Settlement journeys toward good jobs: Intermediate outcomes and program impacts

Career Pathways for Racialized Newcomer Women pilot project

FEBRUARY 2024

Funded by: Immigration, Refugees and Citizenship Canada

Financé par : Immigration, Réfugiés et Citoyenneté Canada

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, Hamilton, 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, Ontario, Quebec, and Saskatchewan
1-866-896-7732

Published in 2024 by the Social Research and Demonstration Corporation

TABLE OF CONTENTS

Correction

SRDC circulated a June 2023 version of this report in late 2023. We have since identified a few minor typos. The research team also found that a previously identified factual error on pages 64-65 was inadvertently not corrected: the percentage of participants who report being affected by one or more of the behaviours as a result of being a racialized newcomer woman was mistakenly stated as sixty-three per cent when it should have been thirty-seven per cent. These identified mistakes have been corrected in all January 2024 versions.

EXECUTIVE SUMMARY

The Career Pathways for Racialized Newcomer Women (CPRNW)[1] pilot project is a multi-year initiative testing targeted employment services for racialized newcomer women to support their successful integration in the Canadian labour market. CPRNW represents an innovative and holistic approach to service delivery, one which recognizes the multiple intersecting identities of racialized newcomer women. The women-only setting creates a safe space for participants to learn and share, which also boosts their confidence, essential for successful job search and job retention. The flexibility of the CPRNW services is an important aspect of the programming allowing the services to meet the unique needs of newcomer women with multiple identity factors, including those of mothers caring for children and partners with household obligations.

The 12 different CPRNW interventions, based on four service delivery models, were targeted to newcomer women at different initial distances from the labour market and with differing barriers to employment. The models ranged from offering a first Canadian work experience to those initially quite distant from the labour market to matching participants initially close to the labour market with commensurate employment, taking into account their skills, wants, and goals.

This report describes the implementation of the CPRNW pilot including the flexibility it provided to partnering service provider organizations to learn, both from their own experiences and from the other partnering service providers, and to modify their programming to better fit the needs of participants. It also allowed them to continuously adapt to ongoing changes in the labour market and to the COVID-19 pandemic by transitioning to online and hybrid programming and by providing digital support if needed.

The report also presents the outcomes of CPRNW participants in terms of their career adaptability, employment, and other outcomes beyond employment including skills, social capital, and wellness. The report concludes with four lessons learned from the research findings. They are:

1. Targeted programming for racialized newcomer women that considers their intersectional identities can effectively address their complex sets of wants, needs, and barriers and improve their labour market integration.

[1] The Career Pathways for Racialized Newcomer Women (CPRNW) pilot is also referred to as the Racialized Newcomer Women Pilot (RNWP). Until August 2021, it was known as the Career Pathways for Visible Minority Newcomer Women (CPVMNW) pilot or the Visible Minority Newcomer Women (VMNW) Pilot.

2. Models that connect newcomers with employers can be highly effective but require deep and meaningful partnerships between employers and SPOs. The scale of these partnerships and systemic biases in the labour market limit the success of these models.

3. The design of an effective program for populations with complex needs can be strengthened by both purposeful stakeholder engagement and pilot testing.

4. SPOs' capacities to meaningfully serve newcomers can be strengthened through implementation research and a community of practice.

CONTEXT

On average, the labour market outcomes of racialized newcomer women in Canada are lower than Canadian-born women, 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 CPRNW 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.

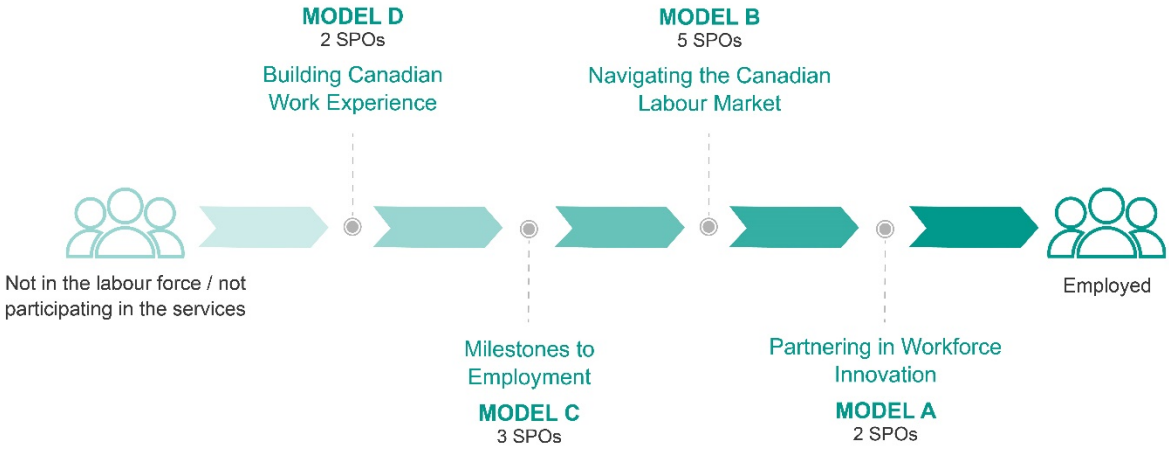
In 2018–19, the Government of Canada announced a $31.9 million investment to help racialized newcomer women secure employment. The CPRNW pilot project, initially a three-year national pilot which was extended until 2022–23, that tests employment programming for newcomer women who identify as racialized, 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 IMPLEMENTATION

Figure ES1 Service provider organizations by model

The CPRNW pilot project involved eight service provider organizations (SPOs) across Canada implementing 12 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 initial distances from the labour market and different labour market barriers) 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 and were designed with a Gender-based Analysis (GBA) Plus lens.

Figure ES2 Models on the distance to the labour market continuum



The GBA Plus lens ensures that, in the design of the models, consideration was given to the multiple identity factors of potential participants and how those factors may intersect and affect someone's experience with the program and results.

Women-only programming provided a safe space for participants to share their experiences and challenges and to build social connections, friendships, and a sense of belonging. According to both participants and program staff, it also fostered self-confidence. Targeted programming also helped provide a space for women to position their goals and interests at the forefront and to prioritize their skills, qualities, and aspirations. However, some pilot staff and comparison group participants also noted drawbacks of a women-only program given that the workplace is a diverse environment that most often includes both men and women. It might be important for employment programs to have components in which diverse participants (e.g., men and women, Canadian-born and newcomers, newcomers and Indigenous Peoples) interact to better prepare them for entering the labour market.

The models are referred to as models A–D. Model A 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 B 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 C 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 D 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. All interventions, to differing degrees, included the following activities: mock interviews, resume writing, mentorship, a discussion of transferrable skills, employer connections, individualized support, and peer support.

During the development stage of the pilot, partnering SPOs adapted the four models to their particular contexts based on their experiences. Therefore, the specific activities implemented, duration of each intervention, language of service provision (English or French), and the specific content of workshops/training differ within each model. Moreover, SPOs have continuously made 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 and beyond.

Virtual programming provided flexibility for participants as they no longer needed to travel to and from the training location and were not required to find childcare to be able to participate. However, the online component of the programming made it difficult for a subset of participants to fully participate. Many of the interventions provided IT support, if needed, and lending programs to extend participation to those who did not have access to a computer. Nonetheless, some participants did not have the digital skills necessary to participate in the pilot programming, either at all or fully.

Individualized support and employer connections were two program components particularly appreciated by participants. However, forming employer connections is very resource-intensive and works best for SPOs that have large networks of established relationships with employers and/or a team of job developers who solely focus on engaging with employers to find potential opportunities for candidates. Staying connected to the labour market is critical. However, reaching beyond the employers that already understand the value of newcomer talent was challenging.

Even with individualized support, meeting the needs of all participants is a challenge, specifically when it comes to employer engagement in non-sector-specific models (all models except model C). Therefore, flexibility in program delivery is of paramount importance to meet the varied needs of participants. Moreover, some participants recommended post-program support, such as, on-the-job support and facilitated peer support. However, they did not attempt to contact program staff for more individual or follow-up support, implying that it is imperative for program staff to take the initiative and actively initiate contact with participants.

All SPOs implementing model B delivered programs that were closely aligned with the intended model and program staff found that an Essential Skills portfolio is a great tool for participants for identifying their transferable skills. Program staff also noted that model B might be a good program for those looking for an alternate career. All five SPOs also integrated more opportunities to connect with employers than originally designed as they felt this was needed.

Models C and D included work placements and model D provided wage subsidies for the duration of the work placements. **Work placements that met the needs of both employers and participants were difficult to find.** However, they seemed to work better for smaller

employers as many large employers' existing HR policies complicate the use of wage subsidies and/or work placements.

WHO PARTICIPATED IN CPRNW PROGRAMMING?

The 12 CPRNW interventions recruited 2,267 newcomer women who identified as racialized into the pilot programs between November 2019 and December 2022. Overall, CPRNW program participants are relatively new arrivals to Canada (they joined the pilot, on average, 26 months after arriving in Canada). However, 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 known earlier.

Pilot participants are highly educated (82% having completed postsecondary education) and **bring substantial work experience from outside of Canada** (88% have paid work experience outside of Canada). Many have also already had work experience in Canada (47%) before joining the pilot and 21% were already 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 61% had children (under the age of 18) suggesting that **the presence of young children may have been a barrier to accessing the pilot services and/or that mothers with young children were not interested in the programming because they were not looking for employment, possibly as a result of childcare barriers.** The childcare supports provided through the pilot did not meet the needs of most participants and the overall shortages of affordable, accessible, and flexible childcare in many parts of Canada remain a challenge to program and labour market participation.

Participants indicated various job search difficulties looking for work in Canada such as non-recognition of education and/or experience acquired outside of Canada, lack of professional networks, limited job search skills, lack of childcare, and insufficient language skills. The interventions addressed some of these barriers, but they do not address systemic barriers. Racialized newcomer women may face challenges in their integration into the Canadian labour market **including discrimination and racism** and navigating new and unfamiliar practices without the same cultural capital that native-born job seekers and employees possess.

Participants report having experienced one or more discriminatory or racist behaviours during their Canadian job search or in the workplace related to being a racialized newcomer woman. The three most common discriminatory actions are: being treated differently by colleagues (7%), receiving an unfair performance review (7%), and being denied a job position or promotion (6%). Thirty-one percent of participants state that these experiences had an impact on their physical health. The impact on mental wellbeing is more than double at 69%. For the majority of

the women who had these experiences, it also affected their level of confidence (82%). The pilot interventions were not designed to address the systemic issue of racism and discrimination. However, SPOs did discuss this reality with participants, both in one-on-one and group settings. One SPO also offered cultural competency training to employer partners.

Overall, the CPRNW pilot attracted skilled racialized newcomer women in search of (better) employment. However, reaching individuals who could benefit from the program was an ongoing challenge. The targeting of the 12 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 D, which recruited a noticeable proportion of participants who already had Canadian work experience. **There are similarities in the composition of program participants across interventions, but there were also notable variations which make comparisons across interventions and models unsuitable.**

- Model A: As designed participants were closest to the labour market:
    - They were highly educated.
    - More than half had lived in Canada for over a year before joining the program.
    - More than half had prior work experience in Canada.
- Model B: As designed, participants are slightly further away from the labour market than model A participants:
    - They are highly educated.
    - Less than half of participants had work experience in Canada before joining the program (except for the YWCA).
    - Participants from three of the five model B SPOs were relatively new to Canada.
- Model C: As designed Model C participants are further away from the labour market than Models A and B:
    - They have relatively less education.
    - A minority came to Canada as principal applicants in the economic class category.
    - Participants from Achēv and MOSAIC had been in Canada the longest.

- Model D: As designed, participants are furthest from the labour market when compared to the other three models:
    - They are less educated.
    - The majority report using a language other than English or French most often at home.
    - About a third had Canadian work experience and a non-negligible minority was already working when they joined the program.

METHODOLOGY

This report provides an analysis of the changes in outcomes and the impacts of the CPRNW pilot, both on average and for women with different characteristics and experiences. 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 three follow-up periods 3–12 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 for 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 differences 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, that had access to the pilot programming, and the randomly assigned comparison group, that did not have access to the pilot programming. As the comparison group was randomly assigned when they joined the CPRNW pilot, they had similar characteristics to the program group. Although they did not have access to CPRNW interventions, they did have access to other employment services. As such, we are only able to estimate 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.

Due to differences in the intervention design and implementation across the pilot SPOs, their target 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 CPRNW pilot was not designed to identify the impacts of specific program activities. CPRNW interventions provide a holistic approach to programming.** Each activity, such as resume writing or job matching, was not developed and was not implemented in isolation. As such, results cannot be attributed to a specific activity because they depend on the other program activities received. Moreover, comparisons across models should always consider that the models targeted and provided services to women at different initial distances from the labour market and with different characteristics and barriers to labour market integration. They were also implemented in different localities with different economic conditions. For these reasons, the report does not compare the success of different interventions or models.

Methodology

- Changes in outcomes: We explore the average changes in outcomes between the baseline (pre-intervention) and three follow-up periods 3–12 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.
- Impacts: Impacts of the program are estimated by comparing average differences in outcomes at the time of the follow-up surveys between the randomly assigned program group, that had access to the pilot programming, and the randomly assigned comparison group, that did not have access to the pilot programming.

HIGHLIGHTS OF THE FINDINGS

Below is a summary of the report findings. A complete discussion is provided in the main report.

Career adaptability

Average changes in participant outcomes

Career adaptability prepares individuals to enter the Canadian labour market and find commensurate employment. **After joining CPRNW programming participants see increases in three measures of career adaptability: career decision-making self-efficacy (CDMSE), job search clarity (JSC), and job search self-efficacy (JSSE)**. Both participants and program staff report that the CPRNW training and supports are helping participants gain knowledge, skills, and confidence to secure commensurate employment in Canada. The interventions build on participants' assets to improve their career adaptability. Resume writing, mock interviews, and mentorship and networking opportunities are all aspects of the CPRNW programming that are highly valued by participants and designed to improve their career adaptability.

GBA Plus

These average improvements in career adaptability often mask important differences for participants with different identity factors. All participants share three identity factors: being a newcomer to Canada, identifying as a woman, and as a racialized person. However, participants also differ by many important identity factors such as how long they have been in Canada, their age, whether they have children, their work experience in Canada, and immigration admission category, which can affect their experiences of the programming and how effective it is for them. For some interventions, participants initially furthest from the labour market show larger improvements in their career adaptability while for other interventions, the opposite is true.

Impacts

Over the same period, many comparison group members received similar services and supports as the program group. However, these services were not targeted to racialized newcomer women. We observe increases in career adaptability for both participants and comparison group members after joining the pilot. Overall, the increases for the program group are somewhat larger and occur sooner than those of the comparison group. As a result, **we find important impacts of CPRNW programming on career adaptability that are above and beyond the improvements in career adaptability experienced by the comparison group. These important increases in participants' career adaptability after participating in CPRNW interventions are crucial precursors to finding employment commensurate with skills and experience.**

Employment

Finding employment

Average changes in participant outcomes

Improvements in the career adaptability of participants after joining CPRNW programming, along with its direct employment interventions (e.g., job matching and work placements), should lead to the successful labour market integration of participants. We observe many participants finding employment within one year of joining CPRNW programming: **There were large increases in the likelihood of working, hours of work, and earnings of participants after joining the pilot.**

GBA Plus

These average increases in the likelihood of working, hours of work, and earnings, mask important differences across participants with different identity factors. **Overall, we see that participants initially closer to the labour market and those with fewer barriers to employment see larger increases in finding employment.** One of these barriers is having young children at home. Unlike the career adaptability findings where we do not observe differential changes for women with young children, they do see fewer improvements in these employment outcomes. These contrasting results suggest that women with young children may have been able to actively participate in CPRNW programming and improve their career adaptability. However, barriers, likely related to childcare, remain for their entry into the Canadian labour market.

Impacts

Over the same time period, comparison group members received employment-related services and also found employment after joining the pilot. Given similar improvements of the comparison group, **we do not see any statistically significant average or heterogeneous impacts of CPRNW on the likelihood of working, hours of work, or earnings.**

Good jobs

Average changes in participant outcomes

One of the objectives of CPRNW pilot programming, especially models A and B, was not only for participants to find employment but for those jobs to be **good quality jobs and commensurate with their skills**. Unlike the earlier employment outcomes, our indicators of good jobs were not measured when participants first joined the pilot. It is unlikely that many, if any, pilot participants joined CPRNW with commensurate employment. Therefore, it is important to compare any differences at the time of the first follow-up survey as these may, in part, reflect changes resulting from program participation.

Program staff from models A and B indicated that many participants were able to find employment commensurate with their education and experience. However, some program staff and participants, across all four models report that participants were sometimes encouraged to start by looking for entry level positions. At the time of the first follow-up survey, participants from models A and B are more likely than those from models C and D to have a university degree and are also more likely to have employment commensurate with their education. **We find statistically significant increases for participants in both the likelihood of having employment commensurate with education and employment commensurate with**

experience and these increases are largest and most widespread 12 months after joining the pilot.

Impacts

As discussed previously, many comparison group members found employment after joining the pilot and, like participants in the program group, some of this employment was in good jobs commensurate with their skills. We do, however, see some important differences at the time of the first follow-up survey in the percentages of comparison group members, compared to program participants, with commensurate employment. **This is suggestive evidence of the program increasing the likelihood of having commensurate employment at the time of the first follow-up survey more than the other services comparison group members may have received.** We also see many increases in all measures of commensurate employment at the time of both the second and third follow-up surveys for the comparison group.

Given all of these findings, we see fewer impacts of CPRNW programming compared to the positive changes observed in outcomes. However, we find large positive impacts of Achēv model B's programming on the likelihood of having employment commensurate with education, employment commensurate with experience, and employment commensurate with both education and experience. We also find **a positive impact of model B CPRNW programming (all model B interventions together) on the likelihood of having employment commensurate with education and employment commensurate with both education and experience.**

CPRNW program staff reported receiving messages from participants expressing that their employment allowed them to thrive both professionally and personally. We also measure good jobs with indicators of job quality and job satisfaction. At the time of the first follow-up survey, many participants already report high job quality and job satisfaction. We further find statistically significant increases in job quality and these increases are largest and most widespread at the time of third follow-up survey. The changes in job satisfaction are mixed (we observe both increases and decreases) at the time of the second follow-up survey but we mainly see increases by the time of third follow-up survey.

Many comparison group members also report high job quality and job satisfaction at the time of the first follow-up survey. For some interventions, more program group participants report high job quality and job satisfaction compared to comparison group members. However, the opposite is true for other interventions. We also see increases, some larger and some smaller than those of the program group, in the proportion of comparison group members reporting high job quality and job satisfaction at the time of both the second and third follow-up surveys.

Given these results, **the only statistically significant impacts we observe for job quality and job satisfaction are positive impacts for Achēv model B on the likelihood of reporting high job quality** at the time of both the first and second follow-up surveys.

Beyond employment

Although the primary objective of the CPRNW pilot programming was to assist racialized newcomer women in finding and keeping good jobs, the programming was also designed to improve outcomes beyond employment. **These outcomes beyond employment are just as important in participants' settlement journeys. We classify them into three themes: skills, social capital, and wellness.**

Skills

After joining the pilot, **many participants gained confidence in speaking English and increased its use in their daily activities**. Comparison group members from several model A and B interventions also see increases in confidence and usage of English/French. However, we find a positive statistically significant impact of CPRNW on confidence in English for Opportunities for Employment (OFE) model C participants above and beyond changes of comparison group members. However, we also find a negative impact on confidence in English for Achēv model B participants.

Social capital

The CPRNW all-women workshops **created spaces for participants to connect and share**. Connections formed during the training immediately increased participants' social networks. Once participants find employment, connections formed at their workplaces likely increased participants' networks even more in the intermediate and longer term**. Participants from several interventions show increases in the size and diversity of their social networks after joining CPRNW programming**. In addition to developing social networks, program staff and participants highlighted that, through the program, participants were able to meet many employers, sector experts, and other participants to help with their job or careers. We see **increases in the likelihood they are able to get career help** (from people of the same ethnicity as them and from people of a different ethnicity).

Although many comparison group members received employment-related services after joining the pilot, not all may have been in a group setting unlike most CPRNW interventions. Moreover, it is very unlikely that the services they received were in a group of newcomer women. We observe fewer changes in social networks for the comparison group compared to program participants. These differences between the program and comparison groups result in several

important average and heterogeneous impacts of the CPRNW programming on our social capital indicators.

Wellness

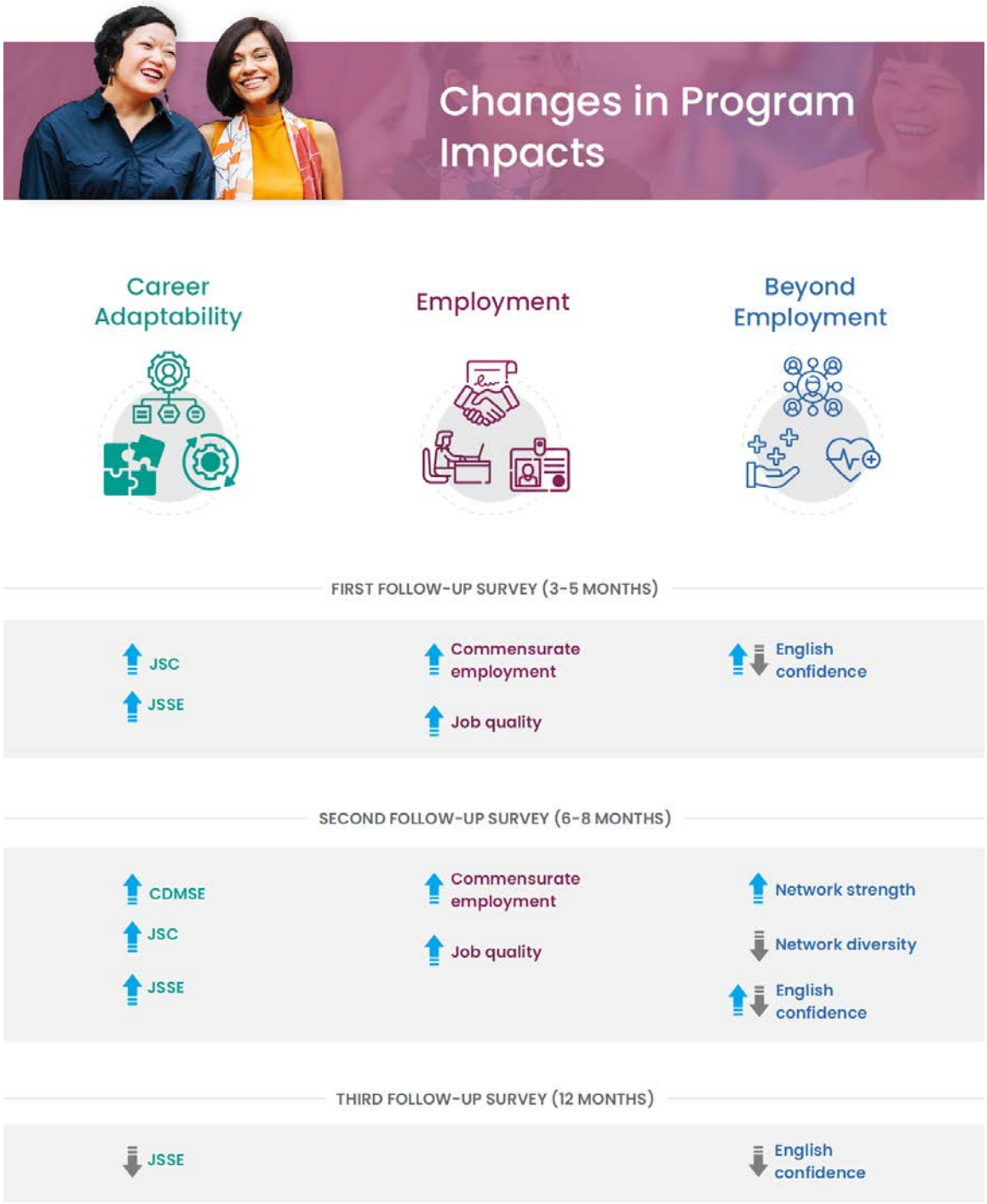
Program staff and participants across all models emphasized that the program increased participants' wellness and mental health. Program staff explained that participating in the program empowered women by allowing participants to put the focus on themselves, their skills development, and career growth rather than focusing entirely on family responsibilities. When joining the pilot, on average, participants' self-confidence was low. **We observe increases in the proportion of participants reporting high self-confidence for many interventions. These results are echoed by program staff and participants who spoke at length about increases in self-confidence from participating in CPRNW programming.** Over the same period, we observe fewer increases in self-confidence for comparison group members.

Participants report relatively high initial levels of hope when joining the pilot. However, we find decreases in the proportion of participants reporting high hope at the time of both the second and third follow-up surveys. This is also the case for comparison group members. Finally, after participating in CPRNW programming, and given the changes in outcomes and impacts on employment, skills, social capital, and wellbeing, presented previously, participants' overall life satisfaction may have improved. We do see primarily positive changes in life satisfaction for both program and comparison group members after joining the pilot. However, the changes in self-confidence, hope, and life satisfaction are not above and beyond those experienced by comparison group members.

Summary of impacts

Figure ES3 below summarizes all the statistically significant impacts of CPRNW programming on career adaptability, employment, and beyond employment described above.

Figure ES3 Impacts of CPRNW



LESSONS AND IMPLICATIONS

The report concludes by drawing four key lessons from the findings. For each lesson, the report summarizes the evidence supporting the lesson and presents its implications for policy.

1. Targeted programming for racialized newcomer women that considers their intersectional identities can effectively address their complex sets of wants, needs, and barriers and improve their labour market integration.

Implications

- The design of programming should consider the intersecting identities of potential participants. For example, an anti-oppressive lens could be used from design to service delivery, making services inclusive and responsive to participants.
- Within programming, services should be customized to each participant. Individualized support, in addition to group training, enables SPOs to respond to the varying needs, wants, and barriers of each participant.
- SPOs require flexibility to respond to the specific needs of their clients. This flexibility is necessary from design to delivery.
- Potential clients with differing identity factors require different services. Therefore, more than one programming option should be made available. Moreover, a mechanism for determining appropriate programming should be implemented as newcomers are unlikely to know which program or service is the most appropriate for their situation. The need for newcomers to search for a program/service is ineffective. This mechanism could be implemented with a “one-stop service point” in common newcomer arrival destinations.

2. Models that connect newcomers with employers can be highly effective but require deep and meaningful partnerships between employers and SPOs. The scale of these partnerships and systemic biases in the labour market limit the success of these models.

Implications

- In the short term, the delivery of demand-led employment programs should leverage the capacities of SPOs with established networks of employers.

- In the long run, resources, including time and funding, should be provided to SPOs implementing demand-led employment programs to enable them to further develop their capacity to engage meaningfully with employers.
- A sector-based approach may be an effective way for SPOs to begin meaningfully engaging with employers.
- Employers need to play a more active role in enhancing their understanding of the value newcomers bring and to take concrete actions to ensure opportunities are accessible for newcomers.
- Systemic biases in the labour market must be addressed. The effectiveness of direct services supporting newcomers' labour market integration is limited by the labour market. Further research is needed to explore employer hesitancy in hiring newcomers, with a focus on addressing racism and discrimination. Additional research regarding ways of promoting an increased role of employers in newcomers' labour market integration and the capacity-building required for employers and SPOs that will make the biggest difference for newcomers' labour market integration is also necessary.

3. The design of an effective program for populations with complex needs can be strengthened by both purposeful stakeholder engagement and pilot testing.

Implications

- The development of programming should include a funded design phase. This phase should begin by using lessons from research and evidence to inform stakeholder engagement. Collaborations among stakeholders to identify the complex needs of the target population and potential solutions improve the likelihood of successful programming. One method to achieve this goal is through co-design. Better program implementation can be achieved when SPOs have collaborated in program design.
- Pilot programming should allow for flexibility. Firstly, pilot testing potential models should be adapted by participating SPOs to both the local context and to their clients. Secondly, flexibility during piloting, both in terms of funding use and program design, is necessary to ensure that learnings are immediately integrated into programming to improve their effectiveness.
- A GBA Plus lens should be used by SPOs in designing, delivering, and evaluating programming for populations with complex needs. SPOs need support and resources to gain knowledge and experience in this capacity.

4. SPOs' capacities to meaningfully serve newcomers can be strengthened through implementation research and a community of practice.

Implications

- Resources should be allocated to foster a community of practice to support capacity building among SPOs that are delivering similar services. This can support SPOs in the design and implementation of their programs.
- The community of practice benefits from having an external organization supporting the group in working together and understanding their common objectives. Although SPOs may and will do things differently, having a common goal helps connect the group and focus the conversation (e.g., serving the employment needs of racialized newcomer women).
- Better programming can be achieved when a group of SPOs, each with the same overall goal, partners in a pilot project with a research organization enabling each partner to use its skills and build on its strengths to provide responsive evidence-based programming to its clients.
- SPOs should be supported to form partnerships with researchers and develop their evaluation and research capacity. Evaluation and policy research must go beyond performance monitoring and consider both successes and challenges. Collecting evidence of challenges for evaluation is crucial for learning and continuous service improvement.

What's next?

Data collection for the follow-up surveys is still ongoing and scheduled to be completed in May 2024.

The next report will be published in 2025 and will present the final intermediate changes in outcomes and program impacts. It will also present a cost analysis designed to assess the pilot's economic viability.

View all CPRNW reports and communications here.

Stay tuned for the next chapter!

INTRODUCTION

The 2018 Federal budget states that 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. Moreover, 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 national pilot that tests enhanced employment programming for newcomer women who identify as racialized, is one of the initiatives funded.

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

POLICY CONTEXT

The Gender Results Framework

The 2018 Federal budget introduced the Gender Results Framework (GRF), which represents the Government of Canada's vision for gender equality. After several years of evolution, the Government has identified six priority areas under the GRF where change is required to advance gender equality, including promoting equal and full participation in the economy especially of women in underrepresented groups. The priority area of advancing women's economic participation under the GRF identifies six objectives: increasing labour market opportunities for women (especially women in underrepresented groups), reducing the gender gap in wages, increasing the proportion of women with full-time employment, equal sharing of parenting roles and family responsibilities, better gender balance across occupations, and increasing the number of women in higher-quality jobs. These objectives are in line with the challenges often faced by women in the labour market. Barriers to full economic participation are more pronounced among racialized newcomer women in Canada and this negatively affects their labour market outcomes.

Employment rates

On average, the labour market outcomes of racialized newcomer women in Canada are lower than their Canadian-born counterparts. According to Census 2021 data (Statistics Canada, 2022a), the employment rate[2] for visible minority immigrant women aged 25–54 was only 67.8%, and the unemployment rate was 12.2%, compared to an employment rate of 74.0% and an unemployment rate of 9.3% 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 77.2% and an unemployment rate of 9.5% for visible minority non-immigrant women and an employment rate of 78.0% and an unemployment rate of 7.4% for non-visible minority non-immigrant women) and those of men.[3] While the immigrant-Canadian-born employment rate gaps for men have narrowed over time (since 2001), they continue to increase for women (Crossman, Hou, & Picot, 2021). Visible minority immigrant women's labour market outcomes were particularly affected by the COVID-19 pandemic (Statistics Canada, 2020).

Earnings

According to Census 2021 data (Statistics Canada, 2022b), amongst immigrants aged 25–54 years, the median 2020 employment income levels of visible minority women ($30,400) are the lowest when compared to non-visible minority women ($34,400), visible minority men ($41,200), and non-visible minority men ($48,800). 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). Time in Canada appears to be a key factor in narrowing the immigrant-Canadian-born earnings gap, although it takes approximately 12 years after landing to approach the Canadian average (IRCC, 2018).

2 Defined as "the percentage of employed individuals among the total population in the selected age range".

3 The employment rate for visible minority (non-visible minority) immigrant men aged 25–54 years was 82.0% (85.5%) and the unemployment rate was 8.6% (7.0%). The employment rate for visible minority (non-visible minority) non-immigrant men was 78.1% (82.4%) and the unemployment rate was 10.5% (7.5%).

Reasons for poor labour market outcomes

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, lack knowledge about the Canadian labour market, and/or lack networks needed to access the hidden labour market. In addition, their foreign education, skills, and credentials may not be recognized. 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).

Available services to support labour market outcomes

There are many employment supports and services available to help people in Canada overcome some of the specific barriers noted above. Moreover, some job search assistance programs have demonstrated success 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 & 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). Other available supports and services include Employment and Social Development Canada's (ESDC) Foreign Credential Recognition program, English and French language training, basic skills development programs, and work experience programs. Given this array of funding sources and providers, most program offerings are not coordinated (SRDC, 2018). Moreover, many of these available supports and services are supply-side focused — i.e., mitigating a specific "missing link" between a job seeker and a job.

Employer-related barriers to labour market integration

Employers may face difficulties in hiring newcomers because of a lack of understanding of newcomers' competencies, cultures, and differences in career journeys in other countries. IRCC has been funding some indirect employment-related services (through Immigrant Employment

Councils and Réseaux de développement économique et d'employabilité, or RDÉE) to help employers overcome barriers they may face in hiring newcomers (IRCC, 2018). IRCC has also been funding some projects to increase employer involvement with SPOs through its service delivery improvements funding stream (IRCC, 2020). However, direct employment support and services for job seekers seldom consider demand-side factors other than job availability. Taking into account the needs of employers and their involvement is crucial in supporting racialized newcomer women in finding commensurate employment.

Systemic barriers to labour market integration

Systemic barriers, such as gender-based or race-based discrimination, conflicts between family responsibilities and employment, and financial constraints faced by newcomers, are often outside the scope of typical employment services and supports. Also, available services and supports may not recognize the diverse assets and experiences of newcomers, and, in particular, racialized newcomer women. IRCC provides funding to SPOs across Canada (outside of Quebec) to provide employment-related programming primarily to Permanent Residents and Protected Persons, some of which are targeted specifically toward newcomer women. However, prior to the CPRNW 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). Targeted programming can focus on and recognize racialized newcomer women's needs and leverage their unique strengths to overcome some of the systemic barriers in using employment supports and services. The CPRNW pilot was developed specifically to address racialized newcomer women's intersecting employment barriers and to improve their economic participation.

PROJECT DEVELOPMENT

In 2018, SRDC, in consultation with key stakeholders, developed a pilot specifically targeted for racialized newcomer women to determine the effectiveness of employment interventions and program designs and to learn what methods work best to support racialized newcomer women. As such, 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 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 Plus) 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 with the program and results.

Gender-based Analysis Plus (GBA Plus)

"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, 2022)

The four models fall along the continuum of the target populations' relative *distance from the labour market*. There are many factors affecting one's likelihood of securing commensurate employment. The concept of *distance from the labour market* summarizes these factors into a continuum such that the further a person is from the labour market, the lower their likelihood of securing commensurate employment. As a result, people in proximity along the *distance from the labour market* continuum share some common characteristics, situations, and barriers. By targeting the commonality of the *distance from the labour market*, each model may include common service components to support and help participants' economic integration. Service providers also have the flexibility to recruit and to support racialized newcomer women of diverse characteristics as long as their needs and the program match. Participants must self-identify as a racialized woman and be eligible to be served by IRCC's settlement program in Canada.[4] Each partner SPO's program has additional eligibility criteria designed to recruit the program's targeted population. The four models and their implementation by partner SPOs are described in detail in the next section.

After nationwide consultations with stakeholders, SRDC partnered with eight SPOs (see Figure 1) to develop and customize specific programs based on their selected model(s), their experience working with the target population, and their respective capacity to design and deliver key program components. These partnerships resulted in eleven programs piloted from September 2019 to December 2021. In late 2021, IRCC extended the CPRNW Pilot Project until March 2023 and SRDC added a twelfth program. The extension allowed SRDC to increase the size of the research and evaluation sample as well as add a one-year follow-up survey for participants to track their intermediate outcomes.

[4] IRCC settlement services in Canada are limited to permanent residents, refugees, protected persons, and some temporary residents. Details should be referred to Section 3.7 of Settlement Program's Terms and Conditions (https://www.canada.ca/en/immigration-refugees-citizenship/corporate/transparency/program-terms-conditions/settlement.html).

Figure 1 Service provider organizations by model

REPORT OVERVIEW

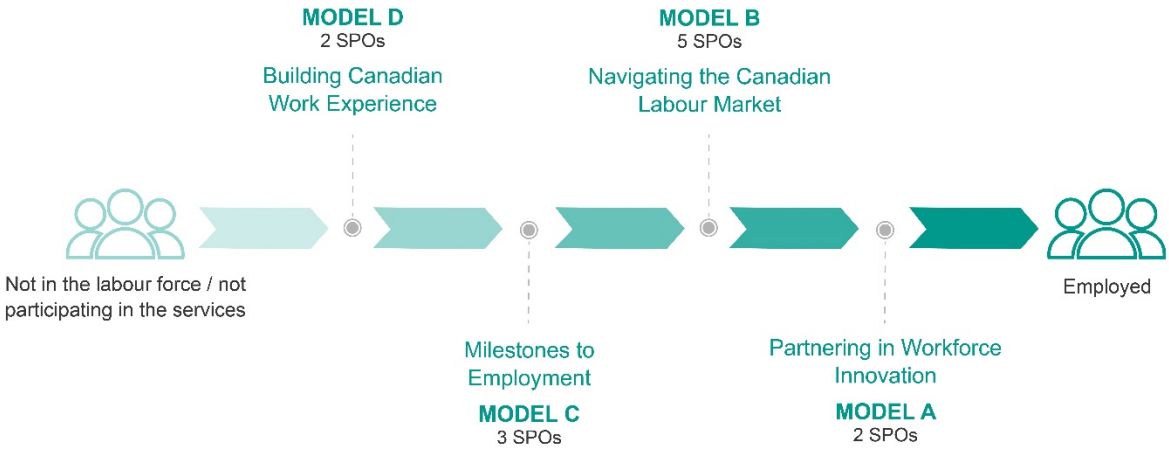
This report presents findings from the CPRNW Pilot Project up to December 31, 2022. It includes evidence we draw from program records, service provider staff interviews, participant focus group interviews, as well as survey data for participants who joined the pilot between September 25, 2019 and December 31, 2022. The next section provides an overview of the four models of CPRNW implemented. It is followed by a portrait of the characteristics of CPRNW participants and their experiences in the Canadian labour market prior to participating in the pilot. We conclude the first half of the report with a detailed discussion about the targeted programming of CPRNW, participations, elements that worked well and the challenges we faced during the pilot's implementation. The second half of the report presents the analysis of the changes in outcomes and incremental impacts of the CPRNW pilot. It begins with a brief introduction of CPRNW's theory of change before presenting the analysis of participant outcomes and impacts. We will also discuss about the changes CPRNW has on the partnered service providers. This report will conclude with lessons learned and policy implications at this stage.[5]

[5] Survey data will continue to be collected until March 2024 while thematic qualitative data informed by the current analysis will also be collected and analyzed until 2024. The analysis of the full set of data will be published in 2025.

THE FOUR MODELS IMPLEMENTED

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 skills, 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 model falls along it.

Figure 2 Models on the distance to the labour market continuum



During the development stage of the pilot, partnering SPOs adapted the four models to their particular contexts based on their experiences. Therefore, the specific activities implemented, duration of each intervention, language of service provision (English or French), and the specific content of workshops/training 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.

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 then, most SPOs have continued to offer virtual services only while others have returned to hybrid or in-person services.

Below, we summarize the implementation of each of the four models as well as describe the main program activities and their uptake. 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.

Highlights of findings – The four piloted models

- Model A interventions were less demand-driven than initially planned, but this improved over time as they built relationships with employers.
- All model B SPOs delivered programs that were closely aligned with the intended model. All five SPOs integrated more opportunities to connect with employers than originally designed as they felt this was needed.
- Model C interventions were implemented mostly as intended by SPOs. With the exception of OFE, initially, the interventions were less demand-led than anticipated, however, as the programs progressed, partners worked more closely with employers and/or sector organizations to ensure the program was adapted to reflect their needs.
- Both model D programs faced initial challenges in finding work placements that met the needs of both participants and employers.

MODEL A – PARTNERING IN WORKFORCE INNOVATION

Model A: 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:

- Société économique de l'Ontario (SÉO): Individualized support
- World Skills Employment Centre (WSEC): 8-day training + continued support

Table 1 Summary of model A interventions

Organization name & region	Eligibility criteria besides PR	Main components
SÉO – CarriElles Ottawa, Toronto, Sudbury	French-speaking	▪ **Skills assessment and individualized support** for participants as needed in their job search ▪ **Employability group workshops** on various topics related to job search (as needed) ▪ **Job matching** – participants are connected with job opportunities ▪ **Employer engagement** to find job opportunities
World Skills – Empowering Newcomer Women Ottawa	Canadian Language Benchmark (CLB) 7+[6]	▪ **35-hour employment readiness training** that includes resume writing, interview skills, career mapping, networking, and creating a job action plan ▪ **Employer connections** through informational interviews, and targeted hiring events ▪ **Job matching** – participants are connected with job opportunities ▪ **Mentoring** through the Circle of Champions ▪ **Self-leadership series** focused on personal and professional growth as a tool to empowerment and confidence building ▪ **One-on-one support** ▪ **Employer engagement** to find champions and job opportunities

Was model A implemented as intended?

Both model A SPOs implemented models that were less demand-driven than initially planned, but this improved over time as they built relationships with employers.

As designed, a recruitment specialist works with employers to identify opportunities and requirements for those positions. The recruitment specialist then looks to find and refer to the employer a potential candidate who has the skills, career interest, and abilities to perform the job. As intended, the role of the recruitment specialist is as an intermediary between the employer and the candidate. In practice, program staff were more invested in working with candidates to find them job opportunities that matched their skills, experience, and desired

[6] The CLB requirement was lowered to level 5 when model B ended October, 2022.

occupation and employer. When the service provider had established relationships with employers, program staff connected with them to learn more about job opportunities and to endorse referred candidates. However, in many cases, a job match was defined as informing participants of job openings and supporting them in applying for the position.

The profile of model A participants (presented in the section Who participated in the CPRNW pilot) suggests they are indeed closest to the labour market. The majority is highly educated, and many have come to Canada as principal applicants in the economic class category. More than half of model A participants have work experience in Canada when joining the pilot.

What are the key takeaways from the implementation of model A?

Job matching is a necessary program component to bridge the gap between racialized newcomer women and employers. Program staff mentioned that the job matching component in which the SPO connects employers and candidates is a necessary one to support racialized newcomer women to enter the labour market, especially for those closest to the labour market. As explained by a SÉO program staff member, "*Newcomers need organizations that will act as a bridge between employers and them to facilitate this understanding of the job market and offer them workshops or individualized coaching that will allow them to integrate more quickly"* (freely translated from French).

However, job matching is very resource-intensive and works best for SPOs that have large networks of established relationships with employers and/or a team of job developers who solely focus on engaging with employers to find potential opportunities for candidates.

The employer connections that are built through job matching also help SPOs gain a better understanding of the labour market. As explained by a World Skills staff member: *"It is important to have the connections with employers, to know what is changing in the workplace and discuss with employers on how the newcomer can adjust in their workplace."*

Meeting the needs of all participants is a challenge. It is challenging to meet the needs of participants when it comes to engaging with employers since model A is not sector-specific. World Skills matched some participants with a champion (a professional in their sector) "*to address sector-specific needs participants may have. This helped clients understand the landscape and navigate the sector*."

How was model A implemented?

Each of the program components of model A, and how they were implemented by SÉO and World Skills, are presented below.

Needs assessment of participants

When participants first join the program, staff meet with them to assess their needs, skills, and experience as well as to understand their employment goals. In addition to the initial needs assessment meetings, SÉO conducts a skills assessment using tools from the Government of Canada as well as a personality dimensions test.

Employment readiness workshops or training

World Skills and SÉO took different approaches to providing training. World Skills developed a 35-hour employment readiness training delivered in a group setting that is an integral part of their program. It covers topics such as writing a targeted resume, interview skills, career mapping, networking, using LinkedIn, and creating a job action plan. As described by staff, the training emphasizes practical aspects of job search so that participants can then apply them on their own. Participants partake in the training prior to job matching. World Skills combined resume writing and practice applying for jobs to make the training more relevant and ensure that clients would be ready when matched with job opportunities.

SÉO's program relies more heavily on individualized job search support. However, standalone online group workshops on employment topics such as employability and self-confidence were offered. Participants could choose whether or not to attend the workshops based on their needs. SÉO focused more on recruiting participants who have arrived in Canada more recently and has thus adapted the training to reflect the needs of this population.

There is variation in the average number of hours spent in group training between interventions: SÉO participants spent an average of 3.3 hours in group training while World Skills participants spent on average 21.6 hours. This aligns with SÉO's focus on individualized support. Almost all World Skills participants completed at least 75% of the training (see Table 2). Very few SÉO participants did not participate in any training (which includes individualized support), compared to 14% of World Skills participants.

Table 2 Model A program activity attendance

	SÉO	WSEC
Percentage of participants who did not participate in any training	1%	14%
Average number of hours spent in group training (conditional on participating in any training)	3.3	21.6
Percentage of participants who participated in at least 75% of the group training (conditional on participating in any training)	N/A	89%

Employer engagement

Given that model A is demand-focused, engaging with employers is a critical component of both programs. As explained by a World Skills staff member, *"All these employer engagement components that have been built into the program, and I think that keeps not only a level of motivation high, but it also gives people very real evidence of what it is that employers are looking for and how they can prepare themselves for the job market. So I think that's extremely relevant in the program."* However, SÉO and World Skills took different approaches to employer engagement.

World Skills staff connect directly with employers to seek employment opportunities for participants, understand their needs, connect them with qualified candidates, and follow up after job matches. As part of their connections with employers, they also recruit mentors to be part of their Circle of Champions. This additional program component was added by World Skills in recognition of the importance of mentorship and networking in finding a job in Canada. At the end of the in-class training, interested clients are matched with a professional in a related sector for a period of at least three months. About half of participants were matched with a champion.

SÉO initially partnered with le Conseil de la coopération de l'Ontario to identify francophone and bilingual employers, their projected hiring needs, job types, and French language skills required for the job opportunities. SÉO then realized it would be more effective to hire a job developer in-house. This proved to be difficult and resulted instead in the hiring of consultants who took on that role. SÉO also organized meet and greet events with employers in which 29% of participants took part.

Table 3 Model A employer connections

	SÉO	WSEC
Percentage of participants matched with a champion	N/A	46%
Percentage of participants who attended a Meet & Greet event	29%	–*

*Note: WSEC hosted meet and greet events but the information was not collected, and thus we do not know how many participants took part in these.

Job matching

Job matching is the main component of model A. World Skills and SÉO developed relationships with employers, and, in turn, these employers send them job postings, sometimes exclusively, and some even contacted the SPO to find candidates to meet their human resources needs.

Program staff then share these opportunities with qualified participants and support them in preparing and applying for the positions. At times, staff followed up with employers to better understand the position and its requirements as well as to obtain feedback about the participant who applied for the position. Both World Skills and SÉO also host events in which participants and employers connect around specific employment opportunities. In the last year, World Skills also created a job board on their website (not CPRNW-specific) on which participants can set up a profile and look for posted jobs that are of interest.

SÉO mentioned encountering an additional layer of challenges in finding employment opportunities for candidates in that there are a limited number of francophone or bilingual employers in Ontario. Therefore, it becomes even more critical to build relationships with those employers to access opportunities for clients.

Table 4 summarizes the job matching activities for both model A interventions. A vast majority of SÉO participants were matched with at least one job, while only 58% of World Skills participants were matched. On average, SÉO participants were matched with 2.61 jobs while World Skills participants were, on average, matched with 4.13 jobs. Only 9% of World Skills participants and 35% of SÉO participants received a job offer as a result of a job match and, on average, it took between 1.73 (SÉO) and 3.46 (World Skills) matches before they received their first job offer. However, according to World Skills program staff, even if the job matching is not successful, it can help build participants' confidence if it's a '*sound match'*.

Table 4 Model A job matching activities

	SÉO	WSEC
Percentage of participants who were matched with at least 1 job	81%	58%
Average number of job matches (conditional on being matched)	2.61	4.13
Percentage of clients with at least 1 successful job match (job offer and job offer accepted)	35%	9%
Average number of job matches until a successful one (conditional on a successful job match)	1.73	3.46

Individualized support

Individualized support is another key component of model A programs, reflecting the fact that each person's employment pathway is unique to them. Staff support participants during the job search process by helping them connect with employers for informational interviews (World Skills), helping participants understand which jobs they are qualified for, supporting them to

develop a targeted resume, practising interview skills, and, sometimes, supporting clients in applying for positions. Staff from both model A SPOs also provide individualized post-program support to participants during the first few months of employment. If participants lose their job, staff work with them to find a new one.

MODEL B – NAVIGATING THE CANADIAN LABOUR MARKET

Model B: 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 post-secondary 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 enhancements (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
- Immigrant Services Association of Nova Scotia (ISANS): 6-week training + 10-week skills enhancement, if needed
- WSEC: 35-hour training + continued support
- YWCA Metro Vancouver: 3-week training + 10-week skills enhancement, if needed

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

Table 5 Summary of model B interventions

Organization name & region	Eligibility criteria besides PR	Main components
ACCES – Career Pathways for Newcomer Women Greater Toronto Area	Post-secondary degree holder CLB 7+	▪ 5-week **employment readiness training** that includes developing an **essential skills portfolio** and career planning ▪ Creative problem solving (cohorts 2–7 and 10–11) ▪ Online assessment platform and video portfolio (cohorts 5–7) ▪ **Essential skills enhancement** referral and support (10 weeks) ▪ **Individualized support** ▪ **Employer connections** through job matching and hiring events
Achēv – Career Pathways for Women Greater Toronto Area	Post-secondary education CLB 7+	▪ 2-week **employment readiness training** that includes developing an **essential skills portfolio** and career planning ▪ **Essential skill enhancement** referral and support ▪ **Individualized support** ▪ **Employer connections** through meet-and-greets, informational interviews, and hiring events
ISANS – Visible Minority Newcomer Women at Work Halifax Regional Municipality	Post-secondary education CLB 5+	▪ 6-week **employment readiness training** that includes developing an **essential skills portfolio** and career planning ▪ **Essential skills enhancement** referral and support ▪ **Individualized support** ▪ **Employer connections** through meet-and-greets, informational interviews, and career fairs
World Skills Employment Centre – Empowering Newcomer Women Ottawa	CLB 5–6 Must be unemployed or underemployed	▪ 55-hour (approx. 3 weeks) **employment readiness training** that includes developing an **essential skills portfolio** and career planning ▪ **Essential skill enhancement** referral and support ▪ **Employer connections** through informational interviews, and targeted hiring events ▪ **Job matching** – participants are connected with job opportunities ▪ **Mentoring** through the Circle of Champions ▪ **Self-leadership series** focused on personal and professional growth as a tool to empowerment and confidence building ▪ **One-on-one support** ▪ **Employer engagement** to find champions and job opportunities

Organization name & region	Eligibility criteria besides PR	Main components
YWCA Metro Vancouver – Elevate Greater Metro Vancouver	Unemployed or precariously employed Post-secondary education or higher Adequate level of English (suggested CLB 6+)	▪ 3-week employment readiness training that includes developing an essential skills portfolio and career planning ▪ Essential skill enhancement referral and support ▪ Conversation circles with other participants to support job search ▪ Employer connections through meet-and-greets and guest speakers (cohorts 6–10 only) ▪ Individualized support

Was model B implemented as intended?

All model B SPOs delivered programs that were closely aligned with the intended model. All five SPOs integrated more opportunities to connect with employers than originally designed as they felt this was needed.

One area in which the implemented interventions differed from the initial design was in the Essential Skills enhancement component. The intent of the Essential Skills enhancement component was to provide participants with resources on the four Essential Skills being assessed (digital skills, document use, numeracy, and listening) so that they could address any minor skill gaps on their own. Many participants ended up wanting to take formal courses or workshops to improve their skills in these areas. Feedback from staff highlighted that the resources provided as part of the Essential Skills assessment platform were not sufficient and/or not as useful as intended. Moreover, resources were only provided for the four assessed Essential Skills.

As designed, participants are slightly further from the labour market than model A participants. Indeed, except for the YWCA, less than half have previous work experience in Canada. Participants from three of the five model B SPOs were relatively new to Canada (with an average number of months in Canada of 14 to 19 months).

What are the key takeaways from the implementation of model B?

