levels, respectively.

The YWCA model 4 program participants see, on average, improvements in job search clarity (at the time of the first and second follow-up surveys) and in job search self-efficacy (at the time of the first follow-up survey). Their likelihood of working increases from 0.264 at baseline to 0.483 at the time of the first follow-up survey. The likelihood at the time of the second follow-up survey is similar in magnitude but not statistically significant, likely because of the small sample size of YWCA model 4 (66 participants) in this analysis. We also find statistically significant increases in earnings and hours work from the time of the baseline survey to both the first and second follow-up surveys.

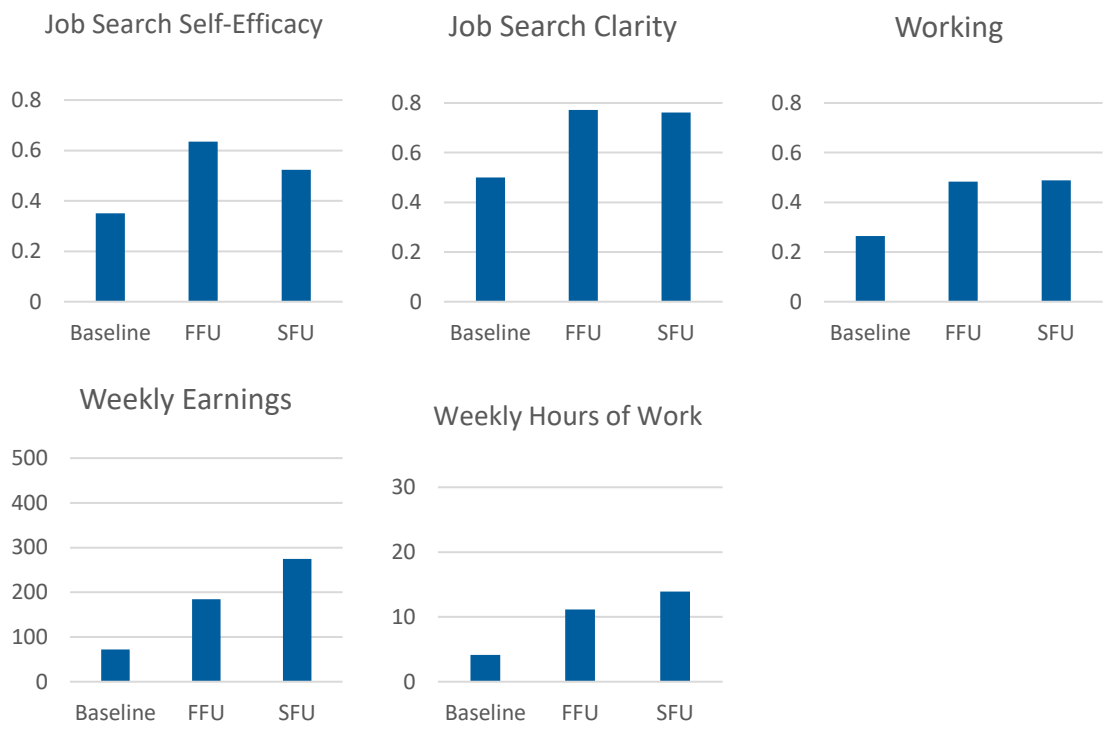
Table 18 YWCA Model 4: Statistically significant changes in outcomes

(1) Outcomes	(2) Baseline	(3) FFU	(4) SFU	(5) Difference FFU	(6) Difference SFU
Job Search Clarity	0.500	0.772	0.761	0.272**	0.261**
Job Search Self-Efficacy	0.351	0.635	0.523	0.284**	0.145
Working	0.264	0.483	0.489	0.219*	0.179
Weekly Earnings (log)	-2.186	-0.062	0.396	2.124*	2.656*
Weekly Earnings	72.425	184.666	274.404	112.240*	213.789**
Weekly Hours of Work	4.147	11.143	13.911	6.996**	8.349*

Notes: FFU refers to the first follow-up survey. SFU refers to the second follow-up survey. *, **, *** indicate a statistically significant difference at the 10%, 5%, and 1% levels, respectively.

The model 4 changes in outcomes described above are presented graphically in Figure 11. Each vertical bar presents the baseline, first, and second follow-up survey outcome levels (columns 2–4 in Table 18) graphically. Similar figures for each statistically significant change in outcomes for each intervention are presented in the appendix.

Figure 11 Model 4 statistically significant outcome changes



Notes: FFU refers to the first follow-up survey. SFU refers to the second follow-up survey.

In summary, we find important changes in career adaptability and employment outcomes between the time of the baseline survey and both the first and second follow-up surveys for program participants demonstrating positive steps toward successful integration in the Canadian labour market. However, we also see many similar changes for comparison group members. Moreover, these average changes may be masking important differences for participants with differing identity factors. Next, these are explored further.

Program outcomes as described by participants and staff

Overall, staff and participants found that, as designed, the four models helped participants improve their career adaptability, gain skills relevant to the Canadian workplace, build social and professional networks, and find and retain employment.

Model 1

According to staff, the program helped participants improve their career adaptability and in gaining skills relevant to the Canadian workplace. During the training, participants learned to write effective resumes and cover letters, use job search strategies, apply for jobs on their own, and communicate professionally with managers and colleagues, including setting expectations. MOSAIC staff noted that participants "have been able to communicate with employers and set expectations and learn how to say no, sometimes, like no, I cannot do that shift. I don't have to give you more explanation. I cannot do that shift. But instead, I can do these days and that." Participants also obtained occupation-specific certifications which enhanced their employability. From the participant survey, model 1 participants confirmed that the benefits of the program included increasing their employment readiness, gaining relevant certificates, such as First Aid, and learning more about Canadian labour market trends and Canadian workplace culture.

Staff mentioned that participants built social networks. Indeed, they built friendships among themselves. They kept in touch, referred jobs to each other, and shared stories of common experiences which helped to decrease their social isolation. At MOSAIC, conversation circles were added to the program to help participants to get to know each other and become friends. Participants also had the opportunity to learn how to build their professional networks by learning how to contact employers, send their resumes, and, for some, go through the interview process. Participants also added that they learned to effectively use LinkedIn to develop and grow their networks with employers.

In terms of job retention, staff noted that many participants have remained with the same employers for whom they worked during work placements. Participants are also continuing to look for new opportunities that might be more in line with their interest, skills, or experience or that might involve increased levels of responsibility. Participants commented in the first and second follow-up surveys that they found meaningful employment during and after the program with support from staff.

Model 2

Staff mentioned that the essential skills components of this model improved participants' career adaptability. Indeed, staff highlighted learning how to use the National Occupational Classification (NOC) system to find out the skills requirements for jobs in which they were interested, and from there, develop portfolios showcasing their (essential) skills and how they have applied them in previous jobs. These activities increased their understanding of how their skills were transferable to other positions within their field, which in turn led to greater openness to exploring different roles. The focus on essential skills also allowed participants to identify gaps in their skillsets and enhance these skills to meet their career goals.

Staff pointed out that, through workshops and informational interviews, participants learned about Canadian workplace culture, workplace communication, writing resumes and cover letters, and interview protocols. In focus groups, one participant described the eye-opening experience of learning how to effectively market themselves when applying to job postings: "It really helped me because my resume and cover letter was a mess before the program. It was just here and I didn't really know what was relevant because before the program, there were some places that I applied to and I even had to downgrade my experience and my education level thinking that it wasn't useful or they wouldn't take me. But going into the program, I realized that every experience counts. It might not be hands on at that time… the transferrable skills really opened my eyes and how to actually dissect the job post." Participants also received one-on-one support to learn how to introduce themselves to employers and connect with employers via LinkedIn. Participants continued to receive help from staff throughout the job application process and after getting employed, which, according to staff, supported their employment and job retention.

Participants also connected with and supported each other. Cohort-based programs allowed women with similar experiences and goals to learn together and feel comfortable sharing their stories. They have also continued to keep in contact and support each other to find employment. One focus group participant detailed how the program helped reduce her sense of isolation: "It was emotional support for me, which is really, really important. And when I registered in the program, I was a newcomer. I didn't know anyone in this city. I was in the depression phase. So, the program has helped me to make friends at that time, to see I'm not alone in this. There are many women like me. I have the support in my family. But at that time, I didn't want to bother my husband about my fears and what I'm feeling because we are all new. And he has his own issues. So, I found the big emotional support from the group."

In terms of building their professional networks, the employer engagement component of this model connected participants with employers through career fairs and other activities. Staff reported that participants had good employment outcomes after completing the program. Some participants found transitional jobs, at first, and then leveraged that experience to obtain permanent positions that suited their interests. Participants' comments in the first and second follow-up surveys echoed that some found employment outside of their fields of interest, which they worked in as they continued to pursue their more targeted career goals.

Model 3

Staff mentioned that model 3 programs helped participants improve their career adaptability by connecting them to mentors and employers who helped them better understand their transferrable skills and learn more about the skills needed in their sectors. According to staff, participants developed a better understanding of their own skills in relation to their target occupations, and, in some cases, were able to determine that they did not need to go back to school to pursue their intended occupation. As a result, participants gained confidence in their skillsets and employability. Participants also indicated that they increased their employment readiness by learning about job search strategies, networking strategies, effective resume and cover letter writing, interview strategies, and other topics related to Canadian workplace culture and the labour market. Staff at SÉO mentioned that this program helped participants in becoming more empowered and independent in their job search.

Participants also learned about the recruitment process and requirements directly from employers themselves. These connections provided opportunities for participants to grow their professional networks. Some of these connections with mentors, coaches, and champions led directly to employment in their target occupations. According to World Skills Employment Centre staff, "We have a protégé who has a match with a champion in the healthcare sector, specifically in the physiotherapy realm. And as you know for any newcomer, physiotherapy is a highly regulated profession. And so for them, they really already had that kind of barrier since they came to Canada. But in this particular match, the champion actually owns a clinic. And so when she was just able to kind of understand the profile and the experience of the protégé, she said excitedly, 'I want to take this person and I'll see what I can do.' And after just one and a half months during the championing process, she was actually offered a position in one of her clinics." Participants also confirmed that they learned the importance of networking and further built their networks by learning how to connect with recruiters and employers on LinkedIn.

Participants from World Skills Employment Centre also mentioned that hearing other women's experiences, and connecting with them during the program, helped reduce their sense of isolation. They felt that they were part of a support network where women encouraged each other, shared their success stories, and celebrated together.

Staff reported that participants were able to find meaningful employment as well as advance their careers by obtaining promotions. They also emphasized the importance of the retention support participants received. One World Skills Employment Centre staff noted that "[participants] found that there is more of this key element that they needed in order to retain the job in the workplace because when they find themselves being in a working environment and they don't necessarily know how to relate to their colleagues or the culture of the company itself, in this coaching session, the consultant actually addresses those questions that they have encountered while they are at work and how to navigate those things within their first month or three months in their work. And so that really actually gave them a kind of a positive affirmation. They've become more confident. They feel that this is one of the final great supports that they can have to be really grounded in where they are." Participants confirmed that some had found meaningful employment, while others continued to look for better paying or more relevant employment opportunities. Staff at SÉO also emphasized that one of the strong points of the program is the quality of the jobs that the women are finding that really sets this program apart from others.

Model 4

According to staff, the YWCA Aspire program helped participants reflect on and identify their strengths and transferable skills, which expanded the variety of job options they could consider and thus improved their career adaptability. In addition, staff pointed out that the training and work placements allowed participants to learn about employer expectations and how to communicate effectively with managers and colleagues. Through the program itself, as well as additional resources and referrals, staff mentioned that participants also improved their English language skills. Many participants were also referred to resources for improving their digital literacy. Participants indicated that they had benefited from the job readiness workshops and learned to write more effective resumes and cover letters, understand the Canadian labour market and how to navigate it, and how Canadian workplace culture differs from that of their countries of origin.

Participants stated that they were able to expand their social networks by meeting other participants in similar situations as themselves. One participant noted that: "It was nice to meet with people that I could feel comfortable with, talking about anything like life experiences, or when we used to practice interviews or how to speak in public. I was comfortable with everyone, and it felt like a secure place. I think that was very important because I felt good and supported and protected. It felt like I was with friends all the time."

Staff added that participants were supported to build their professional networks through workshops about networking via job fairs, hiring events, and LinkedIn. The training also introduced participants to various job search engines and platforms and helped them to better understand job postings so that they could find jobs on their own in the future. As a result, participants noted that they gained confidence in applying for jobs, marketing themselves, and communicating effectively with employers. Some participants indicated that they had found either meaningful employment or volunteer opportunities after the program.

NON-EXPERIMENTAL EVIDENCE: GBA+ ANALYSIS

As part of our GBA+ analysis, we explore heterogeneous changes in outcomes for both program and comparison group members from the time of the baseline survey to the time of both the first and the second follow-up surveys. We study these changes in outcomes for the 13 subgroups of interest identified in the methodology section of this report. Here we summarize which of these subgroups of program participants experience larger and statistically significant changes in outcomes. We present overall findings for the pilot project and findings for selected interventions.[26]

Overall, program participants who were, at the time of the baseline survey, either not working (compared to those who were working), in Canada for less than one year (compared to those who were in Canada for one year or more), or younger than 40 (compared to those aged 40 or older) see larger increases in their career adaptability and employment outcomes. One likely explanation for the findings that non-working participants at the time of joining the program and those who had been in Canada for less than one year see larger increases in employment outcomes is that, initially, they had more room to grow in these outcomes.

