

Wraparound supports in employment & skills training: A feminist perspective

Evidence brief



October 2022

Lily Kaufmann
Noémie Auclair-Ouellet
Lauren Brooks-Cleator
Chloe Halpenny
Sonya Howard
Boris Palameta

SRDC Board of Directors

Richard A. Wagner
Former Partner, Norton Rose Fulbright LLP

Tim Aubry, Ph.D.
Professor, School of Psychology
Senior Researcher, Centre for Research on Educational and
Community Services

Gordon Berlin
Research Professor, Georgetown University and
Past President, MDRC

Satya Brink, Ph.D.
International Consultant, Research, Policy Analysis and
Strategic Policy advice
Education, Lifelong Learning and Development

Erica Di Ruggiero, Ph.D.
Director, Centre for Global Health
Director, Collaborative Specialization in Global Health
Dalla Lana School of Public Health, University of Toronto

Marie-Lison Fougère
Deputy Minister, Ministry of Francophone Affairs
Deputy Minister Responsible for Women's Issues

Renée F. Lyons, Ph.D.
Founding Chair and Scientific Director Emeritus,
Bridgepoint Collaboratory for Research and Innovation,
University of Toronto

James R. Mitchell, Ph.D.
Founding partner, Sussex Circle

Andrew Parkin, Ph.D.
Executive Director of the Environics Institute

Nancy Reynolds
Managing Partner, Sterling Lifestyle Solutions

SRDC President and CEO

David Gyarmati

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 450 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, Montreal, Regina, St. John's, Toronto, 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,
Newfoundland and Labrador, Nova Scotia,
Ontario, Quebec, and Saskatchewan
1-866-896-7732

Published in 2023 by the Social Research and
Demonstration Corporation

TABLE OF CONTENTS

INTRODUCTION	1
WRAPAROUND SUPPORTS: AN OVERVIEW	2
What are wraparound supports?	2
Why wraparound supports?	2
What are common types of wraparound supports?	4
APPLYING AN INTERSECTIONAL LENS TO WRAPAROUND	6
DELIVERING WRAPAROUND SUPPORTS: APPROACHES AND PRACTICES	8
Key components of wraparound	8
Principles and approaches	9
WRAPAROUND SUPPORTS IN PRACTICE	12
Urban Indigenous Homeward Bound	12
Career Pathways for Visible Minority Newcomer Women	12
Increasing the Successful Participation of Women in Apprenticeship & Skilled Technical Jobs	13
Co-creating Evidence Project	13
CONCLUSION	15
WORKS CITED	16

INTRODUCTION

A range of persistent and systemic barriers can hinder learners from equity-deserving communities from entering, engaging, and persisting in employment and skills programming, from discriminatory attitudes to limited social capital (Pakula & Smith Fowler, 2021). Recognizing this, service providers may choose to incorporate supports within their programming to facilitate engagement and support learners as they navigate barriers to employment and skills training. In particular, the integration of *wraparound supports* – a holistic suite of interventions supporting learners to overcome training-related barriers – has been identified as a priority for inclusive service delivery (Zhong & Shetty, 2021; Pakula & Smith Fowler, 2021). Ultimately, incorporating wraparound supports within employment and skills programming can increase the participation, engagement, and success of learners who face multiple and complex barriers, both within and outside of training environments.

This evidence brief was drafted to support program innovations or adaptations as part of the WOMEN FIRST project, funded through Employment and Skill Development Canada’s (ESDC) Women’s Employment Readiness pilot program. It may also be more broadly useful for organizations, training developers, and practitioners working in the employment and skills training sector seeking to employ an equity-driven approach to their delivery of wraparound supports. Beginning with an overview of wraparound supports and practical exemplars, the brief follows by outlining a series of considerations and approaches that may support the design and implementation of wraparound supports in employment and skills training. Throughout the document, an intersectional lens is adopted to examine key issues to consider when planning and delivering supports to populations facing multiple and complex barriers.

A note on terminology

The terms “*equity-deserving groups*” and “*groups facing multiple and complex barriers*” are used throughout this brief. These terms refer to populations in Canada that experience historical, ongoing, and systemic marginalization and oppression based on any combination of sex, gender, age, race, ethnicity, disability, religion, Indigeneity, socioeconomic status, sexual orientation, immigration status, and so forth. We use these terms in part to acknowledge the structural – rather than individual – nature of the barriers affecting these learners.

WRAPAROUND SUPPORTS: AN OVERVIEW

WHAT ARE WRAPAROUND SUPPORTS?

History of wraparound supports

The term “wraparound” as a descriptor of services and supports is attributed to Dr. Lenore B. Behar (2015), a psychologist who proposed an approach to “surround multi-problem youngsters and families with services rather than with institutional walls, and to customize these services to the individual needs and strengths of the child and family.” Wraparound supports originally gained popularity in service provision for youth and their families, but have since been applied in a wide variety of fields, including skill training and employment services (VanDenBerg et al., 2008).