An Essential Skills portfolio is a great tool for participants. The development of the Essential Skills portfolios took a strengths-based approach; it served as self-reflection exercises for some participants, which then helped them write targeted resumes. Many participants liked the focus on Essential Skills as it helped them identify the skills they already possessed, how to transfer those skills to other jobs, and focus on what skills needed to be improved, which all contributed

to increasing participants' confidence in themselves. It helped participants to reflect on skills that they have and thus they are better able to present/sell themselves to employers. As summed up by an ACCES program staff member, it "*provides a structure for participants to understand themselves better.*" ISANS program staff explained that it allowed participants to "*pick up a whole new language to describe yourself*." A World Skills program staff member emphasized the relevance of this exercise for participants' job search:

> *"I started to talk more about the skills themselves and the relevance to employers in terms of their employability overall, and I think that's where people started to understand a little bit more like there were a lot of kind of aha moments where people would say: 'I do have those skills, like I can do this, I see that employers in Canada require these skill sets, and it's important for me to convey them when I'm looking for a job.'"*

Program staff noted that this program might be appropriate for those looking for an alternate career given that they are identifying their transferable skills. This helps bridge their past career to what they want their career to be now. For participants who wanted a career change, program staff were able to use the Essential Skills assessment scores, compare them to job postings, and identify skills and levels of proficiency required. With this knowledge, program staff could effectively provide individualized support by strategizing ways for participants to upskill.

> *"Adding the component of Essential Skills to the program in a way that we did, in the sense of imbedding the activities into the program while having the initial assessment was a critical trigger for mindset changing particularly when it comes to alternate careers. Once women go from 'this is my occupation' to 'these are actually the skills I have' and how those [skills] can be transferred to other occupations, it's a game changer. It definitely has an impact in the quality of jobs that they pursue after they go through different components of the program."* (ACCES program staff member)

How was model B implemented?

Each of the program components, and how they were implemented by ACCES, Achēv, ISANS, World Skills, and the YWCA Metro Vancouver are presented below.

Employment readiness training, including the development of an Essential Skills portfolio

All five interventions provide employment readiness group training with a focus on Essential Skills. The length of the training ranged from two to three weeks (Achēv, World Skills, YWCA) to

five to six weeks (ACCES and ISANS). In addition to introducing Essential Skills, topics covered include job search skills, Canadian workplace culture training, employability skills (i.e., resume writing, interview skills), creating an online presence (including LinkedIn), networking skills, diversity and inclusion, and employment rights and workplace health and safety in Canada. A few of the SPOs added components in response to participants' needs: Achēv added diversity, equity, and inclusion (DEI) training, ACCES added workshops on well-being and settlement, while World Skills offered a modified program to six cohorts of participants who were underemployed (not having enough work or having work that does not make use of all of their skills). The content of the training and its schedule (offered in the evenings and one Saturday) were adjusted to match the interests and availability of those who were working.

The program design of all five programs includes the development of an Essential Skills portfolio that showcases participants' work history, credentials, Essential Skills, and concrete examples of how they have used these skills in their work. Participants then present their portfolio to others in their group. Most programs provide time during the in-class/virtual training to work on the portfolios. As seen in Table 6, between 53% (World Skills) and 88% (ACCES) of participants completed their Essential Skills portfolio.

The degree to which Essential Skills were interwoven throughout the employment readiness training varies across service provider. Some programs treat Essential Skills as a separate topic from job search and the Canadian workplace while others base all their training content on Essential Skills. One component common to all five programs was to ask participants to use the Essential Skills profiles created by the Government of Canada[8] to compare their Essential Skills scores in the four assessed skills with the scores required for the job they are interested in. The goal is to identify where their skills match and where there might be gaps and ultimately to help participants align the two.

One ISANS model B participant shared, "*But I found making portfolio and cover letter very useful because there you can describe yourself better, your skills, not only your Essential Skills, but your personal skills. And I guess it's good for […] someone. A job that requires this information about you as a person in general. For me, it was useful to learn how to create, how to do and how to make portfolio.*" Another participant from the YWCA said, "*I sometimes had forgot* [sic] *about all my strengths during the job search (with the disappointment after being rejected) until I had chance to do the Essential Skills portfolio."*

There is a lot of variation in the average number of hours spent in group training across the five model B interventions, from 35.1 hours (World Skills) to 139.0 hours (ACCES). A majority of participants completed at least 75% of the group training, while ISANS and World Skills completion was slightly lower at 70% and 77%, respectively.

8 https://www.jobbank.gc.ca/essentialskills

Table 6 Model B program activity attendance

	ACCES	**Achēv**	ISANS	WSEC	YWCA
Percentage of participants who did not participate in any training	3%	13%	23%	7%	0%
Average number of hours spent in group training (conditional on participating in any training)	139.0	41.1	67.6	35.1	51.5
Percentage of participants who participated in at least 75% of the group training (conditional on participating in any training)	86%	90%	70%	77%	91%
Percentage of participants completing an Essential Skills portfolio	88%	78%	59%	53%	87%

Essential Skills enhancement

Model B is based on the Government of Canada's Essential Skills (now the Skills for Success) framework; nine Essential Skills for the workplace (numeracy, oral communication (includes listening), working with others, continuous learning, reading text, writing, thinking, document use, and digital skills).

Table 7 summarizes the Essential Skills activities for the model B interventions of the pilot. Before beginning the program, participants took Essential Skills assessments in listening, numeracy, document use, and digital skills. 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 ACCES participants were recommended for skills enhancements, this was only the case for 52% of World Skills participants. Of those participants who were recommended skills enhancements, almost all participated in some form of enhancements although the percentage for ISANS is lower at 86%. 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 6.7 hours for Achēv compared to 69.1 hours for the YWCA. While some SPOs referred participants to the skills enhancement materials provided with the assessments, others referred participants to courses or workshops. These differences may explain the large range in hours spent on Essential Skills enhancement.

Table 7 Model B Essential Skills

	ACCES	Achēv	ISANS	WSEC	YWCA
Percentage of participants recommended for ES enhancement	97%	85%	66%	52%	70%
Percentage of participants who took up ES enhancement (given recommended)	100%	98%	86%	95%	95%
Average number of hours of ES enhancement (of those who took them)	32.0	6.7	21.7	47.9	69.1

Many participants shared that they benefited from Essential Skills enhancement opportunities as they were able to identify and work on areas for improvement. One ACCES model B participant further explained that Essential Skills enhancement helped with their career advancement. While some participants shared that program staff supported them to find resources, such as language classes, to enhance their skills, other participants said that program staff only helped them identify areas of improvement. The latter group of participants, however, did not reach out to program staff to ask for help identifying resources.

Employer connections

As designed, connections with employers were only a small part of model B.[9] However, staff identified early on that this was an important component for participants, and, thus, several SPOs included activities to connect employers and participants. Participants echoed the importance of connecting with employers.

> *"And the other thing I think also starting with Cohort 6 and this whole employer engagement piece is that we're able to connect these women with people that we know in our own networks for informational interviews. Informational interviews, like I mentioned before, is so hard for them. And so we've had experience where we've connected them with people that we know are going to be really... make it really comfortable for them to have that first informational interview and not be really difficult, although informational interviews usually aren't. But that first one is really hard. And I know I've seen with women how after having that first one, that's really comfortable and easy. And they become more confident to now start connecting with people they don't know and then set*

[9] For two-thirds of the program, ISANS's comparison group was supported by an employment specialist. This makes it more difficult to assess the added value of the program.

> *up informational interviews. So I think this employer engagement piece allows for women to get so much more exposure to employers and employers get exposure to them than they would have in the past."* (YWCA program staff member)

Some of those opportunities have been found to be more meaningful for participants (e.g., individual, or small group sessions with an employer) than others (e.g., guest speakers with limited interaction). A few of the service providers tapped into their organization's broader network of employers to connect participants directly with employers with job opportunities in line with their skills and experience and to host job/career fairs.

Some participants indicated that meeting with and making connections with employers helped them understand the value of the skills they possessed and information about their fields of interest, which contributed to participants' self-confidence. Employers also supported participants to expand their networks, and participants proudly shared that they were now able to network with people they do not know or ask for informational interviews by themselves.

Employers who participated in program activities also benefited from their interactions with racialized newcomer women. For some, as described by an ACCES program staff member, it was an opportunity to learn more about the assets of participants and recognize the talent that they bring to an organization.

> *"We invited a Talent Acquisition Manager from Toronto Metropolitan University (TMU) to speak about their recruitment process and provide tips on resume writing. After the session, the employer shared that he was impressed by the professionalism and high calibre of CPRNW program participants, and actively looked out for talent from this population in his recruitment efforts. Successfully hiring professional newcomer women is beneficial to TMU as it aligns well with the employer's equity, diversity, and inclusion mandate."*

Model B interventions include employer engagement activities intended to help participants access the labour market. They are summarized in Table 8 below and include job fairs, mentoring forums, guest speakers and networking events, informational interviews, and connections with job postings.

Table 8 Model B employer connections

	ACCES	Achēv	ISANS	WSEC	YWCA
Average number of career job fairs attended	1.06	1.39	0.40	–	–
Average number of mentoring forums attended	1.15	–	0.10	–	–
Percentage of participants matched with a mentor/champion	–	20%	–	48%	6%
Percentage of participants who attended a guest speaker/networking event	–	–	–	–	48%
Percentage of participants who participated in informational interviews	–	–	–	–	29%
Percentage of participants who were ever connected to a job posting by an employer partner	–	–	–	–	11%

While job matching is not a main component of model B, ACCES and World Skills also provide job matching to their model B participants. As presented in Table 9, just over half of ACCES and World Skills participants were matched with at least one job. However, few of those matches were successful in connecting participants with jobs. The preparation done as part of the job matching process may have still been useful for participants, especially in terms of resume writing and interview preparation.

Table 9 Model B job matching activities

	ACCES	WSEC
Percentage of participants who were matched with at least 1 job	55%	57%
Average number of job matches (conditional)	2.55	2.71
Percentage of clients with at least 1 successful job match (job offer, job offer accepted)	15%	7%
Average number of job matches until a successful one (conditional on a successful job match)	1.85	1.5

Individualized support

Individualized support is a key component of all five model B interventions. While the training provides general skills and knowledge on job search and the Canadian workplace, the

individualized support provides occupation-specific support tailored to participants' needs. During these one-on-one meetings, staff provide coaching to help participants apply for jobs, adapt their resumes for the job, and prepare for interviews. The amount of support provided varies from participant to participant.

MODEL C – MILESTONES TO EMPLOYMENT

Model C: 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).

Achēv, MOSAIC, and OFE implemented model C, Milestones to Employment, a demand-led intervention that creates a pathway for participants to obtain jobs in in-demand occupations. Table 10 below summarizes how each SPO implemented their model C intervention.

Table 10 Summary of model C interventions

Organization name & region	Eligibility criteria besides PR	Sectors targeted	Main components
Achēv — Milestones to Employment Greater Toronto Area	CLB 4 or higher, little/no Canadian work experience, lower education, and skill levels, and unemployed or working in a part-time or survival job Interest in the sector(s)	▪ Senior care ▪ Commercial cleaning (initial two cohorts)	▪ 4-week workplace and occupation-specific Essential Skills group training, including employability skills development and employment readiness ▪ 2 additional weeks of occupation-specific training for participants in the commercial cleaning stream ▪ Certifications: Food handling and Ontario Retirement Communities Association (ORCA) training and certification for participants in the senior care stream ▪ 12-week paid work placement with employer partners ▪ Retention services ▪ Milestones monitoring
MOSAIC — Care Pathways Metro Vancouver	CLB 4 (5 preferred), prior experience/interested in Health Care Aid (HCA); one or more barriers to entering HCA training/becoming an HCA Interest in the sector	Dietary aide or housekeeper in a senior care facility	▪ 4-week workplace and occupation-specific Essential Skills group training, including employment readiness skills and communication ▪ Certifications: First aid, Foodsafe, and Workplace Hazardous Materials Information System (WHMIS) training and certification ▪ 12-week paid job placement in a senior care facility operated by an employer partner or support in obtaining employment in a related position ▪ 3-month post-placement support ▪ Milestones monitoring

Organization name & region	Eligibility criteria besides PR	Sectors targeted	Main components
Opportunities for Employment — Career Pathways Program (CPP) Winnipeg	Have no or limited Canadian work experience and would like to have long-term employment in one of the in-demand job sectors of the program Interest in the sector(s)	▪ Manufacturing and production ▪ Health services support ▪ Customer contact industry ▪ Retail ▪ Administration ▪ Childcare assistant (added at the end of the program)	▪ 1-week workplace preparation training ▪ 1-week occupation-specific Essential Skills training (15–60 hours) ▪ 2-week paid workplace placement in in-demand jobs (employer/sector dependent) ▪ Retention support ▪ Performance payments for achieving milestones (ended March 31, 2022) ▪ Milestones monitoring

Was model C implemented as intended?

Overall, model C interventions were implemented mostly as intended by SPOs. With the exception of OFE, initially, the interventions were less demand-led than anticipated, however, as the programs progressed, partners worked more closely with employers and/or sector organizations to ensure the program was adapted to reflect their needs.

Achēv and MOSAIC faced struggles in placing participants in work placements. The senior care sector focus of both Achēv and MOSAIC's model C programs may have heightened challenges in finding work placements that met the needs and expectations of participants due to the casual and non-standard work hours. Moreover, some participants from those two SPOs may have joined the program without intending to work after the training.

As designed, model C participants from Achēv and MOSAIC are further from the labour market than model A and B participants. Participants are relatively less educated compared to those of models A and B and only a minority came to Canada as principal applicants in the economic class immigration category (14% and 10% respectively). On average, participants from Achēv and MOSAIC have been in Canada for around four years. OFE participants are more likely than those from the other two programs to be principal applicants (43%), to have a university degree (74%), and to be recent arrivals as well as less likely to have had paid work experience in Canada.

What are the key takeaways from the implementation of model C?

There is a need to connect newcomers to employers and model C is one such way for in-demand sectors. According to program staff, connections to employers are often missing from other employment programs. An OFE staff member explained why she believes a connection to employers can expedite the process of finding a good job.

> *"I can't say enough about how relevant and how important it is because, again, through my personal experience as an immigrant, and I keep hearing the same thing, one of the biggest challenges is for people when they come to a new country is to decide, OK, what do I do? What should I do? Where to go, what to look for? Where to, where to look, right, what steps to take? And so this type of programming, this type of interventions, they help them learn and understand and then make decisions and take steps like focusing on specific job goals, right. So and it's also direct connection to employers or at least employment opportunities. It's connection. That's what participants value most, and that's what a lot of newcomers need, because it expedites the process."*

According to program staff, this type of intervention works well for participants who already know what sector they want to work in, for those who want to change their career path, or have no previous work experience.

For interventions targeting participants who are further away from the labour market, providing participants with 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 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' desires to turn to the program to meet their future hiring needs because they knew participants would already meet their requirements.

Additionally, participants had already undergone Tuberculosis (TB) testing, COVID-19 vaccination certification, and criminal record checks during the program, 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.

How was model C implemented?

Each of the program components, and how they were implemented by Achēv, MOSAIC, and OFE are presented below.

Milestones approach

All three SPOs developed five or six milestones to help job seekers reach a series of intermediate success indicators believed to be associated with progress toward sustainable employment. Milestones were used by all three SPOs to collect information to track participants' progress toward outcomes. OFE is the only service partner that had incentive payments attached to each milestone: Until March 31, 2022, IRCC issued premium payments to OFE semi-annually with the value based on achievements above and beyond a calculated standard for each milestone. Although payments ended March 31, 2022 when the project was extended, OFE mentioned that the payments were *"reinvested in to the organization as a whole to offset expenses not covered by our current funding models for the benefit of both participants and staff alike."* Despite no longer having payments attached to the milestones, OFE staff explained that their use of the milestones in their programming remained the same.

OFE program staff mentioned that the milestone approach allowed them to "*see where we need to make some adjustments where we can, what has been working well and we continue improve,*

continue applying the successful practice for example". Participants and staff also indicated that the milestones approach was useful in helping them keep track of their goals and progress.

Employment readiness and occupation-specific training

All three interventions include occupation-specific training focusing on employment readiness and occupation-specific skills. The employment readiness training varied in length across programs: OFE offers a one-week training program (if deemed necessary for the participant) while Achēv and MOSAIC each offer a four-week program. Topics covered included resume writing, interview preparation, soft skills (e.g., adaptability, communication, emotional intelligence), Canadian workplace culture, and other topics useful for employment in Canada such as employment rights, discrimination, and health and wellness. Given the occupation-specific focus of this program, the employment readiness training used occupation-specific examples, and when possible, employer-specific examples to facilitate the transition from the classroom to employment. Achēv and MOSAIC offered cohort-based training, while OFE offered continuous intake.

There is variation in the average number of hours spent in group training across interventions: Achēv and MOSAIC at 74.8 and 63.6, respectively, averaged higher than OFE at 30.3 hours. This aligns with the length of the training offered by all three SPOs. Program participation is high at Achēv and MOSAIC; almost all participants from Achēv and MOSAIC completed at least 75% of the training (Table 11). The analogous number for OFE participants is still high at 84%. Very few participants did not participate in any training at Achēv and MOSAIC.

Table 11 Model C program activity attendance

	Achēv	MOSAIC	OFE
Percentage of participants who did not participate in any training	2%	0%	36%
Average number of hours spent in group training (conditional on participating in any training)	74.8	63.6	30.3
Percentage of participants who participated in at least 75% of the group training (conditional on participating in any training)	94%	97%	84%

All three programs offer occupation-specific training and help participants acquire certifications required by employers. OFE offered a one-week training program covering topics such as following instructions, health and safety, role playing, customer service, and interview preparation. Achēv offered a two-week in-person training program in the commercial cleaning

stream, upon completion of which participants received a certificate. It also offered certification in food handling and ORCA training for the senior care stream. MOSAIC offered Foodsafe, First Aid, Smart Serve, and WHMIS certifications as part of its program.

To respond to the needs of participants, Achēv added training on how to use laptops and one-on-one support for those with low digital skills while OFE added additional supports through group training (financial literacy, advanced interview preparation) and one-on-one sessions (mock interviews, coaching sessions).

Work placements

All three programs include a work placement, although not all participants participated in this aspect of the interventions. In theory, the work placement was meant to be a temporary work experience opportunity to gain work experience in that sector, which may or may not lead to permanent employment. In practice, for MOSAIC and Achēv, the work placement was oftentimes a probationary period with the aim of transitioning to permanent employment. Achēv and MOSAIC participants were offered work placements with employer partners, but sometimes they were required to go through the usual employment application process in order to obtain one. In OFE's program, work placements were dependent on the employer/sector. Some employers offered a two-week job placement to candidates to determine if the person met the job requirements. Other participants were connected directly with employers for employment.

Both Achēv and MOSAIC 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 and MOSAIC.

As can be seen in Table 12 below, there is a lot of variation in this percentage with only 45% of Achēv's participants having had a work placement while 75% of MOSAIC's did. 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.[10] 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 chosen not to participate in a work placement for these, or other, reasons.

[10] 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 given the change in demand for these sectors.

Most placements for Achēv and MOSAIC were part-time or casual in nature — the lack of fixed schedules made it challenging for participants. A majority of participants who had a work placement did complete their placement, although this percentage is lower for Achēv (only 64%). Furthermore, a majority of participants who completed their work placement also remained employed with the same employer after the end of the work placement.

Table 12 Model C work placements

	Achēv	MOSAIC	OFE
Participants with a work placement (%)	45%	75%	32%
Average placement duration (weeks)	10.16	11.91	1.82
Average number of hours of placement per week	23.22	21.22	–
Average total hours in work experience (OFE only)	–	–	71.73
Participants with part-time placement (%)	20%	9%	–
Participants with full-time placement (%)	80%	11%	–
Participants with casual placement (%)	–[11]	80%	–
Participants who completed placement (%)	64%	76%	95%
Participants who remained employed after completing their work placement (conditional on having had a placement)	56%	60%	92%

Employer engagement

Model C is a demand-led program that involves engaging deeply with a sector or employers. All three interventions did so in different ways.

Achēv engaged employers in the development of the curriculum for each sector to align the training with both the needs of the employers and job seekers. Elements that they have included based on employer input include employment expectations, job descriptions, and potential challenges. In addition, during the training, occupation-specific examples are used. For instance, they might work on reading and communication by using an example of a type of document that participants would encounter on the job. As mentioned previously, an industry partner delivers

[11] While we anecdotally know that many of the work placements at Achēv were casual, this information was not systematically collected.

the occupation-specific training. Guest speakers from the industry (either people working in it or employers) are invited to speak with participants. The work placement opportunities are also identified in partnership with industry partners and employers.

Prior to designing the program, OFE identified in-demand sectors and jobs, and then, which employers had an unmet demand for employees. As a next step, OFE developed Essential Skills profiles of those occupations on which the curriculum for the occupation-specific training and the employer assessments were then based. Employers in four sectors — manufacturing and production, retail and hospitality, health services support, and customer contact industry — were approached by OFE to partner on this project. Those who agreed were asked to complete employer assessment forms and job profiles as a first step which were then used by OFE to develop the curriculum. However, the pandemic impacted the level of engagement of employer partners, and thus, their involvement was more limited than initially anticipated. OFE staff mentioned that these changes in demand are to be expected, albeit not necessarily on this scale, and they are always adapting the program to meet demand. In line with the demand-led approach, OFE added an administration sector stream, and toward the end, a childcare assistant stream, to its program because there was a demand for these.

Initially, MOSAIC established a partnership with one large employer to inform the development of the training curriculum through their personnel and original documents and with the aim that the employer would provide placements to all participants. This was part of the demand-led approach of model C in which the employer or sector is actively involved in developing the program so that it meets the needs of the employer/sector and it prepares participants to enter into a specific occupation specified at the outset. In the end, MOSAIC worked alongside SkillPlan, a training provider, with limited input from the employer to develop the curriculum. MOSAIC added the home care sector as an option given that this sector is more flexible and, therefore, suits some participants with children better.

All three SPOs supported participants to become employment-ready (i.e., criminal record checks, COVID tests, etc.) which employers appreciated. A meaningful and trusting relationship between SPOs and employers translated into improved access to job opportunities for participants such as establishing preferential hiring processes or shortlisting candidates. The importance of such opportunities is explained by an OFE participant:

> *"OFE was a best platform because when we attend an interview, the employer or the person interviewing me will be giving priority to the participants from OFE. So we are getting an upper hand from all the applicants who are applying for that particular vacancy. Maybe a lot of persons who are outside OFE may be applying to it but our resume is getting viewed at least because we are from OFE because our resumes forwarded from OFE, and that is a priority that we get over all other applicants. That is an important point because to get a first job in*

Canada and to have a Canadian experience is the most important thing because whenever we send resumes to various employers, what they are looking is whether we are having a Canadian experience or not."

Individualized support

Individualized support is a key component of each of the three model C interventions in which staff work with participants to develop an action plan and support participants in their job search for both work placements and employment. This support occurs in a number of ways, including resume preparation, application help, interview preparation, coaching, and ongoing support once employed.

Some adaptations were made to the individualized support throughout the duration of the pilot. As part of broader efforts at OFE, additional work was done in referring clients to mental health services and/or other programs/services. MOSAIC followed up with clients from later cohorts about the job search process and brought clients together to discuss what had been working well and what had not, and to restrategize their job search plans to keep participants engaged.

MODEL D – BUILDING CANADIAN WORK EXPERIENCE

Model D: Building Canadian Work Experience

This model is designed to create paid short-term employment to assist unemployed racialized newcomer refugee women in gaining meaningful Canadian work experience. It aims to enhance 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 ▪ ISANS: 4-week training + 12-week work placement

Table 13 Summary of model D interventions

Organization name & region	Eligibility criteria besides PR	Main components
ISANS – Refugee Women at Work Halifax Regional Municipality	Refugee Have a strong interest to explore your personal and professional goals CLB 4 +	▪ 4-week employment readiness training that includes preparation for work placement ▪ Up to 12 weeks of work placement with wage subsidy ▪ Individualized support before, during, and after the work placement ▪ Employer connections through guest speakers
YWCA Metro Vancouver Greater Metro Vancouver	Refugee Currently on Resettlement Assistance OR receiving Income Assistance OR a privately sponsored refugee Unemployed and not a full-time student	▪ 6-week employment readiness training that includes preparation for work placement ▪ One-on-one meetings with career advisor as needed ▪ Up to 12 weeks of work placement with wage subsidy ▪ Weekly conversation circles during placement period ▪ 3 or 4 weeks of post-placement support ▪ Employer connections through guest speakers

Was model D implemented as intended?

Both model D programs faced initial challenges in finding work placements that met the needs of both participants and employers.

One area that differed from the original model was the work placements. This model aims to provide Canadian work experience through a short-term work placement in which participating employers receive a 75% wage subsidy, for a maximum duration of 12 weeks, for employing a program participant. Since the program was designed for refugee women with multiple barriers, it was not intended to provide a skills-commensurate work experience. The Canadian work experience was meant to be a step forward in integrating into the labour market. However, participants were not satisfied with a general work placement; they wanted it to be aligned with their experience and expertise, and so the program sought to find commensurate work placements.

As designed, model D participants are generally furthest from the labour market compared to participants of the other three models. Also as designed, the recruited participants were refugees to Canada. Many had been unemployed for over a year when they joined the program. A non-negligeable minority were also receiving either income assistance or resettlement assistance

payments (especially true for the YWCA). Between 31% (ISANS) and 44% (YWCA) of participants already had previous work experience in Canada even though the programs were designed for participants who had no previous work experience in Canada.

What are the key takeaways from the implementation of model D?

Wage subsidies played an important role for participants in model D in obtaining work placements. Without wage subsidies, participants felt that employers would not have hired them, and the subsidies also allowed employers to give participants "*a chance to prove themselves at work.*" The wage subsidies also played a role in engaging employers who may have not have previously seen the value of hiring racialized newcomer women, despite the program's limited focus to specifically engage with this subset of employers. It also lowers the risks perceived by employers in hiring racialized newcomer women. A YWCA program staff described it as a good way for employers to test out potential employees, "*But because of the wage subsidy, they are more [...] comfort to at least test them for three months to see if it is a, you know, sustainable, if they can sustain."* As explained by an ISANS program staff member, the wage subsidy also allowed ISANS to conduct follow-ups to ensure that the work placement was going well; "*the subsidy is just playing a huge role there for them to be flexible and open to that, our intervention.*"

SPOs described the work placement with a wage subsidy as a win–win:

> *"I think it benefits both the clients and the employers. From the client side, it gets them their first work experience in Canada. For the employers, it gets them to open their eyes to the diversity and what newcomers bring in terms of skills and experience to Canada."* (YWCA model D program staff)

Work placements and wage subsidies seem to work better for smaller employers because they are looking for candidates to hire and they appreciate the financial and HR supports provided by the SPO. Some organizations decided not to accept the work placement and/or wage subsidy if it was filling a position for which they were already hiring or if they felt the process was too complicated. This was especially true for larger employers who were often hesitant to hire with a wage subsidy given its administrative burden.

How was model D implemented?

Each of the program components, and how they were implemented by ISANS, and the YWCA Metro Vancouver, are presented below.

Employment readiness training

Both interventions include employment readiness group training. For the YWCA, participants attend employment readiness workshops three days a week as part of a six-week group training program. The workshops cover the following themes: identifying strengths and goals, preparing for work placements and work search strategies, and ensuring successful work placements. On the other two days of the week, participants receive individualized support to find a placement. The YWCA incorporated short-term certifications that were required by some employers, including SuperHost (customer service training), First Aid, and Responsible Adult, to ensure participants were prepared.

For ISANS, the four-week training focuses on job search techniques, career exploration, Skills for Success, interviews, confidence building, gender equality, and Canadian workplace culture. During this period, participants identify the jobs they are interested in. ISANS also loaned out laptops and provided digital skills training. Given that some staff spoke the same languages as participants, some parts of the training were in participants' first language.

As presented in Table 14, ISANS (48.1 hours) and the YWCA (54.8 hours) have similar average number of hours spent in group training. Similarly, a majority of participants completed at least 75% of the group training. All participants took part in at least some training.

Table 14 Model D program activities

	ISANS	YWCA
Average number of hours spent in group training (conditional on participating in any training)	48.1	54.8
Percentage of participants who participated in at least 75% of the group training (conditional on participating in any training)	88%	90%
Percentage of participants who did not participate in any training	0%	0%

Work placements with a wage subsidy

Participants can receive up to 12 weeks of paid work placement. They are supported to apply for and obtain work placements, and continue to receive support and check-ins with staff throughout the placement period. Employers are provided a 75% wage subsidy, if desired, and staff work with them to support participants. For those who were in receipt of social assistance, staff provide information on the impact of earnings on their social assistance benefits if they work above the allowable earnings exemption level.

In practice, not all participants found a work placement within the 12-week period following the training. As mentioned, some participants were more particular about their desired job, or specifically wanted a job that was commensurate with their skills and experience, which made it more difficult to match them with available placement opportunities or find employment. For some, language was a barrier to obtaining a placement. In other cases, there were external factors that prevented participants from working, like childcare, health issues, and family challenges. The pandemic also impacted work placements: some participants were unwilling to work outside of the home during the pandemic for health reasons, or could not due to childcare needs. Early on in the pilot, participants from the YWCA program conducted their own job searches given the limited options offered by the YWCA. For those with lower language levels, ISANS focused on placing clients with employers who spoke the participant's language to facilitate entry into the labour market.

Given the initially low work placements rates, ISANS and the YWCA focused on recruiting participants who wanted to work. During an individual orientation session prior to signing up for the program, staff had a more in-depth conversation with each client about their goals.

One innovative way that the YWCA has advertised their clients looking for work placements is the use of linktr.ee, an online landing page to connect the program with social media where clients' resumes are shared using only their initials. Not sharing candidates' names may reduce any bias toward ethnic-sounding names. The landing page is shared with employers so that they can review profiles to determine if any clients meet their needs.

Table 15 presents a summary of work placement activities. Both interventions have lower than expected rates of work placements. During the first year, it was more difficult for SPOs to find work placements while building relationships with employers. The short timeframe of the ISANS intervention (which only began in March 2022) may explain why only one-third of participants took part in a work placement. In comparison, 65% of YWCA participants took part in a work placement, with the majority of participants from later cohorts obtaining one. ISANS work placements were also shorter in length than the YWCA. For both interventions, a majority of participants who started a work placement completed it, and roughly half of them remained employed with the same employer after the end of the work placement (slightly less for ISANS at 42%).

Table 15 Model D work placements

	ISANS	YWCA
Participants with a work placement (%)	35%	65%
Average placement duration (weeks)	6.9	9.3
Average number of hours of placement per week	27	30.6
Percentage of work placements that used the wage subsidy	83%	85%
Number of job placements suggested	0.38	7.18
Number of interviews attended for work placement	0.82	1.83
Participants who completed placement (%)	75%	90%
Participants who remained employed after completing their work placement (percentage, conditional on having had a placement)	42%	56%

Employer engagement

Both SPOs engaged with employers at various points during the program. Ongoing efforts were made by job developers to find potential work placement opportunities for participants. ISANS leveraged its previously established connections with employers that were already engaged with the organization. The YWCA focused its efforts in its last year on small businesses. They connected with them through Chambers of Commerce, Boards of Trades, etc. Through these associations, they advertised the availability of a pool of candidates for which employers could also receive a 12-week wage subsidy. Both ISANS and the YWCA deepened their relationships with a small number of employers that were willing to receive applications for work placements from their participants.

Both SPOs also provided supports to employers. For example, the YWCA created templates that employers could use for wage subsidy reimbursements. ISANS participated in the onboarding process of participants with employers to support the transition to the workplace, and also sometimes, included site visits to check-in with both employers and participants. Both SPOs also worked with employers and participants to resolve any challenges that arose. These supports were appreciated by employers as explained by a YWCA program staff member: "*Our ongoing partnership and relationship with the employers are giving us mutual benefits. Our continued relationship with the employers helped us understand our participants' challenges at work and provided them with essential and practical tools, guidelines, and support.*"

Individualized support

Ongoing individualized support is provided in both group and individual formats. Staff worked with each participant to find and apply for a placement in their field of interest. The YWCA provides participants with 3–4 weeks of post-placement support, during which they receive individualized coaching, update their employment action plans and resumes, and identify any services or supports they might need. Staff noted that, due to the additional challenges and stress of the pandemic, participants required more one-on-one support for personal and employment reasons than had initially been planned. In addition, participants are invited to join weekly discussion groups with other participants to discuss any challenges and learnings from their work placements or their continued job search for those who have not yet started their work placement. ISANS provides individual support during and after the work placement.

WHO PARTICIPATED IN THE CPRNW PILOT?

CPRNW interventions recruited 2,267 newcomer women who identified as racialized into the pilot programs between November 2019 and December 2022. The pilot was intended for individuals who were looking to integrate into the labour market.

In this section, we present characteristics of the program group participants from the baseline survey that participants completed at the time they enrolled in the interventions.[12] It captures the characteristics of participants when they join the pilot and prior to receiving any CPRNW services. We also report selected experiences with work, racism, and discrimination. These summary statistics are presented by intervention[13] and for the overall project (Table 17).[14] Together, they provide a picture of the characteristics of women who choose to participate in the pilot programming. Moreover, a discussion of these characteristics enables a qualitative account of participants' initial distances from the labour market, and, therefore, the effectiveness of the targeting of each model as depicted in Figure 2. It also informs the interpretation of the outcomes and impacts analyses.

Highlights of findings – Profile of program participants

- Overall, CPRNW program participants are relatively new arrivals to Canada who are highly educated and bring substantial work experience from outside of Canada.
- There is great diversity in ethnicity, race, and culture among participants.
- Over one in three of the women have young children ages five and under.
- Almost half of the participants have already had work experience in Canada before joining the pilot.
- There are commonalities in the composition of participants across the interventions. However, there is considerable variation within models and across interventions in terms of the demographics, education, work experience, and other characteristics.
- Sixty-three percent of participants reported having experienced discrimination and racism in their job search and/or in the workplace.

12 A limited number of variables from a follow-up survey are also presented.

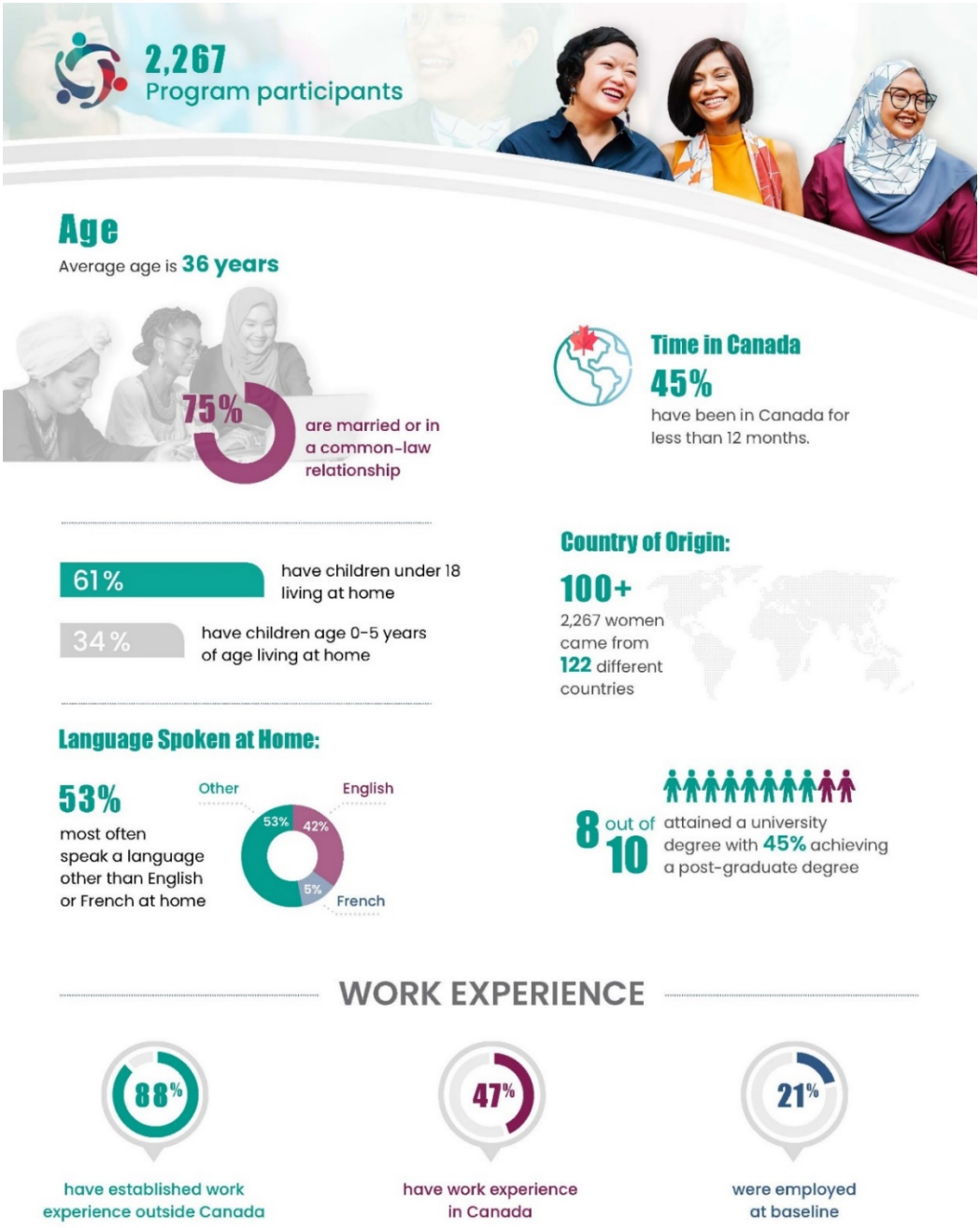
13 The statistics are presented by intervention and not by model because of important differences in the sample sizes across SPOs offering the same model. For example, for model A, World Skills has many more participants than SÉO. Therefore, the average descriptive statistics of model A participants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

14 Characteristics of women in the comparison group are similar. The analysis or verification of any statistically significant differences in these observable characteristics between the program and comparison groups for each randomized controlled trial (RCT) intervention at baseline is available upon request.

Figure 3 shows, **overall, CPRNW program participants are relatively new arrivals to Canada who are highly educated and bring substantial work experience from outside of Canada**. At the time of enrolment, they were, on average, 36 years of age. Three-quarters of the women are married or in a common-law relationship. **Over one in three of the women have young children ages five and under.** Excluding participants from SÉO who mostly spoke French at home, more than half (53%) of the participants spoke a language other than English or French at home. The women arrived from 122 different countries; **there is great diversity in ethnicity, race, and culture among participants**.[15] **Almost half of the participants have already had work experience in Canada before joining the pilot.** The profile of participants in CPRNW reveals the diversity in the group of racialized newcomer women participating in the pilot and some potential labour market barriers related to childcare and language.

[15] The top six countries of origin of CPRNW participants (excluding participants from SÉO who differ in this respect) are India (26%), Nigeria (13%), China (6%), Iran (4%), Pakistan (4%), and Syria (3%). SÉO participants are primarily from Cameroon (23%), Burundi (18%), Côte d'Ivoire (16%), Morocco (9%), Algeria (6%), and France (6%).

Figure 3 Profile of program participants



Note: The language spoken at home figures were calculated using data from all CPRNW programs with the exception of SÉO model A.

There are commonalities in the composition of participants across the interventions. However, there is considerable variation within models and across interventions in terms of the demographics, education, work experience, and other characteristics.

Age. On average, most participants (52%) in the pilot are between 31 and 39 years of age although there is a considerable percentage (31%) who are 40 or older. For Achēv model C, the YWCA model D, and MOSAIC model C, the majority of participants are somewhat older in comparison to the other interventions; the average age is 41.2, 38.2 and 37.2, respectively. The overall average age for all participants is 36.4 years.

Children living at home. On average, 61% of participants have one or more children under the age of 18 living at home. There is variation across interventions, ranging from 44 to 79% (for ISANS model B, 79% of participants have children living at home). The proportion with young children (ages 0–5) is lower at 34% overall. It ranges from 21 to 46% across interventions. Four interventions show more than 38% of participants with young children. However, eight of the 12 interventions show lower proportions of program participants who have young children. This suggests that women with young children may experience more challenges accessing services and/or the labour market than racialized newcomer women without young children.[16]

Language spoken at home. Fifty-three percent of participants state that the language they most often speak at home is neither English nor French, excluding participants from SÉO model A; 42% speak English and 5% speak French. For participants from SÉO (the only French-language program of the pilot), 84% speak French most often at home. We note that 83% of participants in model D targeted for refugee women most often spoke neither English nor French at home.

Immigration admission category. Sixty-two percent of pilot participants immigrated to Canada in the economic class (44% as principal applicants and 18% as a spouse or dependent), 19% in the family class, 18% as refugees, and 1% as other. Ninety-four percent of YWCA model D participants and 91% of ISANS model D participants immigrated as refugees. This is aligned with the intended targeting of model D. In addition, it is also aligned for model A and B participants; participants are primarily principal applicants in the economic class and thus should be closer to the labour market.

[16] Preliminary results from SRDC's IRCC settlement services impact assessment show that 23.3% of woman newcomers without young children who arrived in Canada in 2014 used employment services within five years compared to 21.2% of woman newcomers with young children.

Region of origin. Participants come to Canada from South Asia (33%), Africa (36%), the Middle East (13%), East Asia (8%), Latin America and the Caribbean (8%), and Europe (3%). We note that most of SÉO's participants immigrated from Africa (92%); no other intervention shows such a high concentration of participants from a single region.[17]

Time in Canada. 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 MOSAIC model C, Achēv model C, and the YWCA model B having been in Canada for, on average, 48, 46, and 41 months, respectively, in contrast to ACCES model B participants who have, on average, been in Canada for slightly over one year (14 months).

More specifically, 55% of all participants have been living in Canada for 12 months or more with lower percentages from ACCES model B (31%), OFE model C (43%), ISANS model B (39%), ISANS model D (40%), and Achēv model B (52%). There are few participants who are very new to Canada, perhaps due to notable reductions in the number of new immigrants to Canada in the first year of the COVID-19 pandemic (Statistics Canada, 2021). Importantly, it also suggests the need for employment programs among individuals who have been in Canada for longer.

Work experience. The vast majority of program participants (88%) come to Canada with work experience; this is true for over 90% of participants for Achēv model B (96%), ACCES model B (98%), ISANS model B (94%), YWCA model B (93%), and World Skills model A (96%). Achēv model C, MOSAIC model C, OFE model C, and ISANS model D participants are less likely to come to Canada with work experience compared to the other pilot interventions with 71%, 61%, 79% and 74%, respectively.

Less than half of participants (47%) have worked in Canada prior to joining the program, however, this is even less likely for model B participants, which is in line with the Essential Skills component of the model that supports participants to explore their skills and how that may align with occupations of interest. Another explanation might be that, with the exception of the YWCA, on average, model B participants came to Canada more recently than participants of other models.

It is noteworthy that model C and D participants have also had work experience in Canada. As model D is 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 (44% of YWCA model D and 31% of ISANS model D participants had work experience in Canada prior to joining the program). However, evidence of low weekly earnings and part-time work of those employed at baseline suggests that participants' previous Canadian work experience may have been

[17] A summary of the regions of origins of participants by intervention is available upon request.

precarious. The proportion of participants working at baseline was notably higher for MOSAIC model C (39%), SÉO model A (32%) and World Skills model A (30%).

Overall, 21% of program participants were, in fact, already working when they joined the pilot. 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.

Unemployment duration. On average, at baseline, 35%[18] of program participants have been unemployed for more than one year (21% unemployment between one and three years, 6% between three and five, and 8% for more than five years). This ranges from 18% to 62% across interventions. Program staff note more challenges for participants who have not worked for pay for a substantial period such as low self-confidence and uncertainty about where to start their career development. OFE model C has the lowest proportion at 18%. MOSAIC model C (62%) and the YWCA model D (57%) have the highest proportion of program participants who have not worked for over a year. This is noteworthy given that models C and D participants are meant to be further from the labour market.

Social assistance. Thirteen percent of program participants indicate receiving provincial income assistance benefits. YWCA model D participants had the highest proportion of individuals receiving income assistance benefits (44%). For ISANS and YWCA model D participants, 24% and 20%, respectively, received one month or more of Resettlement Assistance Program (RAP) benefits in the 12 months prior to joining the pilot. RAP benefits are available to eligible individuals or families admitted to Canada as refugees only during their first year in Canada. The lower receipt of RAP for model D participants is likely due to individuals having lived in Canada for 24+ months and having exhausted their RAP benefits. Moreover, the baseline survey did not begin asking participants about receiving RAP benefits until two years after the pilot started.

[18] Duration of unemployment includes time include time unemployed in Canada and outside of Canada at baseline.

Table 16 Program participant baseline characteristics

		All	Model A		Model B					Model C			Model D	
			SÉO	WSEC	ACCES	**Achēv**	ISANS	WSEC	YWCA	**Achēv**	MOSAIC	OFE	YWCA	ISANS
Demographics														
Age (%)	<=30	16	19	15	11	16	15	16	13	15	15	25	14	31
	31-39	52	48	62	71	59	56	51	50	30	44	39	42	41
	40+	31	34	23	18	25	29	34	37	56	41	37	44	27
Average age		36	37	36	35	36	37	37	37	41	37	36	38	34
Married or common-law (%)		75	60	76	83	81	92	81	73	68	67	74	65	54
One/more children age <18 at home (%)		61	59	62	52	57	79	65	44	69	66	55	64	67
One/more children age 0-5 at home (%)		34	36	40	38	29	46	38	21	30	31	22	23	34
Language spoken most often at home (%)	English	38	4	49	55	52	34	27	38	34	39	52	16	17
	French	14	84	11	2	1	4	23	0	2	0	2	1	0
	Other	48	12	40	43	47	62	49	62	64	61	46	83	83
Average number of months living in Canada		26	31	27	14	19	15	28	41	46	48	21	27	24
Living in Canada for 12 months or more (%)		55	62	57	31	52	39	56	74	87	87	43	72	40
Principal applicant in the economic admission category (%)		44	46	60	59	50	58	42	43	14	10	43	0	3
Completed university degree (BA or higher) (%)		82	75	96	96	97	94	90	86	47	46	74	67	33

	All	Model A		Model B					Model C			Model D	
		SÉO	WSEC	ACCES	Achēv	ISANS	WSEC	YWCA	Achēv	MOSAIC	OFE	YWCA	ISANS
Employment													
Paid work experience outside Canada (%)	88	86	96	98	96	94	89	93	71	61	79	85	74
Paid work experience in Canada (%)	47	54	56	35	39	42	35	59	58	71	46	44	31
Working at baseline (%)	21	32	30	12	11	26	15	17	27	39	18	24	15
Unemployed for 1+ years (%)	35	34	24	24	39	33	56	44	56	62	18	57	44
Income assistance benefits													
Receiving provincial income assistance (%)	13	15	12	5	10	4	15	10	26	15	6	44	13
Receiving RAP in the last 12 months (%)												20	24
Total number of participants	2267	247	360	255	266	171	172	134	149	71	261	111	70

Racism and discrimination in job search and in the workplace. Participants indicate various job search difficulties they experienced looking for work in Canada such as non-recognition of education and/or experience acquired outside of Canada, lack of professional networks, limited job search skills, lack of childcare and insufficient language skills.[19] The interventions addressed some of these barriers, but they do not address systemic barriers. Racialized newcomer women face challenges in their integration into the Canadian labour market including discrimination

[19] See Table 13 Job search difficulties experienced by participants and by model, page 56. Career Pathways for Visible Minority Newcomer Women Pilot Project: Implementation Report. SRDC (2021a).

and racism and navigating new and unfamiliar practices without the same cultural capital that native-born job seekers and employees possess (SRDC, 2021). Table 17 summarizes participant responses when asked about job search difficulties experienced in Canada that are related to race. Participants are more likely to indicate that they were not able to secure a job because of their race than their gender. On average, 14% (Lewis, T., Cogburn, C., & Williams, D., 2014) indicate job search difficulties due to race, ranging from 6% to 25% across the interventions. It was more prominent with participants from the YWCA model D (25%), ISANS model B (17%), and Achēv model B (17%). In contrast, fewer participants indicate job search difficulties as a result of gender (3%):

> *"And she started talking about the refugees, that they are not educated and so on… […] I did not feel good about the way she was talking and maybe because I'm coming from the Middle East, she thought I was not going to be educated. So that sometimes comes especially like when you wear [a] hijab*." (Achēv model B participant)

Table 17 Racial discrimination in job search

	All	Model A		Model B					Model C			Model D	
		SÉO	WSEC	ACCES	**Achēv**	ISANS	WSEC	YWCA	**Achēv**	MOSAIC	OFE	YWCA	ISANS
I could not get a job because of my race (%)	14	6	15	14	17	17	10	20	7	14	13	25	11
Total number of participants	2263	246	360	255	265	171	172	133	149	71	261	110	70

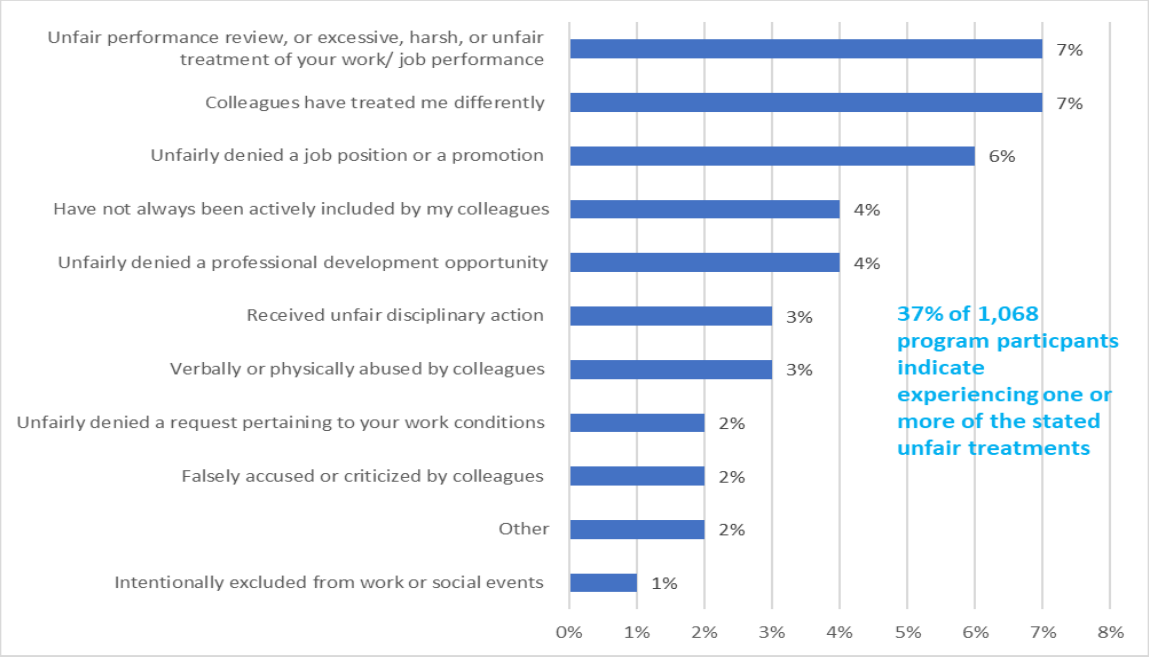
In response to these baseline observations and results from a qualitative sub-study completed with participants about their experiences with discrimination and racism in employment, we added questions to the third follow-up survey to examine discrimination in looking for work and in the workplace, as well as their consequences. While data collection is still ongoing for this survey, we present selected preliminary results from the partial sample of 1,068 participants. Figure 4 shows participants' responses to ten actions that may take place because of their identities as a racialized newcomer woman. **Thirty-seven percent of participants report being affected by one or more of the behaviours as a result of being a racialized newcomer woman.** More specifically, the top three discriminatory actions are being treated differently by colleagues (7%), receiving an unfair performance review (7%), and being denied a job position or promotion (6%).

> *"When you want to somehow climb that ladder, that may cause some problem when you are not the same as others or your language or your accent or your background or your time of living in Canada is the same as others. And I think that maybe I will face that problem."* (Achēv model B participant)

> *"I find that especially at the workplace, I don't have a lot to contribute because I don't have a lot of local knowledge. I have a language barrier. Sometimes I can't understand questions, or they speak too fast in the group. So sometimes I stay very quiet and I feel I don't have any contribution in group work."* (ISANS model B participant)

Participants who had experienced one or more of these unfair treatments describe the impact these experiences had on their physical health, mental well-being and confidence. Thirty-one percent state impacts on their physical health. The impact on mental well-being is more than double at 69%. For the majority of the women who had these experiences, it affected their level of confidence (82%).