[26] Results from the analysis are available upon request.

For example, by definition, non-working participants have zero earnings and zero hours of work at the time of the baseline survey while participants who were working at the time of the baseline survey had positive earnings and hours of work. Therefore, as some non-working participants find employment by the time of the first or second follow-up survey, the **changes** in their earnings and hours of work may be larger than those participants with positive earnings and hours of work at the time of the baseline survey even if those who were working initially were able to secure better employment or progress in their existing job and also experience increases in earnings and hours of work. Indeed, relative to their counterparts who were working, non-working participants from all SPOs experience larger increases in their weekly earnings, weekly hours of work, and in the likelihood of working, both at the time of the first and the second follow-up surveys.

Among model 1 participants, OFE participants with paid work experience in Canada at the time of joining the program attain larger increases in their likelihood of working, weekly hours of work, and weekly earnings at the time of the first follow-up survey; relative to those without work experience in Canada. Achēv model 1 participants with greater job search clarity initially achieve greater increases in their weekly hours of work at the time of the second follow-up survey.[27]

Model 2 participants younger than 40, relative to those aged 40 or more, see larger increases in job search self-efficacy, the likelihood of working, weekly hours of work, and weekly earnings. Similarly, newcomer participants who had been in Canada for less than one year when they joined CPRNW, have larger increases in the size of their employment networks and in their confidence in their oral communication skills. Participants with paid work experience in Canada before joining the pilot and those with higher initial levels of career adaptability also experience larger improvements in their career and employment outcomes.[28] Furthermore, participants with low initial levels of essential skills[29] at the time of joining the pilot and those with children

[27] MOSAIC's sample size of 23 participants is not large enough for the identification of statistically significant subgroup outcome changes.

[28] ISANS participants with paid work experience in Canada, compared to those without, have higher increases in job search self-efficacy at the time of the first and second follow-up surveys. YWCA model 2 participants with paid work experience in Canada see higher increases in the likelihood of working, hours of work, and earnings at the time of the second follow-up survey. ACCES participants with high initial levels of career decision-making self-efficacy show higher increases in the likelihood of working and earnings at the time of the second follow-up survey (compared to those with lower initial levels of career decision-making self-efficacy). Achēv model 2 clients with higher initial levels of job search clarity show higher increases in the likelihood of working, earnings, and hours of work at the time of the second follow-up survey compared to those with lower initial levels of JSC.

[29] Model 2 CPRNW participants completed four online essential skills assessments, created by the Essential Skills Group, before joining the program: document use, numeracy, digital Skills, and listening. Low levels of essential skills are defined as scores up to 225 on a 500-point scale. More details on the use of essential skills scores in CPRNW are available in the Career Pathways for Visible Minority Newcomer Women Pilot Project Implementation Report (SRDC, 2021).

under 5 years of age at home have smaller increases in the likelihood of working, in weekly earnings, and in weekly hours of work, relative to those with higher essential skills scores and without young children at home. This suggests that childcare and low essential skills may represent important barriers to fully participated in and benefiting from the pilot program and in the labour market for racialized newcomer women.

World Skills Employment Centre model 3 participants who had been in Canada for longer than one year at the time of the baseline survey see larger increases in their likelihood of working and in their weekly earnings at the time of the first follow-up survey. Those who arrived in Canada as economic class applicants and those younger than 40 see similar patterns (larger increases in the likelihood of working and in weekly earnings) but at the time of the second follow-up survey. Surprisingly, SÉO participants with children younger than the age of five experience larger increases in their weekly earnings at the time of the first follow-up survey, relative to participants without young children at home.

YWCA model 4 participants with greater confidence in their oral communication skills at the time of the baseline survey have larger increases in their career adaptability outcomes at the time of both the first and second follow-up surveys. Additionally, participants with high initial career decision-making self-efficacy see higher increases in their weekly earnings and hours of work at the time of the first follow-up survey. In contrast, participants with children under the age of five see smaller changes in these same outcomes.

The heterogeneity in the changes in career adaptability and employment outcomes, by subgroup, among the comparison group members follow qualitatively similar patterns as the program group results presented above. This finding reiterates the importance of a valid counterfactual. The non-experimental subgroup analysis only shows differential changes in outcomes but cannot identify the causal impacts of the program. These findings are suggestive evidence identifying the subgroups with greater potential for improvements in career adaptability and employment outcomes. In the next section, using our experimental design, we explore the extent to which the differences in magnitudes of the changes in outcomes by subgroup for the program and comparison group members translate into differential impacts of the program.

EXPERIMENTAL EVIDENCE: AVERAGE CHANGES

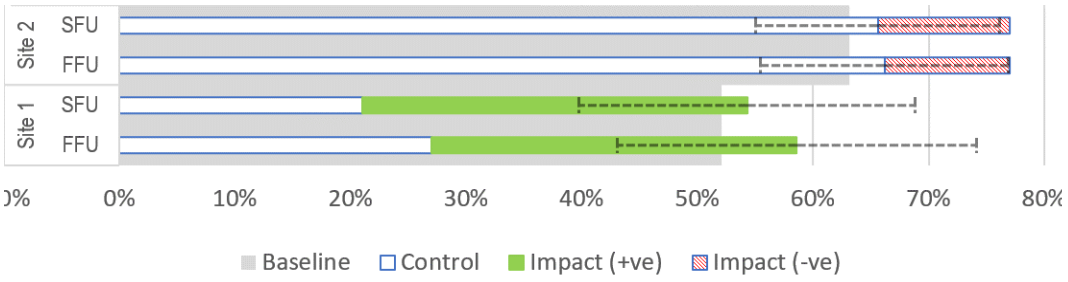
Summary of the findings

- Interventions with an experimental design allow us to establish a valid counterfactual for what would have happened to program group participants in the absence of the pilot programming.
    - This enables the identification of the causal impacts of the programs.
    - This evidence provides valuable input to the design and implementation of future programming.
- We find statistically significant impacts in important steps in the transition to commensurate employment for CPRNW participants above and beyond other current employment assistance for newcomers.
    - Primarily in measures of career adaptability: Impacts of between 11.6 and 26.4 percentage points in the average likelihood of reporting high levels of career adaptability (career decision-making self-efficacy, job search clarity, or job search self-efficacy) depending on the SPO and the survey (for those with statistically significant changes).
    - Early signs of improved job quality for some model 2 participants: Average impacts of 235% in the weekly earnings for World Skills Employment Centre model 2 at the time of the first follow-up survey and average impacts of 14.3 percentage points in reporting high levels of job satisfaction for Achēv model 2 at the time of the second follow-up survey.
- We find statistically significant impacts in social networks and financial well-being among some model 3 participants indicating accelerated social and economic integration among newcomers closest to the Canadian labour market.
    - At the time of the second follow-up survey, average impacts for World Skills Employment Centre model 3 of 13.0 percentage points in the probability of high financial resilience and of 0.166 in the probability of a high level of network strength with people of the culture, ethnic background, or language.
- Other estimated impacts, including employment outcomes, are not statistically significant.
    - Improvements over the same time period for comparison group members partly explain the smaller magnitudes of the impacts compared to the non-experimental evidence.
- Model 2 program participants with any of the following characteristics experienced larger increases in their career adaptability outcomes:
    - Not working at the time of joining the pilot
    - Younger than 40
    - Without children under the age of five
    - With paid work experience in Canada

For the six interventions with a randomized controlled trial design, we compare the differences in immediate and intermediate outcomes of program and comparison group members at the time of the first and the second follow-up surveys, respectively. These are the impacts of the program — the changes that occur as a result of participating in the CPRNW programs. Similar to the non-experimental analysis, we test for statistically significant impacts on 42 outcomes (13 at the time of the first follow-up survey and 29 at the time of the second follow-up survey) for each intervention with an RCT design. Below, we present those impacts on outcomes that are statistically significant at the 10% level or higher.

Understanding the estimated impacts figures

- Each figure presents the estimated levels and impacts of a particular outcome indicator.
- Each horizontal bar represents a wave of the survey. FFU stands for the first follow-up survey (3 to 5 months after the baseline survey) while SFU stands for the second follow-up survey (6 to 8 months after the baseline survey).



- The length of a white bar represents the percentage of the comparison group members with a "high" level of the outcome indicator.
- The green bar represents a positive estimated impact of the intervention (program > comparison) where the right end of the bar is the percent of the program group members with a "high" level of the outcome indicator.
- When there is a negative estimated impact where the program group's level is lower than that of the comparison group (program < comparison), the negative difference is shaded in light red. The left and right ends of the shaded red area represent the levels of the program and comparison groups, respectively.
- The baseline level is shaded grey in the background for reference.
- The 90% confidence interval (or the margin of error) of an impact is indicated by a dotted line. The impact is statistically significant at the 10% level if either end of the dotted line ends within the impact bar.
- Estimated impacts from different intervention should not be directly compared because of contextual differences between SPOs.

Career adaptability

The estimated impacts show that the programs' outcomes in career adaptability include incremental impacts above and beyond those of the counterfactual comparison group (Figure 12). The model 2 programs at Achēv and World Skills Employment Centre both have statistically significant impact on all three indicators (career decision-making self-efficacy, job search self-efficacy, and job search clarity) just after the end of the majority of program activities. These impacts become smaller at the time of the second follow-up survey when the comparison group participants improve while the program participants regress slightly, but still remain above their baseline levels. World Skills Employment Centre's model 3 program also shows a sustained statistically significant impact on career decision-making self-efficacy and an impact on job search self-efficacy which is statistically significant only soon after the program, at the time of the first follow-up survey.

Employment

In terms of employment, although the non-experimental evidence shows some statistically significant changes in the probability of being employed, work hours, and earnings, we do not find any statistically significant impacts above and beyond the comparison group members experiences in terms of employment (Figure 13).[30] However, the jobs of program participants may be of better quality. Achēv model 2 has a statistically significant impact on job satisfaction and an almost statistically significant impact (at 10.3%) on skills commensurate employment at the time of the second follow-up survey.

Social networks and financial well-being

We also find statistically significant impacts on two other important outcomes. We find an increase in the percentage of World Skills Employment Centre's model 3 program participants who report a strong tie with people of a different ethnicity, above and beyond what they would have experienced without the program (Figure 14). There is also a statistically significant impact on their ability to meet unexpected financial needs (Figure 15). For newcomers who are closest to the Canadian labour market, the impacts for these two indicators suggest that the program speed up both their social and economic integration in Canada.

[30] Our estimations show that the increase in log weekly earnings right after the program among participants of Word Skills Employment Centre's model 2 program is statistically significant at the 10% level. However, since the comparison group has lower baseline average earnings and the sample size is small, it is likely that the statistical testing misidentifies a pattern of differences because of a few outliners in employment and earnings. A more reliable result will be reported in the final report when the sample size is larger.

There are no other estimated impacts with reliable statistical significance.[31] As described in the non-experimental evidence, there are also improvements for comparison group members such that the magnitudes of program impacts are smaller than their corresponding changes in outcomes for the program group members. Six to eight months after joining a CPRNW program may also be too early in many newcomers' settlement journeys, which was during the COVID-19 pandemic, to see impacts for some outcomes such as skills commensurate employment. The final report will re-examine these impacts with a larger sample size and a longer timeframe (12 months after the baseline survey).

There are several possible explanations for the differences we observe in the statistically significant average impacts across interventions; both in terms of observing a statistically significant impact and in the magnitude of those impacts. Differences may be due to the model itself (whether the combination of services does indeed help racialized newcomer women integrate into the Canadian labour market) or how successfully it was implemented by the service provider organization. However, they may also be entirely due to differences in local labour markets, the characteristics of participants including their initial employment readiness, the sample size, which affects our ability to detect statistically significant impacts, and/or the services the comparison group members received.

In Figure 9, we report that many comparison group members received employment-related services between the time of the baseline survey and the first and second follow-up surveys. However, comparison group members from different interventions did, on average, report receiving different amounts of services. For example, comparison group members from OFE (at the time of the first and second follow-up surveys) and World Skills Employment Centre model 2 (at the time of the first follow-up survey), report, on average, having participated in fewer services than the overall average. It is also important to note, however, that OFE and World Skills Employment Centre's program services are also, on average, shorter in duration than the average. Moreover, the average difference in hours of services between the program and comparison groups for Achēv model 2 at the time of the second follow-up survey is larger than average with program group participants having received more services. This may partially explain why OFE, World Skills Employment Centre model 2, and Achēv model 2 are also some of the interventions with more statistically significant impacts.

[31] Our estimations also show a statistically significant difference between the program group and the comparison group for oral communication skills for Achēv model 2, ISANS, and OFE. Further examination suggests that there are pre-existing differences of oral communication skills between the two groups. There is also a statistically significant negative impact of the program on the percentage of participants of World Skills Employment Centre's model 2 who think it is important to learn Canadian culture. However, a small sample and a very high baseline level (over 80%) likely explain this result.