Wraparound supports refer to a customized suite of services, systems of referrals, and other interventions intended to support service users in all aspects of their lives and, as a result, enable them to succeed in programming (Bruns & Walker, 2008). As a service delivery model, a wraparound approach recognizes that learners are unlikely to succeed in training and employment if they must spend significant time and energy trying to cope with or address unmet needs in other areas of their lives. For example, seeking housing, dealing with health or legal challenges, or working multiple entry-level jobs to meet subsistence needs all represent competing priorities that may understandably limit a person’s ability to engage with training. A wraparound approach offers service users the opportunity to access the supports and resources that they identify as their highest priorities. In the context of employment and skills training such as that offered through the WOMEN

FIRST program, both the skills training and the wraparound supports serve as catalysts for meaningful and long-term change in learners’ lives.

Integrating wraparound supports is more than providing “add-on” services that support participants’ ability to engage with programming (Bruns & Walker, 2008). Rather, wraparound speaks to a client-centered, collaborative, and customizable approach to programming and service delivery. Clients are given choice and the opportunity to establish their own priorities, while practitioners take a supportive role to help participants find supports to address their needs, leverage existing strengths, overcome any challenges, and reach their goals.

WHY WRAPAROUND SUPPORTS?

Currently, equity-deserving groups in Canada – including women, youth, Indigenous people, newcomers, racialized people, persons with disabilities, 2SLGBTQ+ people, and low-income individuals – are underserved by employment programming, underrepresented in the labour

market, and face persistent challenges accessing social supports, even when employed (Canadian Women's Foundation, 2021). Further, these individuals may be more likely to encounter a broad range of social, historical, economic, and health inequities, such as higher rates of trauma, poverty, housing and food insecurity, and discrimination and violence. In practice, these inequities can translate to major barriers to entering, engaging, and succeeding in training and employment (Pakula & Smith Fowler, 2021; Hess et al., 2016). For instance, Pakula and Smith Fowler (2021) point to several barriers constraining equity-deserving groups' access to training and employment, including the cost and time commitments of training, physical and mental health challenges, the need to work multiple jobs, and a lack of affordable childcare. As Lalonde et al. (2019) highlight:

“An individual who lacks the resources they need to pay for basic necessities, whether it be food, shelter, clothing, or transportation, is unable to consider the possibility of accessing [training] programs or holding down a job...Indeed, when an individual's most basic needs are unmet, any program or service that fails to address them will inevitably be ineffective.” (p. 20)

Through improving access to resources, a wraparound approach can support equity-deserving learners by addressing barriers to participation, increasing the likelihood of training completion, and promoting positive program impacts (e.g., skill gains, self-efficacy, and post-program employment or work readiness). In this way, wraparound supports may play an important role in responding to some of the symptoms of systemic marginalization or oppression. More specifically, potential benefits of a wraparound approach to service delivery include:

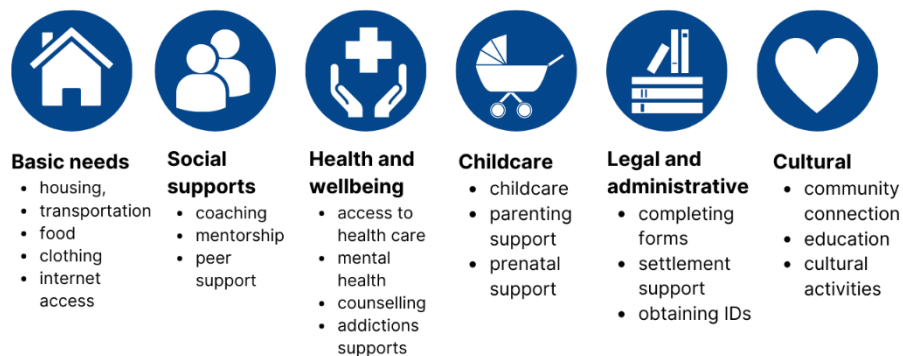
- **Increased accessibility:** By offering a material response to the various inequities that disproportionately affect equity-deserving groups, wraparound supports can assist individuals to access training who may not be able to otherwise. For example, those who must work multiple jobs and/or longer hours out of necessity may have reduced access to on-the-job training, as well as be unable to take time off to pursue further training (Soliman et al., 2021). The gendered nature of childcare responsibilities in Canada means that women may also struggle to manage the time commitment of training (Johnston et al., 2020). Given these examples, income and childcare support are two examples of services that may be offered as part of a wraparound approach to increase a program's accessibility to a diversity of participants.
- **Higher levels of engagement and retention:** Competing life priorities – including other jobs, family responsibilities, health challenges, and housing insecurity, among others – can make it difficult for participants to fully engage in employment and skills training, especially when already facing marginalization on a daily basis. Wraparound supports can help service users address or mitigate these barriers and increase the time, focus, and energy they are able to spend on training (Braundy, 2020).