Figure 4 Racial discrimination in the labour market



Overall, the CPRNW pilot attracted highly educated racialized newcomer women in search of (better) employment. The targeting of the 12 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 D, which recruited a noticeable proportion of participants who already had Canadian work experience. There are similarities in the composition of program participants across interventions, but there were also notable variations. Program participants face barriers entering the labour market successfully, both individual and systematic barriers.

PROGRAM IMPLEMENTATION

TARGETED PROGRAMMING

As described above, the CPRNW pilot was specifically targeted to racialized newcomer women. The design and delivery aimed to respond to the needs of this group as they related to their integration into the labour market. Being part of a women-only program provided a space for participants to share their experiences and challenges and to build friendships and a sense of belonging.

Highlights of findings – Targeted programming

- Bringing racialized newcomer women together created a safe space where women felt comfortable learning and sharing personal stories and experiences with the other women and staff.
- As most service providers delivered the program in cohorts, this intentionally brought women together and friendships were formed.
- Participating in the program with women who shared similar settlement journeys, and experiences and challenges of finding employment in Canada encouraged participants to gain confidence in themselves.
- Staff and participants raised a few drawbacks to targeted programming, such as making it more challenging to recruit enough participants given the specific eligibility criteria, and may limit exposure to experiences and perspectives from other groups of people.

A safe space, a brave space

Program staff and participants observed that **bringing racialized newcomer women together created a safe space where women felt comfortable learning and sharing personal stories and experiences with the other women and staff.** As explained by an ISANS model B program staff member, "*It's really, really great to kind of like, create a space for them where they are able to, like just to share information like share some of the challenges they have, whether it be in their work life or even in their family life. And we constantly tell them that this is a space that they create. And even though I'm facilitating, it's a space where we can learn from each other. And I think that, like, puts the onus on them so that they have, like, you know, some, they have some control over their environment as well*". A participant from World Skills model A shared that *"the program offered empathy, care, and passion."*

Participants felt safe to share stories or ask questions they might not have otherwise shared in a group that also included men. One model B participant explained how having a program for women benefited her: *"We could share whatever we wanted to share at that time. So, it was*

really good for me. For me, as a mother, I have multiple jobs and at the same time I was in depression mode. So, seeing other women, dealing good with this stuff, it's helped me a lot. It was really supportive."

The space also allowed for deeper interactions with staff and mentors as described by one participant, "*... We also had some sessions where there were heart-to-heart conversations with our mentors and the supervisors, wherein they shared their own personal experiences and stories which actually helped us and encouraging from a physiological need.*" An ACCES model B program staff member described this safe space as a 'brave space' in which participants can share their challenges because they know that they will be understood and other participants can share solutions.

> *"So that helps us also to engage them in participating because they wouldn't feel that they would be judged because they didn't know something but the opposite that they were brave enough to acknowledge that something could be improved. And they had what it takes to ask a question and seek advice and input from everyone either that were their fellow participants or the team of program."*
> (ACCES model B program staff)

Targeted programming also helped to provide a safe space to discuss experiences of racism, sexism, and ageism participants faced during their employment search or in the workplace. Indeed, some programs felt the need to add workshops around workplace rights to specifically address participants' needs in this area. Targeted programming helped provide a space for women to position their goals and interests at the forefront and prioritize their skills, qualities, and aspirations.

Nurturing friendships and social connections

Because many participants arrived in Canada without their extended families and friends, they experienced isolation and a lack of social and professional networks. As the program was designed specifically for newcomer women, and as most service providers delivered the program in cohorts, this **intentionally brought women together and friendships were formed**. For some participants, meeting the other women in the program was their first time meeting people in similar circumstances in Canada and these relationships made integrating into Canada easier for participants. Participants from some interventions created WhatsApp groups where they shared encouraging words and job search resources, and emotionally supported one another. Program staff also noted that participants were able to give and receive emotional support from other women and from program staff, which helped to reduce their feelings of isolation, particularly during the pandemic.

Fostering self-confidence and hope

Program staff and participants noted that **participating in the program with women who shared similar settlement journeys, and experiences and challenges of finding employment in Canada encouraged participants to "*come out of their shell*"** (Achēv model B program staff). Coming together as a group of women was of great support to participants, because participants were able to *rediscover belief* in themselves, as participants gained hope and confidence in being able to find meaningful employment in Canada. It was also important to bring back successful women from previous cohorts to speak to participants, because *"it affirms to the clients in the classroom that things are possible when you see another visible minority woman who has been through hell and back kind of find her way to the top and they are very vulnerable"* (World Skills model A). Program staff said that hearing about these experiences motivated current participants to continue to engage in the program, prepare them for similar roles, and have hope for their own successful employment journey. One participant from ACCES model B added, *"Seeing the power of solidarity between women motivated me."*

Knowing and feeling that they were not the only ones struggling to find employment in Canada fostered participants' feelings of belonging. Participants felt comfortable learning with other women whose needs were similar, namely focusing on building a network and building their professional lives, separate from their home responsibilities.

> *"Everyone's in the same boat. And I think it allows them a place outside of their home and their family responsibilities and their relationships to really just be them and to focus on their professional life, to meet new friends, and express themselves in a way that is hard in the home because they're so busy parenting..."* (Achēv model B program staff)

Program staff also heard from participants that the program created an empowering environment for them to be comfortable in their job search. And because they were immersed in a women's only environment, surrounded by individuals with similar goals, they felt more comfortable in their job search and in focusing on themselves which may not have been achievable in a mixed gender group.

Perspectives of comparison group members

Comparison group members who participated in focus groups were asked to share their thoughts on the ways in which services designed for racialized newcomer women would be useful. Many comparison group members agreed that women take on more family responsibilities compared to men which can impact women's ability to find employment. And because of this sentiment, they felt there was value in services designed for women because a

targeted program could be specialized to women's situations and needs. A comparison group member from ISANS model B explained, "*The responsibilities fall on us [women] and we forget to take a step back and work on us. In general, women tend to take on a lot more. But I think somewhere along the line where we can have a conversation about this, where we know we're not alone, to know that there are other women like us in the same boat, it would be useful.*" Some comparison group members commented that while they were comfortable receiving services with men, they were not as comfortable sharing their own stories around men. Other comparison group members, however, shared that receiving employment services with both men and women were preferrable because learning and communicating with men and women would prepare them for the workplace. Some comparison group members who received employment services along with men voiced that they felt comfortable in a mixed gender group and did not necessarily find advantages to have women-only employment programs.

Drawbacks

Despite the many positive aspects of targeted programming for racialized newcomer women, **staff and participants raised a few drawbacks**:

- Recruitment challenges: As the programming has very specific eligibility criteria, it makes it more challenging to recruit enough participants — both to be able to meet program targets and to deliver the program as intended — especially in smaller communities.

- Limited experiences and perspectives: Several participants and staff mentioned that since the workplace most often includes men and women, it might be better to have diverse groups for employment programs to better prepare participants for entering the labour market. A few participants also mentioned that if the group is too like-minded, participants may experience a lack of awareness of other experiences and perspectives. Several comparison group members in each focus groups indicated that if they had a choice to join an employment program for racialized newcomer women versus one for all newcomers, they would choose a program for all newcomers. One of the main reasons for choosing a program for all newcomers included gaining varying perspectives and learning about "*different behaviours, attitudes, and stories.*" One participant also shared that participating in a program with men would also help them prepare for when they go into the workplace as they will be interacting with both men and women.

PARTICIPATION IN PROGRAM ACTIVITIES

Highlights of findings – Participation in program activities

- Very few participants did not take part in any program activities (except for World Skills models A and B and ISANS model B).
- 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 pilot programming.
- However, it appears that program group clients did, on average, receive more job search assistance training than comparison group clients and that they also received it earlier, except for SÉO, and ISANS and OFE at the second follow-up.

Participants

It is important to note that not all those who joined the program participated in program activities. 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, all program 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 impact estimates. As such, we estimate intent-to-treat estimators as the impacts of the offer of the services to participants as opposed to the impacts of the actual provision of services (average treatment effects).[20] **For most interventions except for World Skills model A (13.3%) and model B (7.1%) and ISANS model B (22.8%), very few participants did not take part in any program activities.** In fact, engagement with program activities is high, ranging from 97.7% of participants having participated in some or most/all of the program activities (YWCA model B) to 65.1% (ISANS model B).

[20] As can be seen in Table18, 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, the two estimators (intent-to-treat and average treatment effect) should not differ very much for those interventions.

Table 18 Program participation

Model	SPO	None[21]	A little[22]	Some[23]	Most/All[24]	Number of observations
Model A	SÉO	20.3		–	79.7	197
	WSEC	13.3	4.1	27.9	54.6	315
Model B	ACCES	3.2	4.6	13.8	78.4	218
	Achēv	3.1	2.7	11.9	82.3	226
	ISANS	22.8	12.1	13.4	51.7	149
	WSEC	7.1	7.7	33.3	51.8	168
	YWCA	0	2.3	14.3	83.4	133
Model C	**Achēv**	3.3		62.5	34.2	120
	MOSAIC	0	3.3	38.8	58.3	60
	OFE	0	9.8	71.0	19.2	193
Model D	ISANS	0	11.8	55.9	32.4	34
	YWCA	0	3.1	56.3	40.6	96

21 None was defined as a participant did not participate in any program activities.

22 A little was defined as follows — Model A (SÉO): participated in one-on-one activities but was not job matched; Model A (WSEC) and Model B: completed less than 50% of training; Model C (Achēv and MOSAIC only) and Model D: completed less than 50% of training and no work placement; Model C (OFE): completed less than 50% of recommended training and was not placed with an employer OR only some additional interventions received.

23 Some was defined as follows — Model A (SÉO): not applicable; Model A (WSEC): completed more than 50% of training but was not job matched or found a job match on their own; Model B: completed more than 50% of training but not an ES portfolio; Model C (Achēv and MOSAIC) and Model D: completed more than 50% of training and less than 9 weeks of a work placement or found employment outside of a work placement; Model C (OFE): completed more than 50% of recommended training but not placed with an employer partner.

24 Most or all is defined as follows — Model A (SÉO): participated in one-on-one activities and job matched with at least 1 employer; Model A (WSEC): completed most of the training (75%) and with at least 1 employer job match through staff; Model B: completed most of the training (75%) and completed an ES portfolio; Model C (Achēv and MOSAIC) and Model D: completed most of the training (75%) and most of a work placement (9 weeks or more) or found employment outside of a work placement; Model C (OFE): completed most of the recommended training (75%) and was placed with an employer partner (with or without a work experience/ technical training).

Comparison group

The key to identifying the incremental impacts of the program is a valid counterfactual; what would have happened to the program group in the absence of the program. With a randomized control trial design, a randomly assigned 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,[25] 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 5 and Appendix A Figure 23.[26] **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 pilot programming**.

At the time of the first follow-up survey, comparison group clients had participated on average in 120.7 hours of training, of which 70.6 were similar to the activities received by participants as part of the CPRNW pilot (19.6 hours were job- or work-related, 24.6 were career development services, 8.8 were soft skills workshops, and 17.6 were Essential Skills workshops).[27] By the time of the second follow-up survey, this average had increased to 216.8 hours, of which 126.2 were similar to CPRNW program activities (41.1 hours were job- or work-related, 36.1 were career development services, 17.5 were soft skills workshops, and 31.5 were Essential Skills workshops).

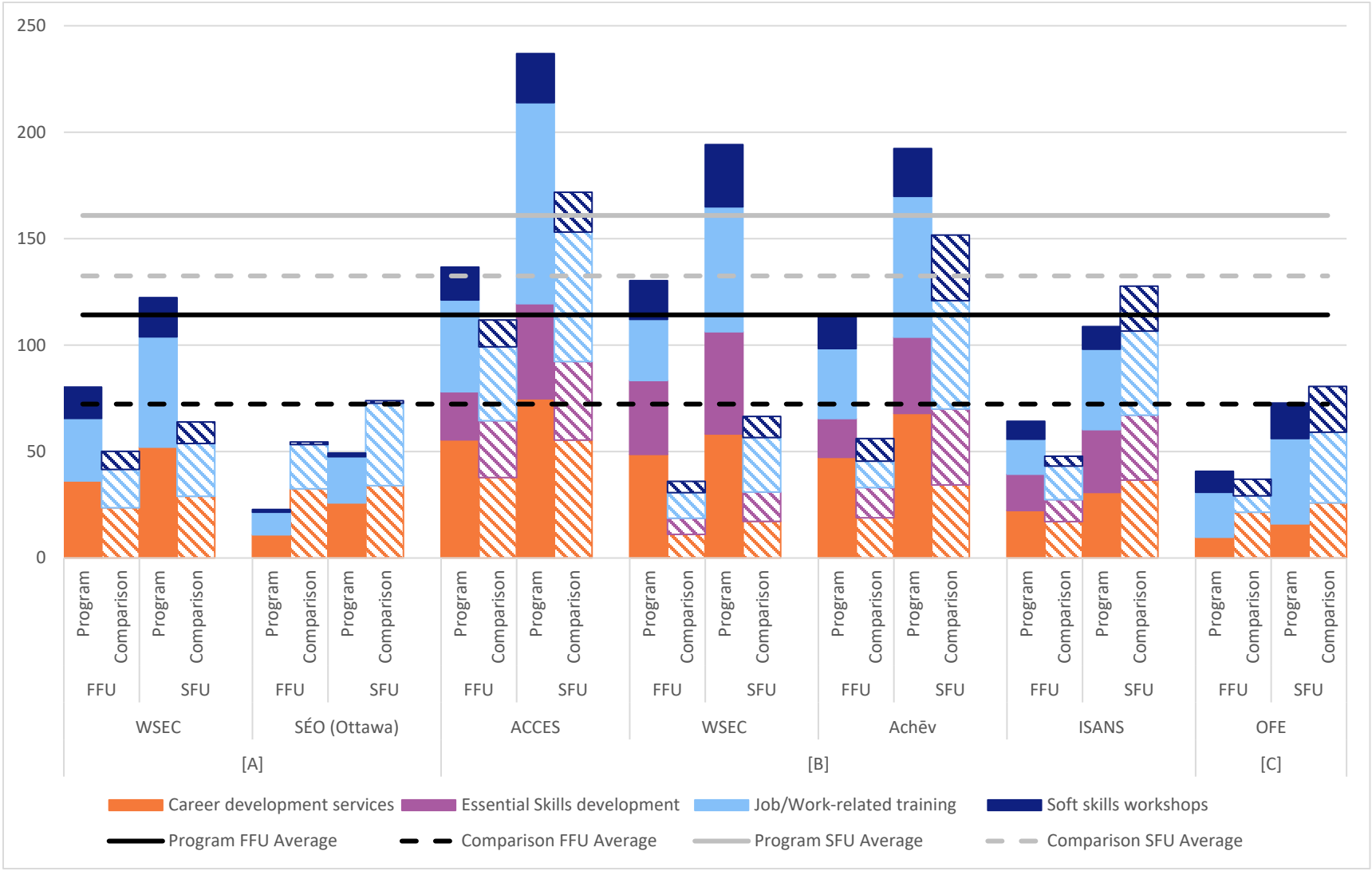
Given that program group participants may have also participated in other programming at the same time or just after participating in CPRNW pilot programming, in the first and second follow-up surveys, we also ask program group participants how many hours they have spent in the same categories of activities. 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. 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 program group clients did, on average, receive more job search assistance training than comparison group clients and that they also received it earlier, except for SÉO, and ISANS and OFE at the second follow-up**. 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.

[25] Both program and comparison group participants are invited to the first follow-up survey approximately at the end of the program training activities / when transitioning into the labour market. The second follow-up survey is approximately 6 months after the first follow-up survey.

[26] Figure 5 includes the four training categories most similar in content to the pilot interventions while Appendix A Figure 24 includes the complete list of 10 categories of trainings.

[27] The remaining hours are in the following categories: English or French language training, foreign credential recognition program/bridging program, volunteering, and formal education.

Figure 5 Program and comparison group training hours



WHAT WORKED WELL IN IMPLEMENTING THE MODELS

Highlights of findings – What worked well

- Programs were of value to participants, both in terms of the usefulness of and satisfaction with the program and in meeting participants' needs.
- Flexibility in program delivery is of paramount importance to meet the varied needs of participants.
- SPOs quickly adapted their programs for online delivery.
- Lending programs extend participation to those who do not have access to a computer.
- The encouraging and individualized support was one of the most appreciated aspects of the program. However, participants recommended increased post-training support.
- Having dedicated people who work with employers builds trusting and meaningful relationships with employers.
- Staying connected to the labour market is critical, especially for programs that have a formal employer engagement component.

Programs were of value to participants, both in terms of the usefulness of and satisfaction with the program and in meeting participants' needs

The vast majority of participants reported being either very satisfied (54%) **or satisfied** (43%) **with their experience in the program**. Given the high levels of satisfaction, 47% of the participants indicated that they had already recommended the program to other newcomer women and 44% responded they are very likely to recommend it.

The majority of participants agree or strongly agree that they found most of the main activities in their program useful.[28] Ninety percent or more of participants in all models agreed or strongly agreed that "in-class / virtual training / workshops," "career development services," and "workplace training" (for model C) were useful activities. Most other program activities were rated as useful by at least 75% of participants in each model, with the exceptions of "on-the-job support" (67%).

Many participants indicated that the program met their expectations and needs which were to write an effective resume and cover letter that would catch the attention of employers, connect with employers and community organizations to build a network, and find employment, which for many would be their first Canadian work experience.

[28] This was asked in the first follow-up survey administered after most program activities were completed, which is generally around three to four months after the baseline survey depending on program duration.

Flexibility in program delivery is of paramount importance to meet the varied needs of participants

Being flexible in delivering the program to participants, particularly those with children, was identified as a core tenet of program delivery.

Virtual program delivery allowed flexibility for participants as they no longer needed to account for travel time to get to and from the training location, in addition to enhancing their digital literacy skills. Program staff explained they in the second year of pilot implementation and onwards, their training focused more on creating an online presence, proficiently navigating Zoom, and effectively participating in virtual interviews, as they realized that virtual or hybrid forms of recruitment and work were here to stay. During the pandemic, implementing a virtual program also allowed participants to feel safer as they could stay home and reduce the risk of being exposed to COVID-19. The importance of flexibility in removing barriers is described by ACCES model B program staff:

> *"We learned that being flexible in programming and online delivery significantly reduces a lot of barriers for women. The barriers are not moved completely. If the concern in the past was someone had to leave the in-person program an hour before the pickup time for their child in school so they can take transit, virtual delivery is much less of a barrier."*

As explained by an Achēv model C staff member, flexibility was even more critical during online delivery to account for technological problems and childcare responsibilities: *"… it's all related to the situation we all are in right now, but you have to always have a plan B and C."*

Staff adopted flexibility by encouraging participants to take care of children or themselves whenever they needed. For instance, program staff offered one-on-one supports to participants who missed sessions. Moreover, program staff observed that some participants did not have access to a private space during the program and were uncomfortable asking questions or sharing their stories while family members were present in the room. It was important to offer flexibility in terms of scheduling one-on-one meetings when family members were not present to create a safe space.

Program staff also mentioned flexibility in terms of assessing if participants were emotionally ready to look for or start work placements or to start looking for employment. Due to personal or family issues and changes in participants' priorities, program staff emphasized the need to individually determine if participants were ready for work placements.

> *"So we have to see clients who are absolutely ready, clients who need some days or some time because sometimes it's their families. Sometimes husbands are out*

for a very long day and the clients cannot go out. Some just have an aging mother or someone who is critically ill in the family. So there's a lot of fluctuation around the time when we decide who is ready for placement." (Achēv model C program staff)

SPOs quickly adapted their programs for online delivery

Most service providers had already started delivering their programs in person prior to the pandemic. When pandemic-related measures were enacted in March 2020, **program staff quickly adapted their in-person programs for online delivery**. Over the course of 2020, all programs shifted to online delivery,[29] and program staff worked to continuously adapt to the new delivery model.

SPOs emphasized that already having a strong curriculum in place before moving to online delivery of the program was integral to the transition. As explained by a ACCES staff member, *"So, bedrock is always having a strong curriculum plan. Without that, you can't go online."* Other strategies for transitioning online included listening to participant feedback to make the training and workshop sessions as interactive as possible. Service providers were also in communication with each other about the different platforms they were using, the challenges they were facing, and how they were overcoming them.

Lending programs extend participation to those who do not have access to a computer

The shift to virtual programming meant that participation in the program was out of reach for newcomers who did not have access or had limited access to a computer or tablet. In trying to overcome this barrier, **several service providers started computer lending programs so that those who did not have access to equipment could still participate**.

When asked what supports are necessary to support racialized newcomer women, program staff often raised the need for access to computer equipment as well as access to the internet for virtual programming. One World Skills model B program staff member summarized the importance of meeting these needs by stating "*It's hard to learn when your technology is not reliable*." Some program staff also discussed the need to for digital skills training within the programs themselves. Others pointed out that these trainings already exist within the community and referrals to these eliminate the duplication of services. Such a point was raised

[29] While all SPOs transitioned to online delivery, OFE only briefly suspended in-person activities. They then returned to offering both in-person services in addition to offering online services.

by a SÉO model A program staff member, *"It would be nice to have technological tools that we could lend them, but integrating computer training wouldn't be right. It would be better to refer them to other services in the community"* (freely translated from French).

The encouraging and individualized support was one of the most appreciated aspects of the program. However, participants recommended increased post-training support

Program staff and participants identified one-on-one support and post-training follow-up support to be a very useful component of the program, especially in improving resumes and cover letters for a specific position/intended occupation, and in supporting them in their individual job search process. The one-on-one support worked particularly well during the pandemic, because participants needed flexibility to manage both participation in the program and their family responsibilities. Some service providers developed follow-up support activities, such as Meaningful Conversations (i.e., conversation circles implemented by the YWCA models B and D), where women from different cohorts of the program could come together. These activities worked well, because they provided participants with a sense of emotional security.

Participants across all four models appreciated the support and encouragement they received from program staff, such as motivating participants to feel confident, showing interest in participants' daily lives, or asking participants about their job search and interview process. As one World Skills model B participant noted, the support was helpful in moving forward: *"They always push us to be empowered like, let's go girls, don't give up, stay strong, stay motivated, and in the end, everyone will find a job and then everybody will be set up here."* The support, therefore, was not only successful in connecting participants with employers and specialists but also in making them feel cared about. World Skills program staff highlighted that "*passion, enthusiasm, determination and commitment*" were essential for program success.

Additionally, after participants found employment, program staff continued their support by ensuring participants knew how to get to their workplace, the contact person in the workplace, and how to introduce themselves upon arrival.

Some participants, however, voiced they would have liked to have received more individualized support (more of the types of support described above), as well as follow-up support once the training had ended. Some participants shared that they lost contact with program staff and/or their coach because the program staff had left the SPO, participants had lost their email addresses, or they never heard back from them. Participants did not attempt to contact the program for more individual or follow-up support, implying that it is imperative for program staff to take the initiative and actively initiate contact with participants.

> *"I think the follow up is key. We start something and we have to see to the end. You have to be there until your mentee or the person you are following up actually succeeds. That's the reason for the program in the first place. I think, constant follow up."* (World Skills model A program participant)

Having dedicated people who work with employers builds trusting and meaningful relationships with employers

Staff across all programs worked hard to build trusting and meaningful relationships with employers, especially through working with employer liaisons and/or job developers. Indeed, in programs that did not have dedicated resources for employer engagement, staff explained that building relationships with employers took time away from their other responsibilities, and that **the program might have been best served by having employer liaisons and/or job developers whose roles would be to focus on employers, recruitment, and building those relationships**. Consequently, in the second year of the pilot, some SPOs hired staff to fit these roles. According to program staff, this worked well in supporting participants in their job search process. Employer liaisons/job developers learned about employers' needs and then worked together with other program staff to recommend information, resources, and additional services to include in the curriculum. Program staff explained that they learned new employer engagement strategies from their employer liaisons/job developers and could apply what they learned to better support participants.

Building strong relationships with employers required first identifying which employers would make good partners. Several strategies were employed to build these relationships. When first engaging with an employer, staff would emphasize 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 trusted relationships that had positive outcomes for the program. As described by OFE program staff, communication, "*We also call it feedback loop. Continuous feedback loop within the organization. Like when we work with liaisons, they give us feedback. We give them feedback loop with participants. Participants give us feedback on the programming they give us feedback after they got a job in terms of how well it prepared them, we give participants feedback so that they learn from feedback, feedback to employers like when we work with employers in terms of their processes, feedback about participants. They give us feedback about participants who started employment, so it's continuous and ongoing feedback like both ways*."

For those programs with a formal employer component, such as models A, C and D, a meaningful and trusted relationship translated into improved access to job opportunities for participants. For example, by providing candidates who met the needs of roles employers were filling, these employers had trust in the program's talent pool and returned to recruit more

participants. Some employers accelerated their hiring process to onboard participants for work placements and/or jobs, through such actions as, for example, eliminating screening and/or simplifying interviews for program participants.

Staying connected to the labour market is critical, especially for programs that have a formal employer engagement component

Staff highlighted the importance of staying connected to the labour market and with employers for two main reasons. First, program staff observed that labour market demands were constantly changing during the pandemic. Staff saw an increase in demand for retail, customer service, manufacturing, and cleaning and sanitation jobs during the pandemic. By knowing the labour market demands, program staff adjusted their program to be more aligned with these needs. Second, employers' interests and priorities are continuously changing. Before the pandemic, employers were willing and excited to speak with program staff. While employers were still interested in supporting the program during the pandemic, program staff experienced great difficulties in hearing back from employers, particularly in the early months of the pandemic restrictions, as employers were managing layoffs and changes in their work environments. Now, labour shortages are pushing employers to explore beyond their usual talent pool and as such, they may be more open to hiring program participants.

Program staff observed that one of the key approaches to engaging with employers was increasing their awareness of the skills and expertise of program participants. Identifying the labour market demands, the needs of the employer, and what employers were looking for in a candidate was also important in engaging with employers, because this approach allowed participants to identify the specific skills they needed to develop and improve to meet employers' needs. Program staff held multiple and frequent recruitment events and employer engagement activities to build stronger relationships with employers and to publicize the program. Some program staff recognized the importance of having a designated job developer/employer liaison person to focus on building relationships with employers and finding opportunities for participants.

WHAT WERE THE CHALLENGES IN IMPLEMENTING THE MODELS AND HOW WERE THEY ADDRESSED?

Highlights of findings – Challenges and mitigating solutions

- Initially, it takes time to develop relationships with and gain the trust of employers. But as the program develops, so do the connections with employers.
- For non-sector-specific programs, it is challenging to meet the needs of participants when it comes to engaging with employers. Findings ways to add industry-specific opportunities in general programming might be a solution.
- Building a program that satisfied the diverse needs and goals of participants was an ongoing challenge.
- Reaching beyond the employers that already understand the value of newcomer talent is difficult. Program staff emphasized the need to have funding dedicated toward training employers.
- Work placements that met the needs of both employers and participants were difficult to find. However, for model D, wage subsidies played an important role for participants in model D in obtaining work placements.
- Reaching individuals who could benefit from the program is an ongoing challenge. They suggested that the programs be publicized more, in different ways, and earlier in the settlement process.
- Childcare did not work as intended. Program staff reported that the available childcare financial supports under IRCC policy and the supports staff provided to participants are not enough. More flexible childcare policies were suggested by staff, however, this systemic issue needs to be addressed through longer-term solutions.
- The online component of the program made it difficult for a subset of participants to fully participate.
- Many service providers experienced recruitment challenges, mainly because of COVID-19. SPOs discussed wanting to see IRCC programming have wider eligibility criteria (e.g., refugee claimants, Canadian citizens).

Initially, it takes time to develop relationships with and gain the trust of employers. But as the program develops, so do the connections with employers

Challenge

Demand-led programs take time to develop, in part because it takes time to develop meaningful relationships with employers. As described in the previous section, it required ongoing communication and contacts to build relationships. One of the challenges that many service provider organizations faced in maintaining these employer relationships was staff turnover (both within SPOs and employer organizations).

However, as programs build their reputations, there are more and better job opportunities for participants. As explained by OFE program staff, employers gain interest in participating as they see other employers' involvement. This means that as the program gains experience, the pool of employers expands.

> *"Because of the reputation of the program because of the how more and more and more specific this program becomes, participants have access to better and better jobs now."*

Mitigation strategies

Alumni can also become employers who come back to the program. Program staff observed that participants who completed the program and successfully found employment became a great resource and support to other participants looking for employment. Former participants who knew of job openings in their workplaces approached program staff to ask if there were any women from other cohorts who they thought would be a good fit. In other instances, former participants who found employment looked to hire new graduates from the program. ACCES model B program staff noted that having past graduates of the program return to recruit other participants for employment changed the way they connected with employers, "*because it reduces the amount of kind of the cold outreach that we need to do, which is a lot of activity but takes just takes a lot of time.*" Alumni who are satisfied with their experience with the program have made opportunities available to later graduates.

For non-sector-specific programs, it is challenging to meet the needs of participants when it comes to engaging with employers

Challenge

Participants in programs that were not occupation-specific faced challenges learning about in-demand sectors in Canada or, for certain fields, finding employers with whom to speak. A few participants explained that it would be valuable for newcomers to learn about jobs that are in demand in each province and Canada, and what skills are required to obtain them. Some participants shared that they did not have the opportunity to speak with employers or guest speakers who were in their fields of interest. **Participants also voiced a need for employer liaisons who have broad knowledge of or connections to experts in various fields as participants perceived that some program staff were not aware of the specific job requirements** within their fields of interest. To mitigate this challenge, program staff supported participants in reaching out to employers or professionals in their field of interest via LinkedIn or through other means.

> *"[…] it would have been great if there could be session where someone who could take an in depth look at our skills and qualifications and provide specific concrete advice rather than the more generalized suggestions we received. Given that I am new to the country and have no idea about how things work here such a session would help us make empowered decisions."* (ACCES model B participant)

Mitigation strategies

Participants suggested that there was a need to find ways to add industry-specific opportunities into the general program. Because employer engagement activities and mentorship opportunities were highly valued by participants, participants' main suggestion was for the program to introduce more of these opportunities, and specifically to include employers or mentors in as many industries as possible. One method of increasing these opportunities includes inviting successful women from previous cohorts to volunteer as mentors for women in the current cohort. Other participants voiced the need for more opportunities to gain insight into their industries of interest and to showcase their skills to employers. This could be through meetings 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 seen as crucial as participants felt they would have more credibility if the connection was made through a reputable employment organization. Participants also 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.

Building a program that satisfied the diverse needs and goals of participants was an ongoing challenge

Challenge

As participants' needs, employment goals, and employment trajectories vary, delivering a program that meets everyone's needs is challenging. Program staff faced challenges finding guest speakers and mentors aligned with every participant's sectors of interest. Participants felt less connected with guest speakers or mentors who were not in their sectors of interest and stated that they found only little to some value in these sessions. Participants also voiced frustration that they received job postings and job suggestions from program staff that were not aligned with their skills and interests.

For some participants, certain aspects of the program fell short in meeting their needs. Many participants in the program were looking to find their first Canadian work experience and saw value in connecting with employers. Some participants who did not get the opportunity to connect with employers voiced disappointment and recommended that the program work to connect each participant with an employer. Many models A and B participants voiced that they would have liked a work or volunteer placement to obtain their first Canadian work experience. One YWCA model B participant further explained, "*I wish they could have connected participants*

with employers to do a co-op or internship because I think the skill we need to have is not only how to enter the job market but also implement what we learn during the program into the workplace."

Although model C interventions offered occupation-specific training, a few participants joined the programs with little or no interest in working in the program's specific sectors. Achēv model C 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 C and D voiced discontent for some of the work placement positions identified by program staff. For example, some participants in models C and D chose not to continue with their work placements as they faced physical challenges, dissatisfaction of last minute and inflexible scheduling, and/or low salaries.

Mitigation strategies

Some participants enrolled in post-secondary education to obtain sector-specific training that they could not receive from the CPRNW pilot. Participants who went back to school indicated that the CPRNW programming was a "*good introduction for someone who is a newcomer,"* but lacked resources to create sector-specific resumes, develop hard skills, and connect with employers in niche sectors. These participants perceived that they needed to obtain a Canadian degree to find employment in Canada because they felt that employers disregarded their education from their home countries. Some participants indicated that they joined a sector-specific program after completing CPRNW programming and were able to obtain employment in their field of interest. Other participants also voiced that they would have liked to have received more resources to find programs that were sector-specific.

Reaching beyond the employers that already understand the value of newcomer talent is difficult

Challenge

Several program staff of demand-led programs mentioned that the employers they were working with were those that probably already saw the value of hiring newcomers. As explained by OFE staff, *"the challenge could be for those employers who aren't willing to learn and aren't willing to adjust their processes because [...] of the resistance to admit some of the challenges for diverse demographic to work in that place, OFE chose not to work with those employers."*

Mitigation strategies

Program staff emphasized the need to have funding dedicated toward training employers, with an emphasis on targeting managers and supervisors given their direct relationships with employees, rather than human resources personnel, **on anti-oppressive practices, and promoting diversity, equity, and inclusion (DEI) in the workplace**. Aside from anti-oppression and DEI training, SPOs voiced wanting to see employers receive training on supporting newcomer women in successfully integrating into their workplace. Because many participants lacked Canadian work experience or Canadian education and found this to be a major barrier to finding employment, SPOs explained that employers needed insight in the value and relevancy of foreign work experience, skills, and education.

Work placements that met the needs of both employers and participants were difficult to find

Challenge

For models C and D that included a work placement component, **work placement openings were not always aligned with the expectations or needs of program staff or participants**. For example, MOSAIC participants were offered casual positions from employers, instead of either full-time or part-time work placements as anticipated. Casual positions did not work well for many participants as they did not offer stable work hours or financial stability. As explained by a program staff member, *"And we've also found that in the first cohort, we had women who were single mothers, and again, it's this casual work placement is so tricky for them, like so difficult. I would say the money is a huge part of that, but also their availability because they're working with the childcare needs of their children."*

Some program staff and participants experienced hesitancy from employers in hiring participants or encountered employers expecting participants to work as unpaid volunteers. Some other participants who were offered paid work placements could not accept them due to physical health constraints, as for example jobs requiring heavy lifting. Program staff observed that several participants had high expectations about finding employment in their field, despite not having the language skills required for such positions.

Mitigation strategies

Wage subsidies played an important role for participants in model D in obtaining work placements. Without wage subsidies, participants felt that employers would not have hired them, and the subsidies also allowed employers to give participants "*a chance to prove themselves at work*" (YWCA model D program staff). The perspectives of employers will be

further explored in the project final report. Some participants were not able to use the full subsidy, as searching for a work placement took up a significant amount of the time of the 12-week work placement period. Participants suggested that it would be useful to increase the work placement period to beyond three months. An additional challenge with wage subsidies was that a 75% wage subsidy was insufficient for some employers; program staff noted that some not-for-profit organizations that could have been potential employers indicated that they were unable to cover the remaining 25%. On the other hand, some employers did not use the subsidy to hire participants.

Reaching individuals who could benefit from the program is an ongoing challenge

Challenge

Some pilot staff mentioned that, despite their efforts, it was a challenge to ensure that the program information reached the racialized newcomer women who might benefit from the program (e.g., information sessions through other service providers, reaching out to organizations targeting specific groups, social media outreach). As explained by a World Skills model B program staff member, *"I just feel like there's women out there who would have benefited from the program who didn't. They weren't aware of it or didn't feel they could join it."*

Mitigation strategies

Several participants mentioned that they happened to find the program by happenstance. **They suggested that the programs be publicized more, in different ways** (social media, posters, etc.), **and earlier in the settlement process** (i.e., before they land in Canada or shortly after). Several participants shared that they had only found out about the existence of employment programs a few years after immigrating to Canada, and noted how valuable it would have been to have known about them earlier. One participant suggested that videos of alumni sharing their experiences of the program could be used to reach out to potential participants.

Childcare did not work as intended

Challenge

Program staff reported that the available childcare financial supports under IRCC policy and the supports staff provided to participants are not enough. Although the money was available, the IRCC eligibility requirements for accessing childcare support made it challenging to use. This was especially the case in large centres where access to childcare spots is limited (and costly).

Participants with children were not able to engage fully in program activities. Some mothers with children explained that workshops sometimes ran longer than planned and they had to leave to attend to their children. Others reported difficulty engaging in online programming while simultaneously looking after their children. While some were able to attend the programming due to its flexibility, they still face childcare challenges if they find employment. Childcare is needed throughout the process, from training to employment.

Mitigation strategies

Many SPOs emphasized wanting to see changes made to childcare policies so that more women can participate and engage in programming. Current childcare policies were perceived to be too restrictive to meet participants' needs and many participants experienced barriers in accessing feasible childcare despite available funding in the budget. One SPO **suggested that childcare policies should be flexible** so that if a participant already has childcare in place (e.g., a babysitter), they should not need to change this arrangement to meet the policy requirements.

We asked partner SPOs that chose not to include childcare subsidies in their program, despite its focus on racialized newcomer women, why they chose not to include them. Most explained that they wanted participants to work on finding a permanent childcare solution and not a temporary one. As explained by a MOSAIC program staff, *"The logic was that if participants were going to start working, they would have already have had childcare planned out because there would be no time to find childcare within the timeframe of the program. If participants need childcare for training, they will need childcare when they start working. So, it would not have been feasible for participants to find childcare during the program."* ACCES program staff also mentioned that barriers to accessing childcare went beyond financial ones: *"At the time, including childcare support meant that there was purely a financial barrier. In reality, in the communities, the barrier was not only a financial one but one of access where waitlists were too long and so little regular availability of childcare. Providing someone with access to childcare funds at that time would not have helped participants to participate in the program because they would not be able to access childcare."* As part of initial discussions with clients, program staff supported them in finding childcare as part of their employment plans.

SPOs that provided childcare subsidies stated that it was an important aspect of a program targeted to women and that it is a good stop gap measure, but that it needs to be accompanied by a childcare plan for after the training. **Almost all SPOs noted that there needs to be longer-term solutions around childcare to support women**, especially racialized newcomer women, to enter the labour market.

The online component of the program made it difficult for a subset of participants to fully participate

Challenge

Participating in the program in an online format added challenges to a subset of participants, namely those with lower language and/or digital skills, those without the necessary equipment or space, and those who had to take care of their children. While the barriers of finding childcare were reduced because participants could participate in the program at home, it was difficult for some to juggle family responsibilities while engaging in the program. Some participants had a hard time concentrating or attending the program, as one World Skills model B participant explained the challenge of having *"one eye on the computer and the other eye on my son."* Other participants found it difficult to sit in front of the computer for prolonged periods of time: *"... it was just frying my brain because if you're in an actual work situation, you are in a physical location, you can stand up and take a break or get a drink. But when you're in a Zoom call, everything just goes and then you can't even stand up because you might miss something"* (ACCES model B participant).

Communicating with participants online and remotely was another challenge. Program staff faced difficulties speaking with participants over the phone or by email, and delivering the training over Zoom, as it was more challenging to convey information online than in person, especially with participants who had lower official language proficiency. Some participants had little to no experience using various technological devices or platforms, which required significant efforts from the program staff to support the participants one-on-one. However, by the end of the program, participants had developed and improved their digital skills, and program staff observed a sense of accomplishment among them.

Mitigations strategies

Some participants also had limited access to a quiet space, particularly if their partners or other family members were in the same room. Participants used background filters on Zoom to reduce distraction, put themselves on mute, or found alternative methods of creating a quiet space. Limited access to computers or laptops, as well as poor internet connection was a common challenge. Some participants turned off their cameras because of an unstable internet connection, but because other participants could no longer see them, it hindered the interaction between participants. A few programs started a computer lending program so that participants who did not have access to equipment could still take part.

Many service providers experienced recruitment challenges, mainly because of COVID-19

Challenge

Due to the COVID-19 pandemic, pilot service providers experienced challenges in recruiting women for the program. With pandemic-related travel restrictions in place, program staff observed that fewer new permanent residents were entering Canada, which reduced the pool of potentially eligible candidates. Staff heard that some potential participants also did not want to work outside of their homes during the pandemic out of worry that they would get COVID-19 or pass it along to their families. This worry prohibited them from joining the program, as they were not seeking to find employment. Program staff from model D noted a barrier in recruiting women for the program, because women did not want to give up their income assistance or Canadian Emergency Response Benefit (CERB), especially during uncertain times.

Mitigation strategies

SPOs discussed wanting to see the program have a wider eligibility criterion so that more women could join the program. SPOs wanted to see women with Canadian citizenship be eligible for the program because some observed participants who had joined the program but shortly obtained their citizenship and could no longer participate in the program. SPOs also identified refugee claimants and non-racialized newcomer women as those they would like to see supported. Other SPOs mentioned needing specific supports for senior women as their employment needs differ from other women and they often have poorer labour market outcomes.

PROGRAM OUTCOMES AND IMPACTS

In this section, we first present the CPRNW pilot's theory of change which guides the evaluation. We then summarize the data used in the analysis as well as the mixed methods approach. This approach uses a Gender-based Analysis Plus (GBA Plus) lens to investigate how the multiple identity factors of potential participants may intersect and affect someone's experience of and results from programming. Next, we present the results of the evaluation. They are divided into three broad categories: career adaptability, employment, and beyond employment. Within each category, we present both quantitative and qualitative findings regarding changes in outcomes for participants, including subgroups of participants in our GBA Plus analysis, changes in those same outcomes for comparison group members, and program impacts; both average impacts and heterogeneous impacts (GBA Plus).

THEORY OF CHANGE

The evaluation 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 6, describes the outcomes that CPRNW programming is expected to change for those who participate. More specifically, it identifies the immediate and intermediate changes that will be measured to determine the improvements to participants' economic participation and well-being. Although there is no precise timeframe for defining an outcome as either immediate or intermediate, we measure immediate outcomes between 3 and 8 months after the start of program delivery. We measure intermediate outcomes at two points; the first is between 6 and 8 months after the start of the program depending on each intervention's duration and the second at 12 months after a participant joined the pilot.

The outcomes are divided into domains as follows:

Immediate outcomes

Career adaptability and Beyond employment:

- Skills
- Social capital
- Self-confidence

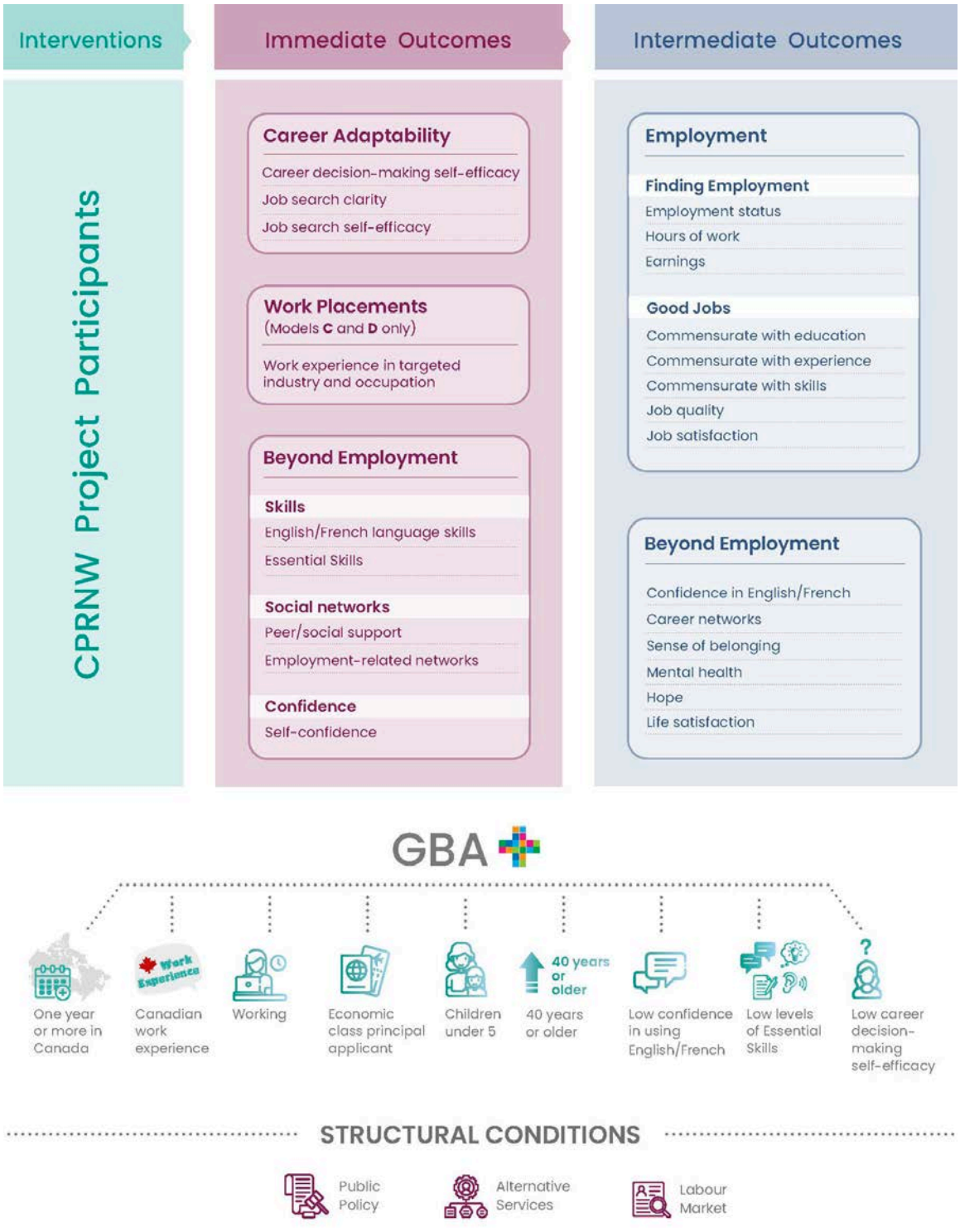
Intermediate outcomes

Employment and Beyond employment:

- Social capital
- Wellness

All domains in the theory of change may not apply to all four models or to all participating women within a model. Moreover, the timing of changes may also vary by model and by participant. For example, as model A participants are the closest to the labour market when they join the programming, employment may be an immediate outcome for them as compared to being an intermediate outcome for most participants from the other three models. Moreover, the overall CPRNW theory of change delineates finding employment only as an intermediate outcome. However, in the analysis, we present results for finding employment as both immediate and intermediate outcomes for all interventions since employment may happen anytime after joining the pilot. A detailed description of each outcome is presented with the results.

Figure 6 Theory of Change: CPRNW program participants



Although we currently stop following up with participants 12 months after they join the pilot, CPRNW programming is likely to continue having an impact beyond those 12 months. Most notably, it may take over a year for newcomers to find good jobs commensurate with their skills. Therefore, considering career adaptability, as well as the other immediate outcomes in the theory of change, are crucial for measuring the short-term successes of CPRNW programming. Such successes likely preview longer-term improvements in employment outcomes, including finding and keeping commensurate employment.

The theory of change in Figure 6 also includes an overview of the GBA Plus approach to the evaluation. The GBA Plus analysis investigates how the multiple identity factors of potential participants may intersect and affect someone's experience of and results from programming. We analyze the nine identity factors presented in Figure 6 and described in more detail in the methodology section of the report below. It also important to note that participants' outcomes not only depend on their own characteristics and the impacts of the program but also on structural conditions, aspects of the context that may influence an intervention's implementation and outcomes. These are also included in Figure 6. They are: public policy, alternative services, and the labour market.

DATA AND METHODOLOGY

Data

Quantitative and qualitative data collection was designed to align with the pilot's theory of change and to ensure the measurement of all immediate and intermediate outcomes as well as individual identity factors likely to affect someone's experience of and results from programming. 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 and to program implementation and delivery. Monthly reports for each intervention summarizing project activities, challenges, and successes and individual project participant administrative data including program activity participation collected by partnering SPOs is shared with SRDC on an ongoing basis and is used in the analysis.

Research project participants were asked to complete four online surveys:

- a baseline survey just after joining the pilot;
- a first follow-up survey 3–5 months after the baseline survey;[30]
- a second follow-up survey three months after the first follow-up survey; and
- a third follow-up survey 12 months after joining the project.

For this report, project participants who completed the baseline survey on or before December 31, 2022 are included in the analysis. Table 19 summarizes these 3,563 women in the pilot; 2,267 participants in the program group and 1,296 in the comparison group. All available survey data is used in the analysis.[31] Therefore, the sample of participants whose data is used for the analysis of results at the time of the first follow-up survey differs from the sample for the analysis at the time of the second follow-up survey, which also differs from the sample for the analysis at the time of the third follow-up survey.[32]

Table 19 CPRNW pilot participation

	All	Model A		Model B					Model C			Model D	
		SÉO	WSEC	ACCES	Achēv	ISANS	WSEC	YWCA	Achēv	MOSAIC	OFE	YWCA	ISANS
Number of program participants	2267	247	360	255	266	171	172	134	149	71	261	111	70
Number of comparison group members	1296	165	354	228	197	127	125	n/a	n/a	n/a	100	n/a	n/a
Total pilot participants	3563	412	714	483	463	298	297	134	149	71	361	111	70

30 The timing of the first follow-up survey varies by intervention 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 program activities.

31 As of December 31, 2022, there were too few follow-up survey observations from ISANS model D to investigate its program outcomes and impacts.

32 Survey response rates (overall and by intervention) are presented in Table 31 in Appendix A.

We conducted 23 virtual focus groups and 8 interviews with a total of 152 individuals:

- 11 focus groups and 4 interviews with 78 participants in fall 2020;
- 3 focus groups and 1 interview with 15 participants who were unemployed at the time of the one-year follow-up survey in winter 2021;
- 3 focus groups with 26 mothers with children under the age of 5 in fall 2022;
- 2 focus groups with 10 participants who had enrolled in a formal education program or another job search assistance program, after joining the pilot, in winter 2022; and
- 4 focus groups and 3 interviews with 23 comparison group members in summer 2022.

CPRNW service delivery staff from all interventions participated in annual interviews in which they shared information about the pilot's implementation, outcomes, lessons learned, challenges, and successes. Eleven online interviews were conducted with a total of 30 staff in 2020. Twenty-nine and 34 staff were interviewed in 2021 and 2022, respectively.

Methodology

The evaluation of the pilot uses a mixed methods approach and is guided by a GBA Plus lens, ensuring that diversity and inclusion are part of the evaluation process.[33] The GBA Plus analysis investigates how the multiple identity factors of potential participants may intersect and affect someone's experience of and results from programming.

The quantitative analysis first presents descriptive statistics characterizing the participants of 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.

We classify the immediate and intermediate outcomes of the pilot's theory of change into three domains: career adaptability, employment, and beyond employment. All immediate outcomes are measured when participants join the pilot, and most are again measured at the time of all three follow-up surveys. Most intermediate outcomes are measured when participants join the pilot and at the time of both the second and third follow-up surveys.[34]

[33] A more detailed discussion of the data and methodology is available in SRDC (2022), SRDC (2021b), and SRDC (2019).

[34] Some immediate outcomes are not measured at the time of third follow-up survey while some intermediate outcomes are not measured at baseline and others are not measured at the time of the first follow-up surveys. The specifics for each outcome are discussed below in the results section of this report.

Changes in outcomes

In order to investigate how well CPRNW programming worked, and for whom, we first consider the average changes in outcomes between the baseline (pre-intervention) and the first, second, and third follow-up surveys. We test whether these changes are ***statistically significant*** at the 10% level, i.e., whether a change is unlikely to be due to chance alone. All program group participants who join the pilot are included in the analysis, irrespective of how much of the programming they actually receive. This means that some participants who did not receive any CPRNW services (as described in section Participation in Program Activities of the report) are counted as participants.[35] As such, the interpretation of the results are changes in outcomes for participants who were offered CPRNW programming.