Figure 12 Career adaptability estimated impacts

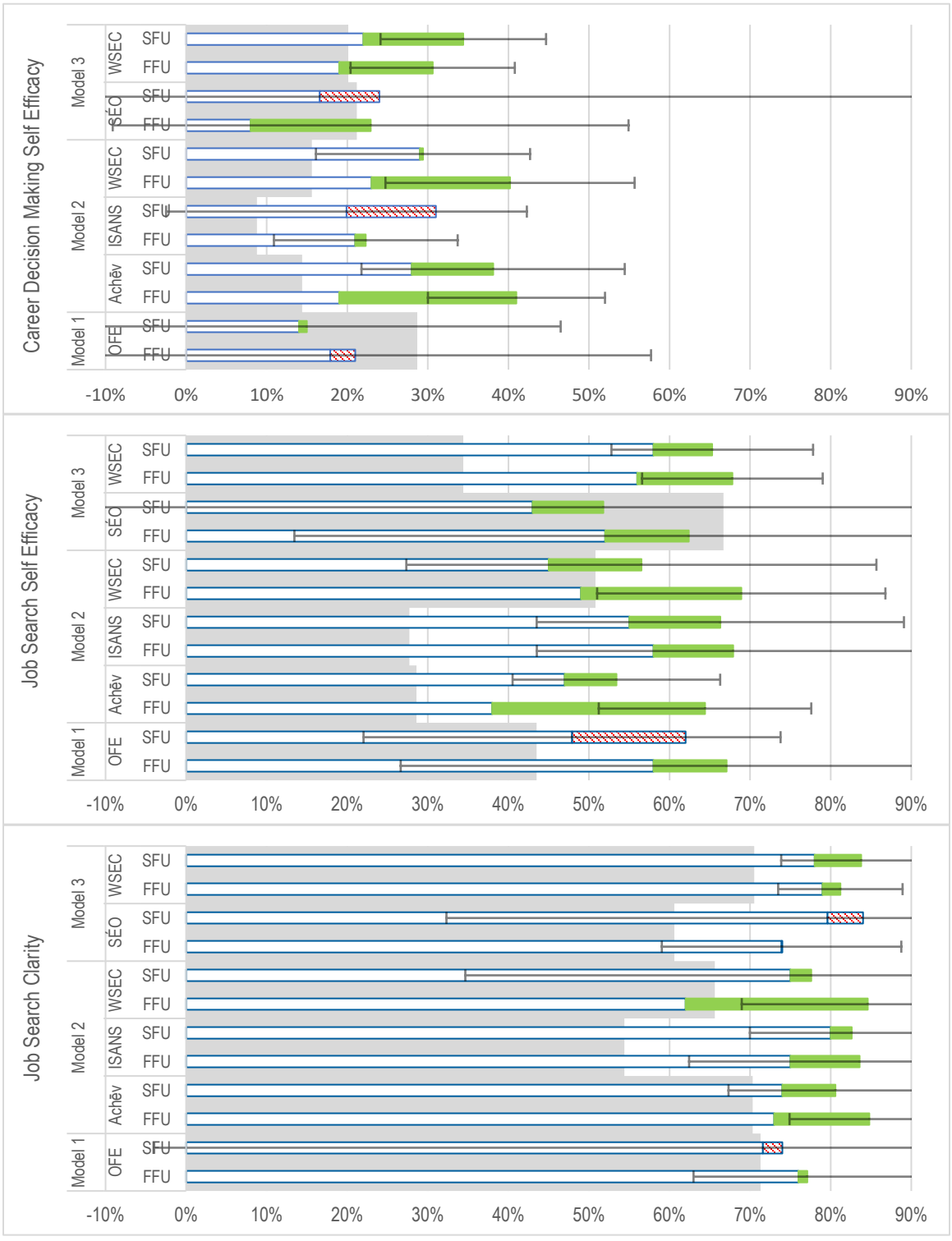


Figure 13 Employment outcomes estimated impacts

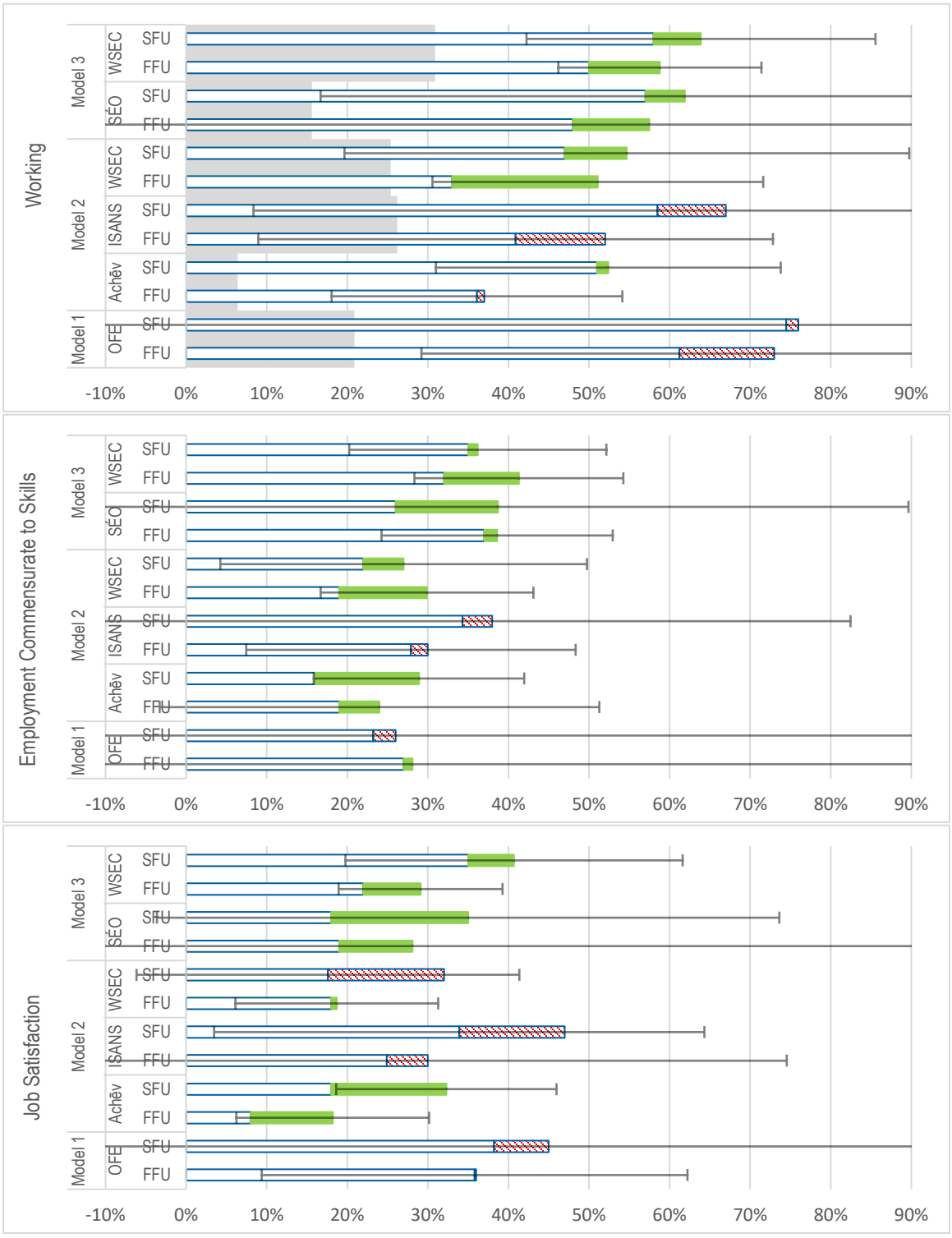


Figure 14 Social network estimated impacts

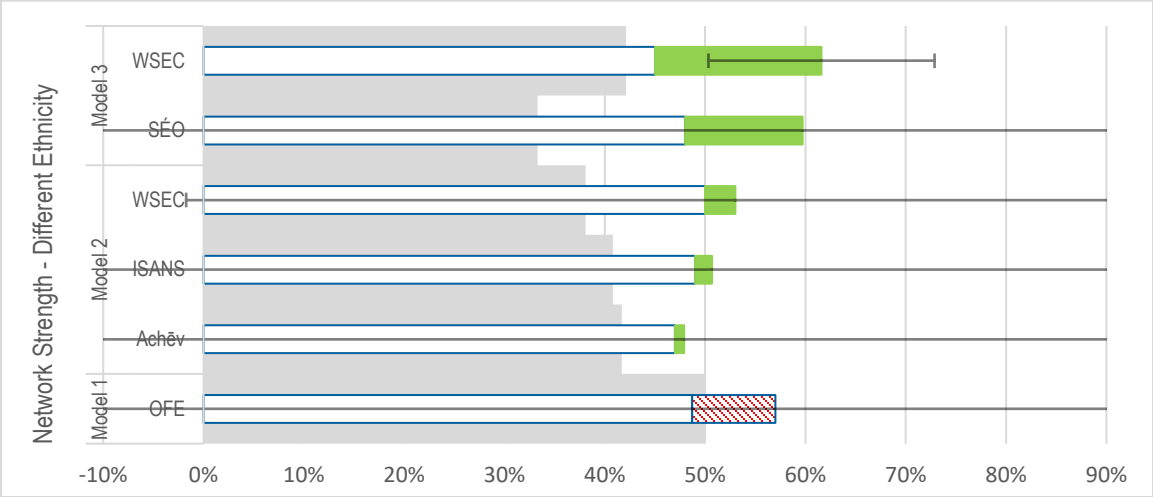
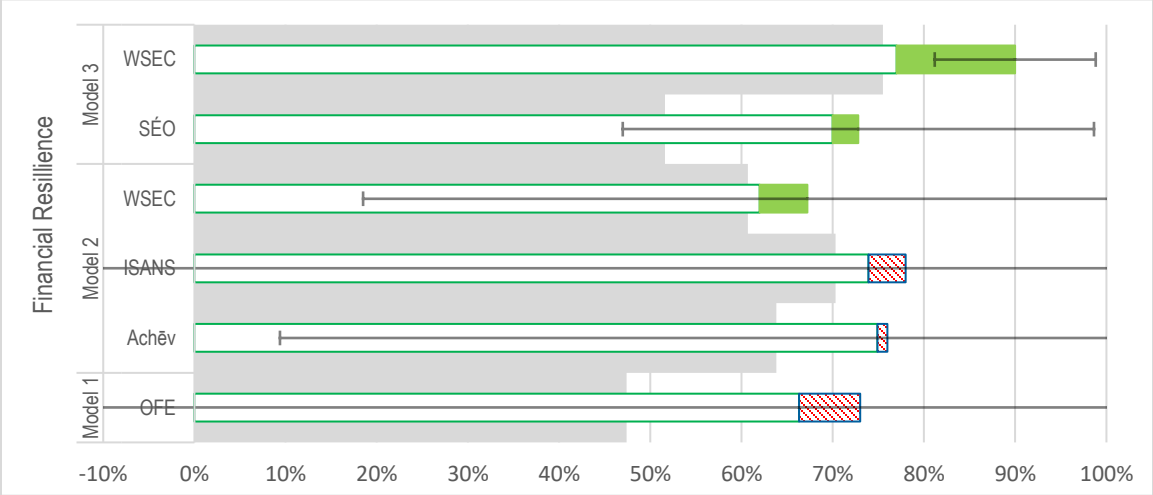


Figure 15 Financial resilience estimated impacts



EXPERIMENTAL EVIDENCE: GBA+ ANALYSIS

Each of the impacts discussed above refers to the average effect of offering the program. However, participants are a diverse group of women; they are racialized newcomer women with different characteristics and experiences. These factors interact and may affect how participants experience the program and benefit from it. To explore the differential outcomes of participants with intersecting identities, we report the characteristics of participants who show larger

impacts of the program, above and beyond what was experienced by comparison group members with similar characteristics and more than those program group members with different characteristics. The characteristics of participants who show larger impacts of the program are similar to those we identified in the non-experimental subgroup analysis. However, we also find additional characteristics associated with larger impacts including those who were principal applicants in the economic immigration category.

Model 1 participants at OFE who, at the time of the baseline survey, were younger than 40, not principal applicants in the economic immigration category, and/or with weaker employment networks see statistically significantly larger positive impacts of the program on job satisfaction at the time of the first follow-up survey. Also, at the time of the first follow-up survey, OFE participants with higher initial levels of job search clarity see statistically significantly lower impacts on the likelihood of working, weekly earnings, and job satisfaction.

Achēv model 2 participants who were younger than 40, without children under the age of five, with paid work experience in Canada, and/or those not working at the time of the baseline survey have statistically significantly larger impacts on career adaptability outcomes (job search clarity and job search self-efficacy) at the time of the first follow-up survey. This indicates that the statistically significant average impacts of the program on career adaptability outcomes are largely driven by the impacts experienced by participants with one or more of these characteristics. Moreover, those who were principal applicants in the economic immigration category and/or those not working at the time of the baseline survey experience statistically significantly greater impacts of the program on their confidence in oral communication skills at the time of the first follow-up survey.

While none of the average impacts of the program were statistically significant for SÉO participants, we observe important heterogeneous impacts of many outcomes for SÉO participants at the time of the second follow-up survey. SÉO (Ottawa and Toronto locations) participants with greater confidence in oral communication in French at the time of the baseline survey have statistically significantly larger positive effects of the program on weekly hours of work and see larger improvements (reductions) in their levels of stress. Those with stronger initial employment networks have statistically significantly larger impacts on career adaptability (job search self-efficacy), improvements in their self-reported mental health, and increases in the likelihood of being enrolled in a formal education program. Moreover, SÉO program participants who were not working at the time of the baseline survey experience statistically significantly larger impacts on weekly hours of work. Moreover, those who were in Canada for longer than one year at the time of the baseline survey have statistically significantly greater positive impacts on their weekly earnings. Finally, participants without children under the age of five at the time of the baseline survey have statistically significantly greater impacts on job and life satisfaction but lower impacts on their confidence in their French oral communication skills.