- **Increased personal skills and capacity:** Through supporting participants to reach their goals and access necessary supports during training and transitions to employment, the wraparound approach helps individuals build the confidence, career self-efficacy, and life skills needed to translate program gains into new contexts and workplaces (Kezar et al., 2019).
- **Reduction in service gaps:** Through developing a community of practice, integrating a variety of services into programming, and providing referrals, wraparound supports can mitigate the negative impacts of a fractured service landscape. Wraparound programs help participants identify and access necessary services and reduce the logistical challenges as well as emotional burden associated with finding, registering, accessing, and engaging in different services (Kezar et al., 2020).
- **Extended benefits:** The benefits of the wraparound support model often extend to service users' families and communities, supporting positive change that spans beyond the individual client (Rutman et al., 2021).

WHAT ARE COMMON TYPES OF WRAPAROUND SUPPORTS?

A wraparound support can be anything that promotes participants' capacity to engage with training and pursue their goals. Supports may be training-specific (e.g., extra tutoring) or more general in nature, including those that help address challenges that hinder participants from investing time and energy into training (e.g., securing housing, accessing physical and mental health support, obtaining legal support, transportation, stipends, childcare). Figure 1 highlights some common wraparound supports, while Appendix A offers a more extensive list of examples.

Figure 1 Examples of wraparound supports



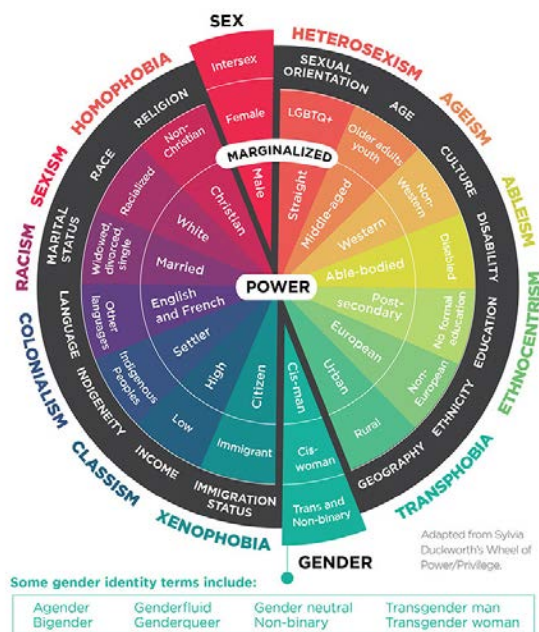
The specific supports that complement an employment and skills training program can vary widely based on learners' needs, goals, and other factors. Learners' needs will often vary, and

can also be shaped by the diverse systems of power that lead to privilege or marginalization for certain groups. Additionally, learners' needs may differ widely even within specific populations based on individuals' life experiences, existing resources, and intersecting identity characteristics. This highlights the importance of identifying supports in collaboration with and in response to service users. For example, an analysis of literacy and skill training programs in Ontario found that supports offered varied depending on the backgrounds of service users (e.g., programs serving persons with disabilities were more likely to provide continuous support post-program; programs serving justice-involved individuals were more likely to offer counselling services as well as legal support) (Lalonde et al., 2019).

APPLYING AN INTERSECTIONAL LENS TO WRAPAROUND

Grounded in Black feminist thought and coined by Kimberlé Crenshaw in 1989, intersectionality is a theoretical and analytical framework that emphasizes the interacting – rather than merely additive – nature of different forms of discrimination and oppression. Intersectionality proposes that various systems of power (e.g., sexism, racism, ableism, etc.) collide to create unique and often compounding forms of exclusion and marginalization. For example, racialized women in Canada have higher rates of unemployment than both non-racialized women and racialized men; racialized *newcomer* women are even more likely to be unemployed (Hudon, 2016). Their experiences are shaped simultaneously by sexism, racism, and xenophobia to foster labour market disadvantage.

Figure 2 Identity, marginalization, and power



A person's social location is comprised of any combination of identities, including those related to gender, race, age, immigration status, Indigeneity, disability, sexual orientation, and socio-economic status, among others. For most people, some aspects of their identity are more likely to confer privilege (e.g., being white, non-disabled, and/or cisgender) and others disadvantage (e.g., being Indigenous, bisexual, and/or living in poverty). Figure 2 illustrates several variables that may make up a person's identity, along with the relative power associated with some of these dimensions (Bauer, 2021).

An intersectional approach can help us understand how someone's social location and life experiences (e.g., coping with substance use, parenting, or working multiple jobs) shape their access to resources, opportunities, and relative advantage. In other words, it emphasizes how individual experiences are systemically and structurally shaped. For programs serving a diverse clientele, such an approach also highlights the importance of tailoring supports to

participants' individual needs, aspirations, and resources, recognizing that a standard, universal set of supports may not adequately address the needs of all individuals, particularly those who occupy multiple marginalized social locations. Further, while supports may not be widely accessed by service users, they may be critical for a select few.