Given there are several indicators for many of the outcomes, we consider changes in 23 immediate and 6 intermediate measures at several different points in time. Therefore, it is important to note that we test 29 average changes in outcomes for each intervention for a total of 116 average changes and only report those that are statistically significant at the 10% level.[36]

These average changes in outcomes can often mask important differences across participants with different identity factors. In our GBA Plus analysis, we examine the average changes in outcomes for nine subgroups of interest described below. These subgroups were chosen as they are likely to affect a person's experience of the program as well as its impacts. Given these nine subgroups of interest, we test 1,480 subgroup average changes in outcomes and report only those that are statistically significant. It is also important to note that, when joining the pilot, participants with different identity factors may have had different initial levels of our outcomes of interest. This is important because those initial levels may also be related to the likelihood of observing increases over time, especially for those outcomes that are dummy variables (take on the value of either zero or one). For example, if women without young children when they joined the pilot were also more likely to be employed at the time, then we may observe fewer increases in their likelihood of working after joining the pilot, compared to women without young children at home. Descriptive statistics of the nine characteristics are presented in Appendix A for each intervention.

[35] The reasoning for this choice is that the subgroup of participants who completed all or some of the programming is not a representative sample of participants and their results are not informative for understanding the outcomes of similar services if offered more widely.

[36] p-values are adjusted to account for multiple hypothesis testing within each outcome domain. Further information regarding the methodology is available upon request.

Subgroups	Reasoning
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
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
Initial levels of Essential Skills (model B only, High/Low)	Distance from the labour market / skills
Initial levels of career decision-making self-efficacy (High/Low)	Distance from the labour market

The quantitative analysis of the outcomes of interventions without a comparison group will only investigate average and subgroup changes in outcomes over time. For interventions with a comparison group, we estimate average and heterogenous impacts of the programming as described in the next section.

Impacts

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. This requires an

appropriate counterfactual: what would have happened to participants had they not been offered the program.[37] As the counterfactual in inherently unobservable, it is estimated using the outcomes of comparison group members who are similar to program participants, except they did not participate in CPRNW programming. To ensure this similarity, potential participants from six interventions were randomly assigned to either the program group or the comparison group. These interventions are SÉO model A (Ottawa[38]), World Skills models A and B, Achēv model B, ISANS model B, and OFE model C. Differences between the outcomes of the program group and the comparison group after CPRNW programming can reliably be attributed to the programming and interpreted as impacts.[39,40] As with the changes in outcomes analysis, all program group participants who join the pilot are included in the analysis, no matter how much of the programming they actually receive. Therefore, the impacts we measure are the impacts of the offer of CPRNW programming.

ACCES model B chose to implement a research design with a non-randomly assigned comparison group. Comparison group members were screened to ensure they had similar observable characteristics to program group participants.[41] In addition to basic eligibility (identifying as a

37 For example, some program participants may have achieved 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 CPRNW programming, they may have accessed other, in some cases similar, job search programs offered by the same service provider organization or by other organizations.

38 SÉO Participants in Toronto were also initially randomly assigned into either the program group or the comparison group. However, comparison group members received CPRNW programming from project staff. Therefore, their outcomes are not a valid counterfactual. Data from their comparison group is, therefore, not used in this report and after this divergence from planned implementation came to light, all potential participants moving forward were assigned to the program group.

39 Though substantial differences in observable characteristics between the program and comparison 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.

40 Our rich set of outcome measures are grouped into the six domains (four immediate and two intermediate) 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. These statistical tests always have a random chance of 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 intervention and follow-up survey separately. 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).

41 ACCES model B 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

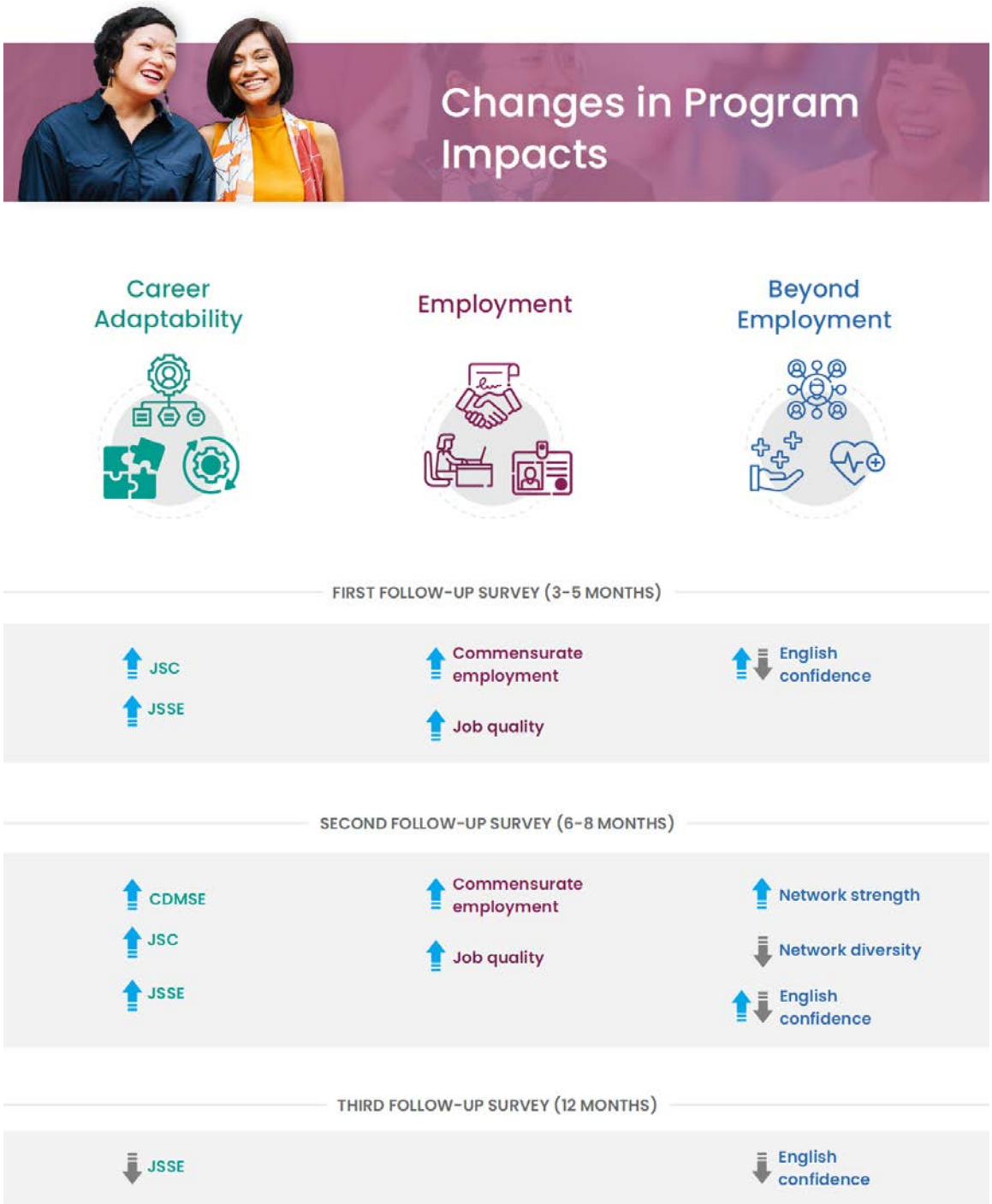
racialized newcomer woman), ACCES also considered their length of time in Canada (within five years), English language level (with CLB 7 and higher), education (college and/or university completion), whether they were available for the duration of the program, and not in full-time training or employment. The methodology for the analysis of the impacts for ACCES model B is propensity score matching with difference-in-difference estimation.

It is important to note that because the comparison groups, both those randomly assigned and ACCES, had access to other job search and employment readiness training programs during the pilot, we are able to estimate only the additional impacts of the specialized programming for racialized newcomer women offered through the CPRNW pilot compared to access to other programming and not compared to receiving no services at all. We test impacts for 22 outcomes using data from the first, second, and third follow-up surveys, for a total of 757 estimated impacts, and we report only those that are statistically significant.

Figure 7 presents a summary of all of the statistically significant impacts of the CPRNW interventions.

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 revise the recruitment strategy for the comparison. The analysis for ACCES model B is based on program group and comparison group members recruited in July 2020 and later, as we suspect differences in the labour market outcomes of program group members recruited before July 2020.

Figure 7 Impacts of CPRNW



Our GBA Plus impacts analysis examines the intersectionality of identity factors in their effects on the impacts of CPRNW programming. For the interventions with a randomly assigned comparison group, this is done by interacting a dummy variable for each factor with assignment to the program group in a regression analysis.[42] This analysis is important as some of the characteristics of interest are correlated and, as such, it is impossible to determine which characteristic determines any particular subgroup outcome. For example, if the likelihood of having children under 5 is positively correlated with being 40 or younger, and we find statistically significant changes in outcomes for both subgroups, it is impossible to determine if, for example, there is also a statistically significant change for those 40 or younger without young children. We investigate 1,480 heterogeneous impacts and only report those that are statistically significant.[43]

Qualitative analysis

Each of the focus groups and interviews were recorded with consent and transcribed. Using NVivo 12, we coded transcripts of these focus groups and interviews, along with monthly progress reports for each intervention, and open-ended survey responses using a codebook derived from research questions, focus group and interview questions, and emerging patterns. We then conducted thematic analysis to identify important patterns in the data which were then categorized into themes that were then reviewed and refined by linking similar themes together. The qualitative data are also used to further support and explain the quantitative findings as appropriate.

Due to differences in the intervention design and implementation across the pilot SPOs, their target 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 CPRNW pilot was not designed to identify the impacts of specific program activities. CPRNW interventions provide a holistic approach to programming.** Each activity, such as resume writing or job matching, was not developed and was not implemented in isolation. As such, results cannot be attributed to a specific activity because they depend on the other program activities received. Moreover, comparisons across models should always consider that the models targeted and provided services to women at different initial distances from the

[42] We do not conduct this analysis for ACCES model B as there are baseline differences in the characteristics of interest between the program group and the non-randomly assigned comparison group.

[43] As with the average impact analysis, p-values are adjusted to account for multiple hypothesis testing within each outcome domain. Further information regarding the methodology is available upon request.

labour market and with different characteristics and barriers to labour market integration. They were also implemented in different localities with different economic conditions. For these reasons, the report does not compare the success of different interventions or models.

CAREER ADAPTABILITY

Career adaptability signifies "the psychosocial resources to cope with changing work and working conditions" (Savickas & Savickas, 2017, p. 11). Employment programs, including the CPRNW interventions, are designed to improve participants' career adaptability in order to prepare participants to enter the Canadian labour market and find commensurate employment. We use three indicators of self-reported career adaptability: career decision-making self-efficacy, job search clarity, and job search self-efficacy. Each of these psychometric scales measures career planning or job search behaviour that is associated with steps toward commensurate employment outcomes. These measures are precursors to commensurate employment according to a social cognitive theory-based career decision-making model (Zikic & Saks, 2009).

We expect CPRNW programming to 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) scale. 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. Moreover, CPRNW programming provided participants with a better understanding of the Canadian labour market leading to better job search clarity. Improved CDMSE and JSC 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 employment commensurate with their skills and experience, career adaptability is crucial for measuring the short-term success of CPRNW programming. Such successes likely preview longer-term improvements in employment outcomes, including commensurate employment.

Highlights of findings

- CPRNW programming includes training and one-on-one supports to improve participants' career adaptability.
- Participants found the programming to be relevant and useful for improving their career adaptability.
- Participants show improvements in career adaptability, which is important in the transition to commensurate employment.
- Over the same period, many comparison group members received similar services and supports as the program group. Comparison group members also see increases in their career adaptability after joining the pilot.
- Overall, the increases for the program group are somewhat larger and occur sooner than those the comparison group experience.
- Improvements in career adaptability are, generally, larger at the time of the first and second follow-up surveys. Twelve months after joining CPRNW, these improvements are somewhat smaller, though remain positive for most interventions.
- We observe differences in changes in outcomes for participants with different identify factors. For some interventions, participants initially furthest from the labour market show larger improvements in their career adaptability while for other interventions, the opposite is true.
- We observe statistically significant positive impacts of CPRNW on career adaptability for some interventions. However, given the improvements for both the program and the comparison groups, we find fewer impacts of CPRNW programming on career adaptability compared to the positive changes in outcomes observed.

Career decision-making self-efficacy

Career adaptability begins with career decision-making self-efficacy: an individual's belief in their ability/capacity to find information and make decisions about one's career. **Depending on the intervention, CPRNW training and one-on-one support provide participants with knowledge, skills, and techniques for improving their career decision-making self-efficacy**.

Participant outcomes

Models A and B program staff and participants explained that during the program, participants learned to identify and place value on the skills and experiences they already had and learned about how these skills could be transferrable to other careers or roles. Participants also voiced that, with the guidance of program staff, they learned how to look for positions that matched their skills and interests.

According to program staff and participants, participants in models A, B, and C learned how to change their careers with the support of program staff. Achēv model B program staff explained that coaches supported participants who wanted a career change to identify the skills they had and compare those with skills outlined in Government of Canada's skills requirements according to NOC codes. This process helped participants to understand if they had the necessary skills to change careers or if they needed to improve certain skills.

> *"A few clients wanted to switch their careers. Completely different area from finance to IT or just literally just completely different field. So, what I know what coaches did actually, the first approach is to check Essential Skills and also to compare to job banks, so that they can just learn what kind of minimum Essential Skills is required, what levels they need to meet, even just for research purposes. It was really, really great tool for those who interested in career change."* (Achēv model B program staff)

If participants could not achieve their desired career due to gaps in their skills or other barriers, they chose another occupation. For example, a model B participant explained the career change she made by applying her relevant skills to her new role:

> *"My field of work is not very popular in Nova Scotia, and it was difficult finding work. Program staff at ISANS encouraged me to change my mindset to look for roles outside of the pharmaceutical industry, such as, marketing, which I had some experience in. I was able to find a job in real estate by highlighting my skills in marketing."* (ISANS model B participant)

In the surveys, participants were asked to rate their confidence in their abilities to accomplish 12 separate tasks related to career decision-making self-efficacy. Our indicator of CDMSE is the percentage of participants who report that, on average, they are more than moderately confident or mostly confident in accomplishing those tasks.[44] Respondents answered these same questions before joining the pilot (at baseline) and in the first and second follow-up surveys. As CDMSE is a precursor to job search clarity and job search self-efficacy, it was not measured at the time of the third follow-up survey; 12 months after joining the pilot.

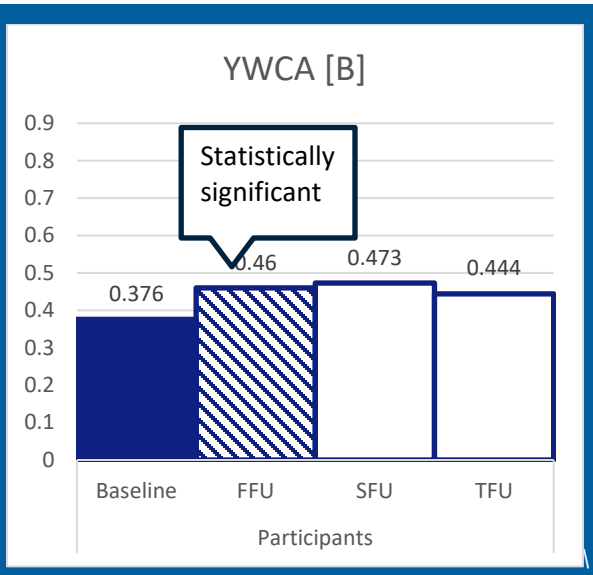
How to read figures in this section

We use either bar or line charts to present the average values of outcome indicators at the time of each survey for each intervention.

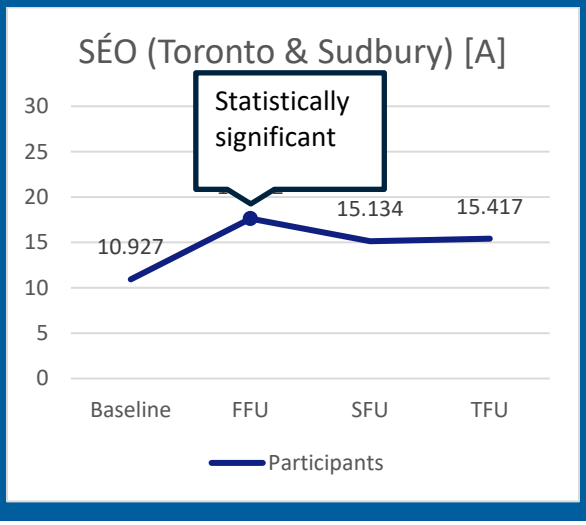
In the figures, FFU, SFU, and TFU refer to the first, second, and third follow-up surveys, respectively.

In the bar graphs, the values at the time of the baseline survey (and the first follow-up survey for some intermediate outcomes) are represented by the left most bar which is filled with a solid colour. If the change from the time of the baseline survey (or the first follow-up survey for some intermediate outcomes) in a given outcome to the time of a given follow-up survey is statistically significant, the corresponding bar has a striped pattern. If it is not statistically significant, the bar is empty.

[44] Respondents could select between not at all, slightly, moderately, mostly, and totally confident.



In the line graphs, if the change in a given outcome from the time of the baseline survey to the time of a given follow-up survey is statistically significant, the corresponding point includes a circle.

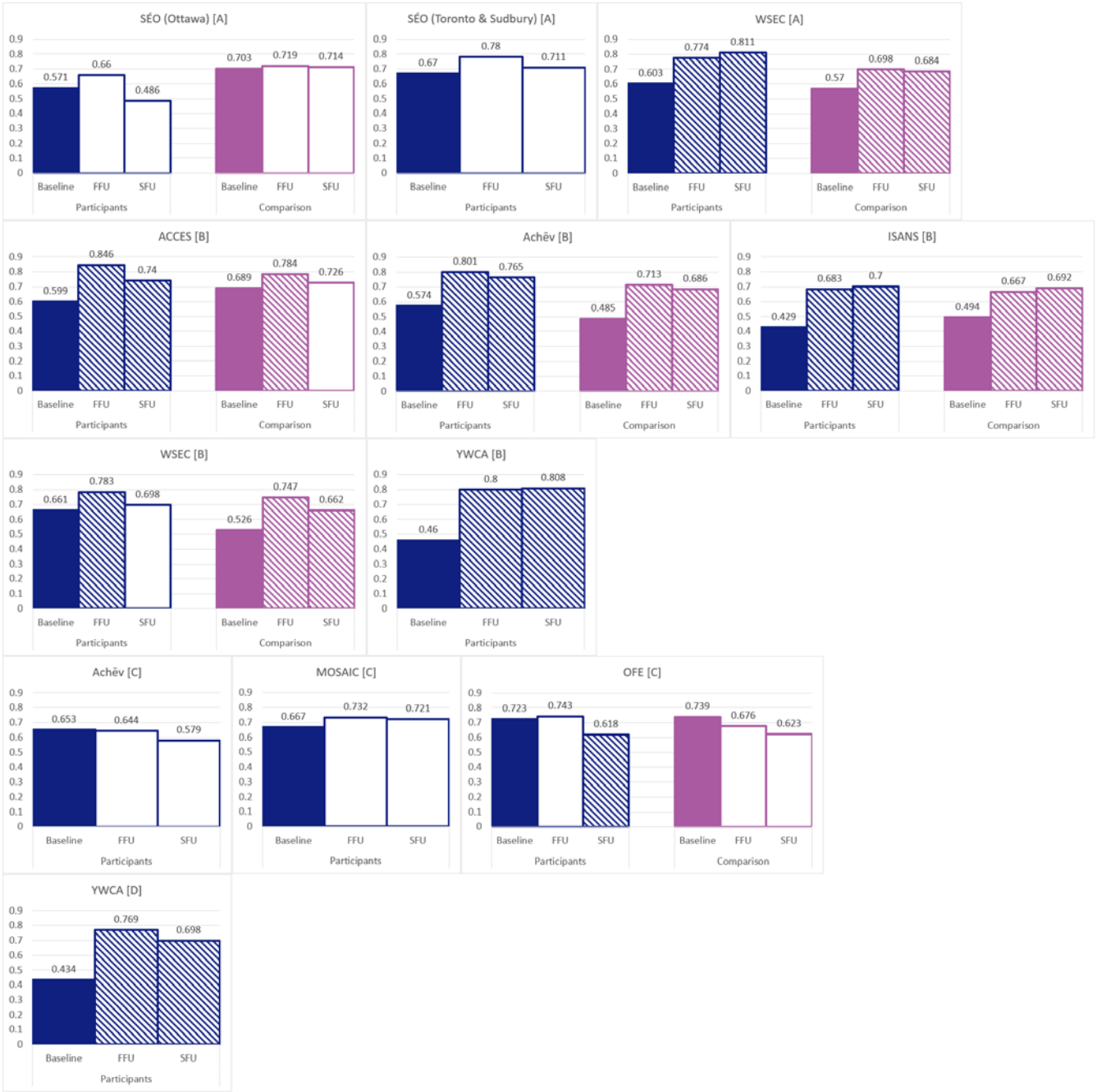


Immediately before joining the pilot, program participants had, on average, relatively high levels of CDMSE (presented in Figure 8). Between 72.3%[45] (OFE model C) and 43.4% (ISANS model B) of participants reported high levels of CDMSE in the baseline survey. Overall, participants from models A and C joined the pilot with higher initial levels of CDMSE compared to models B and D.

[45] All baseline means are reported for the sample who completed the first follow-up survey. The sample differs for the second and third follow-up surveys. As such, the means may differ. Unless otherwise stated, the means for these different samples are very similar.

These statistics are in line with the intended targeting of model A — that is, women relatively close to the labour market. Furthermore, as model C provides sector-specific training, participants had already identified their occupations and sector(s) of interest before choosing to participate in the program. This may explain their initially high levels of CDMSE.

Figure 8 Average changes in career decision-making self-efficacy



On average, participants in all model B interventions and those in World Skills' model A and the YWCA model D show improvements in the likelihood of reporting high CDMSE between joining the pilot and the time of the first follow-up survey. These average changes are important in magnitude and range from 12.2 to 34.0 percentage points (also presented in Figure 8). **The results are similar at the time of the second follow-up survey.** Some of the average changes are larger than at the time of the first follow-up survey while others are smaller, and we no longer see a change for World Skills model B. Moreover, we see an average decrease in the likelihood of reporting high CDMSE, compared to baseline, for OFE model C participants of 9.4 percentage points.[46]

As with the baseline levels of CDMSE, these results are also in line with the design and content of the models with model B focusing on helping participants choose a career based on their transferrable skills using the Essential Skills framework. Moreover, given the initially high levels of CDMSE of participants in models A and C, they had less room for improvement.

Both program staff and participants from all models explained that the program supported participants in finding information and requirements about a career of interest. For example, in model C, because workshops were developed within the demand-led sector-specific framework, program staff explained that participants were able to learn about the tasks and responsibilities of the careers within the program's sector of choice and identify the requirements and necessary steps for obtaining a job in that sector. The objective of model C, however, was not to support participants in finding information about other occupations beyond the specific sectors associated with the pilot. By participating in work placements, participants could make informed decisions to either continue in the occupation or have the confidence to change careers or roles using the skills they had developed through the program.

> *"After completing the program, it opened a lot of opportunities for me. The course was for dietary aide. It helped me to think beyond that. I'm working in the healthcare sector and it's giving me ideas of becoming a nurse. I'm also in class to become a support worker. The program gave me hope to dream bigger."* (Achēv model C participant)

Participants in models A and B had opportunities to speak with individuals already employed in a field of interest which participants found useful because they were able to gain insight into what the work environment could look like, and the requirements needed to enter the field. Participants were also able to find information about education or training programs in the field they were interested in. Additionally, model B program staff explained that the Essential Skills framework helped participants to better understand their skills and how their skills matched those in their intended occupations.

[46] We do not have any evidence to explain this decrease.

"So I do believe that the model [B] format having the mix of the Essential Skills focus and then having the job search workshop allowed people to see, ok, this is how I can reposition what I've done before in a new way. Or this is how I could see myself moving to a new field of work. I believe it just gave people more clarity on how to do that." (World Skills model B staff)

GBA Plus

While for most interventions we see improvements in CDMSE, on average, these changes often mask important differences between women with different characteristics when joining the pilot. As with the average changes reported above, these characteristics also differ by intervention. **Both within and across interventions, there is no clear relationship between initial distance from the labour market and improvements in CDMSE.** A summary of these differential results is presented in Table 20.

Table 20 Participant changes in career decision-making self-efficacy – GBA Plus

	Years in Canada	Paid Work in Canada	Working at Baseline	Principal Applicant	Has a Child	Age 40 and Above	Low Oral Communication	Low Essential Skills
First Follow Up		Achēv [B] -0.176			Achēv [B] 0.240 Achēv [C] 0.286		WSEC [A] 0.306 ACCES [B] 0.242 ISANS [B] 0.231 WSEC [B} -0.271	YWCA [B] -0.277
Second Follow Up	OFE [C] -0.214	WSEC [B] 0.259 OFE [C] 0.259			OFE [C] 0.426	WSEC [B] -0.271		

OFE model C participants who have been in Canada for one year or more see less improvements in CDMSE at the time of the second follow-up survey compared to participants who had been in Canada for less than one year when they joined the pilot. However, both World Skills model B and OFE model C participants with paid work experience in Canada when they joined the pilot, compared to those who did not, see a larger increase in CDMSE at the time of the second follow-up survey. The opposite is true for Achēv model B participants at the time of the first follow-up survey.

Achēv models B and C and OFE model C participants with young children at home see larger increases in CDMSE at the time of the first (Achēv models) and second (OFE model C) follow-up

survey compared to women without young children. Participants above the age of 40 when they joined the pilot from World Skills model B see fewer improvements in CDMSE compared to younger participants at the time of the second follow-up survey. At the time of the first follow-up survey, participants from the YWCA model B with low initial Essential Skills see fewer improvements in CDMSE compared to those with higher initial skills.

Finally, at the time of the first follow-up survey, participants with low initial confidence in their English language skills from World Skills model A, ACCES model B, and ISANS model B see greater improvement in CDMSE compared to those with higher initial confidence in English while the opposite is true for participants from World Skills model B.

Comparison group outcomes

Comparison group participants reported receiving many similar job search and employment-related services to those offered as part of CPRNW programming and, as such, many also see improvements in their career decision-making self-efficacy over the same timeframe. At the time of the baseline survey, comparison group members from several interventions had similar levels of CDMSE as their program group counterparts. However, others had either a higher or lower proportion reporting high CDMSE. These percentages can be seen in Figure 8. These differences are important as if the initial average is higher, there is less room for improvement (as the maximum is 100%).

At the time of the first follow-up survey, we see average improvements in the likelihood of reporting a high level of CDMSE for all comparison groups with the exception of SÉO model A (Ottawa) and OFE model C. Most are similar in magnitude to the average improvements of their respective program group and can also be seen in Figure 8. However, the increase in ACCES model B's comparison group is smaller than the average increase of its program group. ACCES model B's comparison group had a higher likelihood of reporting high CDMSE at the time of the baseline survey which may partially explain this smaller increase. Moreover, the increase in the likelihood of reporting a high level of CDMSE is larger for World Skills model B's comparison group when compared to their program group. This is also in line with World Skills' model B comparison group having initially lower levels of CDMSE.

At the time of the second follow-up survey, we continue to see average improvements in CDMSE for the comparison groups of Achēv model B, ISANS model B, and World Skills models A and B. However, these improvements are smaller than those of the program group.

According to a few World Skills model A and ACCES model B's comparison group members, they were able to find information about education programs in their fields of interest, one component of career decision-making self-efficacy, from the services they received.

One comparison group member from ACCES model B perceived that enrolling in education programs would help them prepare for the labour market. Other comparison group members from ACCES model B and World Skills model B explained that staff helped them identify the transferrable skills they had or skills they needed to improve to continue the careers they had held back in their home countries.

Impacts

Given these average improvements in the career decision-making self-efficacy of both the program and the comparison groups, it is not surprising that we do not find many statistically significant impacts of the program on this outcome.[47] **The only statistically significant average impact of the program on CDMSE is for World Skills model A at the time of the second follow-up survey where we find that the program increases the likelihood of reporting high career decision-making self-efficacy** by 12.6 percentage points. Moreover, when we apply a GBA Plus lens and examine the heterogeneous impacts of the programming on CDMSE, we find no differential impacts either.

Job search clarity

Improved career decision-making self-efficacy is a major contributor to increased clarity in how to conduct a job search. In addition to seeing improvements in participants' career decision-making self-efficacy after joining the program, we also see improvements in their job search clarity.

Participant outcomes

According to program staff and participants from all four models, the program helped participants to have a clearer understanding of their career options and career goals. For example, program staff at Achēv model B identified that one-on-one supports with coaches supported participants to develop short-term and long-term goals and to develop clear action plans to reach those goals. At ACCES model B, program staff noted that a program activity wherein participants reflect on their career goals helped participants explore their career options and identify steps they needed to take to reach their career goals.

[47] Given imbalances in CDMSE between ACCES model B's program and comparison group at the time of the baseline survey, we are unable to reliably estimate impacts for ACCES model B for this outcome.

> *"We also saw participants who had fixed their goals much lower than where they should be because of the advice they had received in their communities and common misconceptions about what employment opportunities were available. So, there is career adaptability there on what your horizons of possibility are and the types of jobs you might explore."* (ACCES model B staff)

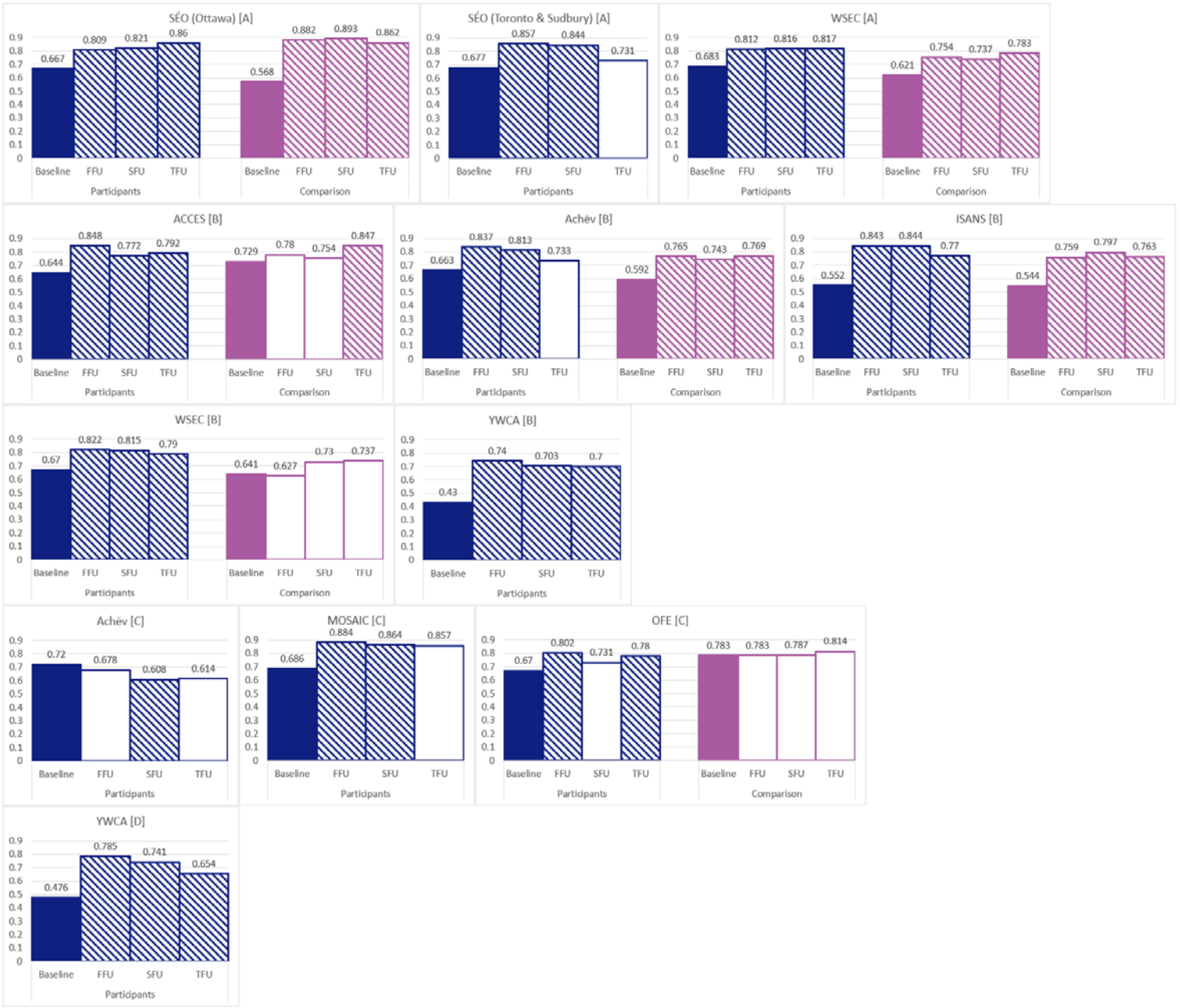
YWCA model B staff reported that during an Essential Skills portfolio presentation, one participant expressed that the three-week workshop helped her identify her skills and experience. Thus, she realized that she did not want to apply for administrative positions, the type of job that she previously thought she could get, but that she had the skills to be a real estate agent/property manager like she had been prior to moving to Canada.

Similarly, another YWCA model B participant stated that completing the portfolio reminded her of the skills she could bring to employers: "*I sometimes had forgot about all my strengths during the job search (with the disappointment after being rejected) until I had chance to do the Essential Skills portfolio.*" (YWCA model B participant)

From the survey data, respondents were asked how strongly they agreed or disagreed with three statements regarding their job search clarity. Our indicator of JSC is the percentage of participants who report that, on average, they are more than neutral (agree or strongly agree) with the clarity of job search statements.

Even before joining the pilot, participants reported quite high levels of job search clarity, as shown in Figure 9, although there is important variation across interventions. Generally, those models targeted to participants initially more distant from the labour market have lower initial job search clarity. For example, only 47.6% of the YWCA model D participants and 43.0% of the YWCA model B participants report having high levels of job search clarity at baseline, compared to 68.3% for World Skills model A, and 66.7% (Ottawa) and 67.7% (Toronto and Sudbury) for SÉO model A. Although model C targets women initially quite distant from the labour market, their initial job search clarity is quite high, especially for Achēv model C with 72.0% of participants reporting high job search clarity at baseline. Similar to career decision-making self-efficacy, the initially high levels of job search clarity of model C participants may be explained by the design of the model with participants having already identified the type of job (occupations and sector(s)) of interest before choosing to participate in the program.

Figure 9 Average changes in job search clarity



On average, participants from all interventions, except Achēv model C, show improvements in job search clarity at the time of the first follow-up survey. These improvements are presented in Figure 9 and are important in magnitude and largest for those interventions for which participants started with the lowest levels at baseline (the YWCA models B and D). For example, on average, the likelihood that a YWCA model B participant

reporting high job search clarity increases by 31.0 percentage points at the time of the first follow-up survey. Given that, on average, Achēv model C participants joined the program with high levels of job search clarity, there is less room for improvement which may explain their lack of statistically significant average increases. Moreover, Achēv model C program staff and participants noted that some participants chose not to continue in the senior care sector because they had unclear expectations of sector requirements and responsibilities when joining the program. For example, one participant explained that she had to leave her senior care role because of the unexpected emotional toll the job took on her. Program staff shared that other participants ended their work placements early due to their inability to keep up with the physical demands of the job.

Similar to the results at the time of the first follow-up survey, **most interventions also show statistically significant improvements in average job search clarity at the time of the second follow-up survey.** The magnitudes of these results are similar or a little lower than those at the time of the first follow-up survey. Unlike the first follow-up survey results, OFE model C shows no average improvement at the time of the second follow-up and the results for Achēv model C are negative and statistically significant, although they are smaller in magnitude and not statistically significant by the time of the 12-month follow-up survey.

Twelve months after joining the pilot, fewer interventions show statistically significant improvements in job search clarity, on average, compared to baseline, although many still remain (World Skills model A, SÉO model A (Ottawa), ACCES model B, ISANS model B, World Skills model B, YWCA model B, OFE model C (which was not significant at the time of the second follow-up survey), and the YWCA model D. The magnitudes of these improvements are similar to those at the time of the second follow-up survey with some slightly smaller and others slightly larger.

GBA Plus

As with the improvements in CDMSE reported above, on average, for most interventions, we also see improvements in job search clarity. However, again, these average changes may mask important differences for women with different characteristics when joining the pilot. These differential changes are summarized in Table 21.

Table 21 Participant changes in job search clarity – GBA Plus

	Years in Canada	Paid Work in Canada	Working at Baseline	Principal Applicant	Has a Child	Age 40 and Above	Low Oral Communication	Low Essential Skills
First Follow Up			WSEC [A] -0.166	WSEC [A] -0.150 WSEC [B] -0.256 YWCA [B] 0.188	OFE [C] 0.157	YWCA [D] -0.218	WSEC [A] 0.137 Achēv [B] 0.184 WSEC [B] 0.193	
Second Follow Up				ACCES [B] 0.249 WSEC [B] -0.172	OFE [C] 0.216		Achēv [B] 0.200 WSEC [B] 0.203	
Third Follow Up		WSEC [A] 0.290		WSEC [A] -0.163 WSEC [B] -0.184 YWCA [B] 0.208			WSEC [B] 0.202	YWCA [B] 0.303

World Skills model A participants who had had prior work experience in Canada before joining the program were significantly more likely to report high job search clarity at the time of the third follow-up survey. The results for economic class principal applicants, compared to women who immigrated under other immigration categories, are more mixed and vary by intervention and by survey. Participants from World Skills models A and B at the time of the first and third follow-up surveys, as well as the second follow-up survey for World Skills model B participants, are less likely to see increases in the likelihood of reporting high JSC. Conversely, economic class principal applicant participants from ACCES model B (at the time of the second follow-up survey) and the YWCA model B (at the time of the first and third follow-up surveys) are more likely to report high job search clarity compared to participants who immigrated under other classes. Participants 40 years of age or older from the YWCA model D are 21.8 percentage points less likely to report high JSC at the time of the first follow-up survey (compared to younger participants).

Participants with low initial Essential Skills or confidence using English are more likely to see increases in the likelihood of reporting high job search clarity compared to those with high initial skills or confidence. Participants with low Essential Skills from the YWCA model B are 30.3 percentage points more likely to report high JSC at the time of the third follow-up survey compared to those with high levels. Participants from World Skills model B (at the time of the first, second, and third follow-up surveys), Achēv model B (at the time of the first and second follow-up survey), and World Skills model A (at the time of the first follow-up survey) with low confidence using English when they joined the pilot are more likely to see improvements in JSC compared to those with higher initial confidence (between 13.7 and 20.3 percentage points higher).

Comparison group outcomes

As with career decision-making self-efficacy, after joining the pilot, **comparison group members also received services that may have improved their job search clarity**. At the time of the baseline survey, **comparison group members were as likely as participants to report high levels of JSC for all interventions apart from ACCES model B** (where the comparison group was more likely to report a high level of JSC; 72.9% vs 64.4%), **OFE model C** (where the comparison group was also more likely to report a high level of JSC; 78.3% vs 67.0%), and **SÉO[48] model A** (Ottawa, where the comparison group was less likely to report a high level of JSC; 56.8% vs 66.7%). These can be seen in Figure 9.

We see statistically significant improvements in job search clarity for the comparison group at the time of all three follow-up surveys for World Skills model A, SÉO model A (Ottawa), Achēv model B, and ISANS model B. As shown in Figure 9, for these four interventions, the comparison group improvements are similar in magnitude to the average changes observed by the program group with a few minor exceptions.[49] On average, ACCES model B's comparison group also shows an increase in the likelihood of reporting high JSC at the time of the third follow-up survey and the size of the increase is similar to the change for the program group.

Impacts

When comparing the results of the program and comparison groups at the time of the follow-up surveys, we are able to identify positive statistically significant impacts of the CPRNW programming on job search clarity at the time of the first follow-up survey for World Skills model B and overall for model B (all model B interventions with an RCT design: Achēv, ISANS, and World Skills) of 19.6 and 11.2 percentage points, respectively. These impacts can be attributed to CPRNW programming given the RCT design of the interventions and are above and beyond the impacts of other employment-related services the comparison group members received. **We also find statistically significant improvements in JSC at the time of the second follow-up survey for World Skills model A and again for all model B interventions jointly**, of 8.3 and 6.9 percentage points, respectively.

---

48 This is only the case for SÉO model A (Ottawa) for the sample who completed the first follow-up survey. There are no important baseline differences between the program and comparison group of SÉO model A (Ottawa) for the sample who completed the second and third follow-up surveys.

49 For Achēv model B, the statistically significant change for the comparison group at the time of the third follow-up survey is not observed for the program group. The average change at the time of the first follow-up survey for ISANS model B is smaller for the comparison group at the time of the first follow-up survey. At both the time of the first and second follow-up surveys, the average changes for SÉO model A (Ottawa) are larger for the program group.

Program staff at World Skills model B used the Essential Skills portfolio workshops to help participants reflect on their job search goals and the careers that would match their skills. Staff mentioned that some participants posted their portfolios on their LinkedIn pages, which garnered attention from employers, and participants were able to obtain job interviews. Program staff at World Skills model A raised the importance of teaching participants to set their goals using the SMART goals method: specific, measurable, achievable, relevant, and time-bound. Setting up SMART goals helped participants explore resources to build a career path that was individualized and suitable to participants' interests and needs, as well as allowing participants to measure their progress. Similarly to career decision-making self-efficacy, we find no heterogeneous differences in the impacts of the program for job search clarity.

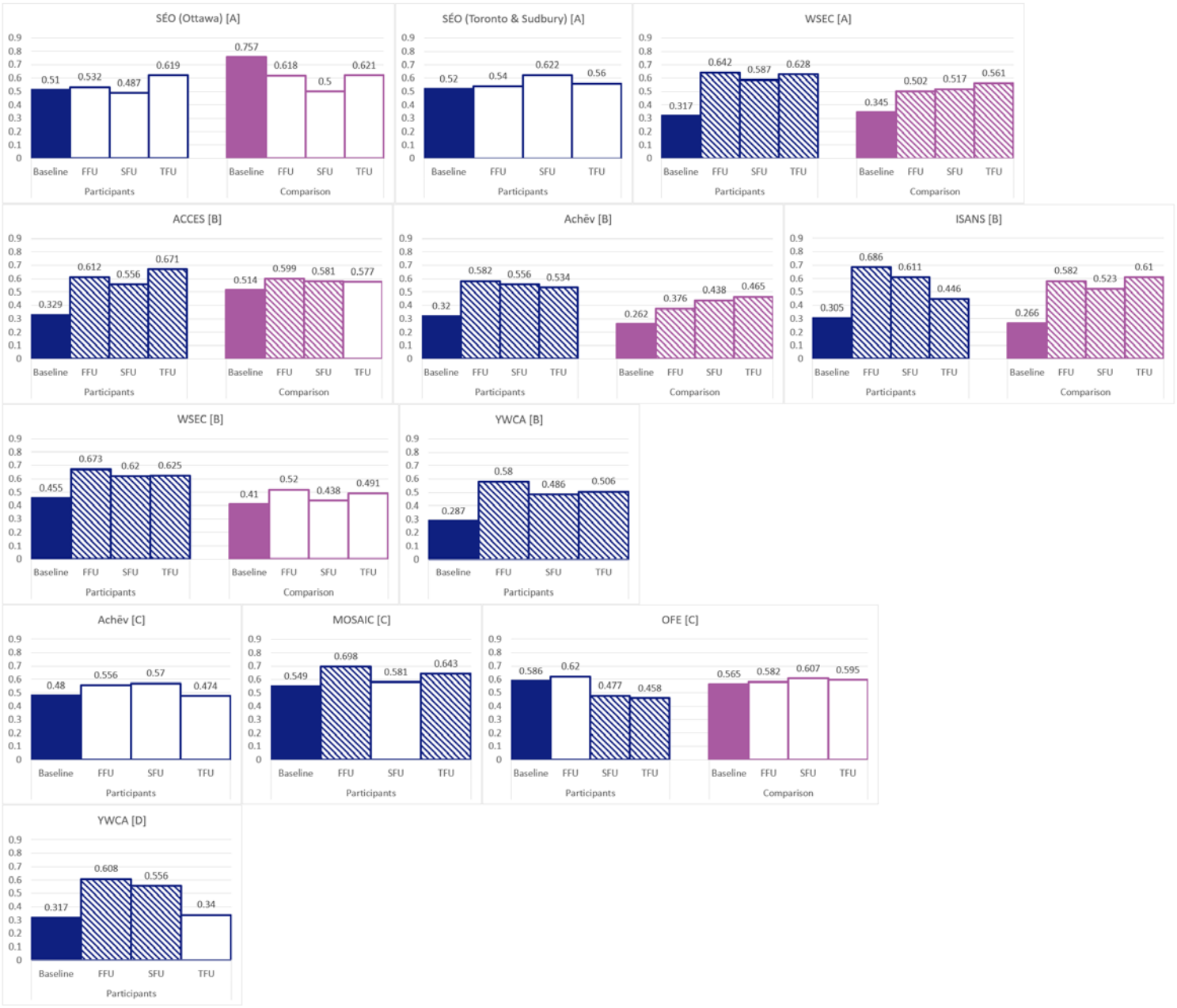
Job search self-efficacy

Job search self-efficacy is an individual's belief in their ability/capacity to successfully search for and find job opportunities. All CPRNW programming included resume writing and interview preparation support. These are important components of job search self-efficacy. In the survey, respondents were asked how strongly they agreed or disagreed with ten statements regarding their job search self-efficacy. Our indicator of JSSE is the percentage of participants who report that, on average, they are more than neutral (agree or strongly agree) with the job search self-efficacy statements.

Participant outcomes

At the time of the baseline survey, on average, a moderate percentage of participants reported high job search self-efficacy; lower than the percentages of those reporting high levels of CDMSE or JSC. The average varies by intervention from only 28.7% of the YWCA model B participants to 58.6% of OFE model C participants reporting a high level of job search self-efficacy prior to joining the pilot. There is also more variation across interventions in JSSE compared to CDMSE and JSC. Generally, fewer participants from models B and D report high levels of initial JSSE compared to models A and C, with the exception of World Skills model B participants. These are presented in the first bar in Figure 10.

Figure 10 Average changes in job search self-efficacy



After the program, **at the time of the first follow-up survey, the percentage of participants reporting a high level of job search self-efficacy significantly increased for all interventions with the exception of SÉO model A, Achēv model C, and OFE model C**. The magnitudes of these statistically significant improvements are similar to the improvements in job search clarity and can be seen in the second bar in Figure 10. By the second and third follow-

up surveys, most[50] of these statistically significant changes remain; however, the magnitudes of the changes are lower. Moreover, at the time of both the second and third follow-up surveys, we see negative changes in the probability that OFE model C participants report high levels of JSSE compared to at baseline. Skills, techniques, and confidence often increase during programming. However, they may decrease over time if those skills are not used or as participants face barriers in the labour market and re-evaluate their competencies.

Program staff and participants across all models identified resume and cover letter writing in a Canadian style to be one of the main benefits of the programming. The pilot programs helped participants become comfortable and confident in tailoring their resumes to fit specific roles and apply for different opportunities of interest. For example, participants learned to identify key words in job descriptions and include them in their resumes.

Participants also learned to effectively participate in job interviews by engaging in mock interviews and receiving feedback. Many participants expressed that they felt comfortable and confident participating in interviews with employers because they were able to prepare answers for common interview questions in advance. Using an elevator pitch to capture employers' interests quickly was another useful strategy participants learned.

> *"And with the question 'tell me about yourself' during interviews, I used to think about it very generally. Sometimes, I told them about my personal life. But after attending the program, I learned what the employer wanted in terms of my background, education, work-related experiences, and my achievements. And ever since I applied these skills in my interviews, I've been getting more feedback from employers."* (YWCA model B participant)

From the perspective of participants, other benefits of CPRNW programming related to job search self-efficacy include learning how to strategize how many jobs participants should apply to per week, using multiple platforms including Jobscan, Indeed, and LinkedIn to job search, and conducting informational interviews with people in participants' fields of interest. Staff across all models highlighted the importance of participants creating a LinkedIn profile and using the platform effectively to connect with employers and create their own brand/market themselves. World Skills model A staff observed that many participants were able to secure job interviews or find employment opportunities through connecting and building relationships with employers on LinkedIn.

[50] The changes for MOSAIC model C are not statistically significant at the time of the second follow-up survey. However, the magnitude of the change is similar to that at the time of the first follow-up survey, suggesting this may simply be due to a small sample size. At the time of the third follow-up survey, the change is again statistically significant. The YWCA model D results are not statistically significant at the time of the third follow-up survey and the magnitude of the change is close to zero.

GBA Plus

In terms of differential changes in outcomes for program group members with different identity factors, we find some important differences across subgroups. These results are presented in Table 22. Participants from World Skills model A and Achēv model B (at the time of the third follow-up survey) who have been in Canada more than one year are less likely to see statistically significant increases in the likelihood of reporting high job search self-efficacy of 26.5 and 24.8 percentage points, respectively. Moreover, economic class principal applicants from ACCES model B (at the time of the second follow-up survey) and ISANS model B (at the time of the third follow-up survey) see statistically significantly larger increases in the likelihood of reporting high JSSE compared to participants who immigrated to Canada under other immigration categories. Both the findings regarding length of time in Canada and immigration category are in line with participants initially more distant from the labour market seeing smaller post-program changes, under the assumption that those who join the program after having been in Canada for longer face more barriers/are more distant from the labour market.

Table 22 Participant changes in job search self-efficacy – GBA Plus

	Years in Canada	Paid Work in Canada	Working at Baseline	Principal Applicant	Has a Child	Age 40 and Above	Low Oral Communication	Low Essential Skills
First Follow Up			OFE [C] 0.307		WSEC [B] -0.238 Achēv [C] 0.246 OFE [C] 0.223		YWCA [B] 0.237	
Second Follow Up			OFE [C] 0.363	ACCES [B] 0.182	WSEC [A] -0.163			
Third Follow Up	WSEC [A] -0.265 Achēv [B] -0.248		OFE [C] 0.425	ISANS [B] 0.304			ACCES [B] 0.233	ISANS [B] -0.333

We also observe that participants from OFE model C who were working when they joined the program see statistically significant positive changes in JSSE at the time of all three follow-up surveys as compared to those who were not working at baseline. The magnitudes of these differential changes are large and vary between 30.7 and 42.5 percentage points. Unlike the heterogeneous findings for CDMSE and JSC, we see that participants with low initial Essential Skills see a negative and statistically significant change of -33.3 percentage points for ISANS model B at the time of the third follow-up survey as compared to those participants with initially high Essential Skills. The opposite is true for participants with initially low confidence in English: participants from both ACCES model B and the YWCA model B with low confidence in English are approximately 23 percentage points more likely to see an increase in job search self-

efficacy, compared to those with initially higher English confidence. Participants in model B, especially those who were less confident in speaking English, explained that participating in mock interviews, informational interviews, and preparing for Essential Skills portfolio presentations helped increase their confidence to speak to employers about their skills and their previous work experiences.

Finally, World Skills models A and B participants with young children also see negative and statistically significant changes in JSSE (at the time of the second follow-up survey for model A and the first follow-up survey for model B) compared to those without children under the age of five. The opposite is true for participants with young children from Achēv model C and OFE model C who are more likely see increases in JSSE at the time of the first follow-up survey.

Comparison group outcomes

Like participants in the program group, comparison group members also identified learning to write resumes and cover letters that fit the Canadian context to be of great importance in helping them prepare to enter the Canadian labour market with confidence. Comparison group members at ACCES model B, ISANS model B, and World Skills models A and B said they were able to practice for interviews through mock interviews with staff. Comparison group members, especially those who were nervous about speaking to employers, noted mock interviews to be helpful in developing confidence to answer interview questions. Comparison group members from ACCES model B reported that learning how to develop an effective elevator pitch helped them to feel confident demonstrating their skills and strengths to employers.

Given that comparison group members received resume writing, cover letter, mock interview, and elevator pitch support, all dimensions of job search self-efficacy, it is not surprising that they all saw improvements in JSSE after joining the pilot. There are some important differences in the proportion of comparison group members reporting high JSSE at the time of the baseline survey compared to their program group counterparts (as can be seen in the first bars in Figure 10). A lower proportion of comparison group members from Achēv model B, ISANS model B, and World Skills model B report high JSSE at the time of the baseline survey compared to their respective program groups while the opposite is true for SÉO model A (Ottawa), World Skills model A, and ACCES model B.