World Skills Employment Centre model 3 participants who were principal applicants in the economic immigration class have statistically significantly lower impacts of the program on the likelihood of being enrolled in a formal education program, relative to their counterparts in the program group who came to Canada under different immigration categories.

We do not find any statistically significant heterogeneous impacts among participants of World Skills Employment Centre model 2 or ISANS, either at the time of the first or second follow-up surveys. This suggests that participants at these SPOs benefit similarly from the program independent of those characteristics.[32] However, it is important to note that the relatively small sample size of participants for this report may limit the identification of statistically significant heterogeneous impacts.

[32] As participants at these SPOs do not appear to be more homogeneous in terms of the observable characteristics we investigate.

CONCLUSION

The evidence presented in this report clearly demonstrates that the Career Pathways for Racialized Newcomer Women service delivery models are meeting the varying needs of newcomer women at differing stages of employment readiness.

This report provides interim findings of short-term changes in outcomes and program impacts as well as presents differential results for newcomer women with diverse intersecting identities. The analysis is based on the evaluation framework of the pilot (SRDC, 2019) and addresses the immediate and intermediate evaluation questions for participants using data collected between October 2019, the beginning of pilot programming, and November 30, 2021. These findings should be considered as preliminary as programming and data collection are ongoing (as of the writing of this report). These results will be revisited in the next report which will include an analysis of all data from 2019–2023.

The evaluation questions we consider are the following:

- Immediate outcomes and impacts: Does the pilot project improve career adaptability, skills relevant to the Canadian workplace, social networks, and/or lead to job placement (relative to a comparison group where possible)?
- Intermediate outcomes and impacts: Does the pilot project improve employment, training, well-being, acculturation, and/or financial well-being (relative to a comparison group where possible)?
- Differential outcomes and impacts: Do the extent of these immediate and intermediate outcomes and impacts differ by subgroup (for example, initial skill level, education level, work experience, sector, family structure, immigration history, etc.)?

The participants included in the analysis presented in this report joined CPRNW programming between October 2019 and June 2021. This group of participants joined the pilot during the COVID-19 pandemic, a very disruptive period that changed both the Canadian labour market and service delivery, from in-person delivery to virtual or hybrid. Prior to the COVID-19 pandemic, racialized newcomer women experienced serious challenges accessing the labour market; this worsened with the pandemic (Ferrer & Momani, 2020; Ivanova, 2020; and Mo et al., 2020). Despite these challenges, participants remained motivated in finding commensurate employment. We observe participants participating in project activities at high levels across all interventions. Many participants expressed satisfaction with the targeted and customized employment services and support they were receiving.

We are encouraged and cautiously optimistic with the significant findings in the immediate and intermediate outcomes and impacts. More specifically, the CPRNW interventions are effective in improving participants' career adaptability across all four models and these career adaptability outcomes are important precursors to commensurate employment. We also find evidence of improvements in employment outcomes, including the likelihood of working and higher wages and hours of work, for CPRNW participants in the short-term, immediately and three months after the end of the main program components.

On the other hand, we also observe individuals in the comparison group (who do not have access to CPRNW services) accessing other employment services and support. The comparison group also shows improvements in career adaptability and employment measures, although the magnitudes of these changes are smaller in comparison to the observed outcomes for CPRNW program participants. Consequently, the evidence from the impacts analysis reveals short-term impacts on career adaptability for program participants that are above and beyond our estimates of what they would have experienced had they used the existing available employment services.

The analysis shows that many participants, including comparison group members, found employment within eight months of completing the baseline survey. Comparison group members report substantive participation in employment services available outside of the CPRNW pilot. These high levels of service use by comparison group members affect the magnitudes of the CPRNW impacts. These services likely helped comparison group members integrate into the labour market and as such, we can only identify the impacts of the pilot above and beyond the impacts of those other services. To better understand the experiences of the comparison group and how they might affect the CPRNW impacts, we will conduct focus groups with comparison group members to explore this issue further.

There are indications that the quality of jobs secured by program participants are better than the employment obtained by individuals in the comparison group, although it is still too early to tell if this impact will persist and even amplify over the longer term. There are also some positive impacts on social networks and financial well-being among participants in model 3, suggesting accelerated social and economic integration among newcomer women in the pilot who are the closest to the Canadian labour market.

The next report will examine all the intermediate outcomes further with a longer-term follow-up at one year after the baseline survey. It is important to observe employment outcomes with a longer-term follow-up to learn more about the full impacts of the service models and whether the improvements in career adaptability result in the expected longer-term impacts on participants' employment and earnings trajectories.

Although considering the average impacts of the pilot is important for understanding its efficacy, the average may mask important differences across women with diverse intersecting identities

and experiences. Moreover, differential changes in outcomes and impacts are important considerations for policies regarding program targeting. Policy-makers may want to target such programming to those who would benefit most. Additionally, understanding why programming may have been less effective for some should be considered such that modifications to programming can be made so those with additional barriers or challenges can also benefit.

In the subgroup analysis, we observe differences in outcomes and impacts among several subgroups of participants. Participants who are under 40 years of age, those without pre-school children, who had paid word experience in Canada before joining the pilot, and/or those who were not working at the time of the baseline survey experienced larger impacts on career adaptability outcomes. This suggests that having young children remains a barrier to employment and that those participants with young children may have benefited less from the programming, perhaps because they were caring for young children while participating in virtual programming, and, therefore, show fewer improvements in their career adaptability. A further examination of childcare support issues in CPRNW, described in the *Career Pathways for Visible Minority Newcomer Women Pilot Project Implementation Report* (SRDC, 2021), may help address this long-standing issue better in future programming.

This interim report provides an analysis of the short-term changes in outcomes and the impacts of the Career Pathways for Racialized Newcomer Women pilot, both on average and for women with different characteristics and experiences. Since the pilot is still in progress, the findings are preliminary. The next report, planned for submission in March 2023, will present the intermediate changes in outcomes and impacts of the pilot, extending the analysis to the 12-month follow-up survey. Additionally, a cost study will be conducted that will analyze the costs, benefits, and effectiveness of the pilot programming. It will answer the evaluation questions of the pilot more completely using more data that is currently being collected.

BIBLIOGRAPHY

Benjamini, Yoav and Yosef Hochberg (1995). Controlling the False Discovery Rate: A Practical and Powerful Approach to Multiple Testing. Journal of the Royal Statistical Society: Series B (Methodological), 57(1), 289–300.

Bergemann, Annette and Gerard J. Van den Berg, G. J. (2008). Active Labor Market Policy Effects for Women in Europe: A Survey. Annales d'Economie et de Statistique, 385–408.

Card, David, Jochen Kluve, and Andrea Weber (2018). What works? A Meta Analysis of Recent Active Labor Market Program Evaluations. Journal of the European Economic Association, 16(3), 894–931.

Crépon, Bruno and Gerard J. Van Den Berg, (2016). Active Labor Market Policies. Annual Review of Economics, 8, 521–546.

Crossman, Eden, Feng Hou and Garnett Picot (2021). Are the gaps in labour market outcomes between immigrants and their Canadian-born counterparts starting to close? Economic and Social Reports, Statistics Canada, Catalogue no. 36–28-0001.

de Raaf, Shawn, Michael Dowie, and Carole Vincent (2009). Improving Career Decision Making of Young Workers: Design of a Randomized Experiment. Social Research and Demonstration Corporation. Ottawa, Ontario.

de Raaf, Shawn, Taylor Shek-wai Hui, and Carole Vincent (2012). How Web-based technologies can improve the career choices of young people. Social Research and Demonstration Corporation. Ottawa, Canada.

Employment Equity Act, SC 1995, c 44, <https://canlii.ca/t/54wgf> retrieved on 2022-03-21.

Escudero, Verónica, Jochen Kluve, Elva López Mourelo and Clemente Pignatti, C. (2019). Active Labour Market Programmes in Latin America and the Caribbean: Evidence from a Meta-Analysis. The Journal of Development Studies, 55(12), 2644–2661.

Ferrer, Ana and Bessma Momani (2020). The startling impact of COVID-19 on immigrant women in the workforce. Policy Options Politiques, October 21, 2020, <https://policyoptions.irpp.org/magazines/october-2020/the-startling-impact-of-covid-19-on-immigrant-women-in-the-workforce/> retrieved on 2022-07-06.

Fink, Günther, Margaret McConnell and Sebastian Vollmer (2014). Testing for Heterogeneous Treatment Effects in Experimental Data: False Discovery Risks and Correction Procedures. Journal of Development Effectiveness, 6(1), 44–57.

Government of Canada (2021). Budget 2021: A Recovery Plan for Jobs, Growth, and Resilience. <https://www.budget.gc.ca/2021/pdf/budget-2021-en.pdf> retrieved on 2022-04-22.

Government of Canada (2021). What is Gender-based Analysis Plus. https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/what-gender-based-analysis-plus.html.

Handouyahia, Andy, Stéphanie Roberge, Yves Gingras, Tony Haddad and Georges Awad (2016). Estimating the Impact of Active Labour Market Programs using Administrative Data and Matching Methods. Proceedings of Statistics Canada Symposium 2016: Growth in Statistical Information: Challenges and Benefits.

Ivanova, Iglika (2020). Here's Who Lost Jobs in the Pandemic, and Who Needs Support. The Tyee, July 17, 2020, <https://thetyee.ca/Analysis/2020/07/17/Pandemic-Lost-Jobs-Support/> retrieved on 2022-07-06.

Kluve, Jochen (2010). The effectiveness of European active labor market programs. Labour Economics, 17(6), 904–918.

Knaus, Michael C., Michael Lechner and Anthony Strittmatter (2022). Heterogeneous Employment Effects of Job Search Programs: A Machine Learning Approach. Journal of Human Resources, 57(2), 597–636.

Mo Guangying, Wendy Cukier, Akalya Atputharajah, Miki Itano Boase, and Henrique Hon (2020). Differential Impacts during COVID-19 in Canada: A Look at Diverse Individuals and Their Businesses. Can Public Policy. 2020 Oct 1;46(Suppl 3):S261–71.

Palameta, Boris, Michael Dowie, Cam Nguyen, and David Gyarmati (2017). Foundations: Implementation and 12-week impacts of a literacy and essential skills intervention for job seekers. Social Research and Demonstration Corporation. Ottawa, Canada.

Palameta, Boris, Cam Nguyen, Taylor Hui, and David Gyarmati (2017). Foundations: 12-month impacts of a literacy and essential skills intervention for job seekers. Social Research and Demonstration Corporation. Ottawa, Canada.

Statistics Canada, 2017a, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016286.

Statistics Canada, 2017b, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016276.

Statistics Canada, 2017c, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016210.

Statistics Canada, 2021, Canada's population estimates, fourth quarter 2020.

Social Research and Demonstration Corporation (SRDC) (2021). Career Pathways for Visible Minority Newcomer Women Implementation Report.

Social Research and Demonstration Corporation (SRDC) (2019). Career Pathways for Visible Minority Pilot Project: Evaluation Framework. Unpublished report.

Social Research and Demonstration Corporation (SRDC) (2018). Literature Review: Career Pathways for Visible Minority Newcomer Women in Canada.

Westfall, Peter H. and S. Stanley Young (1993). Resampling-based Multiple Testing: Examples and Methods for p-value Adjustment. Wiley Series in Probability and Mathematical Statistics: Applied Probability and Statistics Section (Vol. 279). John Wiley & Sons.

APPENDIX

Outcome measures: Definitions

Outcomes	Definition
Immediate outcomes	
Career Decision-making Self-efficacy	Binary variable (with value 0 or 1) based on a psychometric scale measuring career decision-making self-efficacy.
Job Search Self-efficacy	Binary variable (with value 0 or 1) based on a psychometric scale measuring job search self-efficacy.
Job Search Clarity	Binary variable (with value 0 or 1) based on a psychometric scale measuring job search clarity.
Oral Communication	Binary variable (with value 0 or 1) based on a psychometric scale measuring confidence in successfully using English/French oral communication in multiple activities.
Frequency of Use: Numeracy Skills	Binary variable: =1 if "do math a few days a week or more", =0 otherwise.
Frequency of Use: Writing Skills	Binary variable: =1 if "write notes letters or e-mails in English every day", =0 otherwise.
Frequency of Use: Reading Skills	Binary variable: =1 if "Read or use information from English books every day", =0 otherwise.
Frequency of Use: Digital Skills	Binary variable: =1 if "Use the internet to read websites in English every day", =0 otherwise.
Network Size	Binary variable: =1 if network size is 4 people or more, =0 if less than 4 people.
Sparsely Connected Network	Binary variable: =1 if none or very few contacts know each other, =0 if some, most, or all contacts know each other.
Immediate Family Support for Having a Job	Binary variable: =1 if "immediate family is very supportive of having a job", =0 otherwise.
Extended Family Support for Having a Job	Binary variable: =1 if "extended family is very supportive of having a job", =0 otherwise.
Self-confidence	Binary variable: =1 if strongly agrees with "I see myself as someone who has high self-confidence", =0 otherwise.