An intersectional approach to wraparound supports would encourage service providers to attend to the full diversity of service users' identities and associated needs. At the same time, it points to the limitations of programs that focus on a single aspect of service users' identity:

“[I]dentity based programs focus largely on race, gender or sexual orientation and often leave out critical aspects of students' background that are also shaping their experience like work, parenting, or poverty.” (Kezar et al., 2020, p. 22)

Gaining an understanding of the supports needed by different populations can help service providers focus their efforts on improving access to supports that service users need most. Using a collaborative, learner-centered approach, service providers can connect with individual learners to identify their priority needs and facilitate connections with relevant services to help participants enter, engage in, and complete training.

DELIVERING WRAPAROUND SUPPORTS: APPROACHES AND PRACTICES

This section outlines three key components of wraparound support delivery, followed by a non-exhaustive overview of promising principles, approaches, and practices (Wrap Canada, 2022).

KEY COMPONENTS OF WRAPAROUND

1. Client-centered programming

As part of client-centered programming, service users are encouraged to exercise choice in identifying their goals as well as the supports needed to achieve them:

“They choose who will be on the team. They choose what they want to work on and how fast they want to work on it. In this way, our goal is to put people back in charge of their lives so that they don’t feel helpless and powerless. Rather, we teach them how to direct their own change process which often leads to hope that their life can be different.” (Wrap Canada, 2022)

2. Organizational capacity

Wraparound calls on service providers to develop the organizational capacity needed to offer these supports and resources to service users. This can be achieved through leveraging local community members (e.g., mentors, volunteers) as well as intentionally incorporating supports into funding proposals, organizational budgets, and program design. Service users’ existing resources and supports (e.g., family members, faith groups, other community connections) can also be acknowledged and strengthened. Social and community resources not only help participants engage in programming, but also offer as they transition into employment and/or further education. Additionally, building organizational capacity to implement supports may involve program modifications: for example, building in additional time and opportunities to check-in with participants to identify needs or concerns that may emerge during programming.

3. Service provision networks

Finally, organizations can network with other service providing organizations to develop relationships and referral systems with third-party supports. This can extend an organization’s capacity and broaden the range of supports that can be offered. Through these professional

relationships, organizations can work together to support streamlined service delivery. Using common intake forms, personally introducing clients to new service providers, and offering transportation between services are all strategies to reduce the cognitive and bureaucratic burden on participants, reducing barriers to accessing services.

PRINCIPLES AND APPROACHES

Approaches to delivering wraparound components of a program often emphasize a collaborative, outcome-based model that supports participants to strengthen their natural supports (e.g., connections with family, community members, etc.) while working towards self-identified goals. While the specific principles and approaches vary based on programming aims and the participant populations, Figure 3 summarizes a list of ten overarching principles that may guide service delivery (Burns and Walker, 2008). Several of these key principles and other related approaches and practices are described subsequently.

Figure 3 Ten principles guiding wraparound service delivery



In the context of service delivery, **trauma- and violence-informed approaches** often involve developing trauma awareness among practitioners through training and education (Rutman et al., 2021). Developing a space where physical, emotional, cultural, and spiritual safety, as well as trusting relationships, is another priority; this requires practitioners to engage with participants non-judgmentally and compassionately. Working collaboratively with program participants to support them to choose when and how they wish to access supports is another key element. Finally, trauma-informed practice often involves the adoption of a strengths-based approach to skill development, where the participants' resilience and existing abilities are both recognized and celebrated.

Ten principles of wraparound supports for women (Elliot et al., 2005)

1. Recognize the impact of trauma and violence on participants' development and coping strategies.
2. Center recovery from trauma as a program goal.
3. Use a collaborative model where women are seen as experts of their experience.
4. Promote self-efficacy and decision-making.
5. Create opportunities to develop safe, supportive relationships.
6. Generate a safe, respectful, and welcoming atmosphere.
7. Use a strength-based model that leverages women's' adaptive skills and strengths.
8. Reduce chances of traumatization.
9. Implement culturally-competent programming that recognizes and centers women's' cultural contexts.
10. Include women in the design and evaluation and programs.

For some populations, **culturally-grounded** programming is integral to participant safety and engagement. For example, strategies to support this in an Indigenous context may include incorporating community-specific cultural activities, providing opportunities for participants engage with Traditional Knowledge Keepers, promoting opportunities for training and employment within Indigenous communities, and explicitly recognizing the role of historic and ongoing colonization in participants' lives (OFIFC, 2019).

Flexible, participant-centered approaches have also been identified as useful in promoting participant engagement and increasing the relevance of training for diverse learner groups. Training curricula that can be adapted to meet the needs, skill level, and goals of participants can facilitate engagement for those who may not be able to follow structured learning due to competing life priorities; further, flexible learning plans allow learners to participate at their own pace (Lalonde et al., 2019; Ontario Centre for Workforce Innovation, 2017). For example, Urban Indigenous Homeward Bound, a program serving Indigenous women offered by the Ontario Federation of Indigenous Friendship Centres, found value in a flexible training model that allowed rolling applications. Individuals who were not yet ready to participate in the full program were able access skills development, wraparound supports, and other program elements in the interim. To appropriately customize training and supports, the program incorporated diverse intake activities that varied based on participants' needs and preferences, including skills assessments, participant and family interviews, and sessions with Traditional Knowledge Keepers. The extended intake period also created the opportunity to generate trust and understanding between participants and staff (OFIFC, 2019).