We find positive statistically significant changes in the likelihood of comparison group members reporting high JSSE for all interventions with a comparison group, except for SÉO model A (Ottawa), World Skills model B, and OFE model C. The changes are statistically significant for both World Skills model A and Achēv model B at the time of all follow-up surveys but are smaller in magnitude than those for their respective program groups. The statistically significant changes for ISANS model B comparison group members are smaller than those for their program group at the time of the first and second follow-up survey but are larger by the

time of the third follow-up survey. ACCES model B's comparison group sees statistically significant positive changes at the time of the first and second follow-up surveys, although they are smaller than those observed for the program group (and the program group also show statistically significant increases at the time of third follow-up survey).

Impacts

The statistically significant positive impacts of the program are in line with the differences we observe in the changes after the baseline survey between the program and comparison groups.[51] **At the time of the first follow-up survey, we find statistically significant positive impacts of the program for Achēv model B** (20.6 percentage points), **World Skills models A and B** (14.0 and 15.3 percentage points, respectively), **and model B overall** (16.0 percentage points). **At the time of the second follow-up survey, the statistically significant impacts remain only for World Skills model B** (18.2 percentage points) **and model B overall** (12.9 percentage points). **We find no statistically significant impacts at the time of the third follow-up survey** nor any heterogeneous impacts.

Summary

Career adaptability prepares individuals to enter the Canadian labour market and find commensurate employment. **After joining CPRNW programming participants see increases in three measures of career adaptability: career decision-making self-efficacy, job search clarity, and job search self-efficacy.** Both participants and program staff report that the CPRNW training and supports are helping participants gain knowledge, skills, and confidence to secure commensurate employment in Canada. The interventions build on participants' assets to improve their career adaptability. Resume writing, mock interviews, and mentorship and networking opportunities are all aspects of the CPRNW programming that is highly valued by participants and designed to improve their career adaptability.

These average improvements in career adaptability often mask important differences for participants with different identity factors. All participants share three identity factors: being a newcomer to Canada, identifying as a woman, and as a racialized person. However, participants also differ by many important identity factors such as how long they have been in Canada, their age, whether they have children, their work experience in Canada, and immigration admission category, which can affect their experiences of the programming and how effective it is for them. **For some interventions, participants initially furthest from the labour market show larger**

[51] Given imbalances in JSSE between ACCES model B's program and comparison group at the time of the baseline survey, we are unable to reliably estimate impacts for ACCES model B for this outcome.

improvements in their career adaptability while for other interventions, the opposite is true.

Over the same period, many comparison group members received similar services and supports as the program group. However, these services were not targeted at racialized newcomer women. We observe increases in career adaptability for both participants and comparison group members after joining the pilot. Overall, the increases for the program group are somewhat larger and occur sooner than those of the comparison group. As a result, we find important impacts of CPRNW programming on career adaptability that are above and beyond the improvements in career adaptability experienced by the comparison group.

These important increases in program participants' career adaptability after participating in CPRNW interventions are crucial precursors to finding employment commensurate with skills and experience. The next section examines whether, and by how much, CPRNW programming leads to better employment outcomes for participants.

EMPLOYMENT

The services offered through the CPRNW pilot's main objective is to assist participants in finding and keeping good jobs. As shown in the previous section, participants received training and one-on-one supports, and their career adaptability increased after joining the pilot. For those interventions with a randomly assigned comparison group, we can confidently attribute the incremental gains above and beyond that of the comparison group to the programming. These gains in career adaptability should lead to improvements in several different outcomes related to employment (Zikic & Saks, 2009).

Furthermore, in addition to the training and one-on-one supports, CPRNW programming included employer connections, job matching, and work placements, depending on the model and intervention being implemented. These program components are directly related to the post-training employment outcomes of participants. CPRNW programming not only intended to help participants find employment, it also provided supports to help them keep and succeed in those jobs. Finally, CPRNW program staff tried to help participants find "good" jobs that were commensurate with their skills. Chen and Mehdi (2018) describe the quality of a job using six broad dimensions: income and benefits, career prospects, work intensity, working-time quality, skills and discretion, and social environment. This is especially true for skilled participants in models A and B.

For example, program staff from Achēv model B helped *"participants understand their self-worth as well as the personal satisfaction they should be gaining from a job"* and then encouraged participants to look for positions that would benefit them both personally and professionally.

Staff from ISANS model B remained available to participants after the training to help them find good quality jobs.

> *"We tell clients like if you do get a position and within three months or even six months, you don't really like it, they can come back to us and we can support them to the next step. So, we emphasize that as well to kind of like give them the good quality jobs."* (ISANS model B program staff)

SÉO model A provides another example of such practices supporting participants in finding "good" jobs. Program staff explain that, starting in the second year of the pilot, they began hosting workshops delivered by external consultants that focus on topics related to job quality. For example, workshops on salary negotiations and work conditions have, according to program staff, empowered participants to bring up these topics during interviews and during the hiring process.

In this section, we explore several different employment outcomes, each capturing a different aspect of labour market integration and job quality. They are: the likelihood of working, hours of work, earnings,[52] employment commensurate with education, with experience, and with both education and experience, job quality, and job satisfaction.

Unlike the almost immediate changes one might expect to see in career adaptability for participants after joining CPRNW programming, employment outcomes may take longer, especially for models without direct employer engagement (for example, without job matching or work placements as a program component). Moreover, participants with more barriers may take longer to find employment. This may also be the case for highly skilled newcomers with few barriers especially if they are looking for commensurate employment and do not need to take a job out of necessity in the interim. In the pilot's theory of change, therefore, employment is considered as an intermediate outcome.[53] A such, we may expect to see more changes in employment outcomes, especially commensurate employment, later, including after the third follow-up survey. Furthermore, unlike career adaptability, which can be gained directly through programming/services, employment outcomes are affected by many external factors, such as labour market conditions, that are beyond the control of both service providers and participants.

---

[52] 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.

[53] Employment is considered an immediate outcome in model A's theory of change. Given that model A is targeted to women initially closest to the labour market, employment was expected to result from the programming faster for them than for women participating in interventions from other models.

Measures of employment

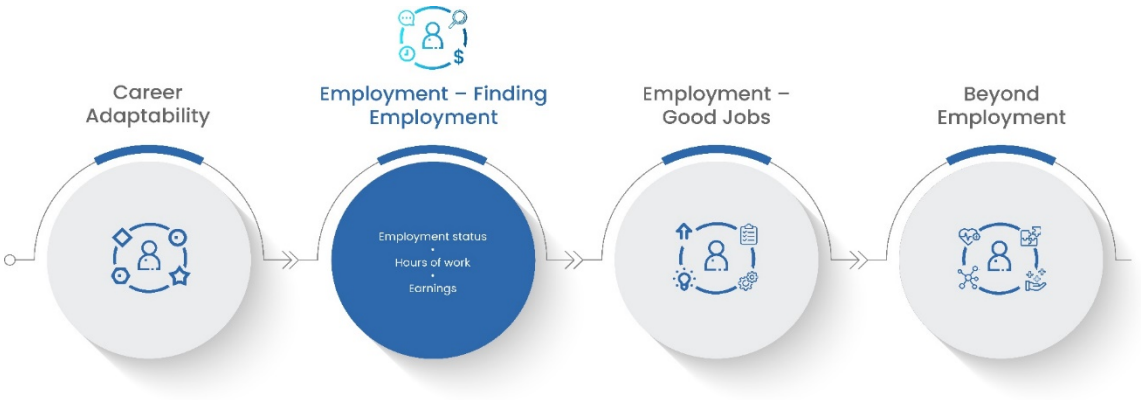
It is important to note that all our measures of employment include all participants, not only those who are working. This is important for the interpretation of the findings given that improvements in these outcomes are partially due to increases in the probability of being employed. For example, for hours of work, if a participant reports that she is not working, she is assigned zero hours of work. Therefore, the increases we observe in hours of work are partially explained by those participants who move from zero hours of work to positive hours and not simply those who go from part-time to full-time employment.

Finding employment

Summary of findings

Finding employment:

- Improvements in the career adaptability of participants after joining CPRNW programming, along with its direct employment interventions (e.g., job matching and work placements), should lead to the successful labour market integration of participants.
- We find large increases in the likelihood of working, hours of work, and earnings of participants after joining the pilot. The increases in hours of work and earnings are largely driven by increases in working.
- We also find some important differences across participants with different identity factors. Overall, we see that participants initially closer to the labour market and those with fewer barriers to employment see larger increases in finding employment. One of these barriers is the presence of young children at home.
- Given the similar improvements of the comparison group, we do not see any statistically significant average or heterogeneous impacts of CPRNW on the likelihood of working, hours of work, or earnings.



In this section, we discuss the likelihood of working, hours of work, and earnings. All three outcomes are closely related and we observe similar positive changes in all three outcomes.

The likelihood of working represents the probability of participants' working at the time of the first, second, and third follow-up surveys. All CPRNW interventions were designed to improve

participants' likelihood of working. Several participants raised the idea of *the program training as a stepping stone* to obtaining employment. Across all four models, program staff and participants described how the combination of program components was designed to help participants find employment. Particularly useful were the employment readiness training (incl. mock interviews, resume and cover letter preparation workshops), job matching, mentoring, work placements and individual employment counselling.

> *"The different components of the ENW program have allowed participants to equip themselves with information and skills required to integrate into the local labour market. Resume support, interview support, mentorship, job retention support, employment counselling, and recruitment support have all been a value added for newcomer women. According to me, (…) this unique package (combination of supports) have [sic] given newcomers the ability to present their skills and experience to employers which would have otherwise not been possible."* (World Skills model B staff)

Hours of work is measured as self-reported weekly hours of work. For most interventions, relatively few program (and comparison group) participants were working when they joined the CPRNW pilot. As such, the changes we observe in hours of work are largely driven by changes in the likelihood of working and follow the same patterns as those results.

Weekly earnings are measured in both levels (Canadian dollars) and natural-log units (percentage changes in earnings). Although the results for both are very similar, there are some differences, discussed below. Increases in earnings may stem from several possible mechanisms; from participants finding employment, working more hours, and from finding better jobs with higher earnings, without any changes in hours of work (or possibly even with a decrease in hours).

Participant outcomes

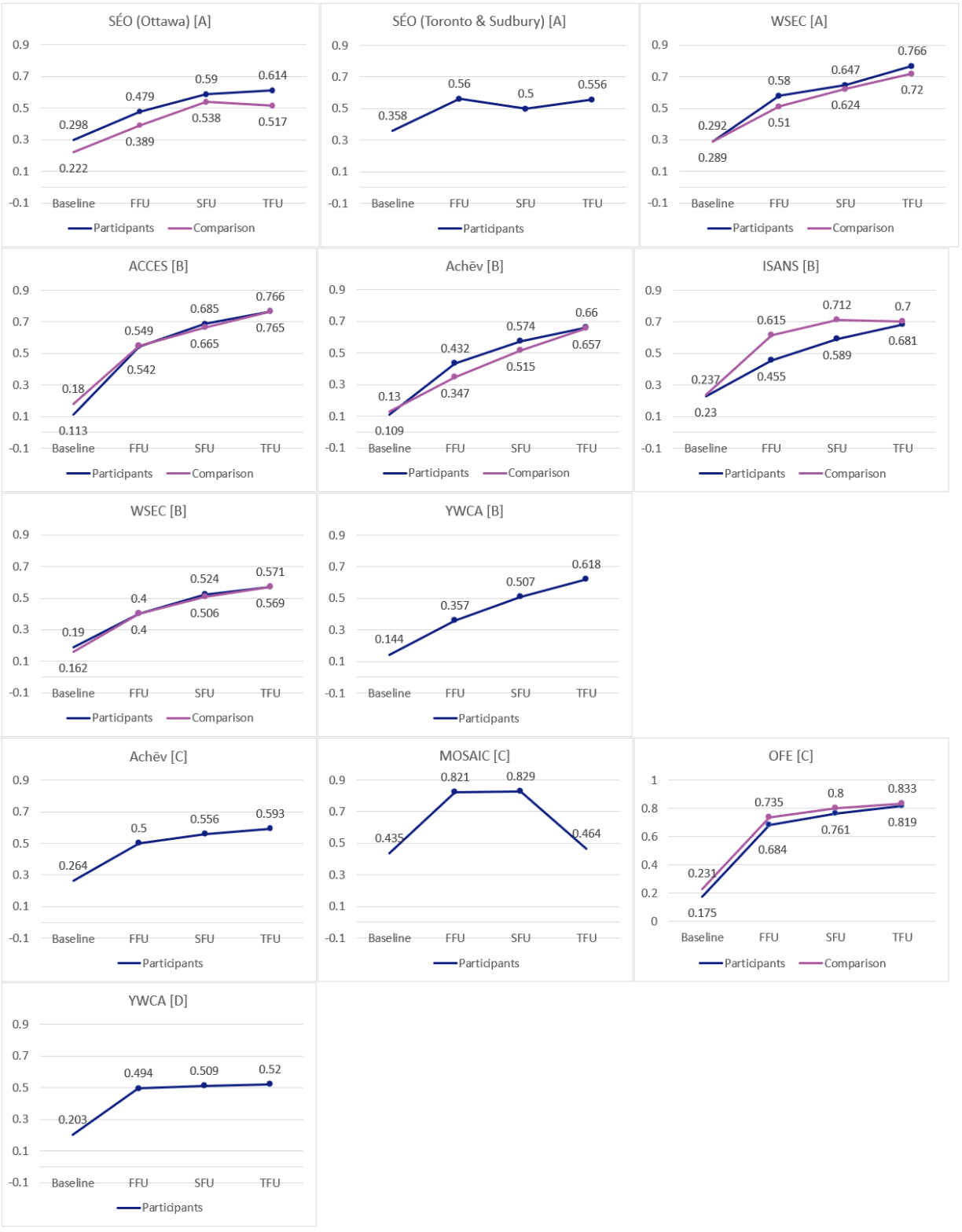
Likelihood of working

As discussed earlier in the Who participated in the CPRNW pilot? section of this report, some participants were working when they joined the pilot. This was especially the case for MOSAIC model C where 43.5% of participants joined the pilot while working. In addition to MOSAIC model C, participants from model A were also more likely than others to have joined the pilot while working. This is in line with model A programming being targeted to those closest to the labour market. Moreover, World Skills model A offered 6 out of 35 cohorts of the program to those who were underemployed (not having enough work or having work that does not make use of all of their skills). Achēv model B has the fewest participants who joined the project while working with only 10.9%.

We find improvements in the likelihood of working, on average, for all interventions at the time of the first, second, and third follow-up surveys except for MOSAIC model C at the time of the third follow-up survey.[54] These changes are presented in Figure 11. OFE model C has the largest change in the likelihood of employment at the time of the first follow-up survey with an increase of 50.9 percentage points. The magnitudes of most of the increases for all interventions at the time of the first follow-up survey vary between 20 and 40 percentage points. SÉO model A has the smallest improvement, although it is still quite large, at 18.1 percentage points for Ottawa and 20.2 percentage points for Sudbury and Toronto (jointly).

[54] At the time of the first and second follow-up surveys, many MOSAIC participants would have been completing their work placements and, therefore, been employed. We found that over 80% of MOSAIC model C participants are working at the time of the first and second follow-up surveys but by the time of the third follow-up survey, this proportion decreases to 46.4%. Unlike other interventions, one of the goals of MOSAIC's intervention was for interested participants to transition to HCA training programs after their work placements. Although some participants may have continued working during this training, others may have stopped to study full-time. At the time of the third follow-up survey, the main activity of 21.43% of MOSAIC participants was formal education, compared to only 6.67% (4.44%) at the time of first (second) follow-up survey.

Figure 11 Average changes in likelihood of working



By the time of the second follow-up survey, the average increases in the likelihood of working (compared to baseline) are all larger than those at the time of the first follow-up survey with the exception of SÉO model A (Sudbury and Toronto) and the YWCA model D. OFE model C continues to have the highest increase, at 56.2 percentage points, while the smallest is SÉO model A (Sudbury and Toronto) at 17.0 percentage points.

Compared to when participants joined the pilot, 12 months later, at the time of the third follow-up survey, we find even larger average increases in the likelihood of working for most interventions, varying between 57.7 percentage points (OFE model C) and 21.8 percentage points (SÉO model A, Sudbury and Toronto). These are important increases in the likelihood of working after joining the pilot. Twelve months after joining the pilot, 69.1% of CPRNW pilot participants are working, varying between 81.9 (OFE model C) and 46.4 (MOSAIC model C) percent.

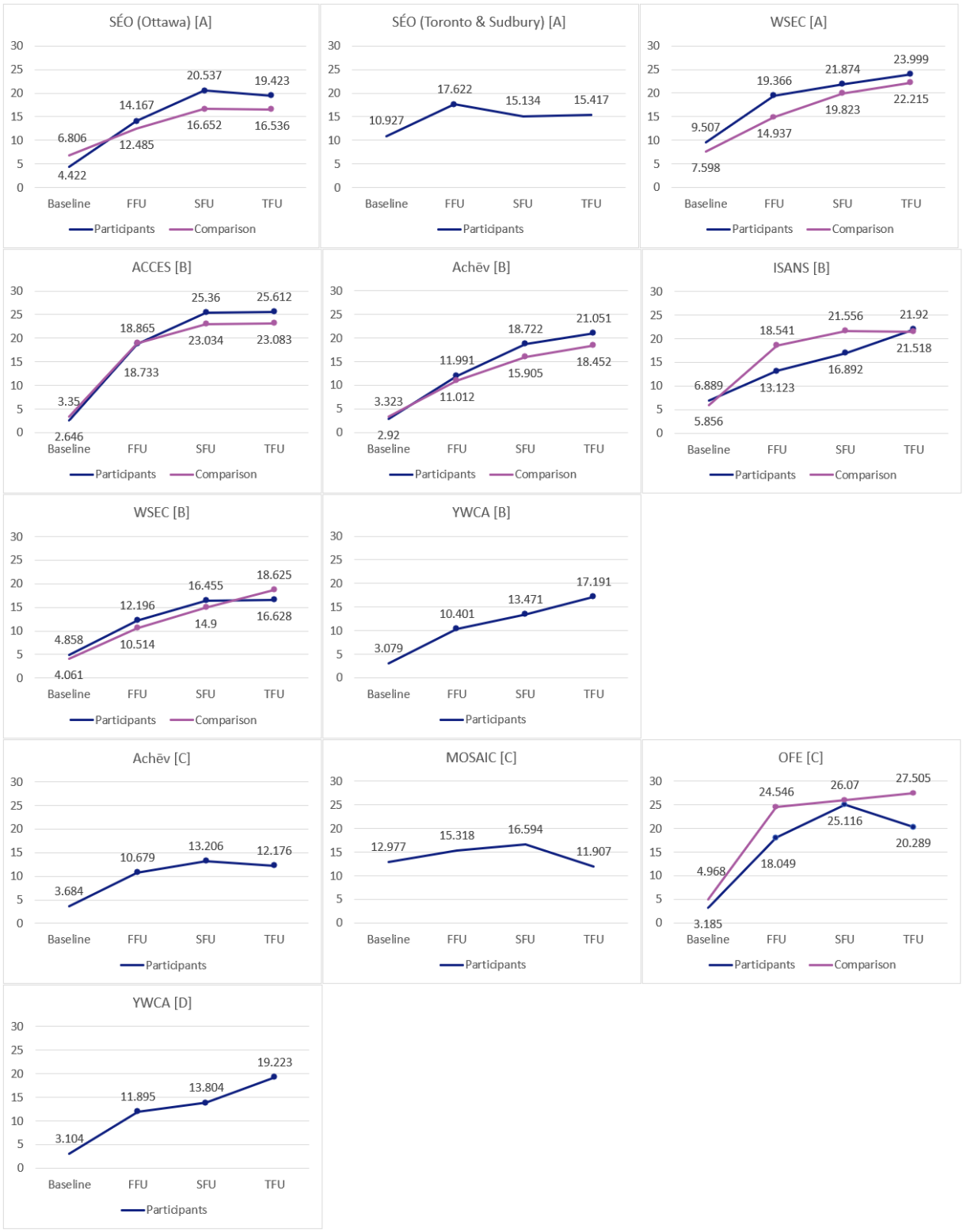
The Essential Skills component of model B is also reported by program staff and participants as having prepared participants to get good jobs, by making them aware of their transferable skills.

> *"My career journey has been "progressive" because when I came to Canada, I did not know what to do. Back in my home country, I was an IT sales person. And I did not want to do sales in Canada because it was not a stable job and I did not know the Canadian market. Joining the ENW program, I was able to identify transferrable skills in finance (because my customers in my home country were in finance)."* (World Skills model B participant)

Hours of work

In most interventions, relatively few participants were working when they joined the CPRNW pilot; as such, the changes we observe in participants' hours of work are largely driven by changes in the likelihood of working and follow the same patterns as those results. At the time of the baseline survey, average weekly hours of work, presented in Figure 12, vary between 2.6 hours per week for ACCES model B participants and 13.0 hours for MOSAIC model C participants. Model A interventions, as well as ISANS model B, also have relatively high initial hours of work. The remaining model B and C interventions and the YWCA model D all have similar average initial hours of work.

Figure 12 Average changes in hours of work



Participants from all interventions excluding MOSAIC model C (for all follow-up surveys) and SÉO model A (Sudbury and Toronto for the second and third follow-up surveys) show increases in their average hours of work at the time of all follow-up surveys. The magnitudes differ by intervention and by survey and are presented in Figure 12. Generally, these magnitudes are increasing between follow-up surveys with the largest increases 12 months after participants joined the pilot. They also, largely, follow the across intervention differences described above for the likelihood of working. They vary between an increase of 22.5 hours of work for ACCES model B at the time of the second follow-up survey and 6.2 hours for ISANS model B at the time of the first follow-up survey.

According to program staff from OFE model C, some participants who held part-time positions they found through the program were seeking to move to full-time positions or work more hours and remained committed to the program to achieve that goal. As such, some increased their hours of work, and others moved to full-time positions. For example, one participant from OFE model C, who had obtained a part-time position after her initial involvement in the program, re-engaged in the program a second time with the aim of obtaining a full-time position, which she was successful in doing. Program staff from MOSAIC model C also reported participants moving from part-time and casual positions to full-time and permanent ones.

Earnings

Given the increases in the likelihood of working and the hours of work for participants after joining the pilot presented above, we would also expect to see increases in earnings from participants finding employment, working more hours, and from finding better jobs with higher earnings, without any changes in hours of work (or possibly even with a decrease in hours). The initial earnings of participants when they joined the pilot mirror the across intervention differences in the baseline likelihood of working and hours of work and are presented in Figure 13. Average weekly earnings are lowest for ACCES model B participants ($26.66) and highest for MOSAIC model C participants ($186.77). These differences are largely driven by differences in the proportion of participants working when they join the pilot. SÉO model A participants in Sudbury and Toronto also have initially high average earnings of $186.74. Similarly to hours of work, model A interventions, as well as ISANS model B, also have relatively high initial earnings. The remaining models B and C interventions, with the exceptions noted above, and the YWCA model D all have similar average initial earnings.

Figure 13 Average changes in earnings

On average, participants in all interventions see increases in weekly earnings in Canadian dollars at the time of each of the three follow-up surveys apart from MOSAIC model C (at the time of both the first and third follow-up surveys) and SÉO model A (Sudbury and Toronto at the time of the third follow-up survey). The same is true for percentage changes in earnings; we find statistically significant average changes for all interventions at the time of all three follow-up surveys with the exception of MOSAIC model C (at the time of the third follow-up survey) and SÉO model A (Sudbury and Toronto for all three follow-up surveys).[55]

According to program staff from all four models, the services offered through the CPRNW pilot's provided supports to help participants find good income jobs. As one ACCES model B program staff illustrates, knowing more about the expectations of the job market allowed participants to better navigate the challenges of integrating into the job market and to successfully position themselves for careers or jobs of their choice.

> *As she became more acquainted with the expectations of Canadian employers, [the participant] applied what she was learning in her job search activities. This resulted in her receiving an employment offer as Manager, Human Capital Business Partner at PWC, earning an annual income of $95K. In [the participant's] words, "The Career Pathways for Newcomer Women is a program that helps newcomers navigate the challenges of settling and integrating into Canada's labour market. The program has the necessary tools to help any individual succeed in whatever field or career they choose. Commit to this program and you will have a success story to tell".* (ACCES model B program staff)

In addition to the training and one-on-one supports, CPRNW participants from models A and B were matched with coaches, who accompanied them throughout their job search, and whose follow-up enabled some participants to obtain jobs with good incomes.

> *"[The participant] arrived in Canada in July 2022 with her husband and three children. […] As soon as she landed in Canada, she started conducting research on the Canadian labour market and ended up finding and joining the CPW program two weeks after her arrival. […] Her active job searching activities with her coach's great support brought to fruition shortly afterward. Finally, she was able to receive two job offers in the last week of August and decided to accept a full-time, permanent position in her field as a Software Engineer earning $117,000 CAD per year. Another job offer that she rejected was also a desired position offering $85,000 CAD per year".* (Achēv model B program staff)

[55] Results available upon request.

Program staff from Achēv model B also highlighted the positive contribution of a consultant whose involvement made it possible to hold career and job fairs with employers likely to recruit for high positions or offer good salaries.

> *"We were able to engage an incredible consultant who has worked with us to develop some really good career fairs and job fairs. And she's been able to connect us with incredible employers. And there have been some instances I know recently where we've actually had women who have participated in these fairs and that have been employed as a direct result of attending these fairs. […] Three or four clients were able to secure their jobs. One of them secured a $75,000 annual income in a desired position through it. And also, the employers who attend the job fair are willing to hire or consider our participants for even high-level positions."* (Achēv model B program staff)

At the time of the first follow-up survey, the average changes are largest for ACCES model B at $367.70 and smallest for Achēv model C at $91.37. **Given the low initial earnings of participants, again largely due to the low proportion of participants working when they joined the pilot, these weekly average earnings increases are extremely large in percentage terms.** OFE model C participants see the largest average increases in weekly earnings at 486.7% though ACCES model B is also very high at 473.0%. Even the smallest average percentage changes are high; the lowest being 214.1% for ISANS model B participants and just below 250% for Achēv model C, World Skills model B, and SÉO model A (Ottawa).

Increases in average earnings are even larger by the time of the second follow-up survey. ACCES model B participants continue to have, on average, the largest increases at $552.07 or 644.4%. Twelve months after joining the pilot, the average increases (from baseline) in weekly earnings are again larger than those at the time of the first follow-up survey and those at the time of the second follow-up survey (except for those that are no longer statistically significant).

This growth in earnings over time can be explained, as program staff and participants point out, by the fact that participants got better jobs, or experienced career growth, either in terms of the number of hours worked, the salary received, or the position held. For example, model C program staff explained that participants grow quickly within their jobs and get promoted. *"[…] We now started hearing from employers about promotions and the fact that our participants grow within the jobs quickly, so they get wage increases, they get promotions within the companies."* (OFE model C staff)

GBA Plus

Although on average we see important increases in the likelihood of participants working after joining the CPRNW pilot and in their hours of work and earnings, we also observe some important differences across participants with different identity factors. **Overall, we see that participants initially closer to the labour market and those with fewer barriers to employment see larger increases in finding employment. One of these barriers is the presence of young children at home.** Unlike the career adaptability findings where we do not observe differential changes for women with young children, there are fewer improvements in their employment outcomes. These contrasting resulting suggest that **women with young children may have been able to actively participate in CPRNW programming and improve their career adaptability. However, barriers, likely related to childcare, remain for their entry into the Canadian labour market.** The GBA Plus results are summarized in Table 23.

Table 23 Participant changes in employment – GBA Plus

	Years in Canada	Paid Work in Canada	Principal Applicant	Has a Child	Age 40 and Above	Low Oral Communication	Low Essential Skills	Low CDMSE Baseline
First Follow Up		WSEC [A] -0.458 ACCES [B] -0.385 Achēv [B] -0.161 ISANS [B] -0.411 WSEC [B] -0.516 YWCA [B] -0.207 Achēv [C] -0.266 OFE [C] -4.000 YWCA [D] -0.228	WSEC [B] 0.204	ACCES [B] -0.203 Achēv [B] -0.273	ACCES [B] -0.197 Achēv [B] -0.182	YWCA [B] -0.223		
Second Follow Up		WSEC [A] -0.391 ACCES [B] -0.368 ISANS [B] -0.543 WSEC [B] -0.461 OFE [C] -0.421	WSEC [A] 0.168	Achēv [B] -0.269	WSEC [A] -0.193 OFE [C] -0.196	ACCES [B] -0.173 OFE [C] -0.192		ACCES [B] 0.236
Third Follow Up	WSEC [B] -0.287	WSEC [A] -0.355 ACCES [B] -0.416 YWCA [B] -0.230	WSEC [A] 0.202		WSEC [A] -0.235		WSEC [B] 0.382	

Table 24 Participant changes in hours of work – GBA Plus

	Years in Canada	Paid Work in Canada	Principal Applicant	Has a Child	Age 40 and Above	Low Oral Communication	Low Essential Skills	Low CDMSE Baseline
First Follow Up		WSEC [A] -13.780 ACCES [B] -13.069 ISANS [B] -14.493 WSEC [B] -15.143	WSEC [B] 8.790 YWCA [B] 9.770	ACCES [B] -8.244 Achēv [B] -7.842	YWCA [B] -9.473		YWCA [B] -8.969	
Second Follow Up	WSEC [B] -8.675	WSEC [A] -15.205 ISANS [B] -13.016 WSEC [B] -16.941 OFE [C] -9.815	ACCES [B] 9.700 YWCA [B] 8.266	Achēv [B] -8.315	YWCA [B] -12.924	ACCES [B] -9.710	YWCA [B] -8.098	ACCES [B] 10.889
Third Follow Up	ISANS [B] -13.745	WSEC [A] -17.625 ACCES [B] -19.278	Achēv [B] 9.696 WSEC [B] 9.948	WSEC [A] -8.016			WSEC [B] 14.307 YWCA [B] -11.159	ISANS [B] -12.487

Table 25 Participant changes in earnings – GBA Plus

	Years in Canada	Paid Work in Canada	Principal Applicant	Has a Child	Age 40 and Above	Low Oral Communication	Low Essential Skills	Low CDMSE Baseline
First Follow Up		WSEC [A] -226.561 WSEC [B] -273.296	WSEC [A] 147.350 WSEC [B] 161.226 YWCA [B] 207.812	ACCES [B] -263.970 Achēv [B] -176.017	ACCES [B] -249.371	Achēv [B] -138.442	YWCA [B] -207.195	
Second Follow Up	ACCES [B] -245.774 WSEC [B] -203.881	ISANS [B] -181.794 WSEC [B] -286.684	WSEC [A] 166.453	WSEC [A] -132.296 ACCES [B] -196.098 Achēv [B] -196.669	WSEC [A] -201.351	ACCES [B] -236.287	YWCA [B] -205.435	ACCES [B] 181.990
Third Follow Up	ISANS [B] -309.222 WSEC [B] -330.647		ACCES [B] 232.493		Achēv [C] 269.966 OFE [C] -177.166		YWCA [B] -325.597	

Participants who have been in Canada for more than one year: Compared to participants who had been in Canada for one year or less when joining the pilot, participants at World Skills model B (at the time of the third follow-up survey) who have been in Canada for more than one year are 28.7 percentage points less likely to see increases in the likelihood of working.[56]

[56] These differences are not due to different baseline levels in the likelihood of working of participants who have been in Canada for 12 months or more, compared to those who have been in Canada for less time.

One possible explanation offered by model D program staff for the challenges in finding employment encountered by women who have been in Canada for longer is that although they may have clearer expectations of what they are looking for in a job due to their increased time spent in Canada exploring the job market, these expectations are not always in line with the reality of the job market. This explanation could be relevant for all models.

> *"Women who may have been in Canada longer, because they do have higher-level expectations and then their expectations need to be managed. Because they want to have administrative jobs and things like that. But their English is just not there yet to support that or they have been out of the labour force for few years since last time they worked."* (ISANS model D staff)

Participants who may have already struggled to integrate in the Canadian labour market before joining the pilot also show fewer hours of work and increases in earnings. Participants from ISANS model B and World Skills model B who have been in Canada for 12 months or more see fewer increases in hours of work.

> *"Women who have been here longer and were not exposed to us earlier have a lot of difficulties, they seem to have been hurt by lack of exposure to support, they seem to have more mental illness issues, more difficult experiences that make them reluctant and less open to try".* (World Skills model A staff)

Earnings increases are also lower for participants who had been in Canada for one year or more when joining the programming for ACCES model B, ISANS model B, and World Skills model B.

Participants who had previous paid work experience: Similar to the findings for participants who had been in Canada for 12 months or more, those who had paid work experience in Canada before joining the pilot from most interventions[57] see smaller increases in the likelihood of working at the time of the first follow-up survey. This is largely driven by the positive relationship between having previous Canadian work experience and working when joining the pilot. Therefore, those with paid work experience had less room for improvement as they were initially more likely to be working. Beyond this, one possible explanation may be the limited participation in program activities of those with previous paid work experience, as noted by program staff at SÉO model A. Unlike staff from SÉO model A, Achēv model B program staff explained that participants who were working when they joined the program did participate in programming. However, they may not have felt an immediate need to find an alternative job.

[57] World Skills model A, ACCES model B, Achēv model B, ISANS model B, World Skills model B, YWCA model B, and OFE model C.

> *"They [employed participants] were more committed to showing up for the program. Yet it was challenging for them to make significant upskilling and job search efforts. They had a comfort zone buffer so they didn't have an urgent need to find a more suitable job."* (Achēv model B staff)

The increases in hours of work and earnings for participants with paid work experience in Canada when joining the pilot follow the same pattern. Participants from World Skills model A, ACCES model B, ISANS model B, World Skills model B, and OFE model C who had had work experience in Canada prior to joining the pilot see fewer increases in hours of work. Participants from these same interventions, Achēv model B, and the YWCA model B also see fewer increases in earnings than participants without paid work experience in Canada.

Participants who came to Canada as principal applicants in the economic class: We find that participants who came to Canada as principal applicants in the economic class are more likely to see increases in the probability that they are working after joining the pilot compared to those who came to Canada under other immigration categories. These differences are statistically significant for World Skills model B at the time of the first follow-up and World Skills model A at the time of both the second and third follow-up surveys.

Participants who came to Canada as economic class principal applicants had, on average, weekly hours of work increase more than participants who came to Canada through other immigration categories. This is the case for participants from ACCES model B, Achēv model B, World Skills model B, and the YWCA model B. All of these statistically significant differences are of approximately 8–10 hours per week.

Similarly, participants who came to Canada as economic class principal applicants see their average weekly earnings increase more compared to participants who came to Canada through other immigration categories. This is the case for World Skills model A, ACCES model B, World Skills model B and the YWCA model B. However, economic class principal applicants from ISANS model B had 304.9% less earnings growth at the time of the third follow-up survey compared to participants who had come to Canada through other immigration categories.[58]

Participants with young children: Participants with young children at home see fewer improvements in the likelihood of working, hours of work, and earnings, compared to those without young children at home.

Participants with children 5 years old and younger at home when they joined the pilot at ACCES model B at the time of the first follow-up survey and at Achēv model B at the time of the first and

[58] The potential reasons for lower earnings growth of economic class principal applicants from ISANS model B are not immediately clear. Further examination is planned upon completion of data collection.

second follow-up surveys see fewer improvements in the likelihood of working compared to those without young children at home. The magnitudes of these differences are large at 20.3 percentage points for ACCES model B and 27.3 and 26.9 percentage points for Achēv model B at the time of the first and second follow-up surveys, respectively. This finding for Achēv model B participants is supported by program staff who observed that some participants with young children were distracted during one-on-one sessions with coaches, and they found it difficult to concentrate on their job search activities and stopped looking for employment.

Achēv model B program staff, as well as participants from models B and C, indicated that for those with newborns at home at the time of the program, finding employment was not a current priority. Participants with newborns explained that they joined the program without the intention of finding a job after completing the program but rather to connect with women and learn about finding a job in Canada for when they were ready. These participants further added that they would only begin looking for work when their children started school.

> *"I think just obviously women in general and particularly visible minority newcomer women always face additional barriers and challenges when it comes to jobs just because we're the primary caregiver for children and particularly now, we find that women tend to prioritize the family obligations. Just to give you an example of the last couple of months we've had, I think four or five participants would have loved to have participated but they actually, they have newborns. So they gave birth this year. So finding a job is just not their priority right now. And it's certainly, it's hard to take care of newborn and also think about finding the job."* (Achēv model B program staff)

According to program staff and participants from all four models, access to affordable childcare is a major barrier to employment for women with young children. For example, a participant from ISANS model B explained that although she was offered two employment opportunities, she ended up accepting neither because of the cost of childcare.

> *"I got two offers which eventually I didn't go for them because actually, what I was given… and then I've got two kids. With the after-school hours and the expenses, so it's just like me getting paid and I'm giving it all again and there's nothing left."*

Moreover, several participants reported that childcare hours did not match with their hours of work (early morning, late in the evening, or overnight hours).

Participants with young children at home from World Skills model A, ACCES model B, and Achēv model B work, on average, approximately 8 hours less per week than those without young children. Program staff from Achēv model B indicated that some participants with young children at home preferred to find part-time positions to balance work and childcare responsibilities. Participants from these same interventions also earn less compared to women

without young children, resulting from the smaller increases in their likelihood of working and their hours of work.

Participants emphasized that it is particularly difficult for women with young children to find employment or advance their careers without social supports around them. One participant from ACCES model B further explained:

> *"For me, support system is important. Especially for us women because of the way we're generally wired. We need emotional support because again, we have childcare to contend with, we have feeding, we have cleaning, we have all of that. If you don't have a supportive support system that roots for you, it's hard to make advances career wise because you're pulled in so many directions at the same time."*

Participants aged 40 years or older: Similar to the results for women with young children at home, we also see fewer improvements in the likelihood of working, hours of work, and earnings for participants who joined the pilot when they were 40 years old or more, compared to those younger than 40. Participants at World Skills model A, ACCES model B, Achēv model B, and OFE model C who joined the pilot when they were 40 years old or more see fewer improvements in the likelihood of working compared to younger participants. Program staff from World Skills model B and SÉO model A explained that some older participants were concerned about being discriminated against because of their age. SÉO model A staff explained that ageism may not only directly affect their likelihood of finding employment, but also their self-confidence.

Participants from the YWCA model B who are aged 40 or older work between 9 (at the time of the first follow-up survey) and 13 (at the time of the second follow-up survey) fewer hours per week, on average, than younger participants. Participants 40 years and older from several interventions also have, on average, fewer increases in earnings compared to younger participants. Participants from World Skills model A, ACCES model B, and OFE model C who are 40 years old and older earn less after CPRNW programming than younger participants. The exception to this pattern is Achēv model C where older participants, at the time of the third follow-up survey, have higher increases in earnings compared to younger participants.

Participants with lower initial skills: After joining the pilot, the changes participants see in their likelihood of working, hours of work, and earnings also vary by their initial skills levels. We examine these differences based on three skills: confidence in oral communication in English,[59] career adaptability,[60] and Essential Skills.[61]

[59] For all interventions apart from SÉO for whom the question is of oral communication in French.

[60] As measured by career decision-making self-efficacy.

[61] For model B interventions only.

ACCES model B participants see larger increases in the likelihood of working if they had lower career adaptability when initially joining the pilot. Likewise, those with low Essential Skills from World Skills model B see larger increases in the likelihood of working, compared to participants with higher initial Essential Skills.

However, participants of several interventions (ACCES model B, YWCA model B, and OFE model C) with initially lower confidence in English communication are less likely to see increases in their probability of working compared to those with initially higher confidence. The magnitudes of these differences are also important, varying from 22.3 percentage points less for participants with low confidence in English communication at the YWCA model B and 17.3 percentage points for participants from ACCES model B.

The heterogeneous participant changes in hours of work with respect to different initial skills levels diverge somewhat from those presented for the likelihood of working. Participants from World Skills model B with low initial Essential Skills have, on average, increases of 14.3 more hours of work at the time of the third follow-up survey compared to those with initially higher Essential Skills. In addition, those with lower initial career adaptability from ACCES model B see increases of 10.9 more hours of work at the time of the second follow-up survey. These results are in line with the results related to the likelihood of working. However, participants from the YWCA model B with initially low Essential Skills see fewer increases in hours of work at the time of all three follow-up surveys (approximately 8–11 fewer weekly hours of work), as do participants from ISANS model B with lower initial career adaptability at the time of the third follow-up survey, who see 12.5 fewer weekly hours of work.

The results regarding low initial confidence in English communication are similar to those for the likelihood of working, however, with only ACCES model B participants seeing, on average, 9.7 fewer hours of work compared to those with initially higher confidence at the time of the second follow-up survey.

In terms of changes in earnings, participants from model B (YWCA) with low initial Essential Skills and those with low initial confidence in communicating in English (ACCES and Achēv), as well as participants from OFE model C, see fewer average increases in earnings. However, by the time of the third follow-up survey, participants with low initial Essential Skills from World Skills model B actually see higher increases in average earnings, of 347.4%. Participants with initially low levels of career decision-making self-efficacy at ACCES model B and the YWCA model D, interventions where we also see improvements in career decision-making self-efficacy see larger increases in earnings.

Comparison group outcomes

Like participants in the program group, **many comparison group members also received employment-related services and found employment after joining the pilot**. Generally, when joining the pilot, comparison group members had similar rates of employment compared to their program group counterparts. There are a few baseline differences that may affect the likelihood of observing changes after joining the pilot.[62]

Similarly to participants, comparison group members from all interventions see statistically significant increases in the likelihood of working at the time of all three follow-up surveys. The magnitudes of these changes are similar to those observed for each associated program group for all interventions with a few differences (the average changes observed by the Achēv model B's comparison group is a bit smaller than that of their program group, while the changes for the ISANS model B comparison group is a bit higher than that of their program group). These results are presented in Figure 11.

Comparison group members highlighted the importance of identifying their short- and long-term employment goals with the help of staff. A couple of participants in each of the four focus groups that were held with comparison group members were able to obtain temporary employment to get Canadian work experience, while working toward obtaining certificates or leveraging skills related to their long-term employment goals, as highlighted by a comparison group member below.

> *"The services met my needs because when I first joined World Skills, I was given an opportunity to let them know what my short-term and long-term goals were. For the short-term, I chose healthcare services which I had a little background in back home. I was [undergoing] training under that umbrella and I was able to work on getting a certificate. I was able to work on my resume, job interviews, and even the job itself — I was able to apply and get a job. And I'm working on a PSW [personal support worker] program right now. They are still following up with my long-term goal which is law. And we are working on getting me a Canadian certification that I had back home. So, my short-term goal is being achieved while my long-term goal is being progressed."* (World Skills model A comparison group member)

[62] When joining the pilot, ACCES model B and OFE model C comparison group members were more likely to be employed (18.0%/23.1% for the comparison group compared to 11.3%/17.5% for the program group for ACCES model B/OFE model C). The opposite is true for SÉO model A (Ottawa) where 22.2% of comparison group members were employed when they joined the pilot compared to 29.8% of the program group.

Given that comparison group members, like program participants, saw increases in the likelihood of employment after joining the pilot, it follows that **they also see increases in weekly hours of work.** Although there are some differences of a few hours in the average hours of work when joining the pilot between the program group and the comparison group for several interventions, the initial average hours of work of comparison group members is low and generally comparable to the program group ones presented earlier.

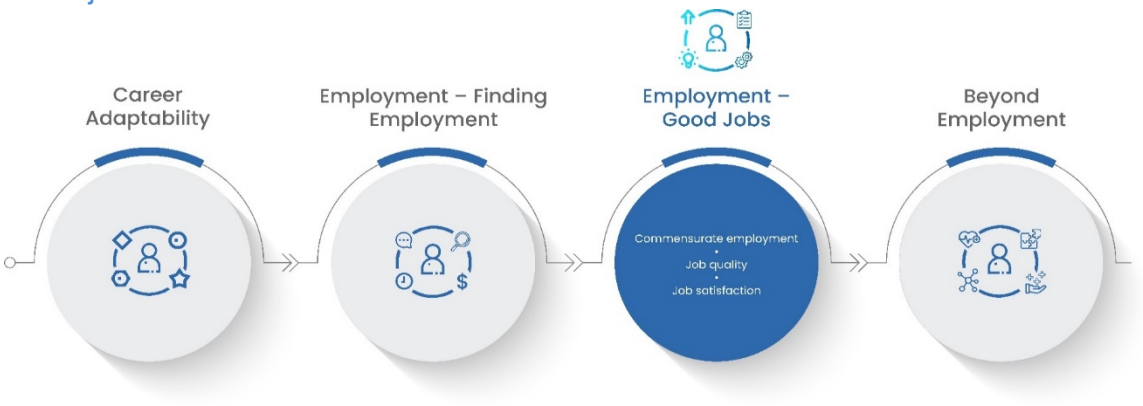
Comparison group members from all interventions see statistically significant increases in hours of work after joining the pilot at the time of all three follow-up surveys with the exception of SÉO model A (Ottawa) at the time of the first follow-up survey. The magnitudes of the changes are similar to those of the program group with a few of the average changes of the comparison group somewhat lower than the program group (SÉO model A (Ottawa) and Achēv model B) and others a little higher (ISANS model B at the time of both the first and second follow-up surveys and OFE model C at the time of the first follow-up survey).

As with the positive changes in comparison group outcomes for the likelihood of working and hours of work, we also see increases in their weekly earnings (in both Canadian dollars and log-transformed). When measured in Canadian dollars, there are differences of about $20–$50 per week in earnings, in both directions, between the program and comparison group members when joining the pilot. These differences are a bit higher for ACCES model B, ISANS model B, and OFE model C. Comparison group members from all interventions see statistically significant increases in earnings after joining the pilot at the time of all three follow-up surveys with the exception of SÉO model A (Ottawa) at the time of the first follow-up survey. The magnitudes of the changes are similar to those of the program group (within about $100 per week) with a few of the average changes of the comparison group somewhat lower than the program group (World Skills models A and B, ACCES model B, and Achēv model B) and others a little higher (ISANS model B and OFE model C).

Impacts

Given the similar average changes for the program and comparison groups at the time of each follow-up survey, we find no statistically significant differences in the likelihood of working, hours of work, or earnings between the program and comparison groups (for all interventions with a comparison group). In other words, we cannot identify any average (or heterogeneous) program impacts on these three employment outcomes.

Good jobs



As noted previously, one of the objectives of CPRNW pilot programming, especially models A and B, was not only for participants to find employment but for those jobs to be good quality jobs and commensurate with their skills. As described in section Who participated in the CPRNW pilot, many of the participants are highly educated and skilled. However, according to an analysis by Picot, Hou, and Crossman (2022) using data from 2016, 31% of economic principal applicants had lower skilled employment. According to staff from models A and B, various program components were designed to increase participants' likelihoods of obtaining good quality jobs. In this section, we present results for several outcomes related to job quality.

Firstly, we investigate whether employment is commensurate with newcomers' skills. We do this in three ways: 1) Whether the level of education and/or credentials listed in the job description or posting is equal to or higher than their actual education level and/or credentials, 2) whether participants use a lot of their previous work experience prior to arriving in Canada in their job, and 3) whether participants' employment is commensurate to both their education (as defined in 1) and their experience (as defined in 2).

Secondly, we examine job quality using a scale based on how strongly pilot participants agree with 12 statements regarding their work environment, job responsibilities, and their ability to use their skills and to succeed at their job. Our indicator of job quality is the percentage of participants who report that, on average, they agree or strongly agree with these statements.

Finally, we consider job satisfaction using two indicators. Both are based on pilot participants' rankings — from 1 (completely dissatisfied) to 7 (completely satisfied) — of their level of satisfaction with five characteristics of their job (pay, job security, support from management, career prospects, and opportunities) and their overall job satisfaction. The first indicator of job satisfaction is the percentages of participants who report, on average, a score of 5.29[63] or higher while overall satisfaction is measured using the raw 1–7 score.

[63] The scores were divided into 7 bins. The cutoff of 5.29 was chosen as it is the upper bound of the bin which includes the median of the score.

As with the likelihood of working, hours of work, and earnings outcomes, unemployed pilot participants are included in the analysis below and are assigned the lowest level of each indicator — i.e., they are assigned as not having commensurate employment, having low job quality, and as not being satisfied with their job. Therefore, changes in these outcomes and differences between program participants and comparison group members may reflect both differences in employment rates as well as differences in job quality conditional on employment.

Unlike the earlier employment outcomes, our indicators of good jobs were not measured when participants first joined the pilot (at baseline). It is unlikely that many, if any, pilot participants joined CPRNW with commensurate employment. Program staff and participants indicated that most participants who joined the pilot were either unemployed or working in survival jobs. Therefore, we investigate changes between the time of the first follow-up survey and the two subsequent surveys. As such, it is important to compare any differences at the time of the first follow-up survey between program and comparison group members of each intervention and across interventions. These may, in part, reflect changes resulting from program participation and are discussed below. Moreover, changes from the time of the first follow-up survey are likely to be lower bound estimates given that, for both the program and comparison group members, their likelihood of finding and keeping a good job may have increased between the time of the baseline survey and the time of the first follow-up survey.

Participant outcomes

Commensurate employment

Highlights of findings

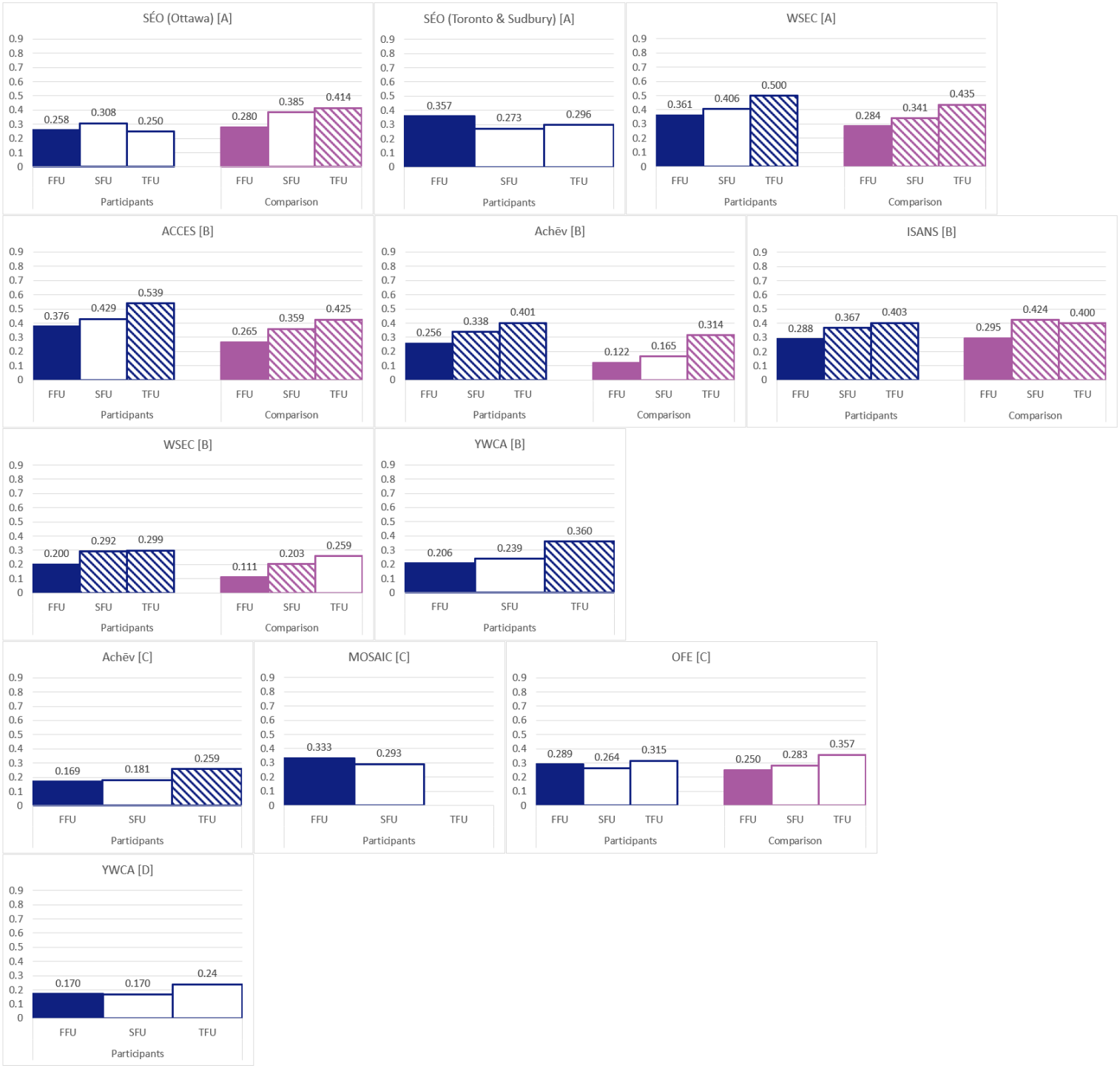
Good jobs: Skills commensurate employment

- One of the objectives of CPRNW pilot programming, especially models A and B, was not only for participants to find employment but for those jobs to be good quality jobs and commensurate with their skills.
- Because commensurate employment is first measured at the time of the first follow-up survey, these outcomes may already capture improvements for participants after they joined the pilot.
- Program staff from models A and B indicated that many participants were able to find employment commensurate with their education and/or experience, or at least employment that was seen as a stepping stone to future commensurate employment.
- However, some program staff and participants across all four models report that participants were sometimes encouraged to start by looking for entry-level positions despite their skills and experience.
- We find statistically significant increases for participants in both the likelihood of having employment commensurate with education and employment commensurate with experience and these increases grew over time and are largest and most widespread at the time of third follow-up survey.
- We see fewer increases in the likelihood of having employment commensurate with both education and experience.