Outcomes	Definition
Employment Status	Binary variable: =1 if working at a wage job, freelance/contract work, self-employed in own business, = 0 if not working and not looking for work, not working and looking for work, enrolled in formal education, enrolled in another program/service/volunteer placement.
Weekly Earnings (CAD and log-transformed)	Self-reported earnings. Participants who reported not working are assigned weekly earnings equal to 0. Earnings are top coded (winsorized) at the 99 percentile of the baseline distribution.
Hours of Work	Self-reported total number of hours of work per week. Participants who reported not working are assigned 0 hours of work. We cap the number of hours per week at a maximum of 112 hours.
Education Commensurate Employment	Binary variable: =1 if job's required education level is higher or equal to actual education attainment, =0 otherwise.
Experience Commensurate Employment	Binary variable: =1 if participant uses a lot of their previous work experience in their job, =0 otherwise.
Skills Commensurate Employment	Binary variable: =1 if participant has either *Education Commensurate Employment*=1*, Experience Commensurate Employment*=1 or both*;* =0 otherwise.
Job Satisfaction (overall)	Self-reported 7-point scale where 1 means "completely dissatisfied" and 7 means "completely satisfied" with current job.
Job Satisfaction (average of multiple job aspects)	Binary variable (with value 0 or 1) based on a psychometric scale measuring satisfaction with multiple aspects of their job.
Job Quality	Binary variable (with value 0 or 1) based on a psychometric scale measuring autonomy in decision-making and basic psychological needs at work.
Intermediate outcomes	
Enrollment in Formal Education	Binary variable: =1 if currently studying toward a degree, diploma or certificate, =0 otherwise.
Employment Status	Binary variable: =1 if working at a wage job, freelance/contract work, self-employed in own business, = 0 if not working and not looking for work, not working and looking for work, enrolled in formal education, enrolled in another program/service/volunteer placement.
Weekly Earnings (CAD and log-transformed)	Self-reported earnings. Participants who reported not working are assigned weekly earnings equal to 0. Earnings are top coded (winsorized) at the 99 percentile of the baseline distribution.

Outcomes	Definition
Hours of Work	Self-reported total number of hours of work per week. Participants who reported not working are assigned 0 hours of work. We cap the number of hours per week at a maximum of 112 hours.
Education Commensurate Employment	Binary variable: =1 if job's required education level is higher or equal to actual education attainment, =0 otherwise.
Experience Commensurate Employment	Binary variable: =1 if participant uses a lot of their previous work experience in their job, =0 otherwise.
Skills Commensurate Employment	Binary variable: =1 if participant has either Education Commensurate Employment=1, Experience Commensurate Employment=1 or both; =0 otherwise.
Job Satisfaction (overall)	Self-reported 7-point scale where 1 means "completely dissatisfied" and 7 means "completely satisfied" with current job.
Job Satisfaction (average of multiple job aspects)	Binary variable (with value 0 or 1) based on a psychometric scale measuring satisfaction with multiple aspects of their job.
Job Quality	Binary variable (with value 0 or 1) based on a psychometric scale measuring autonomy in decision-making and basic psychological needs at work.
Sense of Belonging	Binary variable (with value 0 or 1) based on a psychometric scale measuring sense of belonging to their local community, city, province, and Canada.
Acculturation: Own Culture	Binary variable (with value 0 or 1) based on a psychometric scale measuring the importance attributed to values, traditions, and contacts from the same ethnicity.
Acculturation: Canadian Culture	Binary variable (with value 0 or 1) based on a composite index of psychometric scale measuring the importance attributed to values, traditions, and contacts from different ethnicities and from Canada.
Network Strength of Same Ethnicity	Binary variable (with value 0 or 1) based on a psychometric scale measuring social network strength of people with the same culture, ethnic background, or language.
Network Strength of Different Ethnicity	Binary variable (with value 0 or 1) based on a composite index of psychometric scale measuring social network strength of people with a different culture, ethnic background, or language.
Trust	Binary variable (with value 0 or 1) based on a psychometric scale measuring trust in their local community.

Outcomes	Definition
Life Satisfaction	Self-reported 10-point score where 1 means "very dissatisfied" and 10 means "very satisfied" with life.
Hope	Binary variable: =1 if strongly agrees with "I see myself as someone who has a lot of hope for the future", =0 otherwise.
Stress	Binary variable: =1 if "Most days are a bit, not very, or not at all stressful", =0 if "quite a bit or extremely stressful".
Activity Limitation due to Physical/Health Condition	Binary variable: =1 if "A physical condition never or rarely affects everyday activities", =0 if "a physical condition sometimes or often affects everyday activities".
Activity Limitation due to Mental Health/Emotional Condition	Binary variable: =1 if "An emotional condition never or rarely affects everyday activities", =0 if "An emotional condition sometimes or often affects everyday activities".
Autonomy of Financial Decision-making (overall)	Binary variable: =1 if "Mainly me or both myself and my partner equally are responsible for the financial decisions of the family", =0 if "someone else" or "mainly my partner".
Autonomy of Financial Decision-making (average of multiple decisions)	Binary variable (with value 0 or 1) based on a psychometric scale measuring autonomy of financial decision-making for several types of expenses.
Ability to Meet Unexpected Financial Needs	Binary variable: =1 if "Probably or certainly can come up with $2000", =0 if "probably not or certainly could not come up with $2000".
Ability to Keep up with Bills	Binary variable: =1 if "Keeping up with bills and credit commitments without any problems", =0 if there has been a "struggle" or "real financial problems" keeping up with bills.
Family Income	Binary variable: =1 if family income increased from baseline, =0 otherwise.
Individual Bank Account Ownership	Binary variable: =1 if "owns individual bank account", =0 if "Owns no bank account or owns joint bank account only".

Notes: To create the binary variables based on psychometric scales, we implement the following steps: i) validate data using correlations and factor analysis; ii) calculate the average score for each scale using validated items; iii) create bins based on the values of items and number of alternative answers, where bin width = (max-min)/(number of categories); iv) create a binary variable. If the scale has a neutral alternative, we use the upper bound of the neutral bin as the cutoff. If the scale does not have a neutral category (magnitude scale), we use the upper bound of the median bin as the cutoff.

Table A.1 Survey timing by intervention

		Expected number of days (weeks) between the baseline survey and first follow-up survey	Expected number of days (weeks) between the baseline survey and second follow-up survey
Model 1	Achēv	140 (20)	231 (33)
	MOSAIC	140 (20)	231 (33)
	OFE	91 (13)	182 (26)
Model 2	ACCES	112 (16)	203 (29)
	Achēv	91 (13)	182 (26)
	ISANS	126 (18)	210 (30)
	WSEC	91 (13)	182 (26)
	YWCA	112 (16)	196 (28)
Model 3	SÉO	119 (17)	210 (30)
	WSEC	91 (13)	182 (26)
Model 4	YWCA	154 (22)	238 (34)

Table A.2 Baseline characteristics of comparison group participants

		Model 1	Model 2				Model 3		All
		OFE	ACCES	Achēv	ISANS	WSEC	SÉO	WSEC	
Age (%)	<=30	24	17	16	13	11	22	17	16
	31-39	36	64	64	51	50	51	60	57
	40+	40	19	20	36	39	27	23	26
Average age		38	34	35	36	38	35	36	36
Married or common-law (%)		71	74	80	91	85	64	73	77
Number of children at home (%)	0	52	50	44	21	28	49	44	42
	1	26	26	26	30	24	17	25	25
	2+	21	24	31	49	48	34	31	33
Number of children 0-5 at home (%)	0	71	63	65	53	67	63	65	64
	1	17	31	24	34	23	24	25	26
	2+	12	6	11	13	10	12	10	10
Average number of months living in Canada		23	15	16	14	21	21	26	20
Living in Canada for 12 months or more (%)		43	39	44	37	59	41	63	50
Paid work experience in Canada (%)		48	31	38	41	28	54	59	46
Paid work experience outside Canada (%)		85	94	96	91	90	93	98	94
Currently working (%)		21	12	9	22	20	30	25	21
Completed any formal education in Canada (%)		7	4	8	6	4	20	15	10
Currently studying (%)		10	24	19	10	12	13	22	18

		Model 1	Model 2				Model 3		
		OFE	ACCES	Achēv	ISANS	WSEC	SÉO	WSEC	All
Receiving provincial income assistance (%)		5	16	14	10	22	18	11	14
Language spoken most often at home (%)	English	43	43	58	37	25	5	57	45
	French	0	3	2	0	20	90	9	11
	Other	57	54	40	63	56	5	34	43
Total number of participants		42	113	16	14	21	21	26	20

Figure A.1 Region of origin by intervention

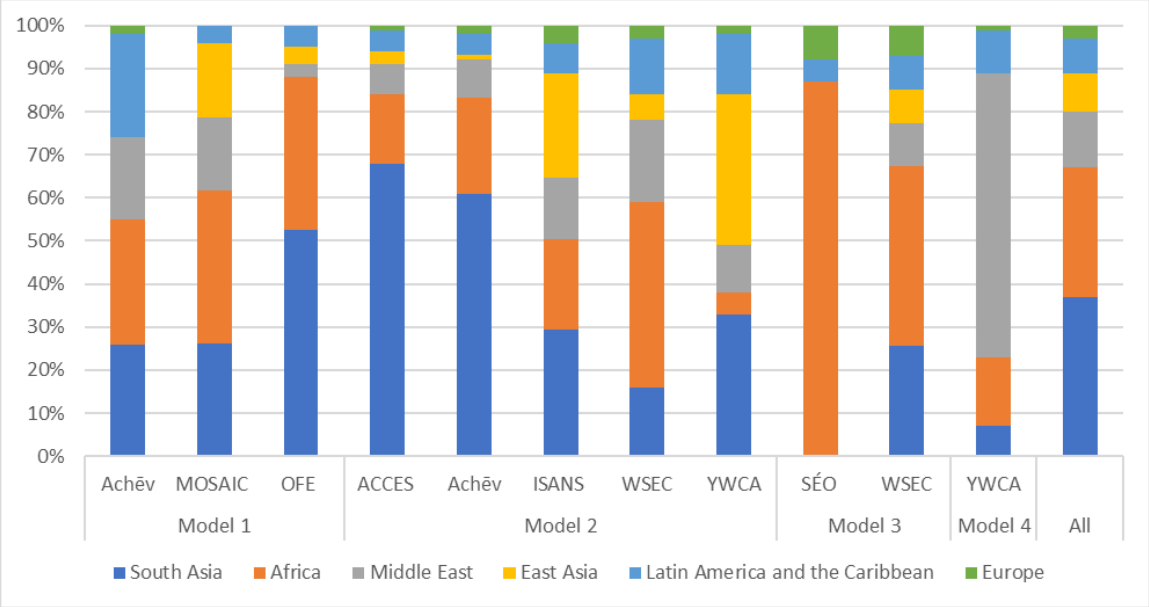


Figure A.2 Program recommendation by intervention

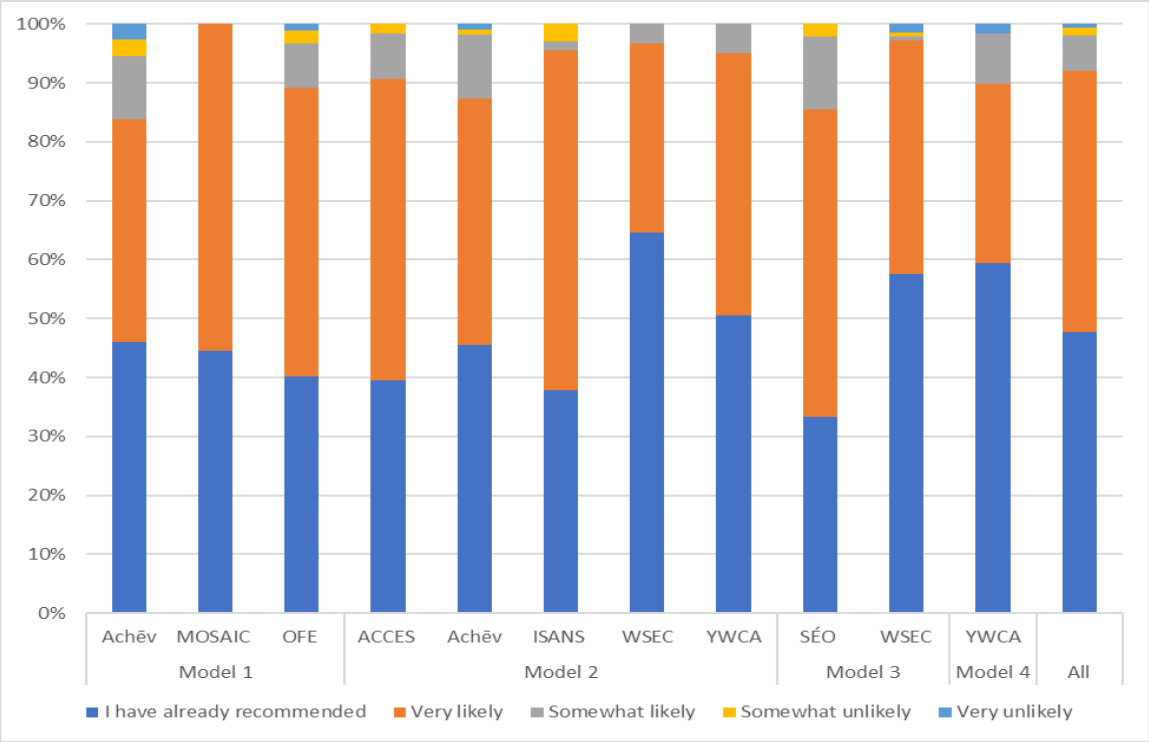


Figure A.3 Comparison group training hours by activity & intervention (complete list of activities)