In an evaluation of the role of skill training programs as a poverty reduction strategy, **post-program services** were identified as key for participants transitioning from programming into employment (Lalonde et al., 2019). Examples of post-programming services may include wage subsidies to encourage employers to provide and maintain work placements, check-ins and ongoing employment-related support for former participants during work placements, and the provision of ongoing transportation, childcare, or other wraparound services.

Outreach involves intentional efforts to connect with community members who may not be formally connected with service providers, but who are seeking support (Rutman et al., 2021). Promoting programs through various means (e.g., social media) and with clear program descriptions can address low awareness of services, which is often a barrier for populations facing multiple and complex barriers (Lalonde et al., 2019). Organizations may also consider adjusting eligibility criteria to support program access, for instance by offering certain program components without requiring formal registration (OFIFC, 2019). Outreach workers may support individuals regardless of formal registration in a variety of ways, including by sharing information, offering social and emotional support, providing referrals and/or transportation to services, and accompanying to employment interviews, among others (Rutman et al., 2021). Active outreach can help generate trust and relationships between the service providers and community members as well as with other service providing organizations, along with beginning to address barriers for those who may not be ready to engage with formal supports.

Finally, an **evidence-based approach** can be implemented in concert with other approaches outlined here. Such an approach encourages program staff to apply evidence and data-driven approaches to address changing participant needs, support ongoing program adaptations, and assess program impact. During program development, this can look like reviewing existing evidence and program outcomes to inform program components; for example, a needs analysis process offers the opportunity to consult with participants, community members, and other experts to identify learning needs, resources, strategies, and supports that can be leveraged or addressed through programming. Meanwhile, tracking program activities, participant engagement, and the implementation process during delivery can help generate evidence to inform future iterations of the program. Further, collecting information to facilitate disaggregated data analysis (i.e., by gender, race, ability, etc.) can foster a better understanding of program effectiveness and relevance for different groups. Together, this information can be used to identify promising practices and potential gaps in programming, inform training modifications, and advocate for further funding.

WRAPAROUND SUPPORTS IN PRACTICE

In this section, we highlight a few examples of wraparound approaches that have been incorporated within skills, employment, and training programs, particularly those serving women facing multiple systemic barriers and/or with a range of complex needs.

URBAN INDIGENOUS HOMEWARD BOUND

The Urban Indigenous Homeward Bound program (UIHB) is a multi-year initiative that provides holistic support to sole-parenting Indigenous women to support meaningful employment and improved wellbeing. In addition to opportunities for further education, job readiness, and supported career planning, UIHB provides a **range of wraparound supports**, including childcare, supported housing, culturally-specific training, social emotional and life skills training, transportation, food security, and mental and physical health supports (OFIFC, 2019).

An evaluation of UIHB found that the program effectively supported participants' transitions into further education and transition, as well as improved both social emotional skills and family stability. Key approaches and program elements that were linked to positive outcomes include:

- The adoption of a **culturally-grounded approach**, supported through the recognition of Indigenous women's historic and ongoing marginalization as a result of colonialism as well as the provision of opportunities for participants to (re)connect with local cultures, traditions, and Knowledge Keepers;
- The **extended intake period and flexibility in enrollment**, which underpinned a relationship-centered approach to service delivery in which staff dedicated ample time to developing trust and mutual understanding with participants; and
- A focus on **social emotional skills development** as well as the **provision of holistic supports**, which assisted participants to develop the stability and skills needed to sustain their engagement in the program (OFIFC, 2019).

CAREER PATHWAYS FOR VISIBLE MINORITY NEWCOMER WOMEN

Funded by Immigration, Refugees, and Citizenship Canada (IRCC), SRDC was contracted to conduct an evaluation of 18 organizations as part of the New Partners initiative, which provided funding for programs supporting racialized newcomer women's economic integration. The evaluation found that wraparound supports offered through some programs – including

mentoring, mental health supports, and opportunities for peer support and networking – were well-received by participants. Further, organizations shared that **meaningful partnerships with community organizations and/or membership in a larger umbrella organization** supported their ability to recruit participants as well as offer supports and referrals. Notably, the lack of accessible childcare emerged as one of the most significant barriers for women from diverse backgrounds across programs, with **childcare supports** recommended as a support to include in future programming. **Mental health supports** were also identified as integral moving forward (SRDC, 2021).