- Many comparison group members found employment after joining the pilot and, like participants in the program group, some of this employment was in good jobs commensurate with their skills.
- We do see some important differences in commensurate employment at the time of the first follow-up survey in the percentages of comparison group members, compared to program participants. This suggests that the program increases the likelihood of having commensurate employment at the time of the first follow-up survey more than the other services comparison group members may have received.
- However, we also see many increases in all three measures of commensurate employment at the time of both the second and third follow-up surveys for the comparison group.
- We find positive impacts of Achēv model B's programming on the likelihood of having employment commensurate with education, employment commensurate with experience, and employment commensurate with both education and experience at the time of both the first and second follow-up surveys. These impacts range in magnitude from 11.0 to 17.4 percentage points.
- When we analyze all model B interventions with a randomly assigned comparison group together, we find an impact of model B CPRNW programming on the likelihood of having employment commensurate with education (of 8.6 percentage points) and employment commensurate with both education and experience (of 10.5 percentage points), both at the time of the second follow-up survey.

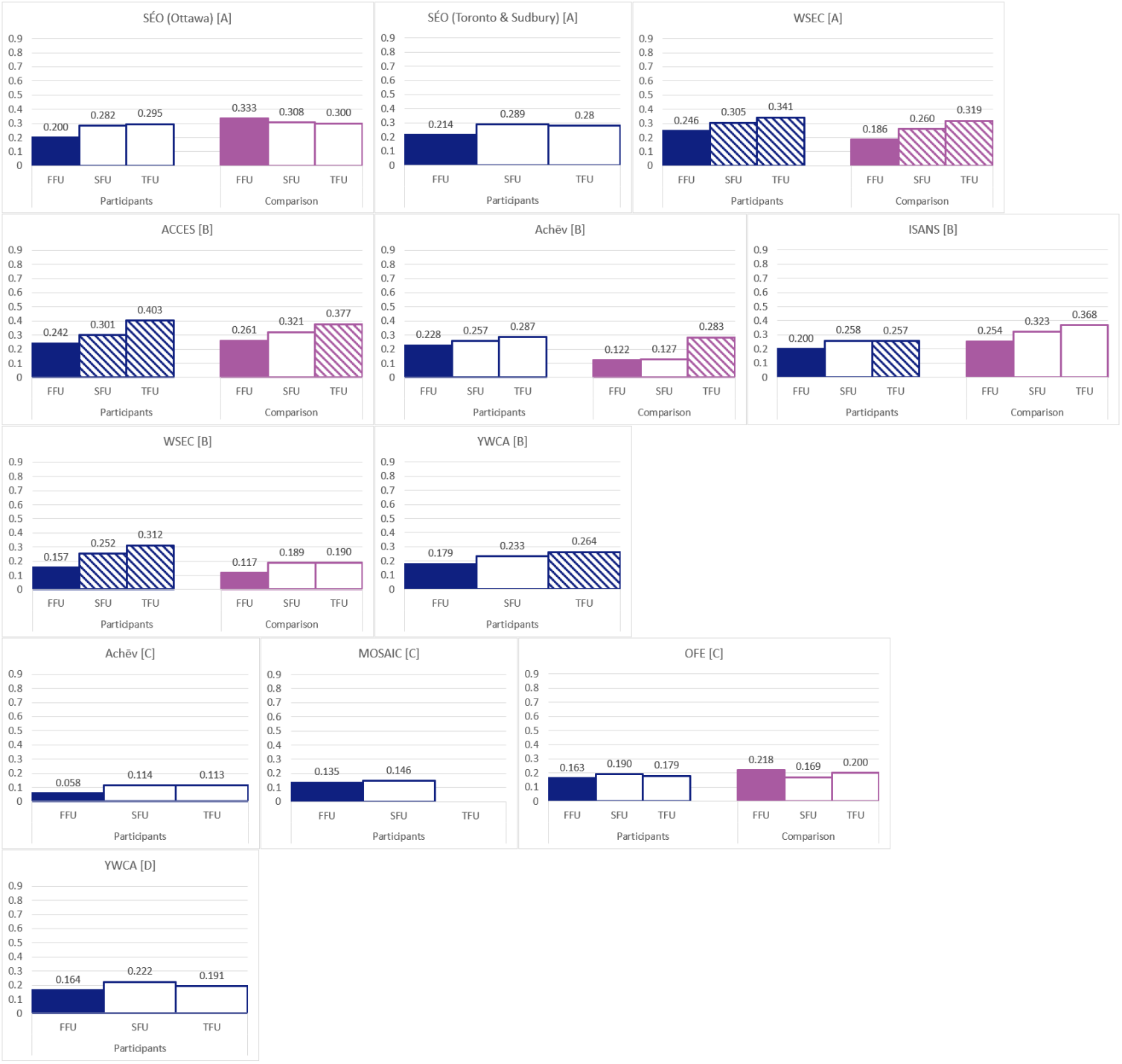
At the time of the first follow-up survey, the proportion of participants with employment commensurate with their education varied by intervention and are presented in Figure 14. These across intervention differences are aligned with the initial education levels of participants. Participants from models A and B are more likely to have a university degree and are also more likely to have employment commensurate with their education. The percentage ranges from 16.9% for participants from Achēv model C (and 17.0% for the YWCA model D) to 37.6% for participants from ACCES model B. As discussed previously, models A and B were explicitly designed to help participants initially closest to the labour market find employment commensurate with their skills. These initially higher percentages of participants with education commensurate employment at the time of the first follow-up survey may reflect both these initial differences in distance to the labour market as well as programming differences.

Figure 14 Average changes in employment commensurate with education



The across intervention differences in the proportion of participants with employment commensurate with experience at the time of the first follow-up survey are even larger than the differences in employment commensurate with education and are presented in Figure 15. Moreover, these proportions are considerably lower than those for employment commensurate with education. At the time of the first follow-up survey, only 5.8% of Achēv model C participants had employment that was commensurate with their previous experience. World Skills model A had the highest proportion of participants with employment commensurate with their experience at 24.6%.

Figure 15 Average changes in employment commensurate with experience



By construction, the proportion of participants with employment commensurate with both education and experience at the time of the first follow-up survey is lower than both of the proportions of participants with employment commensurate with education and employment commensurate with experience individually. It varies between 4.4% for Achēv model C and 18.9% for World Skills model A.

As noted, because commensurate employment is first measured at the time of the first follow-up survey, these outcome indicators may already include improvements for participants after they joined the pilot. **The likelihood participants had employment commensurate with education increased by slightly under 10 percentage points by the time of the second follow-up survey for Achēv model B, ISANS model B, and World Skills model B.** These results are presented in Figure 14. **We also find increases of between 5.9 and 9.6 percentage points in the likelihood participants had employment commensurate with their experience at the time of the second follow-up survey for World Skills model A, ACCES model B, and World Skills model B** (presented in Figure 15). However, there are no statistically significant changes in the likelihood participants had employment commensurate with both their education and their experience at the time of the second follow-up survey (compared to the first follow-up survey).

By the time of the third follow-up survey, 12 months after joining the pilot, participants from all SPOs other than SÉO model A (both Ottawa and Sudbury, and Toronto), OFE model C, and the YWCA model D[64] see average increases in the likelihood of having employment commensurate with their education. The increases, presented in Figure 14, are large and vary between 12.1 percentage points for World Skills model B and 19.0 percentage points for ISANS model B. At the time of the third follow-up survey, participants from all model B SPOs,[65] aside from Achēv, as well as World Skills model A participants see average increases of 10.9-15.7 percentage points in the likelihood of having employment commensurate with their experience. In terms of employment commensurate with both education and experience, we see average increases of 9.2–12.8 percentage points at the time of third follow-up survey for participants from World Skills model A, ACCES model B, World Skills model B, and the YWCA model B.

64 MOSAIC model C is excluded from the analysis of all three commensurate employment indicators at the time of the third follow-up survey because the sample size is too small (less than 30) to reliably estimate average changes.

65 It is important to note that the sample of participants for ISANS model B who completed the second follow-up survey were more likely to have employment commensurate with their experience at the time of the first follow-up survey (20.0%) compared to the sample who completed the third follow-up survey (13.1%). Therefore, we may only see statistically significant changes for ISANS model B at the time of the third follow-up survey because of this different sample composition.

In interviews with program staff and in their monthly reports, **program staff from all interventions shared success stories about participants' employment journeys and finding employment commensurate with participants' education and experience**. Many program staff and participants articulated similar stories of feeling uncertain of how to enter the Canadian labour market, using ineffective job search strategies and lacking the self-confidence to find employment. Then, after completing the program, participants successfully secured employment commensurate with their education and/or experience. They gained job search skills, resources to find technical skills training or certifications, connected with employers, and a general increase in motivation and engagement in job search activities through support and encouragement from program staff.

> *"[…] the end goal is always helping the client get the job. But then once you start working with them and you start getting to know them more on a personal level and understanding their journey, you're thinking I don't want to get you any job, I want to get you your dream job. So, let's work toward that. No, you're not going to apply to this transitional job. You're going to apply to this. This is what I believe you can do and giving them that courage and that support, as [program staff] mentioned, believing in them that they can accomplish that because it's easy to just get them any job."* (ISANS model B program staff)

Some examples of the commensurate roles that participants found compared to the positions they held in their countries of origin include financial service roles to financial advisor, project management roles to project manager, HR consulting to HR manager, teacher to early learning and childcare educator, and administrative assistant to executive assistant. One participant from World Skills model A reported finding a job after joining the program that was identical to the one she had held in her home country.

> *"I was working as a software developer back in my home country […] I started the ENW in 2020, and after that, I got an opportunity to do the Lighthouse Labs program. ENW referred me. It's a full-time web development program, and it also gave an advantage to my resume. And after that, I landed in my software development job again".* (World Skills model A participant)

Other participants indicated that while they had not yet found commensurate employment, they were well on their way. Program staff and participants reported participants working toward earning certifications and completing technical skills training or English language training, while putting a temporary pause on searching for jobs. **Other participants were working in a job unrelated to their previous occupation to gain Canadian work experience, all of which were '*stepping stones*' to reaching their goal of commensurate employment.** Although not all job opportunities were in participants' fields of interest, many program staff highlighted that entering the labour market was a success for

participants. For instance, program staff at Achēv model C described one participant with a background in nutrition and experience working with seniors in her country of origin and wanted to continue in this field in Canada. Through the program, this participant obtained employment as a dietary aide in a retirement home, a role in which she perceived would help her find commensurate employment:

> *"When speaking to [the participant], she said that she is 'beyond grateful' for going through this program — especially for the workshop that taught her about Canadian work culture and employer expectations. Since [the participant's] ultimate career goal is to become a nutritionist working with seniors, she believes that this new opportunity has placed her on the right path toward achieving her dream."*

Program staff from all models reported career growth of participants after they joined the pilot, explaining that some participants were promoted, or moved to positions closer to their education levels and prior experience. For example, program staff from OFE model C shared that they received positive feedback from employers about participants progressing well in their positions:

> *"We now started hearing from employers about promotions and the fact that our participants grow within the jobs quickly so they get wage increases, they get promotions within the companies."* (OFE model C program staff)

Whereas many participants found commensurate employment or were on their way to finding commensurate employment, several participants found non-commensurate employment. Particularly for models C and D in which interventions were geared toward participants further away from the labour market, participants were sometimes encouraged to start their employment journeys by looking for entry-level positions. Program staff at OFE explained that the program was designed to help participants get "*a foot in the door*" as direct support professionals. Program staff at the YWCA model D explained that one participant who was a bank manager in her country of origin struggled to find employment in this field due to language barriers. Program staff learned that she also had sewing skills and supported her to find work as a seamstress while helping her prepare to reach her long-term goal of returning to the banking sector.

According to a few participants from models A and B, some program staff and guest speakers also suggested participants look for non-commensurate employment, leading them to seek entry-level positions. A participant from ACCES model B, with a PhD and who had been a professor in her home country, reported that program staff recommended that she apply for a job at a call centre, while another participant from World Skills model B shared that a guest speaker

encouraged participants to look for entry-level positions. Both participants shared that being encouraged by program staff or others to find entry-level positions was discouraging.

> *"I hold a PhD and having been a professor back in my home country, I felt disheartened when program staff recommended me to apply for a job at a call centre. It's not that I can't do it. It's not that it's a demeaning job. It's not that it's not going to pay me. But it's definitely going to harm my self-esteem. And it's definitely going to give me an impression about how things work here."* (ACCES model B participant)

Program staff and participants in all models explained that some participants chose to enter non-commensurate employment because they wanted to change their careers. For example, staff from Achēv model B shared that one participant who held a master's degrees in economics and commerce, and worked as an accounting manager in her country of origin, obtained an employment opportunity as a part-time newcomer information referral specialist so that she could "*help other newcomer women by sharing her experience with them.*" Other participants found temporary jobs that were lower-level positions than jobs they previously held in their countries of origin but in related fields to develop experience, skills, and connections that would prepare them for finding commensurate employment in the future.

> *"But I think that being able to see over six months to a year timeframe that people are starting to move into job opportunities that are at least in a related field, maybe it's not their dream job or their ultimate job goal. But at least they're moving in the direction of reintegrating to a career path that is kind of aligned to where they were previously before coming to Canada. That for me, will also be a success."* (ISANS model D program staff)

Some participants, particularly in models A and B, who require licensures to work in their field, such as healthcare physicians, nurses or lawyers, chose to obtain employment opportunities in related fields as laboratory technicians, research assistants, or dietary aides because re-obtaining licences or re-doing residencies in Canada was time consuming and financially burdensome.

Job quality

Highlights of findings

Good jobs: Job quality and satisfaction

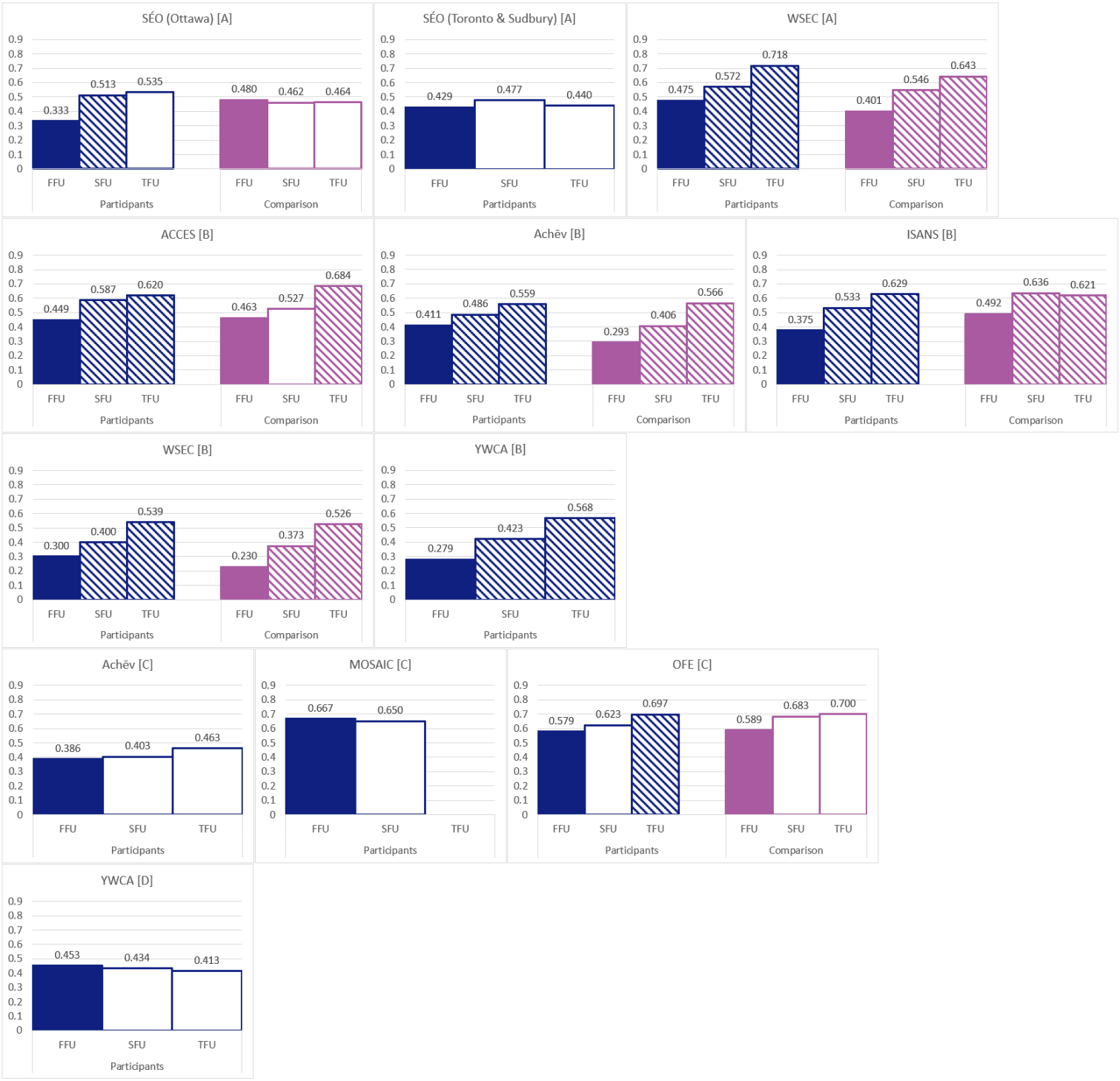
- At the time of the first follow-up survey, many participants already report high job quality and job satisfaction. We find statistically significant increases in job quality and these increases are largest and most widespread at the time of third follow-up survey. The changes in job satisfaction are mixed (we observe both increases and decreases) at the time of the second follow-up survey but we mainly see increases by the time of third follow-up survey.
- As with commensurate employment, differences between program and comparison group members at the time of the first follow-up survey may be results of pilot programming.

- At the time of the first follow-up survey, we find that, for some interventions, more program group participants report high job quality and job satisfaction compared to comparison group members. However, the opposite is true for other interventions.
- We also see increases, some larger and some smaller than those of the program group, in the proportion of comparison group members reporting high job quality and job satisfaction at the time of both the second and third follow-up surveys.
- We find positive impacts for Achēv model B on the likelihood of reporting high job quality at the time of both the first and second follow-up surveys; increases of 12.6 and 11.6 percentage points respectively.

At the time of the first follow-up survey, many participants already report high job quality. The percentage ranges from 27.9% of YWCA model B participants to 66.7% of MOSAIC model C participants and are presented in Figure 16. **We find statistically significant average changes, also reported in Figure 16, at the time of the second follow-up survey for all model A and B SPOs except for SÉO model A (Sudbury and Toronto).** The average increases vary between 7.5 percentage points (Achēv model B) and 17.9 percentage points (SÉO model A, Ottawa). **By the time of the third follow-up survey, we find statistically significant average increases in the percentage of participants reporting high job quality for World Skills model A, all model B interventions, and OFE model C.**[66] These increases, presented in Figure 16, are all larger than those at the time of the second follow-up survey and vary between 13.0 (Achēv model B) and 33.3 (ISANS model B) percentage points.

[66] The change for SÉO (Ottawa), although not statistically significant, is very similar in magnitude to the change at the time of the second follow-up survey, suggesting that the difference may be due to the small sample size.

Figure 16 Average changes in job quality



As noted previously, our indicator of job quality goes beyond salary and includes several different job characteristics. This definition was echoed by a staff member from ISANS model B who described job quality as integrating personal contexts and preferences. Participants were encouraged to look for positions in companies where they were confident they would be able to thrive both personally and professionally. As such, some participants valued positions where they were able to maintain a work life balance, even if it was not in their professional field.

> *"I am currently not working in the same industry as I was in Dubai but I am very happy in my current workplace because of a good work life balance which CPNW helped me achieve by connecting me with my current employer."* (ACCES model B participant)

Staff at Achēv model C further shared that through the program and participating in work placements, participants were well prepared to go into a line of work as a dietary aide, where they were able to confidently use their skills in the senior care sector and succeed at their job.

Job satisfaction

As with job quality, many participants reported relatively high job satisfaction by the time of the first follow-up survey. Using a scale from 1 to 7, on average, participants reported job satisfaction between 4.3 (World Skills model B) and 5.2 (YWCA model D). Using our second measure of job satisfaction, between 10.0% (World Skills model B) and 33.3% (OFE model C and MOSAIC model C) of participants report high job satisfaction at the time of the first follow-up survey. These initial levels as well as those at the time of the second and third follow-up surveys are presented in Figure 17 and Appendix A Figure 25. **We find both positive and negative changes in job satisfaction at the time of the second follow-up survey.** We find average increases in the 1–7 overall job satisfaction scale for participants from MOSAIC model C (0.5) and SÉO model A (Sudbury and Toronto, 0.8). However, we find average decreases for Achēv model B (-0.5) and OFE model C (-0.6). We also find a negative average change for OFE model C of 7.1 percentage points when investigating the likelihood of reporting high job satisfaction. Using that measure, we find increases, of a similar magnitude to the negative changes for OFE, for Achēv model B and ACCES model B.

Figure 17 Average changes in job satisfaction

By the time of the third follow-up survey, we find primarily positive changes in job satisfaction. On average, participants from World Skills model A, World Skills model B, and the YWCA model B report higher overall job satisfaction (using a scale from 1 to 7). These increases vary between 0.5 and 1.1 and are highest for participants from World Skills model A. Participants from both Achēv models B and C, however, report decreases in their overall job satisfaction at the time of the third follow-up survey of -0.4 (model B) and -0.7 (model C). When looking at those who report high job satisfaction, we find average increases of between 9.6 and 18.9 percentage points at the time of the third follow-up survey for World Skills model A and all model B participants.

Program staff from models A, B and C highlighted that they were receiving messages from participants expressing their satisfaction with the jobs they were able to secure through the program. For example, program staff from YWCA model B shared a message received from one of their participants expressing her appreciation for her new job:

> *"This was my first day at the office and I absolutely loved everything about my new position. And I am so happy that I landed a job I targeted for so long. The job that I can apply all my skills and experiences and be in the direction of continuous learning. Today, for the first time after two and a half years, I had the feelings that I got myself back, after struggling with all those challenges and unknowns I have been through as a new immigrant. The feeling that I am finally officially settled and rooted in my new Home!"* (YWCA model B participant)

Participants also shared that, after joining the pilot, they had found jobs that met their needs, for example, enabling them to make friends or grow their self-confidence.

> *"I'm working in the senior care centre right now but 2 years ago, I didn't know anything and I didn't have any education in Vancouver. I was so worried about my life. But my friend recommended me to the Care Pathway Program. At the time, it was very difficult because I can't speak English very well. But now, I'm working at the senior care centre and I have friends and co-workers and so many things have changed in my life. I'm happy".* (MOSAIC model C participant)

GBA Plus

Given that these measures of good jobs were not captured before participants joined the pilot and that participants with different identity factors may have found good jobs sooner than others, i.e., by the time of the first follow-up survey, any comparison of changes in these outcomes at the time of either the second or third follow-up surveys for participants with different characteristics may be misleading. Therefore, we do not conduct a GBA Plus analysis of participants' changes in outcomes for these indicators of good jobs.

Comparison group outcomes

Commensurate employment

As noted, many comparison group members found employment after joining the pilot and, like participants in the program group, some of this employment was in good jobs commensurate with their skills. **We do see some important differences at the time of the first follow-up survey in the percentages of comparison group members, compared to program participants, with commensurate employment. This suggests that the program increases the likelihood of having commensurate employment at the time of the first follow-up survey more than the other services comparison group members may have received**.[67] These results are presented in Figures 14 and 15.

At the time of the first follow-up survey, comparison group members from Achēv model B, ACCES model B, and World Skills models A and B were all less likely to report having employment commensurate with their education compared to program group participants. For example, at the time of the first follow-up survey, 25.6% of Achēv model B program participants had employment commensurate with their education compared to only 12.2% of comparison group members. The results for all interventions with a comparison group are presented in Figure 14.

The results, presented in Figure 15, are similar regarding employment commensurate with experience for Achēv model B. At the time of the first follow-up survey, 22.8% of Achēv model B participants had employment commensurate with their experience compared to 12.2% of comparison group members. We also find important differences between program and comparison group members for SÉO model A (Ottawa) and OFE model C. However, for both of those interventions, the percentage of women with employment commensurate with their experience is actually higher for the comparison group compared to program participants.

The results for employment commensurate with both education and experience at the time of the first follow-up survey follow those for education and experience individually.[68] At the time of the first follow-up survey, program participants from Achēv model B, World Skills

[67] However, we cannot completely rule out that these differences result from initial differences in the likelihood of having commensurate employment at the time of joining the pilot between program participants and comparison group members. Nonetheless, it seems unlikely that many women joined the pilot while having commensurate employment.

[68] Figure of results available upon request.

models A and B[69] and OFE model C[70] are already more likely to have employment commensurate with both their education and experience, compared to comparison group members. However, at the time of the first follow-up survey, 20.8% of the comparison group from SÉO model A (Ottawa) had employment commensurate with their education and experience, compared to only 16.7% of program participants.

By the time of the second follow-up survey, comparison group members from World Skills models A and B, ACCES model B, and ISANS model B all see statistically significant increases in the likelihood of having employment commensurate with their education. The magnitudes of these changes, presented in Figure 14 are approximately the same or larger than the associated changes observed for program participants. Moreover, in comparison, there are no statistically significant increases in the likelihood of employment commensurate with education for both ACCES model B and World Skills model A's program groups.

In terms of employment commensurate with experience at the time of the second follow-up survey, we find a statistically significant increase of 7.3 percentage points for comparison group members of World Skills model A only, whereas we see increases for program participants from World Skills models A and B as well as ACCES model B. These results are presented in Figure 15. ISANS model B comparison group members are the only ones to see an increase in the likelihood of finding employment commensurate with both their education and experience (of 9.0 percentage points) at the time of the second follow-up survey. In comparison, no program participants from any intervention saw increases in the likelihood of having employment commensurate with both their education and experience at the time of the second follow-up survey.

By the time of the third follow-up survey, comparison group members from all interventions except World Skills model B[71] and OFE model C have statistically significant increases in the likelihood of having employment commensurate with their education. These increases, presented in Figure 14, are similar in magnitude to the changes observed by program participants. Moreover, whereas participants from SÉO model A (Ottawa) did not see average increases in this outcome, their comparison group does.

Achēv model B comparison group members are 16.4 percentage points more likely to report having employment commensurate with their experience at the time of the third follow-up

69 For the sample who completed the second follow-up survey. The percentages do not differ very much between the program and comparison groups for the sample who completed the third follow-up survey.

70 For the sample who completed the third follow-up survey. The percentages do not differ very much between the program and comparison groups for the sample who completed the second follow-up survey.

71 Although the change is not statistically significant, it is similar in magnitude to the statistically significant average change for program group participants.

survey whereas no such increase was observed for their program participants. Comparison group members from both World Skills model A and ACCES model B also see increases in the likelihood of having experience commensurate employment at the time of the third follow-up survey, changes similar in magnitude to those of program participants. These results are all presented in Figure 15.

Comparison group members from all interventions except for SÉO model A (Ottawa) and World Skills model B see statistically significant increases in the likelihood of having employment commensurate with both education and experience at the time of the third follow-up survey. The magnitudes of these changes at the time of the second follow-up survey are similar to each comparison group's associated program participants. However, at the time of the third follow-up survey, we observe differences between the program and comparison group average changes for several interventions. While for some interventions the average program group changes are larger than those of their associated comparison group, for others, the opposite is true.

Job quality

As with commensurate employment, differences between program and comparison group members at the time of the first follow-up survey may be results of pilot programming. We do find that more (41.1%) program participants from Achēv model B report high job quality at the time of the first follow-up survey compared to only 29.3% of comparison group members. However, more comparison group members from both SÉO model A (Ottawa, 48.0%) and ISANS model B (49.2%) report high job quality at the time of the first follow-up survey, compared to their respective program participants (33.3% and 37.5%, respectively). These results are presented in Figure 16.

At the time of the second follow-up survey, comparison group members from World Skills model A and all model B interventions except ACCES are more likely to report high job quality (compared to at the time of the first follow-up survey). These average comparison group changes are higher for World Skills models A and B and Achēv model B compared to the average increases of each of their program groups and are also presented in Figure 16.

As can be seen in Figure 16, comparison group members from all interventions other than SÉO model A (Ottawa) and OFE model C see increases in the likelihood of reporting high job quality at the time of the third follow-up survey. The average increases for Achēv model B (27.6 percentage points) and ACCES model B (22.4 percentage points) are larger than their respective program participants (13.0 and 17.7 percentage points, respectively). The opposite is true for ISANS model B where the average increase for the comparison group (15.0 percentage points) is less than half of the average increase of program participants (33.3 percentage points).

Job satisfaction

At the time of the first follow-up survey, we already observe some differences in job satisfaction between the program and comparison groups. These are presented in Figure 17 and Appendix A Figure 25. **We observe both interventions where, on average, comparison group members are less likely to report high job satisfaction compared to program participants (SÉO model A (Ottawa), Achēv model B, ACCES model B, OFE model C) as well as interventions where they are more likely to do so (ISANS model B and World Skills model B).** We also observe differences in the average overall level of job satisfaction (on a scale from 1 to 7) between comparison members for SÉO model A (Ottawa, 5.3) and Achēv model B (3.8) and their respective program participants (4.9 and 5.1, respectively).

We observe average increases in the 1-7 overall job satisfaction of participants from SÉO model A (Sudbury and Toronto) at the time of second follow-up survey and from World Skills models A and B at the time of the third follow-up survey. These increases vary between 0.7 and 1.1. However, we also find decreases in this measure at the time of both the second and third follow-up surveys for Achēv model B participants of -0.5 and -0.4, respectively.

When investigating the likelihood of reporting high job satisfaction, comparison group members from World Skills models A and B, Achēv model B, and ACCES model B see increases at the time of the second follow-up survey. These changes are similar in magnitude to the average program participant changes for both Achēv model B and ACCES model B and can be seen in Figure 17. Participants from both World Skills models A and B did not see statistically significant average changes.

We observe average increases in the 1-7 overall job satisfaction of comparison group members from both Achēv model B and ACCES model B at the time of the third follow-up survey of 0.9 and 0.4, respectively. They, along with World Skills model A, also see increases in the likelihood of reporting high job satisfaction at the time of the third follow-up survey.

Impacts

When comparing the results of the program and comparison groups at the time of the first[72] and second follow-up surveys, we find positive statistically significant average impacts of the CPRNW programming on several of our indicators of good jobs. However,

[72] We cannot estimate impacts for these outcomes for ACCES model B at the time of the first follow-up survey because of their non-randomly assigned comparison group, the difference-in-difference matching estimation strategy used, and the fact that these outcomes were not measured at the time of the baseline survey.

we no longer find any at the time of the third follow-up survey nor any heterogeneous impacts.[73]

We find positive impacts of Achēv model B's programming on the likelihood of having employment commensurate with education, employment commensurate with experience, and employment commensurate with both education and experience at the time of both the first and second follow-up surveys. These impacts range in magnitude from 11.0 to 17.4 percentage points. **We also find positive impacts for Achēv model B on the likelihood of reporting high job quality at the time of both the first and second follow-up surveys**; increases of 12.6 and 11.6 percentage points, respectively.

When we analyze all model B interventions with a randomly assigned comparison group together, we find an impact of model B CPRNW programming on the likelihood of having employment commensurate with education (of 8.6 percentage points) **and employment commensurate with both education and experience** (of 10.5 percentage points), **both at the time of the second follow-up survey.**

Summary

Earlier, we report improvements in the career adaptability of participants after joining CPRNW programming. **These improvements, along with CPRNW's direct employment interventions, should lead to the successful labour market integration of participants**. We observe many participants finding employment within one year of joining CPRNW programming; there were large increases in the likelihood of working, hours of work, and earnings of participants after joining the pilot.

We see improvements of different magnitudes for participants with diverse identify factors. Overall, participants initially closer to the labour market and those with fewer barriers to employment see larger increases in finding employment. One notable barrier, likely related to childcare, affects women with young children's entry into the Canadian labour market.

Over the same time period, comparison group members received employment-related services not part of the pilot and also found employment. Given similar improvements of the comparison group, we do not see any statistically significant average or heterogeneous impacts of CPRNW on the likelihood of working, hours of work, or earnings.

[73] Given imbalances in employment commensurate with education between ACCES' program and comparison group at the time of the baseline survey, we are unable to reliably estimate impacts for ACCES for employment commensurate with education.

Importantly, we also observe participants finding good quality jobs that are commensurate with their skills and experience. Program staff from models A and B indicated that many participants were able to find employment commensurate with their education and/or experience. We find statistically significant increases for participants in both the likelihood of having employment commensurate with education and employment commensurate with experience and these increases are largest and most widespread at the time of third follow-up survey. However, some program staff and participants, across all four models report that participants were sometimes encouraged to start by looking for entry level positions.

As discussed previously, many comparison group members also found employment after joining the pilot and, like participants in the program group, some of this employment was in good jobs commensurate with their skills. We do, however, see some important differences at the time of the first follow-up survey in the percentages of comparison group members, compared to program participants, with commensurate employment. This is suggestive evidence of the programming helping participants find employment in jobs commensurate with their education and experience faster than comparison group members. Moreover, we find statistically significant increases in both the likelihood of having employment commensurate with education and employment commensurate with experience and these increase over time and are largest and most widespread at the time of third follow-up survey.

Given all of these findings for individuals in the program and comparison groups, we see fewer impacts of CPRNW programming compared to the positive changes in outcomes observed. However, we find large positive impacts of Achēv model B's programming on commensurate employment. We also find an impact of model B CPRNW programming (all model B interventions together) on the likelihood of having commensurate employment.

At the time of the first follow-up survey, many participants already report high job quality and job satisfaction. We find statistically significant increases in job quality and these increases are largest and most widespread at the time of third follow-up survey. The changes in job satisfaction are mixed at the time of the second follow-up survey but we mainly see increases by the time of third follow-up survey.

Given the comparison group increases in job quality and job satisfaction reported earlier in the report, the only statistically significant impacts we observe for job quality and job satisfaction are positive impacts for Achēv model B on the likelihood of reporting high job quality at the time of both the first and second follow-up surveys.

In summary, participants in CPRNW programming see meaningful improvements in employment outcomes and, importantly, employment commensurate with education and experience after joining the pilot. Moreover, these changes in outcomes are increasing over time. Over the same time period, comparison group members see similar improvements. However, we

do find some important impacts of CPRNW program for Achēv model B participants on commensurate employment and job quality.

BEYOND EMPLOYMENT

Although the primary objective of the CPRNW pilot programming was to assist racialized newcomer women in finding and keeping good jobs, the programming was also designed to improve outcomes beyond employment. In this section, we consider these additional outcomes. They are both immediate and intermediate outcomes according to the pilot's theory of change and their applicability varies by model and intervention and is discussed below. We classify them in three themes: skills, social capital, and wellness.

Skills

CPRNW training, supports, additional training recommendations, and the post-training employment of participants likely contributed to improvements in both participants' English/French language and Essential Skills. All models, to varying degrees, provided opportunities to use English/French, language supports, and occupation-specific language training. For example, MOSAIC's Care Pathways staff include a language coach who supported participants in learning senior care specific language and terminology. Moreover, participants who found employment post-training may have increased their use of and confidence in English/French by using the language at the workplace.

As described in section The Four Models Implemented, model B is based on the Government of Canada's Essential Skills (now the Skills for Success) framework. Model B workshops include introducing the Essential Skills framework and the skills levels required for participants' desired occupations. If participants' skills are lower than those required for their desired occupation, they are recommended for Essential Skills enhancements. However, workshops and training were not designed to provide ES training itself. Therefore, we do not necessarily expect CPRNW

programming to improve the Essential Skills of all participants given only some were recommended and undertook Essential Skills enhancements. As such, Essential Skills results are discussed in the appendix.

Highlights of findings

Skills:

- CPRNW programming includes training, group activities, and one-on-one supports intended to improve participants' communication skills (in English/French) in the Canadian workplace.
- Program staff and participants express that the programming helped participants develop communication skills relevant to working in a multicultural workplace. Participants also gained confidence in communicating in English through participating in program activities.
- When joining the pilot, confidence in English is generally correlated with the targeting of each model with respect to distance from the labour market.
- Participants from Model B show improvement in their confidence in English at the time of first follow-up survey. However, the improvement subsequently dissipates, except for ACCES Model B at the time of second follow-up survey. Moreover, participants from SÉO model A (Sudbury and Toronto) and Achēv model C see decreases in confidence in using English (French for participants from SÉO) at the time of the first follow-up survey (and the second follow-up survey for SÉO).
- Participants from some model B and D interventions also show increased usage of English in daily life at the time of the first and second follow-up surveys.
- Comparison group members from several model A and B interventions also see increases in confidence and usage of English/French.
- CPRNW programming has a positive impact on confidence in English for OFE model C participants but a negative one for Achēv model B participants.

Language skills

We measure language skills as both self-confidence and usage. Participants from all interventions other than SÉO model A were asked about their English language skills while SÉO model A participants were asked about their French language skills. Participants were asked how confident they were using English/French in 10 activities such as speaking and following instructions. Our measure is a variable that equals one if a participant is more than very confident in completing these activities in English and zero otherwise. For SÉO model A, the variable differs because participants' initial confidence in French is higher. Therefore, the variable equals one if they are completely confident in completing these activities in French.[74]

[74] Due to an error in the third follow-up survey for SÉO model A, we can only examine changes in this outcome at the time of the first and second follow-up surveys.

Our second measure of language skills is an indicator of usage of English/French in writing, reading, and using the internet.[75] Our indicator equals one if, overall, a participant does these three activities more than a few times a week, and zero otherwise.[76]

Participant outcomes

Program staff and participants from all models stated that, through the programming, participants developed communication skills relevant to working in a multicultural workplace. To illustrate that, **program staff shared that through the workshops and training activities, participants were given opportunities to interact with others, learned how to practice cross-cultural communication and public speaking, and how to adapt their communication to the Canadian job market**. Program staff in Achēv model B observed that participants became more confident in communicating with program staff and other participants in the cohort after their first week of the program. In addition, through the workshops and training provided, participants were able to develop skills to write resumes that match job descriptions, to successfully participate in an interview, and to thrive in their work environment.

> *"I have gained wide knowledge on how to adapt to working environment, staff and also how to establish rapport through good communication skills."* (OFE model C participant)

Program staff and participants from models A, B, and C explained that the program has helped participants gain confidence in communicating in English. Since workshops were also hands-on, they helped participants practice different scenarios, which helped in gaining confidence in their use of English, and to communicate about topics related to their skills.

> *"Initially when clients join our program, they are very quiet. They need a lot of hand holding. They are new to all the technical skills, like how to email, how to respond on time to the emails and all those things. But by the end of the program, we can see them growing their confidence and now they are on their own, carrying on their action goals and growing in their careers."* (MOSAIC model C staff)

[75] This outcome is considered in the changes in outcomes analysis but not in the impacts analysis as it was not a primary outcome of the pilot programming.

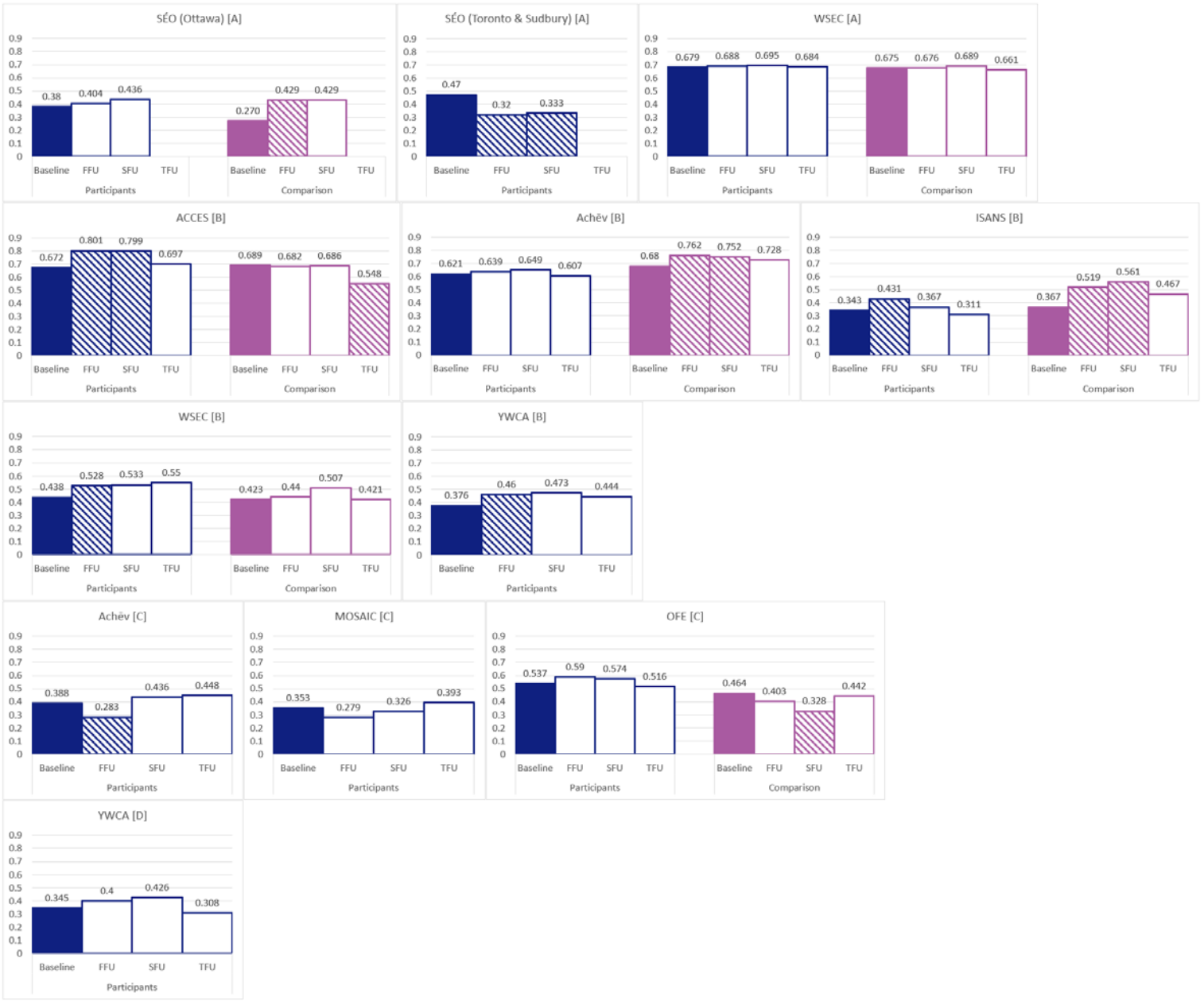
[76] Due to an error in the third follow-up survey, we can only investigate changes in this outcome at the time of the first and second follow-up surveys.

> *"The Care Pathways Program has taught me how to communicate professionally. I learned how to use the computer, writing emails and other digital skills like attending Zoom meetings. I have improved on my English language skills and confidence in my phone conversations. Others can understand me better."*
> (MOSAIC model C participant)

When joining the pilot, confidence in English is generally correlated with the targeting of each model with respect to distance from the labour market. Participants from models initially closer to the labour market have higher confidence in English. Between 34.3% (ISANS model B) and 67.9% (World Skills model A) of participants initially report that they are more than very confident in using English while 38.0%[77] of SÉO model A (Ottawa) and 47.0% of SÉO model A (Sudbury and Toronto) participants report being completely confident in using French. These results are presented in Figure 18.

[77] This percentages refer to the sample who completed the first follow-up survey. The percentage for the sample who completed the second follow-up survey is higher (51.3%).

Figure 18 Average changes in confidence in communicating in English/French



At the time of the first follow-up survey, we find increases of approximately 10 percentage points in the likelihood of being more than very confident in English for ACCES model B, ISANS model B, World Skills model B, and the YWCA model B. However, we also see decreases of about 10 percentage points in this same likelihood for Achēv model C and SÉO model A (Sudbury and Toronto). Program staff at World Skills model B explained that participants' use of English tended to decrease once participants completed attending the

workshops because they may not be using English much at home or with friends. Program staff observed that when conducting one-on-one follow-up supports with participants, some participants experienced difficulties expressing themselves.

> *"[…] I have seen when people are not in the workshop, so they finished the workshops, we start working with them one-on-one, we don't have as regular of contact. I have seen language levels go down a little bit. So sometimes when we're reconnecting with participants from earlier cohorts, I feel that because of COVID, they're at home, they're typically engaging more with their family friends and not using their English language skills as much."*

Program staff and participants across all models shared that participants were able to practice communicating in English by engaging in conversations with program staff and other participants during workshops. One participant from ACCES model B noted that she felt comfortable speaking in English in front of others in the program because other participants came from different countries: *"Because all the participants are from different countries, so I have learned that everyone has accents like me, so I didn't have to worry as long as you're speaking English.*" Program staff and participants in model B also indicated that learning to create and preparing to present an Essential Skills portfolio to other participants and program staff helped to increase participants' confidence in English. Some participants voiced that while initially they did not believe they could give a presentation in English, they were able to practice their oral communication skills while preparing for their presentations, and successfully present their portfolios.

> *"And we have one woman right now who her English maybe that might not be as good as some others, but she needs to improve on her speaking skills. And with a lot of encouragement, she's come to success team meeting. She's come to meaningful conversations, and in each of those, she's asked questions. She's spoken even if she wasn't exactly clear about what she wanted to say. But she's really trying. So these women are resilient and really hardworking."* (YWCA model B program staff)

At the time of the second follow-up survey, the only statistically significant increase that remains is for ACCES model B of 13.8 percentage points. We continue to find a decrease for SÉO model A (Sudbury and Toronto) of 17.2 percentage points. There are no statistically significant changes at the time of the third follow-up survey.

Participants' initial levels of English/French usage follow closely the across model pattern of our confidence indicator with participants from models targeting women initially closer to the labour market more likely to use English/French more frequently. Between 52.4% (YWCA model D)

and 81.7% (World Skills model A) of participants report using English more than a few times a week.

We find increases in self-reported English usage of participants from ACCES model B and World Skills model B at the time of the first follow-up survey. At the time of the second follow-up survey, we see increases for Achēv model B and the YWCA model D. These increases range from 6.5 percentage points to 16.7 percentage point increases in the likelihood of using English (reading, writing, internet) more than a few times a week.

GBA Plus

We find some variations across participants with different identity factors in the changes they see in their confidence in English communication and use of English after joining CPRNW programming. They are presented in Tables 26 and 27.[78] Overall, participants with the same identity factors have similar differential changes for both measures of language skills with the exception of participants with children who see larger/smaller increases in usage/confidence compared to participants without children. Both Tables 26 and 27 show some differences across interventions, follow-up surveys, and subgroups in both the direction and magnitudes of these changes in outcomes.

Table 26 Changes in confidence in communicating in English/French — GBA Plus

	Years in Canada	Paid Work in Canada	Working at Baseline	Principal Applicant	Has a Child	Age 40 and Above	Low CDMSE Baseline
First Follow Up				Achēv [B] 0.262 WSEC [B] -0.173	WSEC [A] -0.119 OFE [C] -0.225		WSEC [A] 0.132
Second Follow Up						Achēv [B] 0.183	
Third Follow Up	WSEC [A] -0.343 Achēv [B] 0.201	WSEC [A] 0.247		Achēv [B] 0.236 OFE [C] -0.220			

[78] We do not examine initial confidence in English or Essential Skills (as the assessments are in English) as subgroups for these outcomes as they are directly related to the outcomes of interest.

Table 27 Changes in usage in English/French — GBA Plus

	Years in Canada	Paid Work in Canada	Working at Baseline	Principal Applicant	Has a Child	Age 40 and Above	Low CDMSE Baseline
First Follow Up	Achēv [B] 0.207				Achēv [B] 0.179		WSEC [A] 0.170 ISANS [B] 0.252
Second Follow Up	Achēv [B] 0.182 WSEC [B] -0.143	WSEC [A] 0.194 WSEC [B] 0.170	WSEC [A] -0.135 OFE [C] 0.299	ISANS [B] -0.239	WSEC [A] 0.126	OFE [C] 0.215	
Third Follow Up							

Comparison group outcomes

When joining the pilot, comparison group members had similar levels of confidence in using English (or French for SÉO comparison group members) for most interventions.[79] However, on average, comparison group members from all interventions apart from ISANS model B reported higher usage of English/French at the time of the baseline survey compared to their respective program group participants.

As with participants from several interventions, comparison group members from Achēv model B, ISANS model B, and SÉO model A (Ottawa), on average, also show increases of approximately 10–15 percentage points in the likelihood of being more than confident in English (more than very confident in French) at the time of the first follow-up survey. We find similar increases for both Achēv model B and ISANS model B at the time of the second follow-up survey. However, we also find an average decrease in confidence using English for OFE model C comparison group members of 14.0 percentage points. At the time of the third follow-up survey, the only statistically significant change is a decrease of 13.6 percentage points for ACCES model B's comparison group.

Given the initially higher levels of English/French usage of most comparison groups when joining the pilot, it is not surprising that we see fewer increases in this outcome. We do find an increase of 15.2 percentage points for ISANS model B comparison group members in using English more than few times a week at the time of the first follow-up survey. We also find an

[79] While 53.7% (38.0%) of program group members for OFE model C (SÉO model A, Ottawa) reported being more than very confident in English (completely confident in French), only 46.4% (27.0%) of comparison members did.

increase of 10.3 percentage points for Achēv model B comparison group members at the time of the second follow-up survey. However, we find decreases for both SÉO model A (Ottawa, at the time of the first follow-up survey) and OFE model C (at the time of the second follow-up survey) of 20.0 and 14.1 percentage points, respectively.

Impacts

For language skills, we investigate the impacts of the programming on self-confidence in English/French.[80] **On average, we find positive impacts of the offer of CPRNW programming on self-confidence in English for participants from OFE model C**. They are 18.7 percentage points more likely than comparison group members to report being more than confident using English at the time of the first follow-up survey. However, the opposite is true for Achēv model B where participants are 12.4/10.3/12.1 percentage points less likely than comparison group members to report high self-confidence in English at the time of the first/second/third follow-up survey. Moreover, participants from all model B interventions are, on average, 8.8 percentage points less likely than comparison group members to report high self-confidence using English at the time of the second follow-up survey, largely driven by the impacts for Achēv model B. Finally, participants from ISANS model B are also less likely, by 15.6 percentage points, than their comparison group members, to report high self-confidence in English at the time of the third follow-up survey.[81]

These average impacts for OFE model C and ISANS model B mask some important differences across participants with different identity factors. At the time of the second follow-up survey, participants from OFE model C who have not yet been in Canada for 12 months, compared to those who have been in Canada for longer, are 26.6% more likely than similar comparison group members to report high self-confidence in English. For ISANS model B, participants who did not come to Canada as economic class principal applicants, without paid work experience in Canada, and with initially high career decision-making self-efficacy[82] are 40.1 percentage points less likely than similar comparison group members, to report high self-confidence in English at the time of the third follow-up survey.