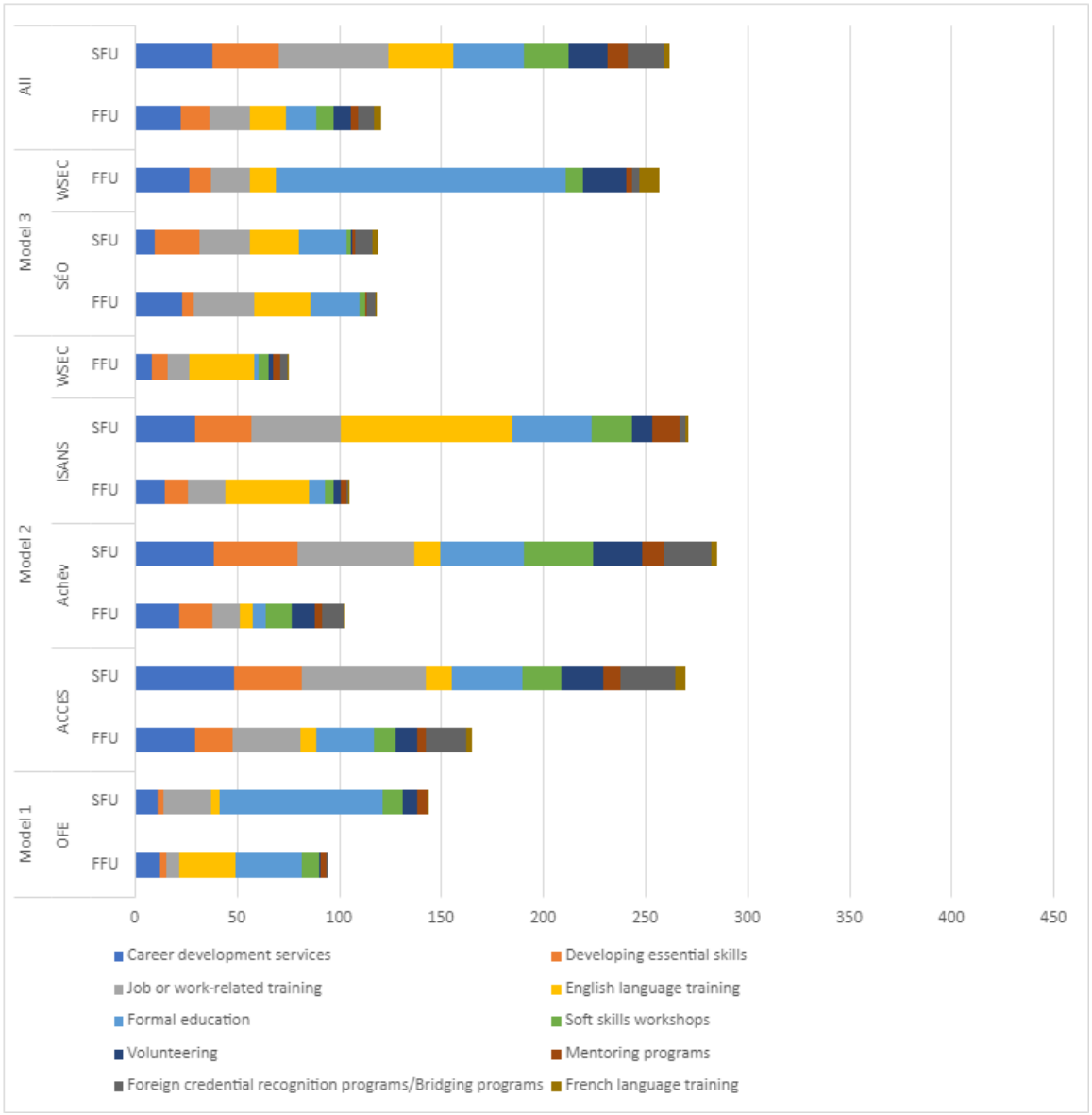


Figure A.4 Program group training hours by activity & intervention (complete list of activities)