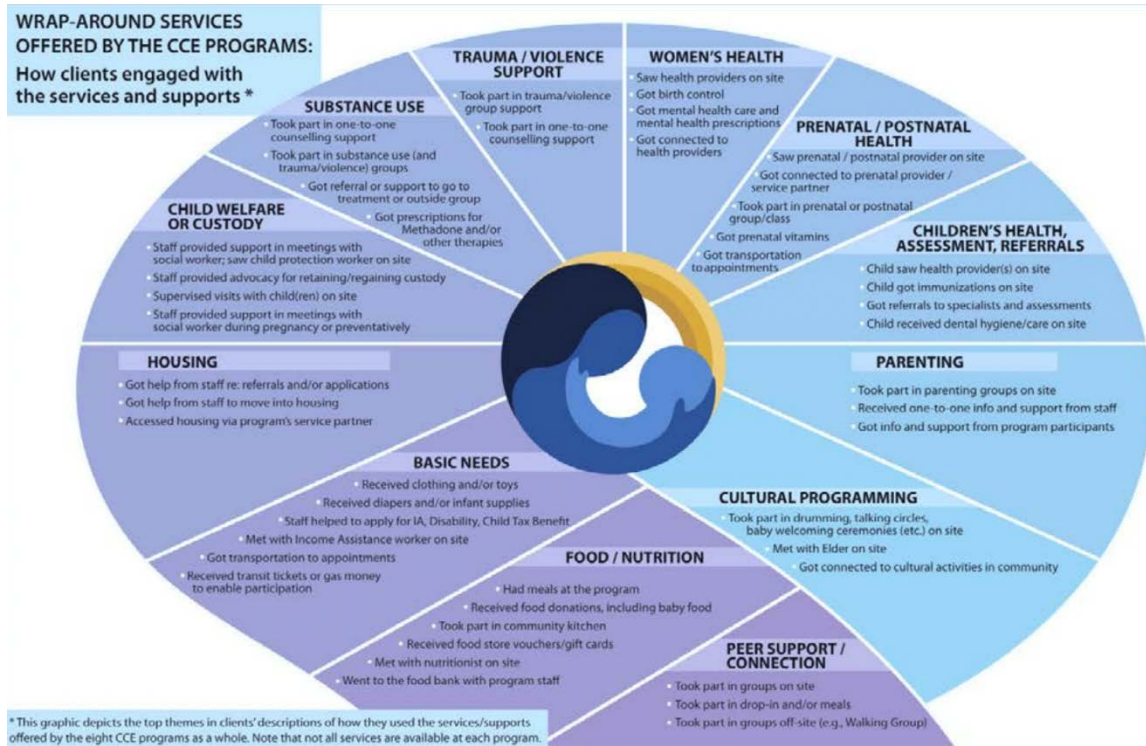
INCREASING THE SUCCESSFUL PARTICIPATION OF WOMEN IN APPRENTICESHIP & SKILLED TECHNICAL JOBS

In one study examining the factors that supported women in apprenticeships and skilled trades at 17 Canadian work sites, wraparound supports were characterized as “necessary and well used” (Braundy, 2020, p. 22) in facilitating women’s trades careers. Specific supports highlighted **include mentorship and networking events** as well as **wage subsidies and workplace training for employers**. The report concluded by highlighting the need for a range of supports to promote women’s equitable access to training in the trades: for instance, **financial aid, accessible support staff, childcare, paid work experiences, and mandatory gender-sensitivity workshops for workplaces** (Braundy, 2020).

CO-CREATING EVIDENCE PROJECT

The Co-Creating Evidence Project evaluated eight programs across Canada sought to support women in the prevention of Fetal Alcohol Spectrum Disorder (FASD). The program achieved this aim through offering parenting and health education, cultural programming, peer supports, and a range of wraparound supports; these included **financial and in-kind supports related to food security, transportation, childcare, legal support, substance use services, trauma and violence support, health and mental health supports, and opportunities for peer connection**. A summary of wraparound supports and services offered by the various program partners is offered in Figure 4 (Rutman et al., 2021).

Figure 4 Wraparound supports offered through the Co-Creating Evidence Project



The evaluation report pointed to the particular importance of the following program components as highlighted by participants: **trusting and supportive relationships with staff, centralized/in-house service delivery, access to mental and physical health care and health care, a safe atmosphere, peer and social support, and access to food, transportation, and other material supports.** Further, it noted that “**formal and informal partnerships and partner relationships** with other sectors and disciplines were key to the delivery of wraparound services” (Rutman et al., 2021, p. 11), with partners including those providing services in pre- and postnatal health, addictions and mental health, housing, income assistance, and more. For several partners, offering **culturally-responsive wraparound services for Indigenous service users** was also a key element of their program. Ultimately, a wraparound approach was framed as a best practice in the delivery of these types of programs, in addition to a harm reduction, relational, culturally-safe, and harm reduction approach (Rutman et al., 2021).

CONCLUSION

This evidence brief offered an overview of wraparound supports and their role in promoting access, engagement, and success in employment and skills training programs, particularly among multiply-marginalized women. Ultimately, the evidence points to the value of offering or connecting participants to a wide range of supports using an individualized and trauma-informed approach. A wraparound approach to employment and skills training programs can help address systemic and structural barriers to learners' entry and success. Further, an intersectional approach to wraparound locates barriers outside the individual, explicitly considers peoples' multiple and interacting social locations, and calls on providers to interrogate questions of power and privilege when supporting service users.