80 As explained previously, English/French usage is not considered in the impacts analysis.

81 The reason contributing to the negative impacts of Achēv and ISANS model B on self-confidence in English is unclear. For ISANS, the negative impact might be the result of longer English training taken by the comparison group members compared to that of their program group counterparts. However, Achēv model B participants took more English training than that of the comparison group.

82 This is the uninteracted term in the regression.

Social capital

All CPRNW pilot programming, to different degrees, provided training in a group setting, either in person or virtually. Group workshops were a major component of most CPRNW interventions.[83] They varied in duration between a few days and several weeks. **These all-women workshops created spaces for participants to connect and share. Program staff commented that in these spaces, participants could share their challenges without fear of judgment because participants shared similar migration and job search experiences**. Since participants have similar experiences, they could share various resources with one another which created feelings of trust between participants. One program staff member also described the women-only workshop as a "brave space" for participants to learn new skills and acknowledge that other skills could be improved, without being judged, by asking questions and seeking feedback from program staff and their peers. These connections, along with connections at their workplaces, likely increased participants' social capital: their networks of relationships.

As described previously, all CPRNW pilot programming provided training in a group setting, though SÉO model A and OFE model C did so to a lesser extent. We hypothesize that connections formed during the training immediately increased participants' social networks. Once participants find employment, connections formed at their workplaces likely increased their networks even more in the intermediate and longer-term.

We begin by analyzing those changes in participants' networks that are immediate outcomes according to the pilot's theory of change: network size and network density (or network diversity). Participants were asked, both when they joined the pilot and at the time of the follow-up surveys, the number of people who can give them help and support in Canada in four areas (household activities, specialized advice, emotional support, and job/career support). Our measure of network size equals one if a participant has four or more people who can help them and zero otherwise.

Various studies have shown that newcomers greatly benefit from diverse networks after arriving in Canada in terms of better employment outcomes, such as, the likelihood of employment and income, and in terms of self-rated health status (Xue, 2008; Zhao, Xue, & Gilkinson, 2010; Evra & Kazemipur, 2019). Our measure of social network density is how many of the people a participant has help from, in the four areas listed above, know one another. The indicator equals one if none, very few, or some know each other, and zero otherwise (if most or all know each

[83] SÉO CPRNW programming mainly consisted of one-on-one support. However, all participants were invited to attend regularly scheduled evening workshops of approximately two hours. OFE participants were recommended sector-specific training if it was deemed necessary. These workshops were between 3 and 10 days long and included OFE clients from several programs, not only CPRNW clients. All other interventions included CPRNW participant only workshops. OFE also added a CPRNW-only training to their programming in April 2020, though it was largely self-directed and not in a group setting.

other). As such, an increase in this measure is considered a positive outcome as it indicates that participants' social networks have become more diverse.

In the intermediate and longer-term, these improvements in network size and diversity should provide participants with help with their job or career, if they need it. According to the pilot's theory of change, this ability to get career help if needed is our intermediate outcome of interest. It is measured for both people of the same and of a different ethnicity as the participant.

Another intermediate social capital outcome we study is sense of belonging. It is a measure of how connected participants feel to their local community, to their city, to their province, and to Canada. Our indicator takes the value of one if a participant feels, on average, more than somewhat weakly connected to their community, city, province, and to Canada (somewhat strongly or very strongly connected to), and zero otherwise.

Highlights of findings

Social capital:

- All CPRNW pilot programming provided training in a group setting, though SÉO model A and OFE model C did so to a lesser extent.
- These all-women workshops created spaces for participants to connect and share where they felt supported by staff and other participants.
- We hypothesize that connections formed during the training immediately increased participants' social networks. Once participants find employment, connections formed at their workplaces likely increased participants' networks even more in the intermediate and longer-term.
- Participants from several interventions show increases in the size and diversity of their social networks after joining CPRNW programming.
- In addition to developing social networks, program staff and participants highlighted that, through the program, participants were able to meet many employers, sector experts, and other participants to help with their job or careers.
- They also see increases in the likelihood they are able to get career help (from people of the same ethnicity as them and from people of a different ethnicity).
- Although many comparison group members received employment-related services from SPOs after joining the pilot, not all may have been in a group setting unlike most CPRNW interventions. Moreover, it is very unlikely that the services they received were in a group of newcomer women. As such, it is not surprising that we observe fewer changes in social networks for the comparison group compared to program participants.
- We find several important average and heterogeneous impacts of the CPRNW programming on our social capital indicators.

Participant outcomes

Social networks

At the time of joining the pilot study, many participants are quite new to Canada (45% have been in Canada for less than one year) and may have arrived without knowing many (or any) others in Canada. At the time of the baseline survey, about half of participants have a network or four or more people who can help them in Canada. This percentage varies from 39.4% for Achēv model B participants and 63.8% for SÉO model A (Ottawa) participants.[84]

At the time of the first follow-up survey, we observe increases in the likelihood of reporting a large network for participants from World Skills model A (7.9 percentage points), **ACCES model B** (11.2 percentage points), **Achēv model B** (12.2 percentage points), **World Skills model B** (8.4 percentage points), **the YWCA model B** (15.1 percentage points), **and MOSAIC model C** (17.0 percentage points). **By the time of the second follow-up survey, the likelihood of reporting a large social network returned to levels similar to those at baseline for all interventions except for World Skills model A and Achēv model** B who continued to see increases of 12.9 and 12.4 percentage points, respectively. This may be because, once the main activities of the programs ended, participants lost touch and did not expand their networks outside of the CPRNW pilot.

Program staff and participants across all models corroborated these network size findings, at the time of the first follow-up survey, by sharing that participants were able to develop friendships with other women in the program and with program staff. Participants kept in touch with other participants, referred jobs to each other, and shared stories of common experiences which helped to decrease their social isolation. At MOSAIC, a program feature called Conversation Circles, was added to the program to help participants to get to know each other and become friends.

Participants expressed that cohort-based programs allowed them to meet like-minded women who shared similar goals, challenges, and immigration journeys, and, therefore, were able to provide each other with emotional support. Program staff at ACCES model B elaborated that by making friends within the program, participants could "*boost their confidence because it mitigates feelings of loneliness and inadequacy when participants see that others [were] experiencing similar challenges as them.*" Many participants acknowledged that one of the main benefits they received from the program was developing friendships and being able to give and receive advice about childcare, navigating life in Canada, and other personal matters. Many participants continued to foster their friendships throughout the program through WhatsApp,

[84] Figure of results available upon request.

planning picnics, and going to employment events together. For example, program staff at MOSAIC model C indicated that participants coordinated to attend the Senior Expo together.

We also find increases in participants' network diversity after joining the pilot.[85] On average, at baseline, participants had high levels of network diversity varying between 44.2% of SÉO model A (Ottawa) participants reporting a diverse network to 70.2% of the YWCA model B participants. **At the time of the first follow-up survey, World Skills model A, ACCES model B, and Achēv model B all saw increases** of between 8.3 and 10.6 percentage points **in the proportion of participants reporting a diverse network**. **Participants from these three interventions continued to see increases, of a similar magnitude, in the likelihood of reporting a diverse network at the time of the second follow-up survey. Moreover, at the time of the second follow-up survey, participants from the YWCA model D** were 20.4 percentage points **more likely to report a diverse network compared to when they joined the pilot**. Findings from focus groups with participants show that they enjoyed and appreciated meeting other participants from many different countries. Participants shared that they valued listening to other participants' stories and about their immigration and employment journeys, as well as learning how to communicate and work with people from different cultures.

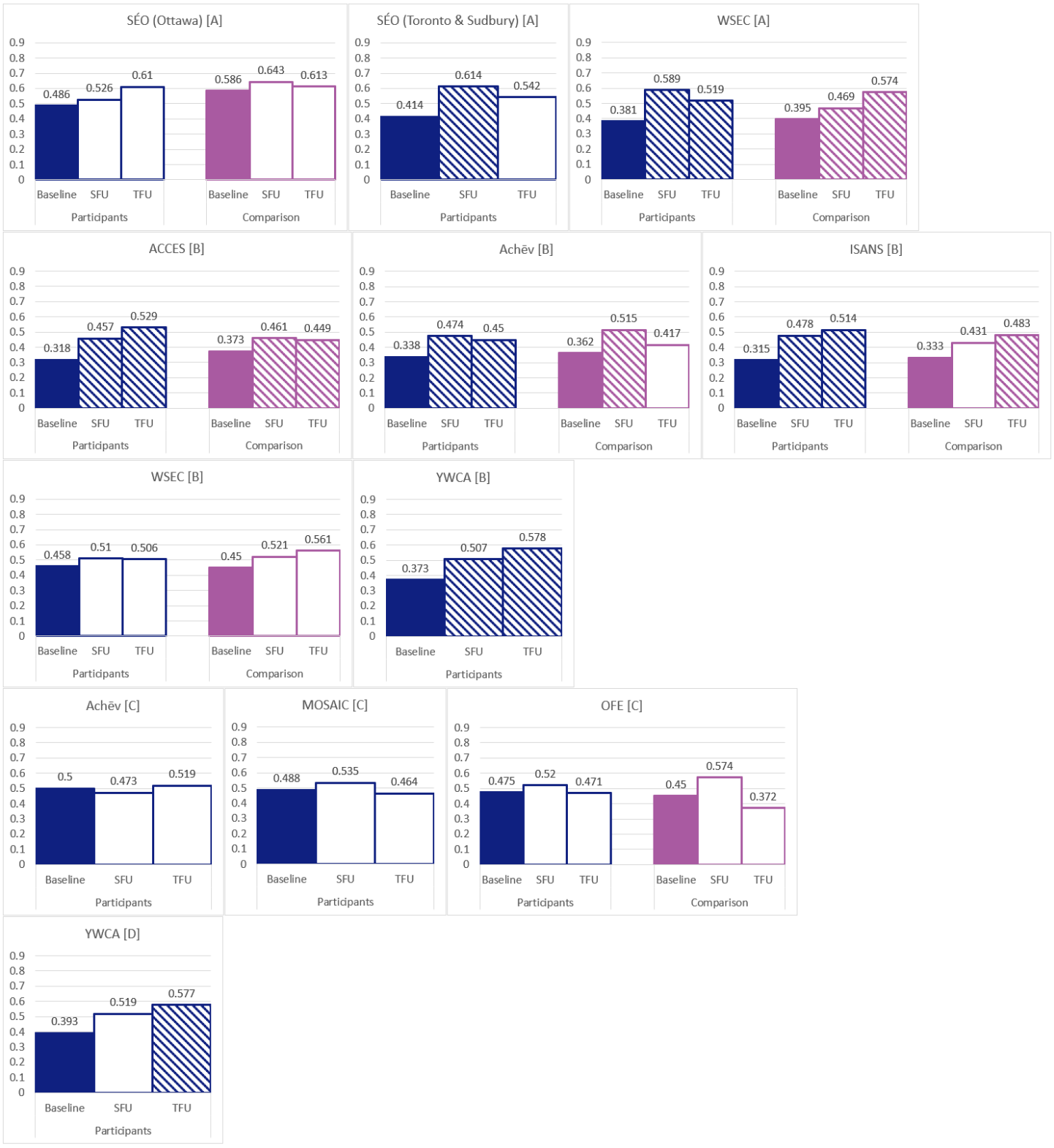
Career networks

When participants joined the pilot, between 29.4% and 55.1%, depending on the intervention, reported easily being able to get help with their job or career if needed.[86] These percentages were very similar for help from people of their same ethnicity as from people of a different ethnicity although for both World Skills model A and the YWCA model B, the percentages of participants reporting they could easily get career help was higher for people from a different ethnicity compared to those from their same ethnicity. The percentages for help from people of a different ethnicity are reported in Figure 19 while those for the same ethnicity are in Appendix A Figure 26.

[85] Figure of results available upon request.

[86] They strongly agree with the statement: "If I need help with my job or career (such as assisting with my current job or recommending me to a potential employer), I can easily get it."

Figure 19 Average changes in career networks



We see increases ranging from 12.5 to 20.2 percentage points in the likelihood participants report being able to get career help from people of their same ethnicity, if needed, at the time of the second follow-up survey for World Skills model A, ACCES model B, Achēv model B, and the YWCA model B. **Participants from all of these interventions in addition to SÉO model A (Sudbury and Toronto) and ISANS model B also see increases in the likelihood of being able to get help from people of a different ethnicity at the time of the second follow-up survey**. These increases are similar in magnitude to those of getting help from people of the same ethnicity.

Twelve months after joining the pilot, we see increases of between 11.0 and 23.9 percentage points **in the likelihood of easily being able to get career help (from both people of the same and of a different ethnicity) for World Skills model A, all model B interventions, and the YWCA model D**.[87]

In addition to developing social networks, program staff and participants highlighted that, through the program, participants were able to meet many employers, sector experts, and other participants to help with their job or careers. Participants across all models met and developed professional relationships with employers and sector experts through guest speaker events, job fairs, speed mentoring events, and volunteering opportunities. For instance, through job fairs, especially in-person ones, program staff indicated that participants in model A were able to connect with employers, and participants were able to obtain job interviews or find employment. Furthermore, participants in models A and B explained that they learned how to broaden their professional networks and felt empowered to reach out to hiring managers on LinkedIn to confidently share their experiences and skills. Some participants shared that they were able to find their current employment through reaching out to employers on LinkedIn.

> *"After reaching out to the senior director of the program that they were hiring for, I was able to know that they wanted someone who is familiar with skilled trades and the apprenticeship process in Ontario. So, I started doing my research. During the interview, the interviewer mentioned that she really appreciated that I reached out to her on LinkedIn. And she was also impressed by the 'T' cover letter and my application in general."* (World Skills model A participant)

In particular, World Skills models A and B included a mentorship component: Circle of Champions. Many participants commented that they were matched with a champion in their fields of interest or related fields, and that they received valuable information about the Canadian labour market, how to enter the field of interest, and connect with people from the champion's own networks. Program staff at World Skills models A and B further indicated that

[87] With the exception of World Skills model B for help from people of a different ethnicity. This average change for participants is not statistically significant.

participants gained hope and confidence for finding employment through receiving support, encouragement, and guidance from champions. Program staff also observed some relationships between participants and champions lasting beyond the duration of the program.

> *"It builds trust and process, too. When someone's going through and doing things and doing things and not feeling the outcome, and then they meet with someone who's travelled the journey ahead of them and they see the success. And so, it builds trust and process that it builds belief. And so, you can keep going when you know from someone else who you trust and believe in and like saying, 'No, my path is similar to yours and here's the success I've had.'"* (World Skills model A program staff)

Program staff at ACCES model B, ISANS model B, and World Skills model B shared that one major success of their programs was inviting past participants who had found employment to speak with current participants about their experience: in the program, searching for jobs, and on how to find good jobs. Past participants were also able to share job opportunities at their place of work with current participants or refer current participants to their employers. Additionally, participants were able to connect with people professionally from the SPO's other programs. For example, program staff at OFE model C explained that participants in the CPRNW programming were able to meet and exchange information with other OFE clients, further expanding their professional networks.

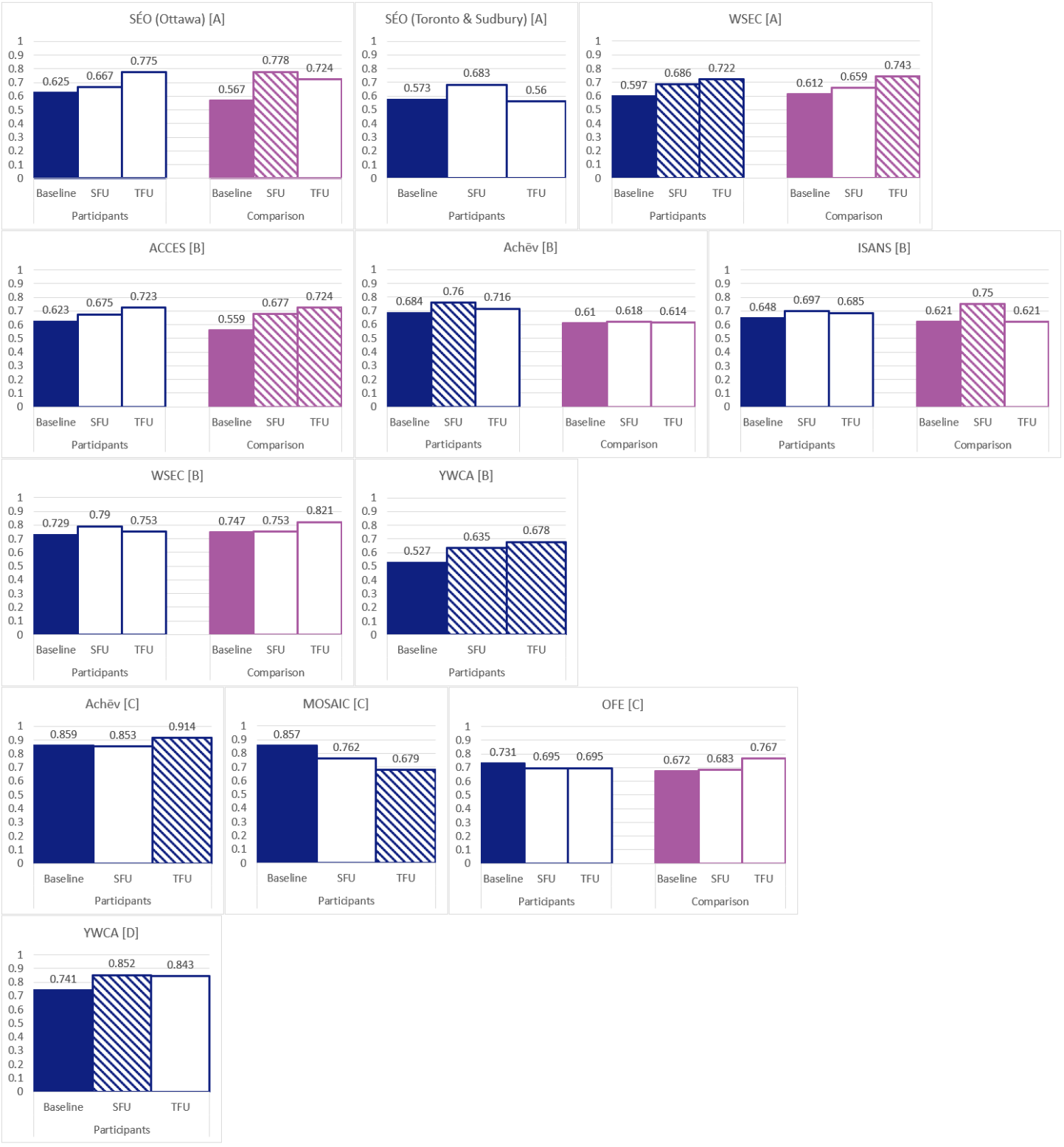
Other participants used the networks and networking abilities developed during the program to look for positions in the fields they were interested in, or within specific companies they wanted to work with. Program staff and participants expressed that participants learned to not only rely on searching for jobs online but to use their networks, find informational interviews with employers, and attend professional development and networking webinars and workshops to access the hidden job market.

> *"Through the program, I learned the value of networking and was able to find employment through LinkedIn. I would ask for informational interviews with hiring manager or recruiters at organizations I was interested in, and as soon as I saw a job posting that interested me, I would follow up with them. My current position is very similar to the one held back in my home country".* (ACCES model B participant)

Sense of belonging

When joining the CPRNW pilot, between 52.7% (YWCA model B) and 85.9% (Achēv model C) of **participants reported feeling more than somewhat weakly connected to their community, city, province, and to Canada. These percentages**, presented in Figure 20, **increased**, by between 7.6 and 11.0 percentage points, **at the time of the second follow-up survey for World Skills model A, Achēv model B, the YWCA models B and D**. **These average increases from baseline for participants from World Skills model A and the YWCA model B remain statistically significant and of a similar magnitude at the time of the third follow-up survey**. **Moreover, at the time of the third follow-up survey, we find an average increase** of 7.5 percentage points **for participants from Achēv model C, who already had a high sense of belonging when they joined the pilot**. To the contrary, participants from MOSAIC model C were 17.9 percentage points less likely to report a high sense of belonging compared to when they joined the pilot.

Figure 20 Average changes in sense of belonging



GBA Plus

Although we find many differential changes in these measures of social capital with respect to participants' identity factors, there is no clear pattern in terms of initial distance to the labour market or barriers to employment. These findings are summarized in Appendix A Tables 33–35.

Comparison group outcomes

Although many comparison group members received employment-related services from SPOs after joining the pilot, not all may have been in a group setting, unlike most CPRNW interventions. Moreover, it is very unlikely that the services they received were in a group of newcomer women. As such, it is not surprising that we observe fewer changes in social networks for the comparison group compared to program participants. **We find no statistically significant average changes in network size** (the likelihood of having a network or four or more people who can help them in Canada) for the comparison groups of any of our interventions.[88] The only statistically significant change we observe in network diversity is for ISANS model B at the time of the second follow-up survey, who see an increase of 13.5 percentage in the likelihood of having a diverse network.

In terms of being able to find career help from people of the same or of a different ethnicity, we do observe increases for the comparison that are generally similar in magnitude to or smaller than the average changes of program participants. These are presented in Figure 19 and Appendix A Figure 26 and are observed for comparison group members for World Skills model A and ACCES model B for both indicators at the time of both the second and third follow-up survey, for Achēv model B for help from people of the same ethnicity at the time of the third follow-up survey and for help from people of a different ethnicity at the time of the second follow-up survey, and for ISANS model B for help from people of a different ethnicity at the time of the third follow-up survey.

We also see increases in comparison group members' sense of belonging after joining the pilot. However, all but one of these average increases are for comparison group members for interventions where we did not observe increases for the program group. At the time of the second follow-up survey, we find average increases in the likelihood of feeling more than somewhat weakly connected to their community, city, province, and to Canada for comparison

[88] Although on average, the comparison group members of all interventions joined the pilot with a higher likelihood, albeit a small one, of having a network of four or more people compared to their associated program group. Therefore, there is less room for them to improve in this measure.

group members from SÉO model A (Ottawa), ACCES model B,[89] and ISANS model B, of 21.1, 11.8, and 12.9 percentage points respectively. At the time of the third follow-up survey, we continue to observe a similar in magnitude change for ACCES model B's comparison group (15.5 percentage points) in addition to a statistically significant average change for World Skills model A comparison group members of 11.6 percentage points; similar in magnitude to their program group's average increase at the time of the third follow-up survey.

Impacts

We find several important average and heterogeneous impacts of the CPRNW programming on our social capital indicators. In terms of immediate outcomes, although we find no average impacts of the CPRNW programming on network size, we do observe important differential impacts depending on participants' identity factors.

At the time of the first follow-up survey, participants from both World Skills model A and ISANS model B who had been in Canada for more than one year, compared to those who had been in Canada for a shorter period of time, were 37.5 and 59.6 percentage points, respectively, less likely to see an increase in the likelihood they had a network of four or more people in Canada who could help them. This is, perhaps, not surprising, as they probably had a more established Canadian network prior to joining the pilot given they had been in Canada for longer. On the contrary, participants from World Skills model A who joined the pilot with prior Canadian work experience were 44.5 percentage points more likely, than those who joined the pilot without Canadian work experience, to increase their network size.

The only statistically significant average impacts on network diversity are for ISANS model B at the time of the second follow-up survey. We find a 25.4 percentage points negative impact of CPRNW programming compared to services the comparison group may have received, in the likelihood they report a highly diverse network. Although this average impact is negative, it is important to note that it does not imply a worsening of the diversity of ISANS model B program participants; only less diversity at the time of the second follow-up survey compared to the comparison group. Moreover, the GBA Plus analysis shows that this negative average impact is being driven by those who came to Canada in immigration categories other than economic class principal applicants, who joined the pilot without prior paid work experience in Canada, with

[89] When joining the pilot, ACCES model B's non-randomly assigned comparison group had a lower likelihood of reporting a high sense of belonging compared to their program group. We find statistically significant average increases for them at the time of both the second and third follow-up surveys. However, it is important to note that the proportion of participants who report a high sense of belonging at both of these times is comparable to program participants. The reason we find a statistically significant change for the comparison group and not the program group is because the comparison group started with a lower level.

high career decision-making self-efficacy, and high Essential Skills (the uninteracted term in the regression). For these participants, the negative impact is 53.4 percentage points.

We find impacts of CPRNW programming on the likelihood of easily getting help with their careers for participants from both World Skills models. There are no average impacts on the likelihood of getting help from people of the same ethnicity. However, the GBA Plus analysis shows an impacts of 43.1 percentage points at the time of the second follow-up survey for World Skills model A participants without children, who did not come to Canada as economic class principal applicants, without paid work experience (and not working) when they joined the pilot, with low English and career decision-making self-efficacy skills, and who were less than 40 years old (the uninteracted term in the regression).

We also find impacts for participants from World Skills model A on the likelihood of being able to easily get career help from people of a different ethnicity. The average impact at the time of the second follow-up survey is an 11.9 percentage point increase. The GBA Plus analysis also shows an impact of 46.9 percentage points for participants with similar characteristics as those for whom we see an impact for help from people of the same ethnicity.[90]

Finally, at the time of the third follow-up survey, we find heterogeneous impacts of World Skills model B programming on the likelihood of being able to easily get help with one's career from people of a different ethnicity. CPRNW programming has an impact 30.6 percentage points higher for participants who joined the pilot with low Essential Skills, compared to those with high ES. It also has a negative impact of 21.8 percentage points for participants who joined the pilot without children, under the age of 40, who had been in Canada for less than one year, without Canadian work experience (and not working), with high confidence in English and high career decision-making self-efficacy, and who came to Canada through an immigration category other than economic class principal applicant (the uninteracted term in the regression).

We find no average or heterogeneous impacts of CPRNW programming on participants' sense of belonging to their community, city, province, and to Canada.

Wellness

All of the previously described immediate and intermediate outcomes of the CPRNW pilot should lead to increased self-confidence, hope, and overall well-being. As such, they are considered to be intermediate outcomes according to the pilot's theory of change and are measured at baseline — and then only at the time of the second and third follow-up surveys (and not the first).

[90] Participants who immigrated to Canada under a category other than economic class principal applicant, who did not have paid work experience in Canada, without children, younger than 40 when they joined the pilot, with high career decision-making self-efficacy, and high confidence in English.

Highlights of findings

Wellness:

- In addition to supporting participants in finding employment, program staff and participants across all models emphasized that the program increased participants' wellness and mental health.
- Program staff explained that participating in the program empowered women by allowing participants to put the focus on themselves, their skills development, and career growth rather than focusing entirely on family responsibilities.
- When joining the pilot, on average, participants' self-confidence was low, varying from 11.9% of YWCA model B participants strongly agreeing that they had high self-confidence to 41.2% of SÉO model A (Ottawa) participants.
- We observe increases in the proportion of participants reporting high self-confidence for many interventions.
- We observe fewer increases in self-confidence for comparison group members.
- Participants report relatively high initial levels of hope when joining the pilot.
- However, we find decreases in the proportion of participants reporting high hope at the time of both the second and third follow-up surveys. This is also the case for comparison group members.
- Finally, after participating in CPRNW programming, and given the changes in outcomes and impacts on employment, skills, social capital, and well-being, presented previously, participants' overall life satisfaction may have improved.
- We see primarily positive changes in life satisfaction for both program and comparison group members after joining the pilot.
- However, there is no evidence of positive impacts of CPRNW programming on self-confidence, hope, or life satisfaction.

Participant outcomes

Mental health[91]

In addition to supporting participants in finding employment, program staff and participants across all models emphasized that the program increased participants' wellness and mental health. Some participants shared that when they first joined the program, they were feeling sad and alone, and they felt like they had no one to talk to. Many participants indicated that they felt safe and comfortable to share personal stories with other women, as explained by one participant from the YWCA model B: "*We could share whatever we wanted to share at that time. So, it was really good for me. For me, as a mother, I have multiple jobs and at the same time I was in depression mode. So, seeing other women, dealing good with this stuff, it's helped me a lot. It was really supportive."* As participants received valuable emotional support from women with similar lived experiences, including program staff, both program staff and participants noted improvements in participants' well-being.

[91] The project surveys include some commonly used validated measures of mental and physical health. However, these measures do not demonstrate reliable statistical properties in the CPRNW sample. The discussion of this section does not include any quantitative measures of mental health as originally planned.

> *"I had a client who all of a sudden was really distressed. And I just asked her 'What's going on?' And it was something to do with the health of her daughter. Just the fact of being there where they can speak and vent helped. Later I checked in with her and she mentioned later on saying, 'Just by you sending me an email, asking and checking on me, that meant a lot and I felt supported.'"* (MOSAIC model C program staff)

In addition to the emotional supports CPRNW programming provided, program staff highlighted that, since the start of the COVID-19 pandemic in March 2020, they have increased their efforts to refer participants to other services, including mental health services. They have also added components to the programming to reflect the needs of participants such as offering workshops about mental wellness and ways to cope with stress. These resources were particularly useful during times of lockdown at the height of the COVID-19 pandemic[92] when feelings of isolation and loneliness were high. Program staff from Achēv model B noted that through learning about mental well-being from the workshops and learning about available resources within the community, "*participants have shown comfort in reaching out to mental health services on their own.*"

Program staff stated that employment programs for newcomer women need to include more than employability training because of the unique set of challenges this population faces. For instance, program staff observed that some participants experience conflicts within their families, coupled with childcare responsibilities and financial worries which hinder their ability to search for a job. Some participants added that they experience anxiety about the well-being of their families in their home country, and consequently have a hard time focusing on job search. Supporting participants' mental health was seen to be a critical component for participants to successfully find employment, according to program staff.

> *"We have learned that mental health is the most important factor in RNW [racialized newcomer women] job searching journey. In August, two program participants disclosed that they were emotionally challenged due to several reasons. One of them was going through her family issues and another one shared that she had become fed up with the long-lasting immigration procedures that she had to face and also her unemployed status. They also said that they were tired of the feeling of financial and job insecurity. Those adverse circumstances understandably demotivated them and then the meetings had to be cancelled a few times. That's why the coach had to provide them with emotional support and demonstrate active listening. Moreover, the coach shared available resources or mental wellness programs offered by other community partners."* (Achēv model B program staff)

[92] https://cpvmnw.ca/wp-content/uploads/CPVMNW_COVID-19_Briefing_Note_English.pdf.

Confidence

Through participating in various workshops, employer connection events, and receiving one-on-one supports, program staff and participants across all models reported an increase in participants' self-confidence and hopes for their future in Canada. In fact, **many program staff suggested that confidence building was the most important change they observed in participants**. Participants in all models learned to identify their goals and strengths, how to proceed with their careers or choose alternative careers, and confidently answer questions during interviews and speak with employers. Participants indicated that they felt well prepared to enter the Canadian labour market because they had all the tools and resources to start or continue their job search. Some participants also shared that the program staff supported participants to positively accept job rejections by not giving up on their career growth, receiving and using employers' feedback, and continuing to look for opportunities.

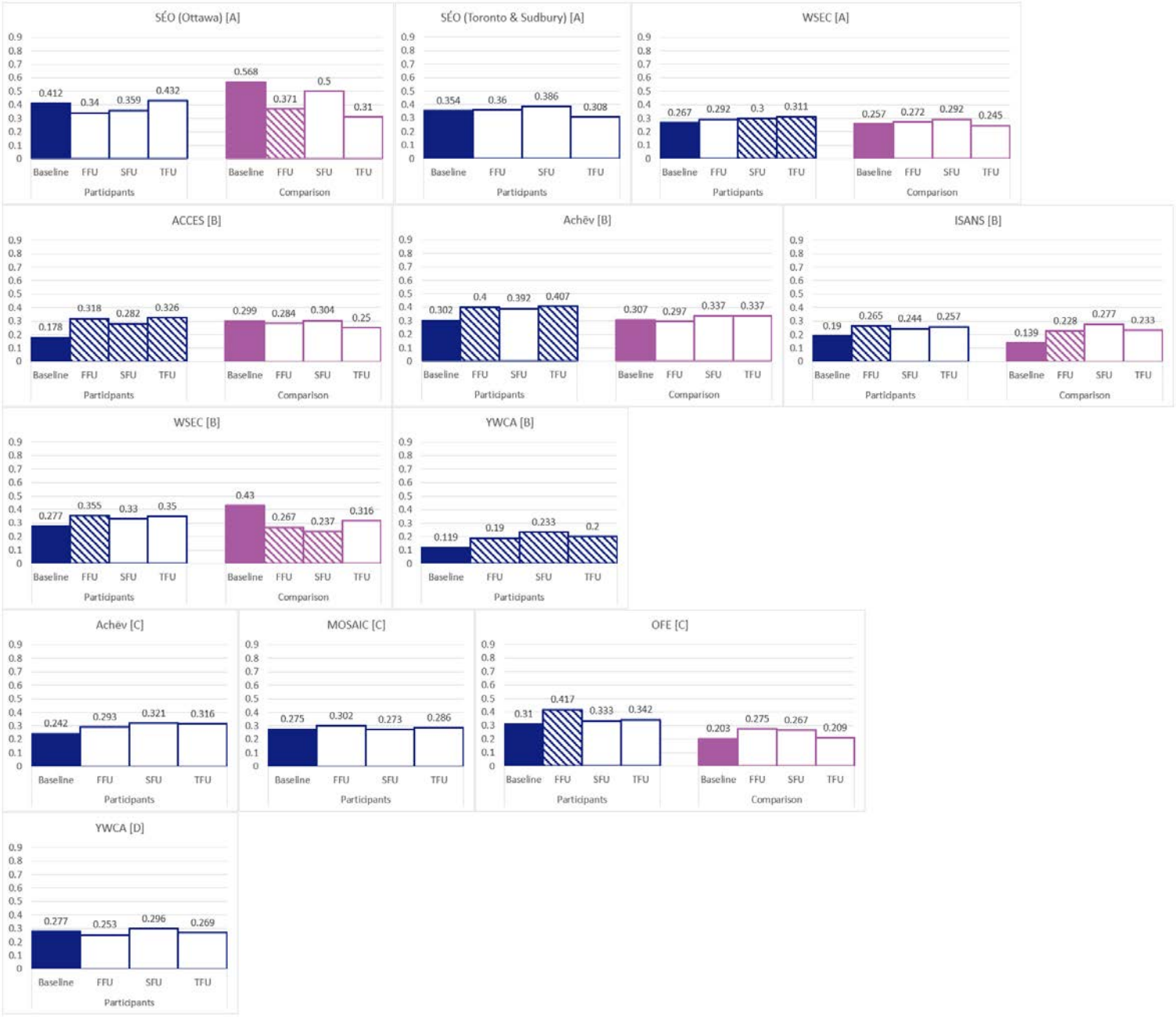
> *"The main benefit I got was that I built my confidence. That's something I didn't have. I have hesitant of myself. But when I came into the program and met other immigrant women from different countries, we shared similar challenges, what we experienced while job searching. And it was pretty similar, like language barriers because we are not English native speakers. It doesn't matter that you come from different countries, you didn't speak English perfectly but it doesn't mean that it has to be a barrier for us, for me, or other newcomer women to have equal opportunity to achieve, to get the career that we want."* (YWCA model B participant)

Participants from World Skills model A indicated that the 'self-branding' workshops further increased their self-confidence because participants changed their perspective of being a newcomer from "*vulnerability to strength*" and participants felt empowered to take action and be open to learning to reach their career goals. Program staff across all models also mentioned that participating in the program empowered women by allowing participants to put the focus on themselves, their skills development, and career growth rather than focusing entirely on family responsibilities.

> *"[The participant] was able to craft a more marketable resume which showcased her strengths in business administration and articulated her value proposition from the feedback received from the CPNW during mock interviews. As a result, [the participant's] confidence increased throughout the program. The CPNW program staff provided her with suitable job postings, and connected her to speed mentoring events, which effectively provided her a sense of direction to build her professional network."* (ACCES model B program staff)

In all four surveys, participants were asked how strongly they agreed with the statement: "I see myself as someone who has high self-confidence." Our measure of self-confidence takes the value of one if the participants answered that they strongly agreed with the statement, and zero otherwise. **When joining the pilot, on average, participants self-confidence was low**, varying between 11.9% of the YWCA model B participants strongly agreeing that they had high self-confidence and 41.2% of SÉO model A (Ottawa) participants. **We observe increases in the proportion of participants reporting high self-confidence for many interventions (World Skills model A and all model B interventions) at the time of the first, second, and/or third follow-up surveys.** The increases range from 6.3 to 16.2 percentage points and are reported in Figure 21.

Figure 21 Average changes in self-confidence



Hope

Program staff and participants in models B and D noted that when they invited past participants or other racialized women as guest speakers, they saw a change in participants' attitudes and increases in hope for their future. Participants saw value in their skills and abilities and had a

positive outlook on their job search journeys because they saw women who had successfully continued their careers in Canada, and who had similar migration stories and experienced similar job search challenges. Thus, introducing them to someone they could aspire to become. One participant from ISANS model D explained that because of participating in the program, "*I totally changed all my attitude not as before. I became a new person, in fact. If I'm to say the truth out of all the lessons, the testimonies from a real experience helped me a lot. Even I developed confidence and believing myself because of the skills I received.*"

Participants report relatively high initial levels of hope when joining the pilot. They were asked to rate how strongly they agreed that they see themselves as someone who has a lot of hope for the future. Our measure of hope equals one if they reported strongly agreeing with that sentence and zero otherwise. According to this measure, between 31.1% (MOSAIC model C) and 74.4% (SÉO model A, Ottawa) report being hopeful when joining the pilot.[93] Such initially high levels of hope are consistent with the notion of being hopeful at the beginning of a new life event (such as a move, a new job, a new school, a new program, a new relationship, etc.). However**, we find decreases in the proportion of participants reporting high hope at the time of both the second and third follow-up surveys,[94] perhaps as they faced barriers in the labour market beyond the scope of the program.**

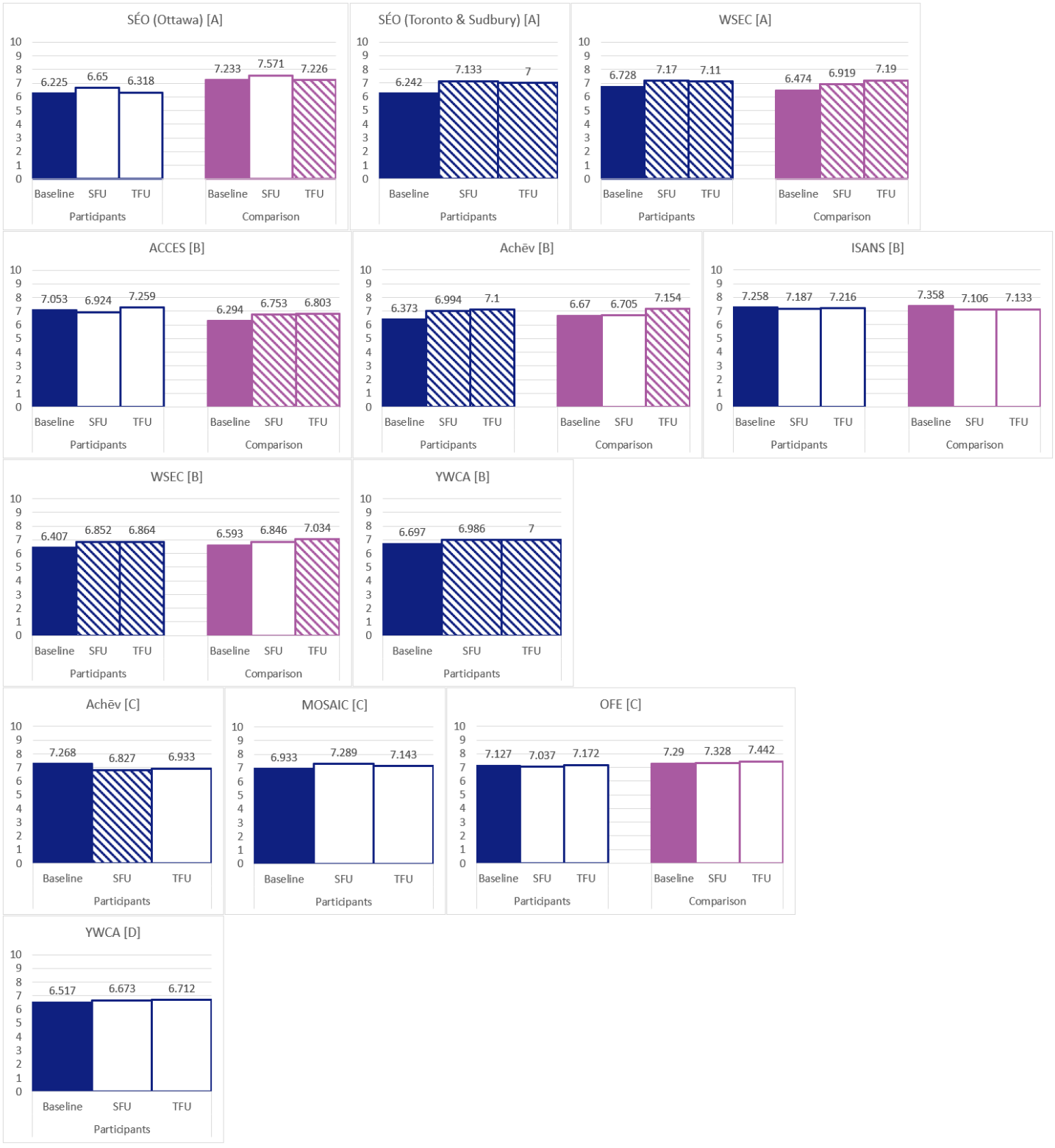
Life satisfaction

Finally, after participating in CPRNW programming, and given the changes in outcomes and impacts on employment, skills, social capital, and well-being, presented previously, participants' overall life satisfaction may have improved. On a scale from one to ten, participants ranked their overall life satisfaction when they joined the pilot. It ranged from an average of 6.2 (SÉO model A, Sudbury and Toronto) to 7.3 (Achēv model C). Results are presented in Figure 22 and show that at the time of both the second and third follow-up surveys, we observe increases in life satisfaction for participants from World Skills model A, SÉO (Sudbury and Toronto), Achēv model B, World Skills model B, and the YWCA model B, ranging from 0.4 to 0.9 (on the 1-10 scale). However, we also observe a decrease in overall life satisfaction for Achēv model C participants at the time of the second follow-up survey, of 0.4, though it is important to consider that they also had the highest initial life satisfaction level. This decrease did not remain at the time of the third follow-up survey.

93 Figure of results available upon request.

94 At the time of the second follow-up survey, we find statistically significant decreases for World Skills model A (6.6 percentage points), ACCES model B (13.8 percentage points), Achēv model B (8.8 percentage points), and OFE model C (12.3 percentage points). At the time of the third follow-up survey, we see a decrease of 18.7 percentage points for SÉO model A (Ottawa).

Figure 22 Average changes in life satisfaction



GBA Plus

The differential changes in confidence, hope, and life satisfaction are summarized in Tables 28-30. Although no clear pattern emerges, we do observe smaller increases in confidence for ACCES model B, Achēv model B, and the YWCA model B participants who joined the pilot with lower career decision-making self-efficacy. However, participants from Achēv model B with lower Essential Skills see larger increases in confidence. With regards to hope, we observe smaller decreases for participants from Achēv model B and World Skills models A and B who had been in Canada for more than one year when they joined the pilot. Finally, participants who came to Canada as principal applicants in the economic class from both the YWCA model B and OFE model C see fewer increases in life satisfaction.

Table 28 Participant changes in self-confidence — GBA Plus

Self-confidence (strongly agree)

	Years in Canada	Paid Work in Canada	Working at Baseline	Principal Applicant	Has a Child	Age 40 and Above	Low Oral Communication	Low Essential Skills	Low CDMSE Baseline
First Follow Up				ISANS [B] 0.173 YWCA [B] -0.144		WSEC [A] -0.136 WSEC [B] -0.199 YWCA [B] -0.163			Achēv [B] -0.160
Second Follow Up	ACCES [B] -0.218 WSEC [B] 0.205			ISANS [B] 0.165 YWCA [B] -0.178		WSEC [A] -0.181 WSEC [B] -0.167 OFE [C] 0.182		Achēv [B] 0.133	ACCES [B] -0.178 YWCA [B] -0.295
Third Follow Up				OFE [C] -0.234					

Table 29 Participant changes in hope — GBA Plus

Hope (strongly agree)

	Years in Canada	Paid Work in Canada	Working at Baseline	Principal Applicant	Has a Child	Age 40 and Above	Low Oral Communication	Low Essential Skills	Low CDMSE Baseline
First Follow Up									
Second Follow Up	Achēv [B] 0.190 WSEC [B] 0.174	WSEC [A] -0.171			WSEC [A] 0.136				
Third Follow Up	WSEC [A] 0.202				WSEC [A] 0.182	ACCES [B] 0.265	ACCES [B] 0.223 Achēv [B] -0.246	ISANS [B] -0.252	

Table 30 Participant changes in life satisfaction — GBA Plus

Life satisfaction (scale from 1 to 10)

	Years in Canada	Paid Work in Canada	Working at Baseline	Principal Applicant	Has a Child	Age 40 and Above	Low Oral Communication	Low Essential Skills	Low CDMSE Baseline
First Follow Up									
Second Follow Up	ISANS [B] 0.754			YWCA [B] -0.739 OFE [C] -1.024				Achēv [B] -0.728 ISANS [B] 0.786	Achēv [B] 0.781
Third Follow Up						WSEC [A] -0.980 Achēv [C] 1.112	Achēv [B] -0.890	ISANS [B] 1.373	

Comparison group outcomes

The outcomes of comparison group members differ substantially from program participants both prior to the start of the pilot and in their average changes at the time of both the first, second, and third follow-up surveys and are reported in Figure 21. Firstly, there are several important differences in the proportion of comparison group members reporting high confidence when they joined the pilot compared to their respective program group participants.[95] Moreover, at the time of the first follow-up, unlike the increases we observe in participant outcomes for several interventions, we see decreases for both SÉO model A (Ottawa) and World Skills model B (both interventions where the comparison group had a higher probability of reporting high confidence initially). The only comparison group to see an increase in the likelihood of reporting high confidence is ISANS model B, also at the time of the first follow-up survey, and the magnitude is similar to their program group's average increase. World Skills model B's comparison group continues to see a decrease in confidence at the time of the second follow-up survey. Finally, at the time of the third follow-up survey, while program participants from World Skills model A, ACCES model B, Achēv model B, and the YWCA model B see increases in confidence, there are no statistically significant average changes for any of the comparison groups.

[95] SÉO model A (Ottawa) comparison group members were more likely to report high self-confidence (56.8%) compared to their program participants (41.2%). The same is true of both ACCES model B and World Skills model B comparison group members, of whom 29.9% and 43.0%, respectively, reported high confidence compared to 27.7% and 17.8%, respectively, of program participants. The opposite is true for comparison group members from OFE model C who were less likely (20.3%) to report high confidence compared to the program group (31.0%).

Unlike the differences in results between the program and comparison groups regarding confidence, the results regarding hope are very similar. Comparison group members joined the pilot with similar likelihoods of reporting high hope as each of their respective program participants. We also observe decreases in this likelihood for comparison group members from World Skills models A and B and Achēv model B at the time of the second follow-up survey and those from SÉO model A (Ottawa), World Skills model A, and ACCES model B at the time of the third follow-up survey. The magnitudes of these decreases are quite large. As with program participants, it is possible that comparison group members joined the pilot with high levels of hope (which, for all comparison groups that were randomly assigned, were captured before they were informed that they would be joining the comparison group) and then these levels fell as they faced barriers in the labour market beyond the scope of the services they received.

The results for comparison group members' life satisfaction are similar to those of program participants. We find increases at the times of both the second and third follow-up survey for World Skills model A and ACCES model B (whose program group did not see any change) and for SÉO model A (Ottawa, whose program also did not see any change), Achēv model B, and World Skills model B at the time of the third follow-up survey. These increases are similar in magnitude to the average participant changes and are reported in Figure 22.

Impacts[96]

Although we do observe many improvements in skills, social capital, and wellness for program participants, we also observe similar improvements for comparison group members. As such, the only statistically significant average or heterogeneous impact we observe is a negative average impact of CPRNW programming on life satisfaction for SÉO model A (Ottawa) at the time of the third follow-up survey of -1.0 on the 1–10 scale. This is driven by the increases in life satisfaction of SÉO model A (Ottawa) comparison group members combined with little change for their program group members, on average.

Summary

CPRNW program participants saw important changes in outcomes beyond the focus on employment. These outcomes in skills, social capital, and wellness are just as important in participants' settlement journeys.

[96] We are unable to reliably estimate impacts for hope and life satisfaction for ACCES model B due to baseline imbalances.

After joining the pilot, many participants gained confidence in speaking English and increased its use in their daily activities.[97] Comparison group members from several model A and B interventions also see increases in confidence and usage of English/French. However, we find a positive statistically significant impact of CPRNW on confidence in English for OFE model C participants above and beyond changes of comparison group members. However, we also find a negative impact on confidence in English for Achēv model B participants.

The CPRNW all-women workshops created spaces for participants to connect and share. Participants from several interventions show increases in the size and diversity of their social networks after joining CPRNW programming. In addition, we see increases in the likelihood they are able to get career help (from people of the same ethnicity as them and from people of a different ethnicity).

Although many comparison group members received employment-related services from SPOs after joining the pilot, it is very unlikely that the services they received were in a group of newcomer women. We observe fewer changes in social networks for the comparison group compared to program participants. These differences between the program and comparison groups result in several important average and heterogeneous impacts of the CPRNW programming on our social capital indicators.

Program staff and participants across all models emphasized that the program increased participants' wellness and mental health. When joining the pilot, on average, participants self-confidence was low. We observe increases in the proportion of participants reporting high self-confidence for many interventions. These results are echoed by program staff and participants who spoke at length about increases in self-confidence from participating in CPRNW programming. Over the same period, we observe fewer increases in self-confidence for comparison group members.

Participants report relatively high initial levels of hope when joining the pilot. However, we find decreases in the proportion of participants reporting high hope at the time of both the second and third follow-up surveys. This is also the case for comparison group members. Finally, after participating in CPRNW programming, and given the changes in outcomes and impacts on employment, skills, social capital, and well-being, presented previously, we see primarily positive changes in life satisfaction for both program and comparison group members after joining the pilot. However, the changes in self-confidence, hope, and life satisfaction are not above and beyond those experienced by comparison group members.

[97] SÉO model A activities were conducted in French and we do not see similar increases in confidence using French among them. However, it is important to note that, on average, SÉO model A participants joined the pilot with much higher French language skills than the English language skills of participants of other interventions.

EFFECTS ON SETTLEMENT SERVICE PROVIDERS

THEORY OF CHANGE

The pilot brings participating SPOs together with the common goal of testing innovations and gathering evidence on effective ways to better facilitate racialized newcomer women's integration into the Canadian labour market. In the previous sections, we report how the direct CPRNW services affected program participants by analyzing changes in their employment and other outcomes after joining the pilot, as well as impacts of the programming. The pilot, through its indirect services, also aims to enhance the capacity of SPOs in order to achieve better participant outcomes.

From the start, SRDC worked with the SPOs to develop each of their interventions within the context of the research design and service innovation. The SPOs had different initial levels of experience working with racialized newcomer women and varying capacities to design and deliver the key program components of the models. SRDC continued to work with the SPOs throughout the implementation and delivery of the interventions. SPOs provided input on the development of the pilot's theory of change for participants and models to capture changes expected for participants and partnering SPOs. Figure 23 shows the immediate and intermediate outcomes expected for the participating service providers.