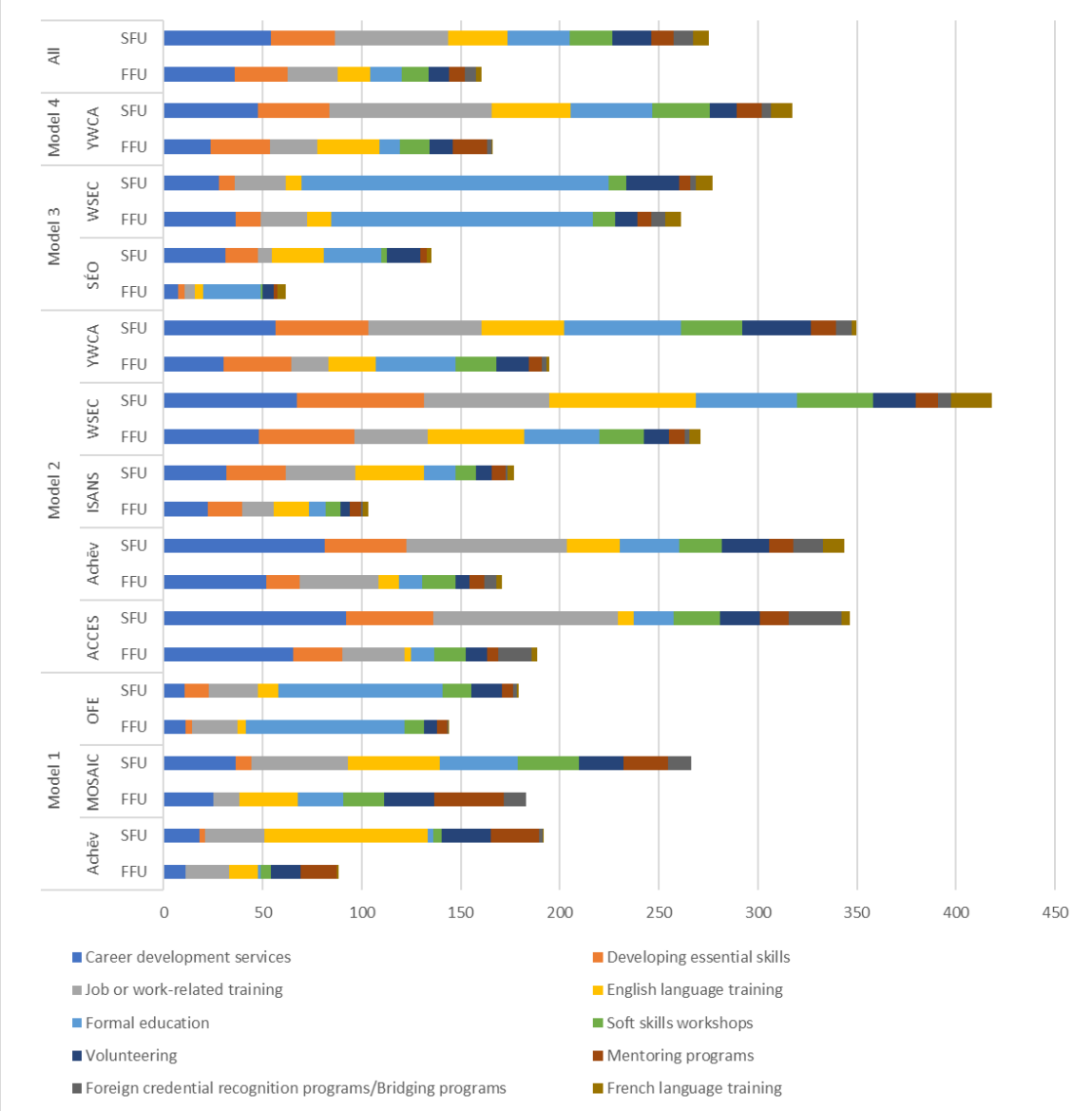


Figure A.5 Achēv Model 1 statistically significant outcome changes

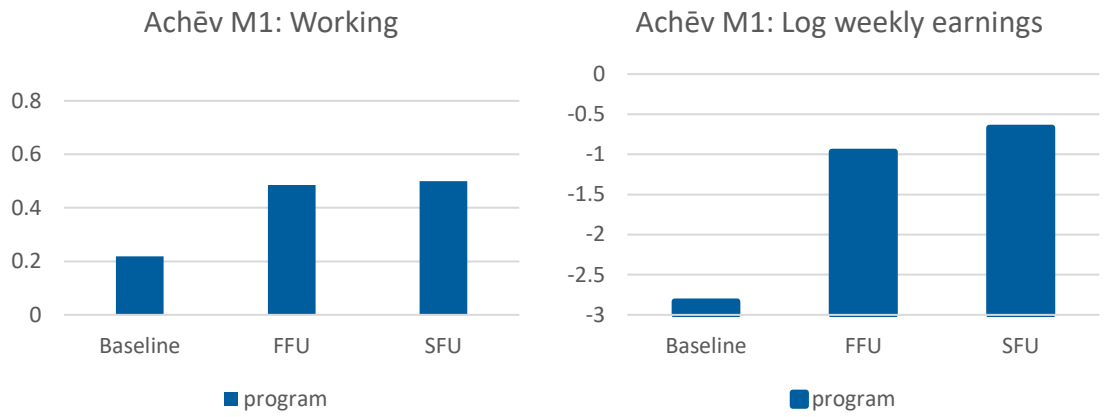


Figure A.6 MOSAIC statistically significant outcome changes

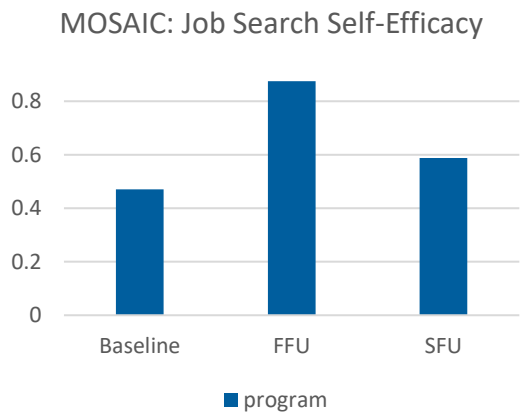
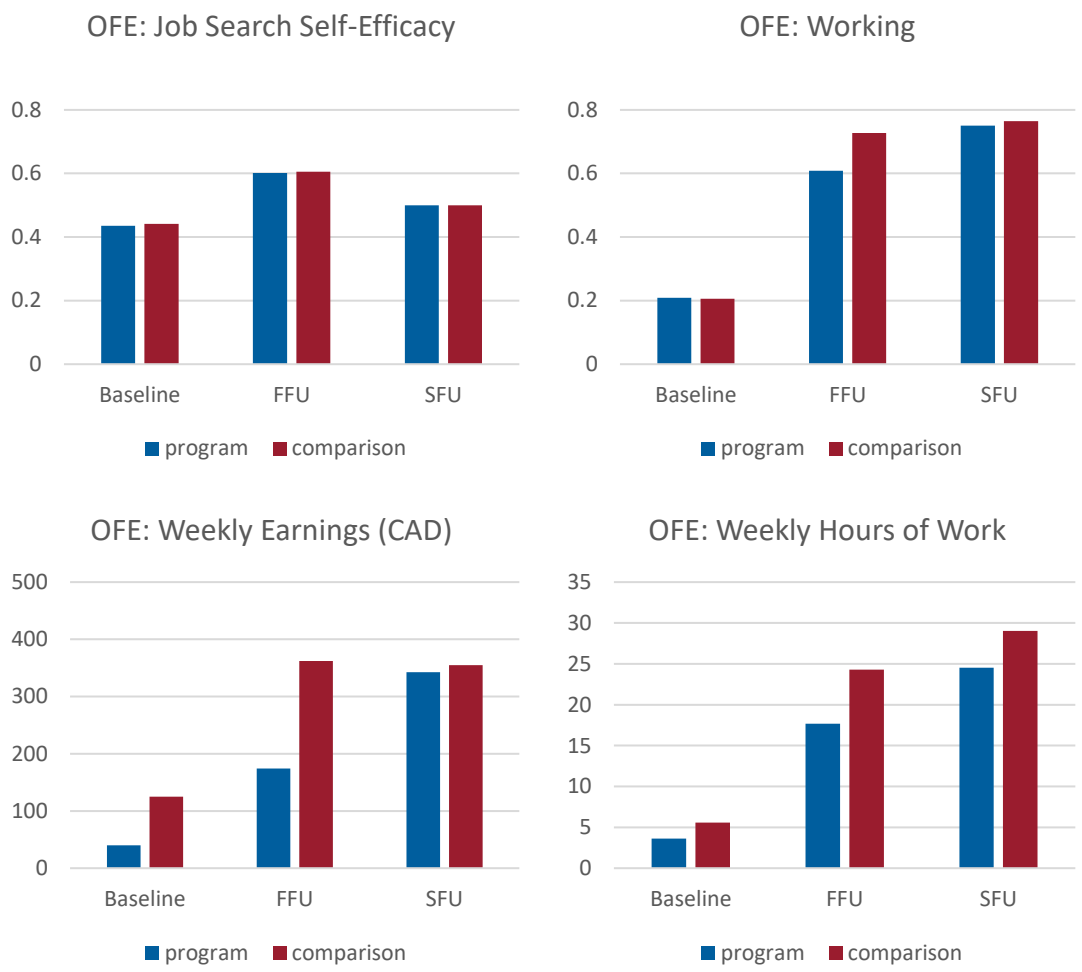
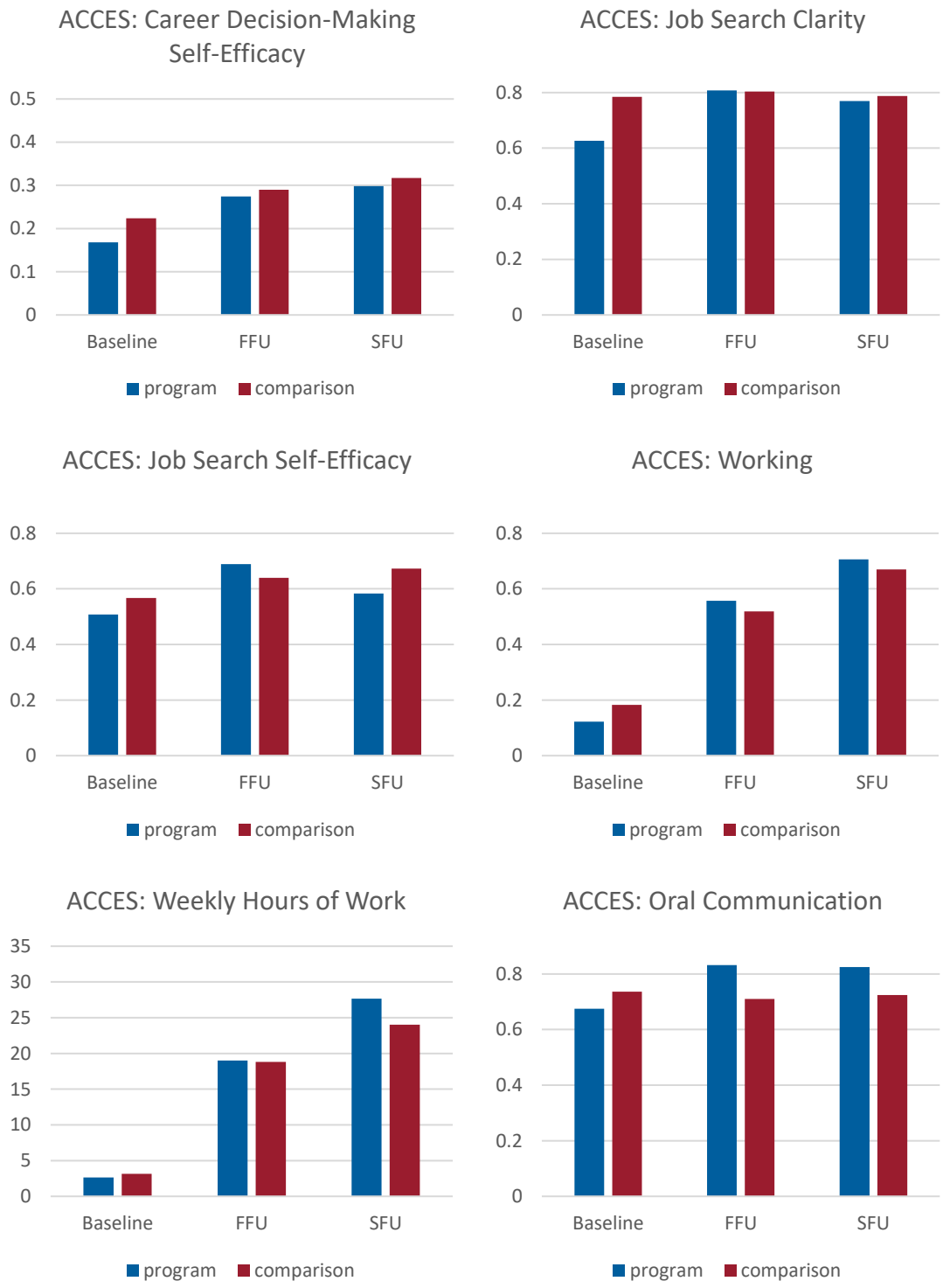


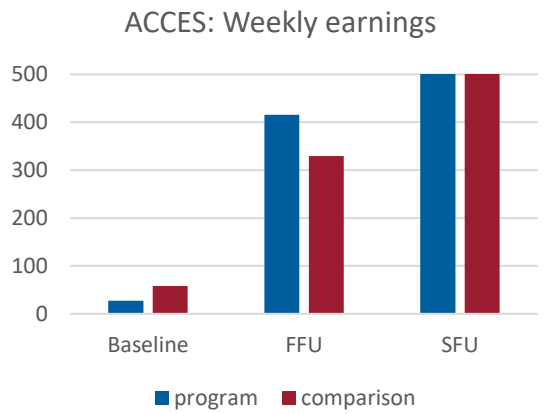
Figure A.7 OFE statistically significant outcome changes



Note: In addition to weekly earnings (CAD), we find statistically significant changes in weekly earnings (log). However, the figure is excluded as it conveys very similar information to the figure in Canadian Dollars.

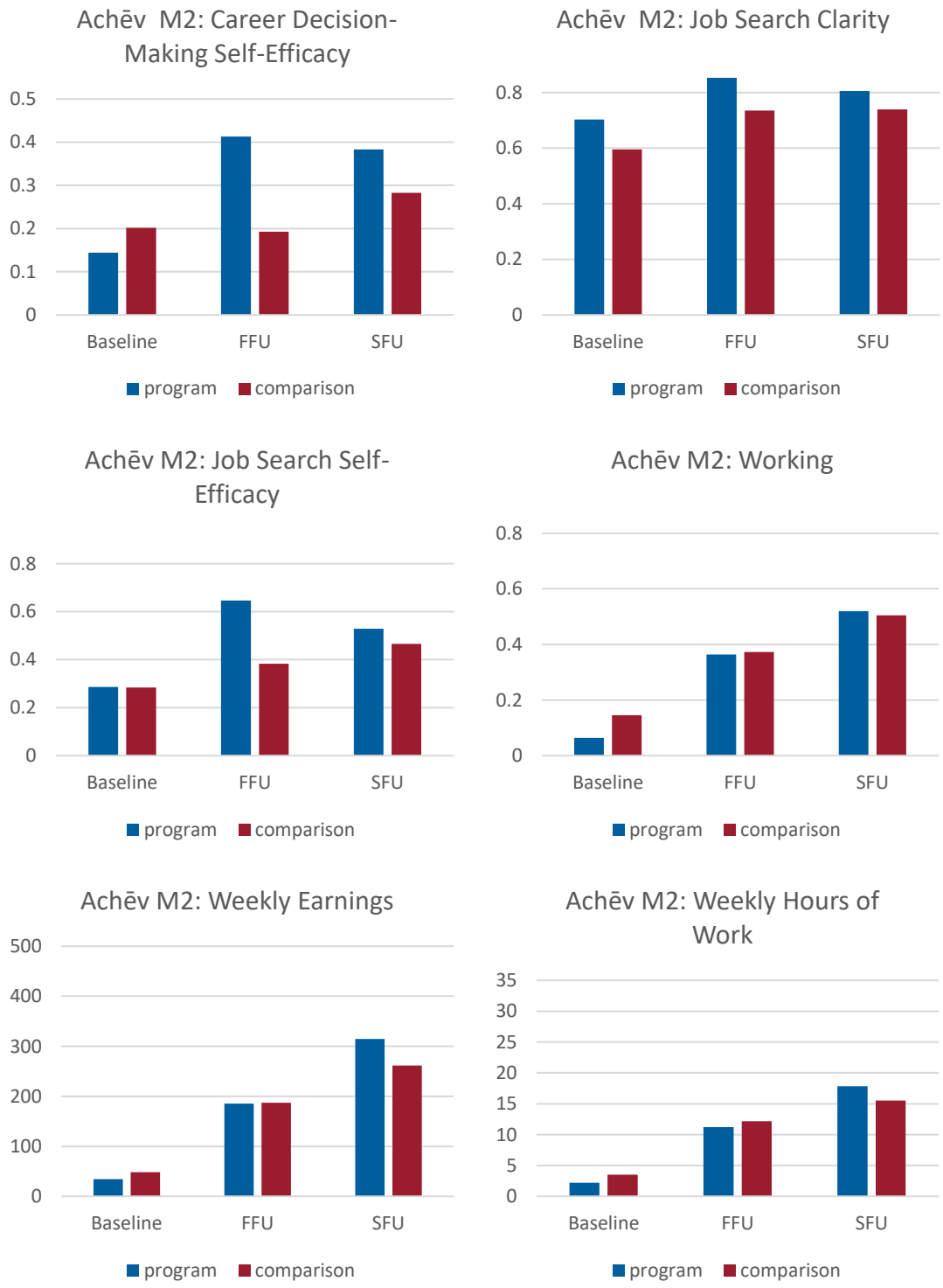
Figure A.8 ACCES statistically significant outcome changes





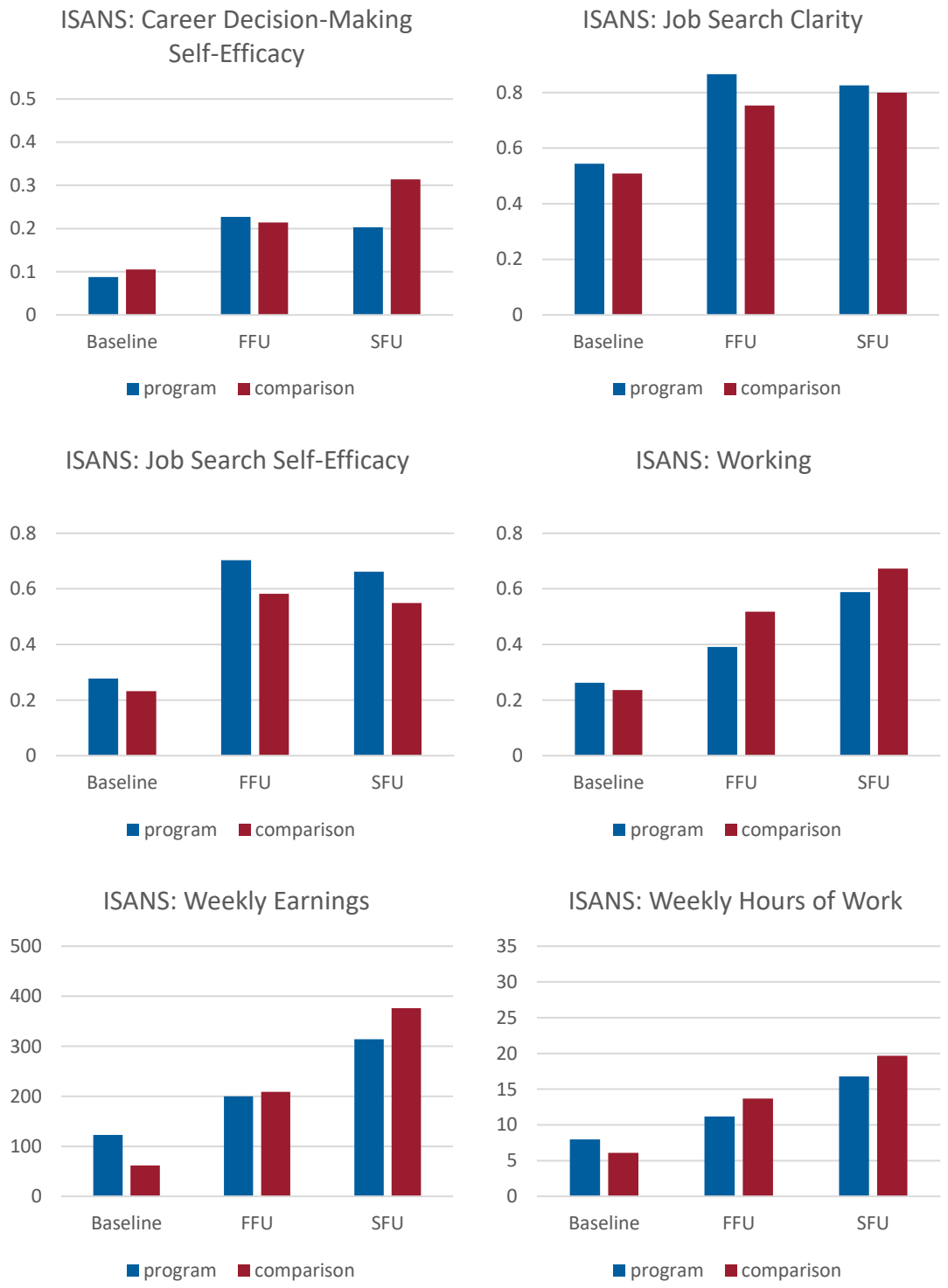
Note: In addition to weekly earnings (CAD), we find statistically significant changes in weekly earnings (log). However, the figure is excluded as it conveys very similar information to the figure in Canadian Dollars.