We hope that the evidence provided here will support partners in the WOMEN FIRST project to develop and implement wraparound components of their programs, either by validating what they already know or offering additional insights in this area. Importantly, while the supports and approaches described are grounded in the existing literature, there remain considerable gaps in research on participants' experiences and outcomes with wraparound adopting an intersectional lens. With that in mind, we hope that the findings from this project can generate evidence on the types of wraparound supports and delivery approaches that best address systemic barriers for multiply-marginalized women in employment and skills training.

WORKS CITED

- Bauer, G. (2021). *Meet the Method series: Quantitative intersectional study design and primary data collection*. Canadian Institutes of Health Research. <https://cihr-irsc.gc.ca/e/52352.html>
- Behar, L. (2015). *Wraparound services*. Dr. Lenore B. Behar. <https://www.lenorebehar.com/wraparound.html>
- Braundy, M. (2020). *Lessons learned and best practices for success in vocational apprenticeship and skilled technical jobs*. Report for Labour Market Integration section of ESDC. https://www.researchgate.net/publication/330347915_Lessons_Learned_and_Best_Practices_for_Increasing_the_Successful_Participation_Of_Women_in_Apprenticeship_the_Skilled_Trades_-_A_National_Canadian_Research_Study
- Bruns, E. & Walker, J. (2008). *Resource Guide to Wraparound*. National Wraparound Initiative. <https://nwi.pdx.edu/NWI-book/Chapters/COMPLETE-RG-BOOK.pdf>
- Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. *University of Chicago Legal Forum*, 1989 (1), 139-167. <https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>
- Elliott, D. E., Bjelajac, P., Fallot, R. D., Markoff, L. S., & Reed, B. G. (2005). Trauma-informed or trauma-denied; Principles and implementation of trauma-informed services for women. *Journal of Community Psychology*, 33(4), 461-477. <https://doi.org/10.1002/jcop.20063>
- Lalonde, P., Gyarmati, D., Foltin, Z. & Howard, S. (2019). *Literacy and essential skills as a poverty reduction strategy*. Frontier College and the Social Research and Demonstration Corporation. <https://www.frontiercollege.ca/CMSPages/GetFile.aspx?guid=6705c18a-981e-4c4f-ad83-e51bf70079e9>
- Hess, C., Mayayeva, Y., Reichlin, L. & Thakur, M. (2016). *Supportive services in job training & education: A research review*. Institute for Women's Policy Research. <https://files.eric.ed.gov/fulltext/ED612498.pdf>
- Hudon, T. (2016). *Visible Minority Women*. Statistics Canada. <https://www150.statcan.gc.ca/n1/pub/89-503-x/2015001/article/14315-eng.htm>

- Indigenous Services Canada. (2022). *Post-majority support services for First Nations youth and young adults*. Government of Canada. <https://www.sac-isc.gc.ca/eng/1650377737799/1650377806807>
- Johnston, R. M., Mohammed, A., & van der Linden, C. (2020). Evidence of Exacerbated Gender Inequality in Child Care Obligations in Canada and Australia during the COVID-19 Pandemic. *Politics & Gender*, 16(4), 1131-1141. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7853744/>
- Kezar, A., Hypolite, L. & Kitchen, J. (2019). Career self-efficacy: A mixed-methods study of an unexplored research area for first-generation, low-income, and underrepresented college students in a comprehensive college transition program. *American Behavioural Scientist*, 64(3), 298-324. <https://doi.org/10.1177/0002764219869409>
- Kezar, A., Kitchen, J., Estes, H., Hallett, R. & Perez, R. (2020). Tailoring programs to best support low-income, first-generation, and racially minoritized college student success. *Journal of College Student Retention*, 0(0), 1-27. <https://doi.org/10.1177/1521025120971580>
- Ontario Centre for Workforce Innovation. (2017). *Conversations with Employment Ontario service providers*. <https://ocwi-coie.ca/wp-content/uploads/2018/06/OCWI-ServiceProviderReport2017-ENG-Web.pdf>
- Ontario Federation of Indigenous Friendship Centres. (2019). *Connecting the dream: Urban Indigenous homeward bound program evaluation*. <https://ofifc.org/wp-content/uploads/2020/03/2019-Urban-Indigenous-Homeward-Bound-Program-Evaluation.pdf>
- Pakula, B. & Smith Fowler, H. (2021). *Barriers to employment and training for equity-seeking groups*. Social Research and Demonstration Corporation. <https://www.srdc.org/media/553157/training-barriers-for-equity-seeking-groups-final-report.pdf>
- Soliman, A., Jahangeer, H., Muganyizi, I., Turner, N. & Upadhyay, U. (2021). Improving the participation of low-skilled adults in lifelong learning in Canada. https://www.mcgill.ca/maxbellschool/files/maxbellschool/esdc_policy_brief.pdf
- SRDC. (2021). *Visible minority newcomer women pilot: Lessons learned – retrospective study of the New Partners initiative*. Social Research and Demonstration Corporation. <https://www.srdc.org/media/553145/nprs-final-report-may-2021.pdf>
- Rutman, D., Hubberstey, C., Van Bibber, M., Poole, N., & Schmidt, R.A. (2021). *Stories and Outcomes of Wraparound Programs Reaching Pregnant and Parenting Women at Risk*. Co-