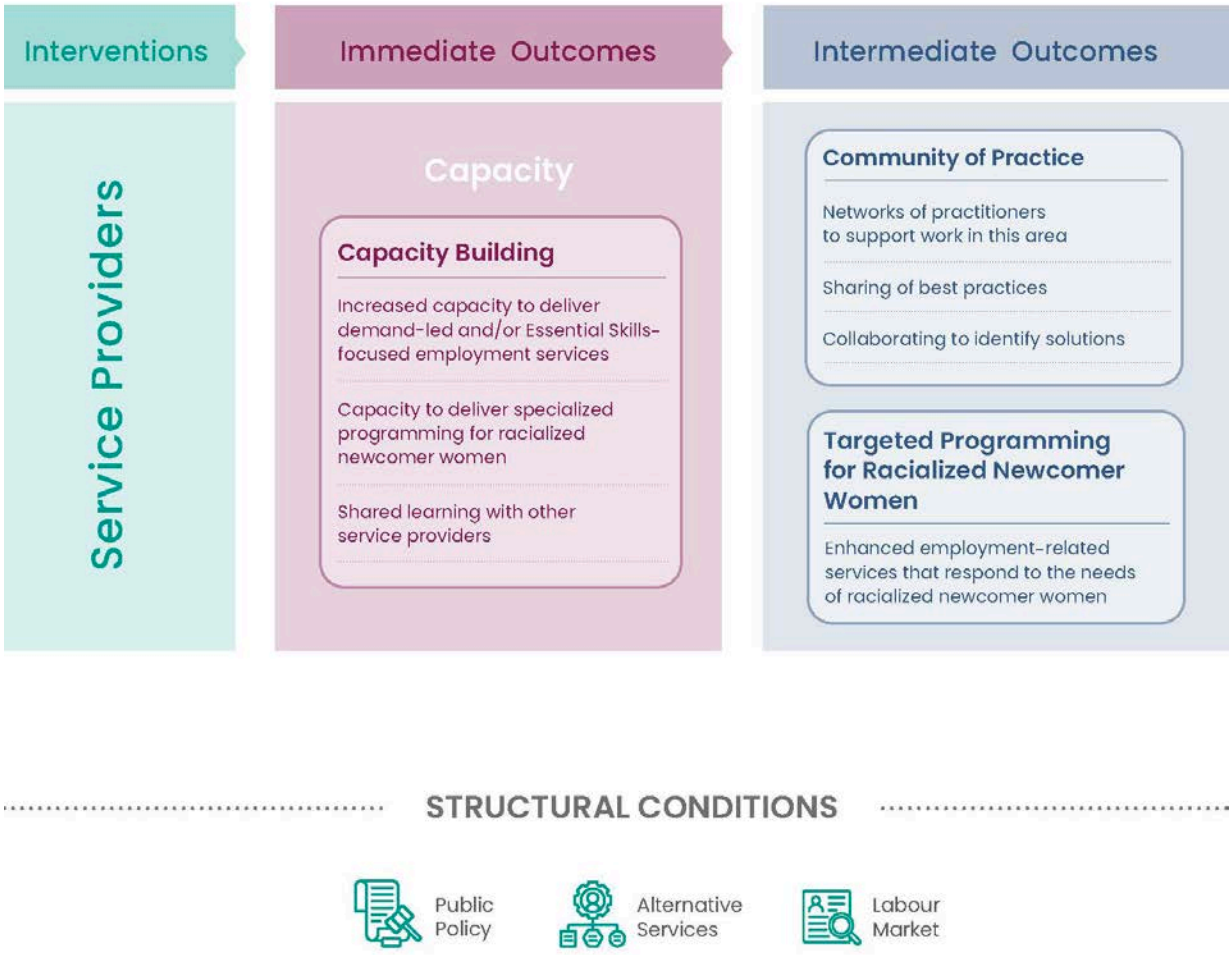
- SPOs are expected to develop and strengthen their knowledge, skills, and resources in the immediate term to deliver demand-led and Essential Skills-focused employment training and services, and targeted programming that is responsive to the needs of racialized newcomer women job seekers.
- SRDC intentionally included a community of practice to support the network of SPOs in learning and sharing knowledge, which is expected to improve programming and practice.
- SPOs are expected to continue to benefit from the increased capacity and from the establishment of the community of practice, which should enable them to continuously improve their programming for racialized newcomer women.

DATA

Qualitative data was designed in alignment with the theory of change for service providers in the pilot. The main source of data for this section is the annual interviews with delivery staff from all

interventions, as well as the proceedings from the in-person all-partners forum held in Vancouver, BC in June 2022.

Figure 23 Theory of Change for participating SPOs



KEY FINDINGS ON CONTRIBUTIONS TO THE CAPACITIES OF THE CPRNW SERVICE PARTNER ORGANIZATIONS

The pilot supported SPOs delivering the CPRNW interventions to learn, share, and improve together, and to develop skills and expertise that has since inspired further innovations in their organizations and across other programs. Below, we highlight selected changes to organizational capacity.

Highlights of findings – Capacity-building

- All SPOs mentioned plans to incorporate or bolster features of CPRNW in their other programming. These components include a focus on Essential Skills, employer engagement, mentorship and individualized support, the curriculum, resources, and tools developed as part of the pilot, targeted programming, participant selection, and a GBA Plus lens.
- Almost all mentioned gaining research and evaluation knowledge and skills; the research brought learning of how evaluation can be incorporated and used accordingly. They now have a better understanding of the importance of systematically collecting participant data and of analysis, and how to use the resulting evidence.
- The community of practice brought SPOs together to learn from one another and to share promising practices.
- The CPRNW pilot enhanced service partner capacity in several areas, including expertise to deliver targeted programming for racialized newcomer women. It produced ripple effects, including expanding and producing new programming for this population.

Incorporating CPRNW features into programming more broadly

The targeted programming differed in several ways from other programs currently and previously delivered by the SPOs. **All SPOs mentioned plans to incorporate or bolster features of CPRNW in their other programming.**

- **A focus on Essential Skills in programming.** All interventions that delivered models with elements of the Essential Skills framework stated their intention to continue its use and incorporate it more widely in their programs. Prior to the start of pilot services, teams delivering models B, C, and D received training that introduced them to the Essential Skills framework. The SPOs saw the benefits of using the framework as a great way to gauge candidates' current state of readiness for their chosen occupation/industry. The capacity gained in delivering the Essential Skills framework helped some organizations to further implement the Essential Skills assessments and portfolio building components more broadly across their programs.

  > *"Some of the staff who received training in Essential Skills are continuing to build on that knowledge. (name of practitioner) is involved in another project with racialized women and taking with her all the lessons learned."* (MOSAIC model C program staff)

  > *"So we created a new curriculum online about Skills for Success (for a new pilot). And it's going to be the point of entry for our clients. They have to complete skills for success, and they have to create a portfolio, and this is going to be the key thing to get them involved in the program. … So we always had Essential Skills as part of what we are doing, but we never put a spin on it like to be the main focus of the programs that we are doing. So the women's program was the first one where we had a complete focus on the Essential Skills, and we had the*

whole project built on the Essential Skills platform and now we are building new programs as well." (ISANS model B program staff)

"My Plan is being actively integrated into other service delivery areas. One of the reasons why we were interested in pursuing CPRNW when the funding proposal initially came out was because (our) services have traditionally been direct bridging services. This project was a way to learn how to better support individuals making difficult career transitions. Many of the lessons learned have been used to guide the work being done with internationally educated healthcare professionals." (ACCES model B program staff)

- **Employer engagement.** All four models involve, to varying degrees, employer connections. Some SPOs tapped into their existing organization's broader network of employers, while others had to recruit and engage new employers. SPOs said that, through the pilot, they learned how to build and maintain relationships with employers, which helped foster better collaboration with employer partners and also better served employer needs. For example, the organizations delivering model C (Achēv and MOSAIC) gained or bolstered their capacity to identify in-demand employers/sectors and engage them in the pilot by delivering occupation-specific training and support to participants that met employer/sector needs.

- **Other program components.** Program staff also mentioned incorporating other program components, such as mentorship and individualized support, in their other programs.

    - World Skills incorporated mentoring partnerships in their CPRNW intervention and observed its effectiveness. World Skills is *"looking at how we can increase the mentorship component across all the programs in the organization."*

    - Several other programs at SÉO approached its CPRNW delivery team and asked for assistance developing and implementing personalized follow-ups in their programs. Although it will not always be feasible due to the requirements of other programs, such as targets, they now have the awareness of its effectiveness and internal expertise. They plan to include individualized support in other programs if resources are available.

- **CPRNW curriculum, resources, and tools.** Several organizations have implemented the CPRNW materials and delivery manner in new and existing programs at the organization. For example, one model B intervention mentioned using the program template in other programs, and this was especially beneficial in terms of virtual delivery because they had a very detailed roadmap to follow. The materials developed to inform participants about their rights in the workplace also add value for other programs.

- **Targeted services for racialized newcomer women.** The pilot successfully advanced all partners' capacities to deliver programming targeted for racialized newcomer women. It was a novel experience across the teams in delivering a racialized newcomer women-only program. Staff mentioned being more aware of racialized newcomer women's challenges in their settlement journeys, including cultural differences and how these may affect their experience with the program. Some partner SPOs have already further developed this capacity with additional programs for newcomer women at their organization.

  "We feel confident in delivering an employment service to this population group because we are familiar with the barriers that racialized newcomer women are facing, what could be possible solutions, and services that racialized newcomer women might need." (Achēv models B and C program staff)

  "…awareness of newcomer challenges, just having more insight into immigration, into the settlement process, into cultural differences and the impact that it has on employment, … like all of those pieces, all of that for me has been an area where I guess I developed more capacity and I would say that's probably true for most of the team as well, I think." (World Skills model B program staff)

- **Participant selection.** Partners are more aware of the importance of appropriate selection of participants into employment services, especially their intent to work after the program. Although it is not always easy to identify this group of participants, service delivery staff understand the effect it has on the overall employment outcomes of the program.

  "…we've learned also is the importance of selecting, you know, properly selecting candidates for programming…their readiness and their openness and their flexibility, I think we've learned a lot from the ASPIRE program." (YWCA model D program staff)

  "We as settlement agencies are like 'Well, our goal is to give everybody service, so go, go, go'" And we just keep doing that. But having someone in the middle to say 'Let's pause. Why are you doing this? How are you making sure that you are targeting your goals? Let's collect the evidence. What is actually working and what is not working? What are the impacts? Is it really making a difference?' It also makes a difference when we are recruiting clients. We have to be more purposeful in taking the time with them, making sure that this is the right fit for them whereas sometimes we invite anyone who fits the eligibility criteria. And sometimes that doesn't make the service a good service for clients. Sometimes, clients don't know what they want or what they need. And the fact that we are imposing a little bit of asking them to think about what they want and telling them it will take commitment creates a different outcome." (MOSAIC model C program staff)

- **GBA Plus lens.** The pilot introduced the GBA Plus lens to CPRNW service delivery teams. Staff learned to apply a GBA Plus lens and considered participant identity factors and how the interaction of these factors may affect their program experience. SRDC also shared and explored the GBA Plus research results with SPOs. Several partners mentioned incorporating a GBA Plus lens into new programs, and even in programs where it is not directly required by the funder.

> *"The coordinator…was introduced to GBA Plus through the pilot and she brought that learning and that perspective to her new program. So, whether it's directly incorporating GBA Plus into programs or seeing the benefits of the learning and the exposure to GBA Plus, we're starting to recognize that we need to look at programming from different perspectives. What's relevant for an immigrant is different from a non-immigrant. What's relevant for a man may not be for a woman, but also what does it look like for a newcomer woman because it's a very complex issue and the more we see it from different perspectives the better we could provide supports to address any potential barriers. So just having that level of consciousness really helps in our programming."* (MOSAIC model C program staff)

Building research capacity

For many of the CPRNW service delivery teams, the pilot was the first time they were participating in a research demonstration project involving comprehensive outcome measurements and, in some cases, a counterfactual comparison group. The CPRNW community of practice included webinars and in-person and virtual forums, which aim not only to bring SPOs together to share ideas and experiences and to support each other but to expand their knowledge of the research activities. Service delivery staff helped implement selected research activities. **Almost all mentioned gaining research and evaluation knowledge and skills; the research brought learning of how evaluation can be incorporated and used accordingly. They now have a better understanding of the importance of systematically collecting participant data and of analysis, and how to use the resulting evidence.** This enhanced capacity impacted other programs at the organizations.

> *"…personally, my awareness of research, I didn't really have much before this project, so just seeing how research is done and managed and the importance of the data, like being able to collect information, the need for people to respond to things like surveys, clients, or you know, getting feedback. And I thought it was interesting as well just to see the different ways of collecting. So, like these types of interviews, focus groups, surveys, like all of the different strategy. So, my awareness of research is a little bit better than before. I would not say I'm*

> *anywhere close to an expert, but it is just to increase my awareness and I think…if I were to work on another research-based project then I would have a better understanding of why different things are required at different points in time and how it really works. It's back to the whole part of the project and the research component."* (World Skills program staff)

A key element of model C is the milestone approach that required the SPOs to collect data at key transition points associated with participant progress and ultimately employment. The SPOs increased their knowledge and experience in data collection.

> *"Data collection is a strong pillar of the program, and the structure that was provided with available data was useful to see the trend and see the journey of each participant easily. We learned the importance of strategic and consistent data collection."* (MOSAIC model C program staff)

In addition, SPOs implementing models B and D mentioned trying to add more research pieces to other programs. This sentiment was widely shared across service providers, as they felt the program was like a best practice. Several staff mentioned that other staff at their organization have observed the structure of the program, and they have been learning from it.

Service delivery teams mentioned other benefits and applications of their enhanced research capacity including:

- Extending data collection of participant outcomes and evidence-based practice to other programs and future programs to help:
    - Be more outcomes focused in programs and organizationally.
    - Take a more systematic approach to data collection and collect participant outcomes in all programming in order to share program successes and identify areas for improvement.
- Applying evidence-based practices in services, which support understanding and addressing issues and improving participant outcomes.

> *"We need to extend the evidence-based approach to all the programs. This program has empowered us to collect data and analyze it aside of what SRDC is doing. But we will have the challenge of not having a comparison group because ENW had a comparison group."* (World Skills program staff)

- Pursue other research projects: two SPOs applied and secured research projects that built on the knowledge gained through CPRNW.

Learning from other SPOs

SRDC established a community of practice to bring CPRNW SPOs together to learn from one another — what was working and what was not — and to share promising practices. The level of participation and engagement from partners was high throughout the pilot project. There was diversity among the SPOs in the services they were delivering, but several SPOs across models noted that having a common target group and goal helped them think and act as a whole and less on their individual interests.

Program staff enjoyed getting together in person or online with other SPOs, as well as staff from IRCC and SRDC, because, as explained by one program staff member, "*I think it's great because it validates what we're already doing, like hearing from other people.*"

We asked SPOs about the value, if any, the community of practice brought to their intervention, practice, or organization. All agreed it was valuable and a positive experience. We highlight a few selected findings mentioned by SPOs.

- There is an openness and willingness to share resources and knowledge among SPOs.
- Through the online forums, program staff learned different ways of collecting data and outcomes to report.
- Staff from interventions that began after the pilot had already begun (for example, Achēv model C and ISANS model D which began in February 2020 and January 2022, respectively) were able to obtain tips, advice, and knowledge from other service providers who had already been delivering their programs for some time.
- Hearing about program delivery experiences across interventions, including issues, is useful and reassuring. SPOs realize that other partners are also experiencing similar issues. They are able to learn about what others are doing and to get help from other providers.

  > *"It's a program that's happening at the national level and having to learn from other partners and see what's going on in different or like different organizations across the country. This community of learning aspect really helped us a lot as well."* (ISANS model B program staff)

- New partnerships have formed to collaborate on new national projects.

  > *"So I think what was significant about this partnership is that we've created partnerships across Canada. So, if we partner with an agency an organization from BC. It's a true partnership. We do not…compete for the same client. We just provide a consistent service and support to racialized newcomer women from various parts of the country. It does feel good."* (Achēv model B program staff)

Expanding beyond CPRNW

As demonstrated above, **the CPRNW pilot enhanced service partner capacity in several areas, including expertise to deliver targeted programming for racialized newcomer women. It produced ripple effects, including expanding and producing new programming for racialized newcomer women.** We highlight a few of these initiatives below:

- Achēv received funding from the Government of Ontario to launch their new "Workforce Pathways for Women in Senior Care" program. The targeting of this new program is women legally entitled to work in Ontario, and not just newcomer women. This program has many similarities with the structure of model C, including in-class training and a work placement. The jobs that are being targeted are not just dietary aides as is the case for their CPRNW programming, but also housekeeping and unlicensed attendant care.

- Achēv also built a national partnership that is implementing "Preparing Women and Workplaces for Success", a program similar to model B but open to all newcomer women. This program will be implemented in the GTA, Metro Vancouver, and Saskatoon. It combines classroom training that includes Essential Skills, employability skills, digital skills, and literacy with individualized support, as well as networking, mentoring, and employer connections. Funding is from the Women Employment Readiness program from ESDC.

- World Skills secured a research project supported by IRCC's Service Delivery Improvements Funding. From CPRNW, they learned that investing in client support services alone will not have a significant impact unless the program engages with employers in a meaningful way. World Skills adapted the approach in model A for selected sectors. The aim is to further understand employer engagement in specific sectors, including their level of engagement in project activities.

- There have been spinoffs from the intervention delivered at SÉO. SÉO noted that staff who left the organization have developed similar programs. Similarly, a former partner organization in their intervention is now delivering similar employability services with several components that are identical to SÉO's model A.

- The YWCA leveraged their experience working with refugees into new programs. They developed a program, "Afghan Women's Employment program," funded by the YWCA, that supports Afghan refugee women in exploring and securing careers or further education in Canada.

- The YWCA received provincial funding to deliver their model D without the wage subsidy for one year, before the extension of the pilot was confirmed (April 2021 to March 2022).

- ACCES was able to secure funding from the Province of Ontario to launch another Employment Connections program (sector-specific bridging program). They ran three cohorts and many lessons learned from CPRNW were implemented in the programming.

- IRCC extended the service delivery (without the research component) of 10 CPRNW interventions for two years (fiscal years 23/24 and 24/25).

- In November 2022, Achēv launched a dedicated pillar of services for women and girls, which will offer a range of programming tailored specifically to women and girls. It currently offers over a dozen programs including the two programs mentioned above. Moreover, it includes a research project "*Advancing Equity for Women and Girls*" that aims to promote the economic security and prosperity of immigrant and racialized women in the Greater Toronto Area; it is funded by Women and Gender Equality Canada.

The SPOs affirm CPRNW as a key factor in securing these new projects. We are also aware of applications from CPRNW SPOs to non-IRCC funders that build on the CPRNW inventions. All the SPOs indicate their commitment to finding new funding to continue to grow the work they started in CPRNW.

LESSONS AND IMPLICATIONS

The CPRNW pilot was designed to pilot and test targeted programming to support racialized newcomer women in finding employment commensurate with their abilities and experience. Overall, the eight CPRNW partner SPOs implemented 12 interventions that achieved the key targeted outcomes of improving racialized newcomer women's career adaptability and their likelihood of finding commensurate employment 12 months after joining the program. The results of the interventions with an RCT research design show positive impacts on career adaptability outcomes of model B that are above and beyond comparison groups' improvements. However, systemic challenges in the labour market beyond what CPRNW was designed to overcome remain for some participants in securing commensurate employment. These systemic challenges likely contribute to why there are no incremental impacts of CPRNW on employment above and beyond existing employment services. In general, **CPRNW improves participants labour market readiness, above and beyond what existing services achieve**, **though its impacts on employment are limited by the labour market**.

Through our extensive evidence collection from both implementation and measurement, the CPRNW research team has identified four key lessons from the pilot project. By situating the pilot project's findings within current knowledge of the labour market integration of newcomers and, specifically, of racialized newcomer women in Canada, we discuss the implications of each of the four key lessons that are generalizable to employment programming for newcomers.

1. Targeted programming for racialized newcomer women that considers their intersectional identities can effectively address their complex sets of wants, needs, and barriers and improve their labour market integration.

A GBA Plus lens highlights that racialized newcomer women are a diverse population with complex wants, needs, and barriers. They have many intersecting identities and roles in their families and communities. Targeted programming can be valuable for equity seeking groups by enabling SPOs to consider discrimination in the labour market, and in society more broadly, when designing and delivering services.

Although most settlement services and programming are open to all newcomers, a one-size-fits-all approach to services does not address the issues of access and outcome inequality related to the intersectionality of racialized newcomer women. The Gender Results Framework's priority of promoting equal and full participation of women, especially in underrepresented groups, in the economy encourages targeting and customization of programming to address racialized newcomer women's unique wants, needs, and barriers.

Evidence

- The CPRNW pilot interventions recruited women with multiple differing identity factors including women of varying ages and lengths of time in Canada, both with and without children, and with differing education levels, for example. Women who were initially at different distances from the labour market joined the pilot and received services designed intentionally with those distances in mind.
- Each SPO customized one or more of the four CPRNW models based on their population of potential clients and local labour market. Moreover, within each intervention, services were customized for each participant based on their wants, needs, and barriers.
- Flexibility in program delivery is of paramount importance to meet the varied needs of participants.
- The vast majority of participants reported being either very satisfied or satisfied with their experience in the program.
- Many participants and SPO staff highlighted the importance of CPRNW by creating a "safe and brave space" for racialized women to share, discuss, and find support from other participants and program staff. In this space, women could share their challenges without feeling judged and could be themselves.
- We find meaningful improvements in CPRNW participants' career adaptability, employment, and other outcomes beyond employment including skills, social capital, and wellness.

Implications

- The design of programming should consider the intersecting identities of potential participants. For example, an anti-oppressive lens could be used from design to service delivery, making services inclusive and responsive to participants.
- Within programming, services should be customized to each participant. Individualized support, in addition to group training, enables SPOs to respond to the varying needs, wants, and barriers of each participant.
- SPOs require flexibility to respond to the specific needs of their clients. This flexibility is necessary from design to delivery.

- Potential clients with differing identity factors require different services. Therefore, more than one programming option should be made available. Moreover, a mechanism for determining appropriate programming should be implemented as newcomers are unlikely to know which program or service is the most appropriate for their situation. The need for newcomers to search for a program/service is ineffective. This mechanism could be implemented with a "one-stop service point" in common newcomer arrival destinations.

2. Models that connect newcomers with employers can be highly effective but require deep and meaningful partnerships between employers and SPOs. The scale of these partnerships and systemic biases in the labour market limit the success of these models.

All CPRNW programs included a component of connecting newcomers with employers through job placements, mentorship, networking events, and/or customized training for employers/sectors, particularly models A, C, and D. These employer connections contributed to participants finding good jobs. However, employer engagement was challenging for most SPOs and many employers remain reluctant in hiring newcomers. The CPRNW pilot focuses primarily on research with participants and SPOs. Further study is needed to explore capacity-building for employers and SPOs to expand labour market opportunities for newcomers with a broader set of employers.

Model A was designed for SPOs to act as employers' recruitment and onboarding specialists by bringing them employment-ready candidates. However, model A had limited success in achieving this due to limited capacity. For example, many job matches were simply helping participants apply for employer-advertised positions. Even without a successful job match, both staff and participants stated that participants were more interview- and job-ready after participating in CPRNW programming.

Model C took a demand-led sector-based approach to programming and was designed to involve employers in the development of training. Employer involvement was limited for a number of reasons including the COVID-19 pandemic. However, OFE's success in this regard is likely related to its previous experience with a sector-based approach and engaging with employers.

Model D offered a wage subsidy to employers who hired participants for a work placement. There were some successes with the use of wage subsidies in encouraging employers to hire refugees, especially among smaller employers. However, some employers felt that the wage subsidy process was too cumbersome or their hiring policies did not allow for it.

Evidence

- The CPRNW pilot programming was effective in improving participants' labour market outcomes, including the likelihood of being employed, hours of employment, earnings, the likelihood of having commensurate employment, job satisfaction, and job quality.
- Some participants who did not get the opportunity to connect with employers voiced disappointment and recommended that the program work to connect each participant with an employer. Many models A and B participants voiced that they would have liked a work or volunteer placement to obtain their first Canadian work experience.
- Building trust and partnerships with employers takes dedicated staff effort and substantial time.
- It was challenging for SPOs to engage with employers. SPOs found that reaching beyond the employers that already understand the value of newcomer talent to be difficult and mentioned that the employers they were working with were those that probably already saw the value of hiring newcomers.
- By participating in the pilot, SPOs were able to expand their networks of employers hiring their newcomer clients, but this has been limited.
- Many participants reported experiencing racism and discrimination in looking for work and in the workplace.

Implications

- In the short term, the delivery of demand-led employment programs should leverage the capacities of SPOs with established networks of employers.
- In the long run, resources, including time and funding, should be provided to SPOs implementing demand-led employment programs to enable them to further develop their capacity to engage meaningfully with employers.
- A sector-based approach may be an effective way for SPOs to begin meaningfully engaging with employers.
- Employers need to play a more active role in enhancing their understanding of the value newcomers bring and to take concrete actions to ensure opportunities are accessible for newcomers.

- Systemic biases in the labour market must be addressed. The effectiveness of direct services supporting newcomers' labour market integration is limited by the labour market. Further research is needed to explore employer hesitancy in hiring newcomers, with a focus on addressing racism and discrimination. Additional research regarding ways of promoting an increased role of employers in newcomers' labour market integration and the capacity-building required for employers and SPOs that will make the biggest difference for newcomers' labour market integration is also necessary.

3. The design of an effective program for populations with complex needs can be strengthened by both purposeful stakeholder engagement and pilot testing.

SRDC took the learnings from other employment services and workforce development research and applied it to the complexity of racialized newcomer women's labour market integration. However, consultations with racialized newcomer women, experienced service providers, and others were necessary to translate the research findings into practical and promising programs for pilot testing. SRDC conducted country-wide consultations with service providers and racialized newcomer women before working with selected providers to collaboratively develop holistic targeted programming that addresses the unique needs of racialized newcomer women in the localities of the selected providers.

Pilot testing a new intervention is an opportunity for stakeholders to learn what programming works and for whom. For most CPRNW partner SPOs, the pilot was their first experience participating in a research demonstration project involving implementation and outcomes research. SRDC was intentional in creating a space for learning with and from all partners in the pilot to continuously improve service delivery for racialized newcomer women.

Evidence

- During the initial development phase of the pilot, SRDC presented stakeholders with three potential models that could be implemented to spur discussion on improving employment services for racialized newcomer women. This purposeful engagement with SPOs was successful in identifying service gaps and refining suggested programming. These discussions lead to the four CPRNW models.

- Consultation participants noted that many refugees transition to provincial Income Assistance after exhausting Resettlement Assistance Program benefits and there is a need to better support their labour market integration. Based on these findings, SRDC chose to add a fourth model (model D) designed specifically for refugees looking for employment.

- During the consultations, stakeholders also emphasized the importance of tailoring interventions to address the diversity and intersectionality of racialized newcomer women. A need to adapt the models to the local context was also identified. In practice, the interventions developed together by SRDC and partnering SPOs included both adaptions of the models to the local context and to the needs of their target participants.

- By participating in the pilot, all SPOs identified improvements in their research and evaluation capacities. They noted the value of collecting and showing rigorous evidence of outcomes of their programs; not only for demonstrating success but also for improving service delivery. Throughout the pilot, SPOs modified their programming to continuously improve the services they offered.

Implications

- The development of programming should include a funded design phase. This phase should begin by using lessons from research and evidence to inform stakeholder engagement. Collaborations among stakeholders to identify the complex needs of the target population and potential solutions improve the likelihood of successful programming. One method to achieve this goal is through co-design. Better program implementation can be achieved when SPOs have collaborated in program design.

- Pilot programming should allow for flexibility. Firstly, pilot testing potential models should be adapted by participating SPOs to both the local context and to their clients. Secondly, flexibility during piloting, both in terms of funding use and program design, is necessary to ensure that learnings are immediately integrated into programming to improve their effectiveness.

- A GBA Plus lens should be used by SPOs in designing, delivering, and evaluating programming for populations with complex needs. SPOs need support and resources to gain knowledge and experience in this capacity.

4. SPOs' capacities to meaningfully serve newcomers can be strengthened through implementation research and a community of practice.

Throughout the development and delivery of CPRNW's targeted programming, partnering service providers developed their capacities in multiple ways. They increased their capacities to deliver specialized programming that met the needs of racialized newcomer women and to deliver demand-led and/or Essential Skills-focused employment services. CPRNW provided SPOs with opportunities that likely increased their awareness of best practices and accelerated their adoption.

Evidence

- Given the CPRNW pilot's adoption of the Gender-based Analysis Plus framework, SPOs built their capacity in this regard and applied it to different programs and areas of their organizations.
- Given that the CPRNW pilot was a research project and SPOs were actively engaged in research design, identifying relevant outcomes, data collection, and interpretation of findings, they built their evaluation capabilities and were able to take the learnings from the pilot and apply them to other areas.
- The CPRNW community of practice provided an opportunity for service providers to learn from each other and their best or promising practices, to share resources, and to support each other when facing implementation challenges.
- SPOs plan to or have already incorporated features of CPRNW in other programming including recommending programming and services based on the individual needs of clients, Essential Skills, employer engagement, mentorship, individualized support, and targeted services for racialized newcomer women. Some SPOs have already begun using their CPRNW curriculum, resources, and tools in new programs.
- Some SPOs have already formed partnerships to share resources or acquire new funding to deliver similar programs in multiple locations.

Implications

- Resources should be allocated to foster a community of practice to support capacity building among SPOs that are delivering similar services. This can support SPOs in the design and implementation of their programs.
- The community of practice benefits from having an external organization supporting the group in working together and understanding their common objectives. Although SPOs may and will do things differently, having a common goal helps connect the group and focus the conversation (e.g., serving the employment needs of racialized newcomer women).
- Better programming can be achieved when a group of SPOs, each with the same overall goal, partners in a pilot project with a research organization enabling each partner to use its skills and build on its strengths to provide responsive evidence-based programming to its clients.

- SPOs should be supported to form partnerships with researchers and develop their evaluation and research capacity. Evaluation and policy research must go beyond performance monitoring and consider both successes and challenges. Collecting evidence of challenges for evaluation is crucial for learning and continuous service improvement.

Next steps

In this third CPRNW pilot interim report, we present findings for participants who enrolled in the pilot programs between November 2019 and December 2022. Using both quantitative and qualitative research, this report provides an analysis of changes to the intermediate-term outcomes and program impacts, and differences in how different subgroups responded to the pilot programming.

Data collection for the follow-up surveys is still ongoing and scheduled to be completed in May 2024. Thus, these findings should be considered preliminary. The next report will present the final intermediate changes to outcomes and program impact findings and answer the evaluation questions more fully. It will also present a cost analysis designed to assess the pilot's economic viability. We will also be carrying out additional qualitative research to gain insights and a deeper understanding of selected impacts observed.

Similar to the earlier reports, the research continues to provide evidence and valuable learnings from the pilot to inform better employment services to support racialized newcomer women on their paths to commensurate employment. The final report will be published in March 2025.

REFERENCES

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 (2008). Active Labor Market Policy Effects for Women in Europe: A Survey. Annales d'Économie et de Statistique, 385–408.

Chen, Wen-Hao and Tahsin Mehdi (2018). Assessing Job Quality in Canada: A Multidimensional Approach. Statistics Canada — Catalogue No. 11F0019M, No. 412.

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.

Escudero, Verónica, Jochen Kluve, Elva López Mourelo and Clemente Pignatti (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.

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 (2022). *What is Gender-based Analysis Plus.* Retrieved from 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.

Immigration, Refugees and Citizenship Canada (2020). *Service delivery improvements funding process: Funding guidelines.* Retrieved from https://www.canada.ca/en/immigration-refugees-citizenship/corporate/partners-service-providers/funding/guidelines-service-delivery-improvements.html.

Immigration, Refugees and Citizenship Canada (2018). *2018 Annual Report to Parliament on Immigration*. Retrieved from https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/annual-report-parliament-immigration-2018/report.html.

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.

Lewis, Tené T., Courtney D. Cogburn and David R. Williams (2014). Self-Reported Experiences of Discrimination and Health: Scientific Advances, Ongoing Controversies, and Emerging Issues. *Annual Review of Clinical Psychology*, 2015, 11:10.1–10.34. Retrieved from https://cdn1.sph.harvard.edu/wp-content/uploads/ sites/114/2014/11/Williams-annual-review-summary.pdf.

Picot, Garnett, Feng Hou and Eden Crossman (2022). Occupational outcomes of immigrants: Lower versus higher skilled jobs. Research and Evaluation Branch, Immigration, Refugees and Citizenship Canada. Ottawa. Downloaded from https://www.canada.ca/content/dam/ircc/documents/pdf/english/corporate/reports-statistics/evaluations/r5-2021-outcomes-eng.pdf on May 10, 2023.

Rose, Evra and Abdolmohammad Kazemipur (2019). The Role of Social Capital and Ethnocultural Characteristics in the Employment Income of Immigrants Over Time. Insights on Canadian Study. Statistics Canada. Statistics Canada catalogue No. 75-006-X.

Savickas, Mark and Suzanne Savickas (2017). Vocational Psychology, Overview. In Reference Module in Neuroscience and Biobehavioral Psychology.

Social Research and Demonstration Corporation (2022). Settlement journeys toward good jobs: Intermediate outcomes and program impacts — Career Pathways for Racialized Newcomer Women.

——— (2021a). Career Pathways for Visible Minority Newcomer Women Implementation Report.

— —— (2021b). Experiences with Discrimination and Racism in Employment: An Exploratory Study with Participants in the CPRNW Pilot Project.

——— (2019). Career Pathways for Visible Minority Pilot Project: Evaluation Framework. Unpublished report.

——— (2018). Literature Review: Career Pathways for Visible Minority Newcomer Women in Canada.

Statistics Canada (2020). "The Social and Economic Impacts of COVID-19: A Six-Month Update." *A presentation series from Statistics Canada about the Economy, Environment and Society. Stats in brief: 11-631-X2020004*. Downloaded on March 14, 2023 from https://www150.statcan.gc.ca/n1/pub/11-631-x/11-631-x2020004-eng.pdf.

— —— (2022a). Table 98-10-0446-01 Labour force status by visible minority, immigrant status and period of immigration, highest level of education, age and gender: Canada, provinces and territories, census metropolitan areas and census agglomerations with parts. DOI: https://doi.org/10.25318/9810044601-eng.

— —— (2022b). Table 98-10-0439-01 Employment income statistics by visible minority, highest level of education, immigrant status and income year: Canada, provinces and territories, census metropolitan areas and census agglomerations with parts. DOI: https://doi.org/10.25318/9810043901-eng.

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.

Xue, Li (2008). Social Capital and Labour Market Outcomes of Recent Immigrants to Canada: Employment Entry, Wages and Duration of Access to the First Job in Intended Occupation. Ph.D. dissertation, University of Ottawa.

Zhao, Jun, Li Xue and Tara Gilkinson (2010). Health Status and Social Capital of Recent Immigrants in Canada Evidence from the Longitudinal Survey of Immigrants to Canada. Citizenship and Immigration Canada. Downloaded from http://communities4families.ca/wp-content/uploads/2014/08/Health-Status-and-Social-Capital-of-Recent-Immigrants-in-Canada.pdf on May 16, 2023.

Zikic, Jelena and Alan M. Saks (2009). Job search and social cognitive theory: The role of career-relevant activities, *Journal of Vocational Behavior*, 74, p. 117–127.

APPENDIX A: TABLES AND FIGURES

Figure 24 Program and comparison group training hours (including all 10 categories)

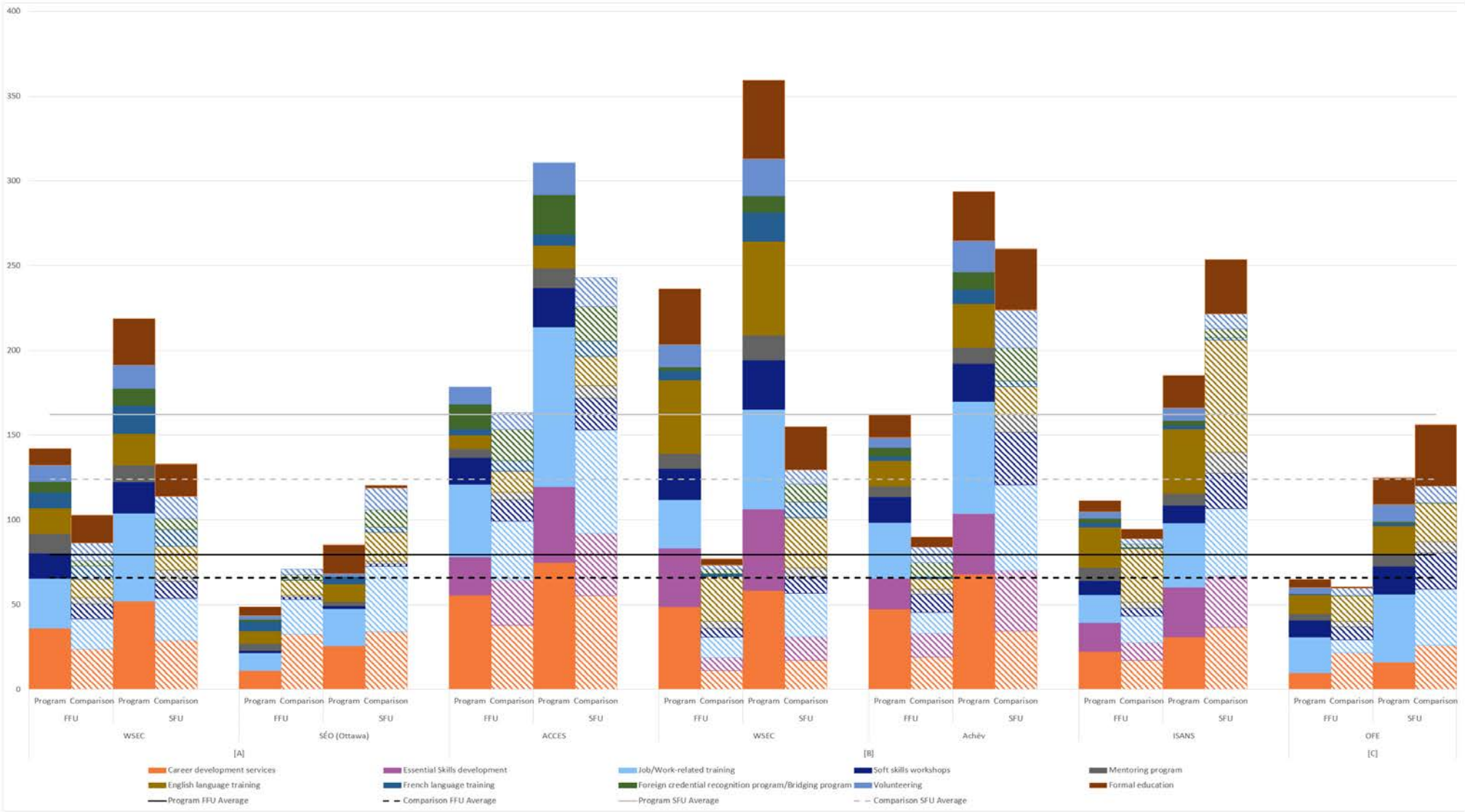


Table 31 Survey response rates

	All	Model A		Model B					Model C			Model D
		SÉO	WSEC	ACCES	**Achêv**	ISANS	WSEC	YWCA	**Achêv**	MOSAIC	OFE	YWCA
First follow-up survey (%)	62 [3,563]	42 [412]	60 [714]	73 [483]	59 [463]	62 [298]	64 [297]	75 [134]	67 [149]	72 [71]	71 [361]	76 [111]
Second follow-up survey (%)	57 [3,563]	34 [412]	61 [714]	71 [483]	57 [463]	54 [298]	64 [297]	57 [134]	55 [149]	63 [71]	63 [361]	52 [111]
Third follow-up survey (%)	49 [3,563]	28 [412]	54 [714]	63 [483]	56 [463]	45 [298]	48 [297]	68 [134]	40 [149]	42 [71]	48 [316]	48 [111]

Note: Total number of participants who should have answered the survey in brackets.

Table 32 GBA Plus subgroups

	All	Model A		Model B					Model C			Model D
		SÉO	WSEC	ACCES	Achēv	ISANS	WSEC	YWCA	Achēv	MOSAIC	OFE	YWCA
Children under 5 at baseline	33%	36%	40%	38%	29%	46%	38%	20%	29%	31%	22%	23%
Age (Younger than 40/40+)	31%	34%	23%	18%	25%	29%	34%	37%	56%	41%	37%	44%
Length of time in Canada (Less than 1 year/1 year or more)	55%	62%	57%	31%	52%	39%	56%	74%	87%	87%	43%	72%
Category of immigration (Primary Applicant – Economic Class/Other)	44%	46%	60%	59%	50%	58%	42%	43%	14%	10%	43%	0%
Confidence in using English/French at baseline (High/Low)	47%	64%	31%	32%	36%	67%	54%	65%	60%	65%	46%	68%
Canadian work experience (Y/N)	47%	54%	56%	35%	39%	42%	35%	59%	58%	71%	46%	44%
Working at baseline (Y/N)	21%	32%	30%	12%	11%	26%	15%	17%	27%	39%	18%	24%
Initial levels of Essential Skills (Model B only, High/Low)	47%	N/A	N/A	30%	50%	60%	57%	45%	N/A	N/A	N/A	N/A
Initial levels of career decision making self-efficacy (High/Low)	40%	38%	41%	38%	38%	52%	35%	56%	33%	31%	26%	55%
Observations	2,267	247	360	255	266	171	172	134	149	71	261	111

Figure 25 Average changes in overall job satisfaction

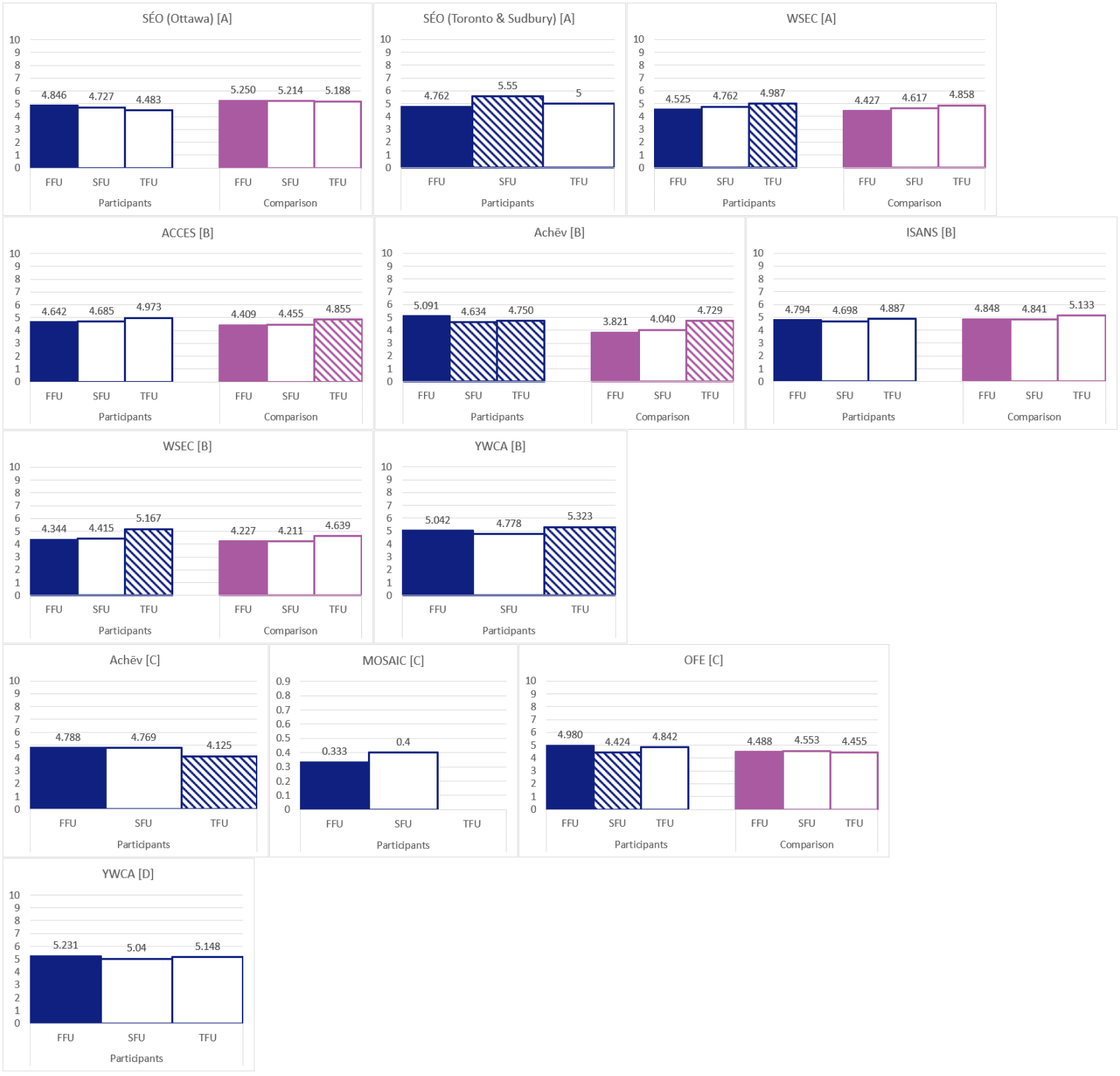


Figure 26 Average changes in career networks with the same ethnicity

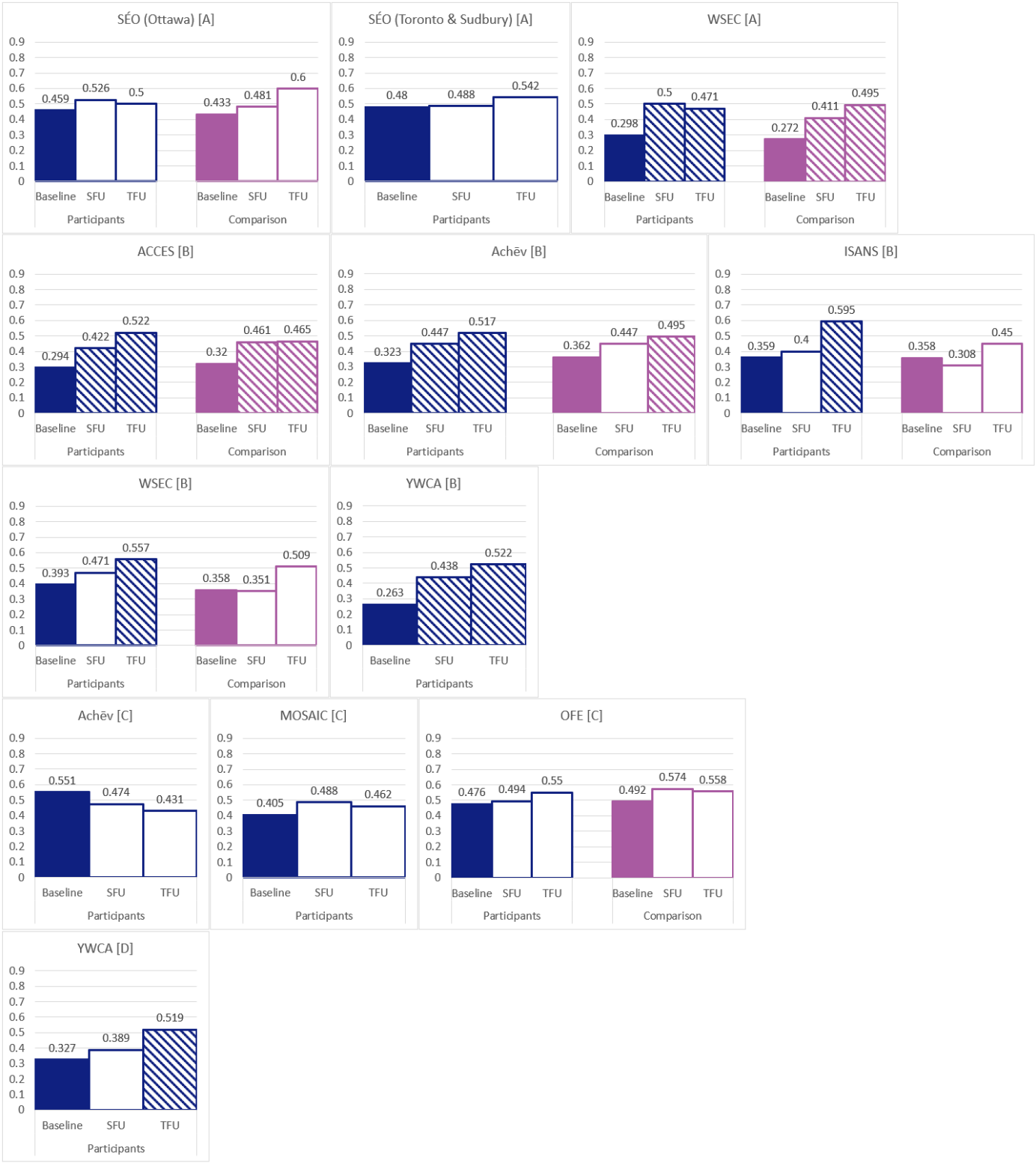


Table 33 Participant changes in career networks with different ethnicity — GBA Plus

	Years in Canada	Paid Work in Canada	Working at Baseline	Principal Applicant	Has a Child	Age 40 and Above	Low Oral Communication	Low Essential Skills	Low CDMSE Baseline
First Follow Up									
Second Follow Up		YWCA [B] 0.247	WSEC [A] 0.304		WSEC [A] -0.158 WSEC [B] 0.352	OFE [C] 0.302 Achēv [C] -0.310		Achēv [B] -0.185	Achēv [B] -0.242
Third Follow Up	Achēv [B] 0.218 WSEC [B] 0.289			WSEC [B] 0.422					

Table 34 Participant changes in career networks within same ethnicity — GBA Plus

	Years in Canada	Paid Work in Canada	Working at Baseline	Principal Applicant	Has a Child	Age 40 and Above	Low Oral Communication	Low Essential Skills	Low CDMSE Baseline
First Follow Up									
Second Follow Up						WSEC [B] -0.224 OFE [C] 0.307 Achēv [C] -0.384			
Third Follow Up	Achēv [B] 0.213					Achēv [C] -0.324		YWCA [B] -0.258	YWCA [B] 0.271

Table 35 Participant changes in sense of belonging — GBA Plus

	Years in Canada	Paid Work in Canada	Working at Baseline	Principal Applicant	Has a Child	Age 40 and Above	Low Oral Communication	Low Essential Skills	Low CDMSE Baseline
First Follow Up									
Second Follow Up		ISANS [B] -0.219		OFE [C] -0.179	WSEC [B] 0.149 Achēv [C] -0.194			WSEC [B] 0.180	WSEC [B] 0.164
Third Follow Up	ISANS [B] -0.386 ACCES [B] 0.235 OFE [C] 0.209	ACCES [B] -0.258 OFE [C] -0.330			Achēv [B] 0.168				

APPENDIX B: ADDITIONAL RESULTS

Essential Skills

Model B 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. We use two measures of Essential Skills: 1) the raw score on a 500-point scale and 2) the associated 1–5 level.[98] Although model B programming was not designed to improve participants' Essential Skills, we do observe some average and heterogeneous changes in both their scores and levels at the time of the first follow-up survey when participants retook the assessments.[99]

Participant outcomes

When joining the pilot, participants scored, on average, between 245 and 335 (levels 2 and 3) in each of the four assessments. The only statistically significant average changes we observe in Essential Skills are small decreases for ACCES model B (-21.1 out of 500 and -0.301 in levels in numeracy and -15.1 out of 500 in literacy).

GBA Plus

Although we do not observe any average changes in Essential Skills for participants from both ISANS and the YWCA model B, we do see differential changes in the scores of all four assessments. However, the magnitudes of these differences are all relatively small (on the 500-point scale).

ISANS model B participants who are 40 years or older, compared to younger participants, see changes of 41.7 more points in their digital skills assessments while participants from the YWCA model B who are 40 years or older see fewer changes (of 24.3 points) in their document use results. Participants from ISANS model B who had paid work experience in Canada when joining the pilot have larger changes in their listening and numeracy skills results of 38.3 and 41.6 points, respectively. Additionally, participants from the YWCA model B who had paid work

[98] Level 1: 0–225; level 2: 226–275; level 3: 276–325; level 4: 326–375; level 5: 326–500.

[99] For those interventions with a random assignment design, all pilot participants completed the Essential Skills assessments before being randomly assigned. However, only program group participants complete a follow-up assessment at the time of the first follow-up survey. Therefore, we do not investigate comparison group changes or impacts for this outcome.

experience when joining the pilot, compared to those who did not, see fewer changes in their numeracy skills assessment results (of 54.8 points). Finally, participants from ISANS model B who had been in Canada for at least one year when they joined the pilot, compared to those who had not, see fewer changes (of 30.6 points) in their document use results.

SRDC SRSA
SINCE 1991 DEPUIS
INNOVATION • EXPERIMENTATION • EVALUATION

OTTAWA • VANCOUVER • CALGARY • HAMILTON • MONTREAL

REGINA • ST. JOHN'S • TORONTO • WINNIPEG

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