Figure A.9 Achēv Model 2 statistically significant outcome changes



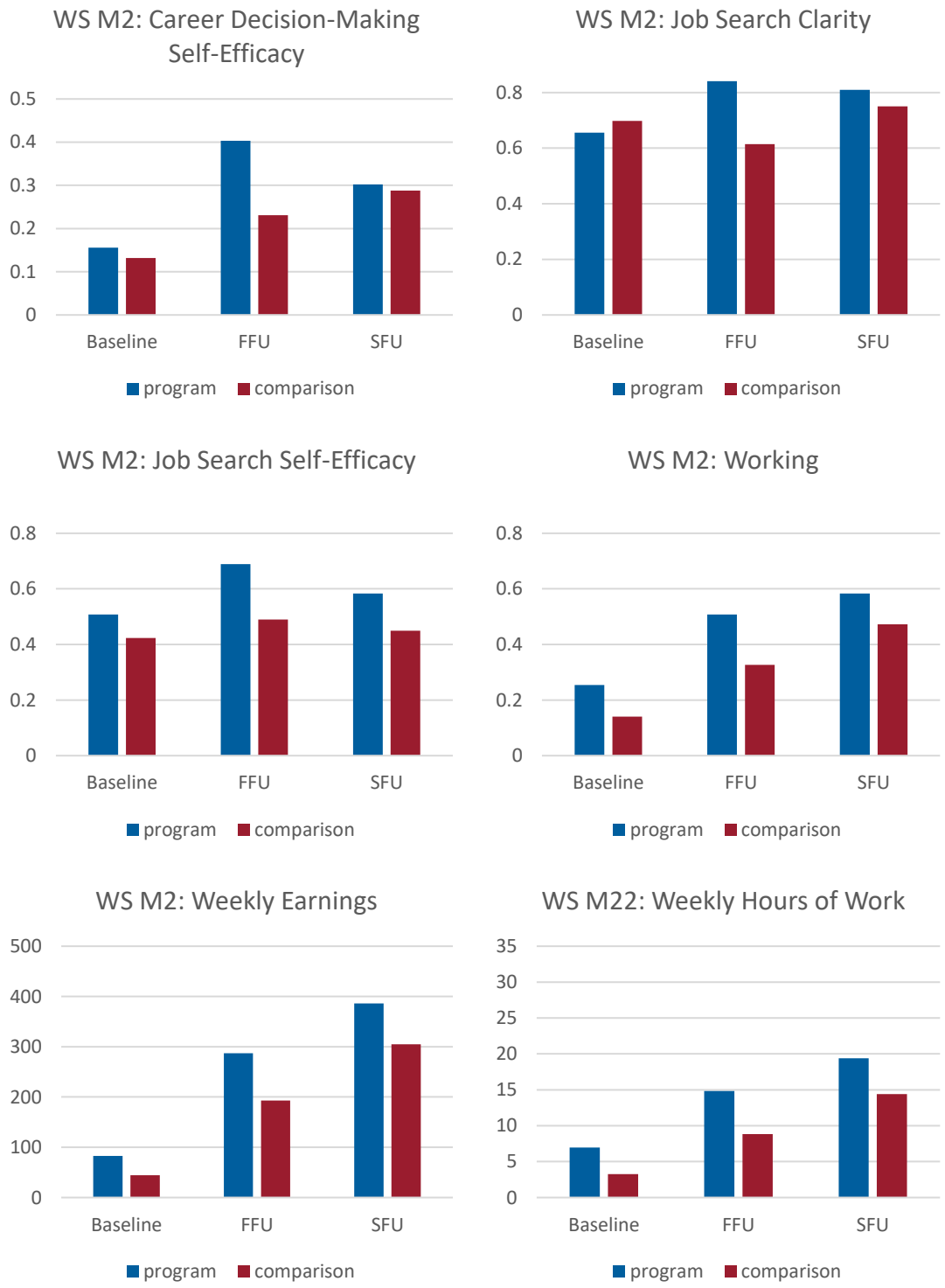
Note: In addition to weekly earnings (CAD), we find statistically significant changes in weekly earnings (log). However, the figure is excluded as it conveys very similar information to the figure in Canadian Dollars.

Figure A.10 ISANS statistically significant outcome changes



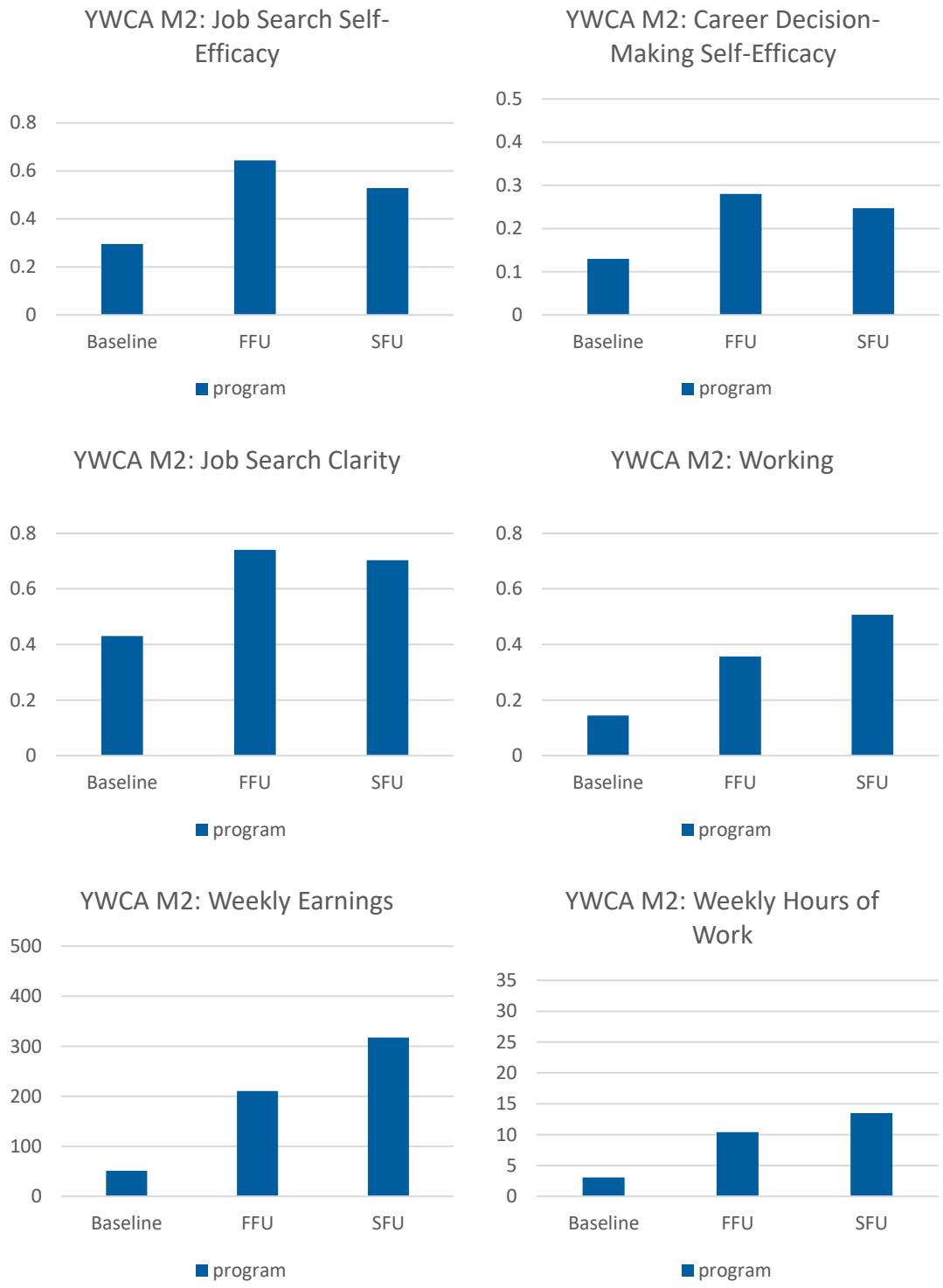
Note: In addition to weekly earnings (CAD), we find statistically significant changes in weekly earnings (log). However, the figure is excluded as it conveys very similar information to the figure in Canadian Dollars.

Figure A.11 World Skills Employment Centre Model 2 statistically significant outcome changes



Note: In addition to weekly earnings (CAD), we find statistically significant changes in weekly earnings (log). However, the figure is excluded as it conveys very similar information to the figure in Canadian Dollars.

Figure A.12 YWCA Model 2 statistically significant outcome changes

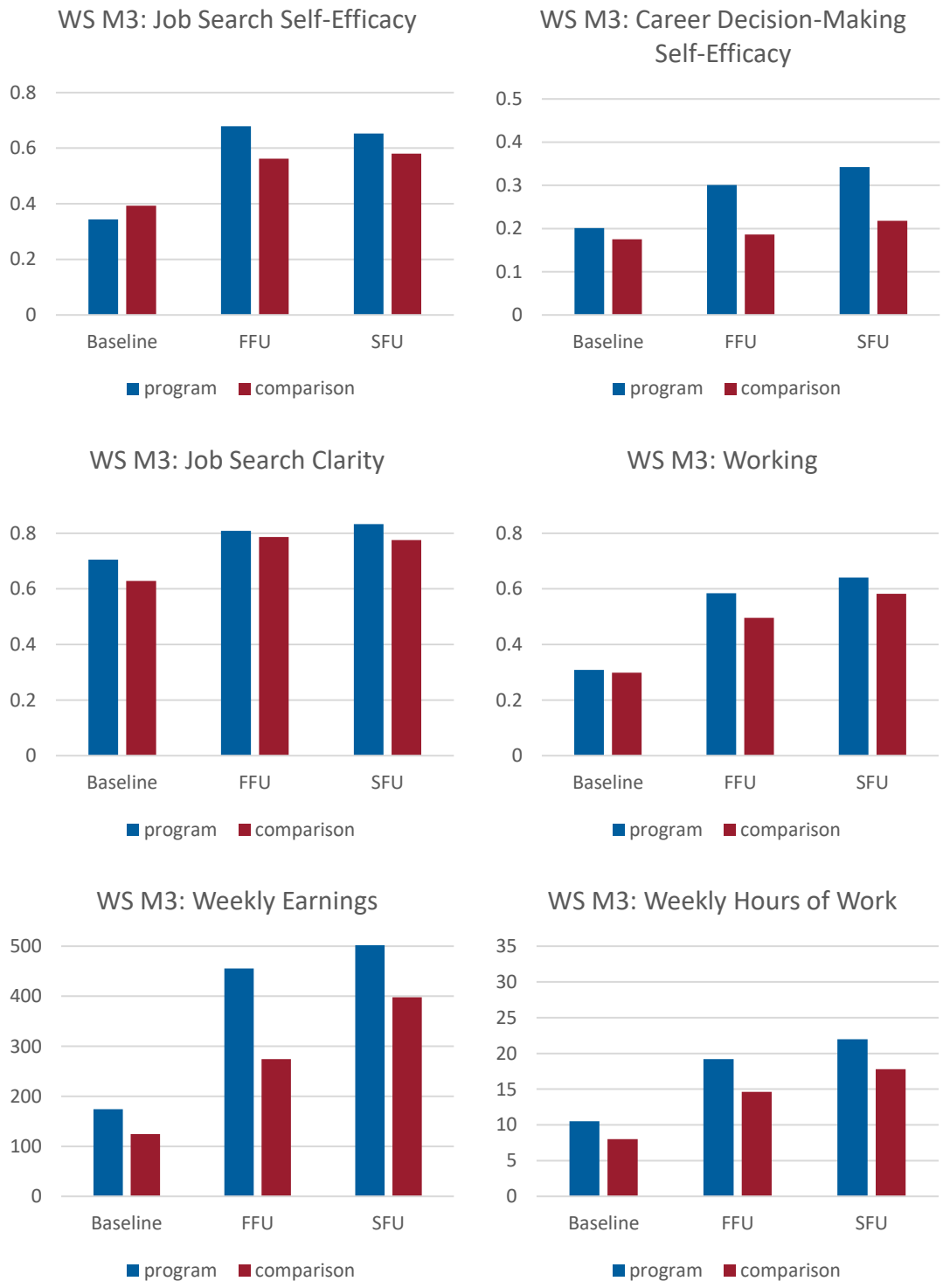


Note: In addition to weekly earnings (CAD), we find statistically significant changes in weekly earnings (log). However, the figure is excluded as it conveys very similar information to the figure in Canadian Dollars.

Figure A.13 SÉO (Ottawa and Toronto) statistically significant outcome changes

Note: In addition to weekly earnings (CAD), we find statistically significant changes in weekly earnings (log). However, the figure is excluded as it conveys very similar information to the figure in Canadian Dollars.

Figure A.14 World Skills Employment Centre Model 3 statistically significant outcome changes



Note: In addition to weekly earnings (CAD), we find statistically significant changes in weekly earnings (log). However, the figure is not included.

SRDC SRSA
SINCE 1991 DEPUIS
INNOVATION • EXPERIMENTATION • EVALUATION

OTTAWA • VANCOUVER • CALGARY • HALIFAX • HAMILTON • LONDON

MONCTON • MONTREAL • REGINA • TORONTO • VICTORIA • WINNIPEG

www.srdc.org • 1 866 896 7732 • info@srdc.org