Creating Evidence Project. https://canfasd.ca/wp-content/uploads/publications/FINAL-CCE_Report_Mar-8-for-web.pdf

VanDenBerg, J., Bruns, E. J., & Burchard, J. (2008). *History of the Wraparound Process*. In E. J. Bruns & J. S. Walker (Eds.), *Resource Guide to Wraparound*. National Wraparound Initiative. <https://nwi.pdx.edu/NWI-book/Chapters/COMPLETE-RG-BOOK.pdf>

Women's Funding Network. (2017). *More Than Jobs: Women's Economic Security Wraparound Strategies*. The Partnership for Women's Prosperity. <https://www.womensfundingnetwork.org/wp-content/uploads/2020/08/MORE-THAN-JOBS-PWP-Wraparound-Report-FINAL-11.19.17.pdf>

Zhong, M. & Shetty, T. (2021). *Diversity, equity and inclusion in responsive career pathways*. Future Skills Centre. <https://fsc-ccf.ca/wp-content/uploads/2021/11/FSC-RCP-DEI-EN.pdf>

APPENDIX A

The table below offers a non-exhaustive list highlighting the range of potential wraparound supports (Women’s Funding Network, 2017; Rutman et al., 2021; Indigenous Services Canada, 2022). These include in-kind as well as targeted financial supports.

Examples of wraparound supports	
Housing	<ul style="list-style-type: none"> ▪ Support obtaining secure and safe housing ▪ Housing subsidies and interim housing options ▪ Support finding and applying for housing ▪ Moving support
Basic needs	<ul style="list-style-type: none"> ▪ Clothing and hygiene supplies ▪ Transportation (e.g., bus tickets, access to ride-sharing, etc.) ▪ Internet, laptop, or other technology ▪ Other household necessities
Food security	<ul style="list-style-type: none"> ▪ Food/meals offered in-program ▪ Coupons, vouchers, and gift cards ▪ Access to food banks/other food programs ▪ Nutritional education ▪ Community kitchen
Safety	<ul style="list-style-type: none"> ▪ Safety from abusive situations ▪ Trauma and violence supports
Parenting and multi-generational supports	<ul style="list-style-type: none"> ▪ Childcare ▪ Early childhood education ▪ Youth development programs ▪ Eldercare ▪ Parenting courses and education ▪ Clothing and toys ▪ Diapers and infant supplies ▪ Information and resources ▪ Specialist services for children
Education, training, and employment	<ul style="list-style-type: none"> ▪ Support navigating the education system and connecting to training programs ▪ Financial support for education (e.g., grants, bursaries, funding) ▪ Pre-employment skill training ▪ Career pathfinding supports ▪ Customized tutoring supports ▪ Opportunities to develop technology and digital skills ▪ Professional clothing

Examples of wraparound supports	
Social supports	<ul style="list-style-type: none"> ▪ Case management ▪ Career and life skill coaching ▪ Mentorship programs ▪ Community support ▪ Opportunities to develop peer connections and social capital (e.g., social drop-in groups)
Language and settlement supports	<ul style="list-style-type: none"> ▪ Language training ▪ Translation services ▪ Recertification supports ▪ Education on Canadian services, resources, programs, and laws ▪ Settlement supports ▪ Community integration and opportunities to enhance social networks
Life skills	<ul style="list-style-type: none"> ▪ Social-emotional skill development ▪ Digital skills training ▪ Life and home skills training (e.g., cooking, housekeeping) ▪ Relationship skill development and counselling
Financial, legal, and administrative supports	<ul style="list-style-type: none"> ▪ Stipends, grants, and scholarships ▪ Support accessing government benefits and financial aid ▪ Legal aid ▪ Financial literacy education and training, ▪ Support obtaining identification or other documents (e.g., government ID, passport, driver's license)
Health and wellbeing	<ul style="list-style-type: none"> ▪ Health care and facilitated access to healthcare providers ▪ Trauma-informed mental health supports and counselling ▪ Accompaniment to medical appointments ▪ Disability and mental health evaluations and access to diagnoses ▪ Substance use and addictions counselling ▪ Medication ▪ Dental services ▪ Sexual and gender identity health supports and education ▪ Recreation and sport ▪ Funding for holistic health services ▪ Access to intensive treatment, if needed
Cultural supports	<ul style="list-style-type: none"> ▪ Cultural programming and events ▪ Cultural learning resources and opportunities

OTTAWA • VANCOUVER • CALGARY • HALIFAX • HAMILTON • LONDON
MONTREAL • REGINA • ST. JOHN'S • TORONTO • WINNIPEG

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

