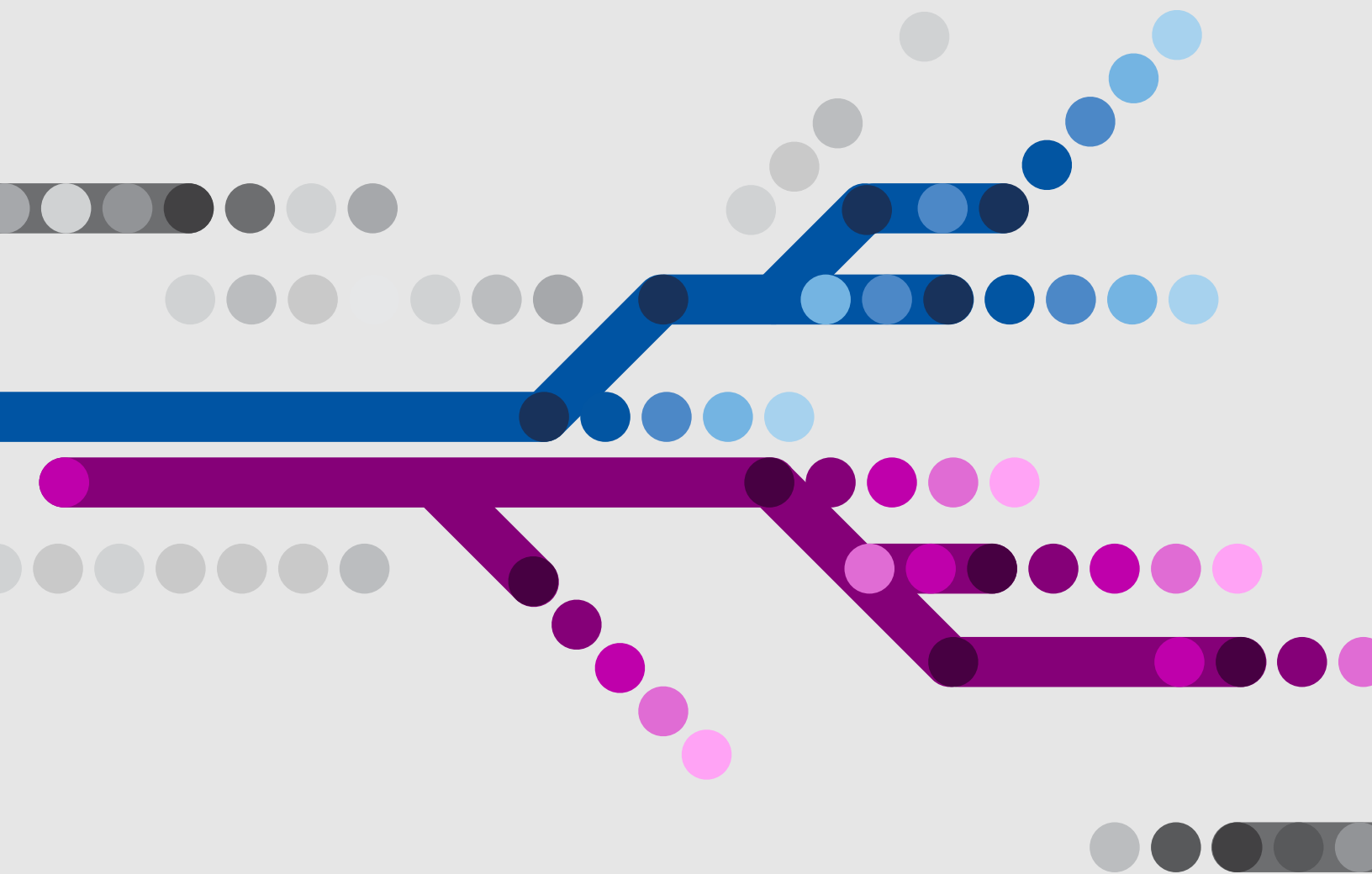




Advanced Digital and Professional Training (ADaPT)

Final Report

May 2026

 **Future Skills Centre** Centre des Compétences futures

Blueprint

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Acknowledgements

About the Future Skills Centre

[Future Skills Centre](#) is a forward-thinking centre for research and collaboration dedicated to driving innovation in skills development so that everyone in Canada can be prepared for the future of work. We partner with policymakers, researchers, practitioners, employers and labour, and post-secondary institutions to solve pressing labour market challenges and ensure that everyone can benefit from relevant lifelong learning opportunities. We are founded by a consortium whose members are Toronto Metropolitan University, Blueprint, and Signal49 Research, and are funded by the Government of Canada's [Future Skills Program](#).

About Blueprint

[Blueprint](#) helps leaders use data and evidence to tackle complex public policy challenges across Canada.

We partner with government, community, philanthropic, and industry leaders to strengthen public systems and deliver better outcomes. We bring together policy analysts, evaluators, economists, data scientists, and implementation experts—people who know how to turn insight into action. Our work is grounded in deep subject-matter expertise, rigorous methods, and a real-world understanding of how systems operate and evolve. More than just an advisor, we're also partners in change. We provide key support at every stage of the policy and program lifecycle: from early strategy and design to implementation, evaluation, and continuous improvement.

As a consortium partner of the FSC, Blueprint works with partners and stakeholders to collaboratively generate and use evidence to help solve pressing future skills challenges.

About the Diversity Institute of Toronto Metropolitan University and TECHNATION

The [Diversity Institute \(DI\)](#) of Toronto Metropolitan University (TMU) conducts and coordinates multi-disciplinary, multi-stakeholder research to address the needs of diverse Canadians, the changing nature of skills and competencies, and the policies, processes, and tools that advance economic inclusion and success. DI leads and executes the design and delivery of ADaPT programming for job seekers and employers and wraparound supports.

[TECHNATION](#) is Canada's authoritative technology industry association, representing the full spectrum of Canada's tech ecosystem, from agile innovators to domestic and global tech companies. Trusted by both industry and government, TECHNATION is the neutral connector, convener, and catalyst powering a digital future and positioning Canada as a global tech leader. Together with its members, TECHNATION shapes tech policy and insights, delivers forums to drive public-private collaboration, fosters inclusive workforce development, and supports global expansion. TECHNATION contributes to ADaPT participant recruitment, employer engagement, and management and oversight of its instructors.

The ADaPT *Final Report* is funded by the Government of Canada's [Future Skills Program](#).



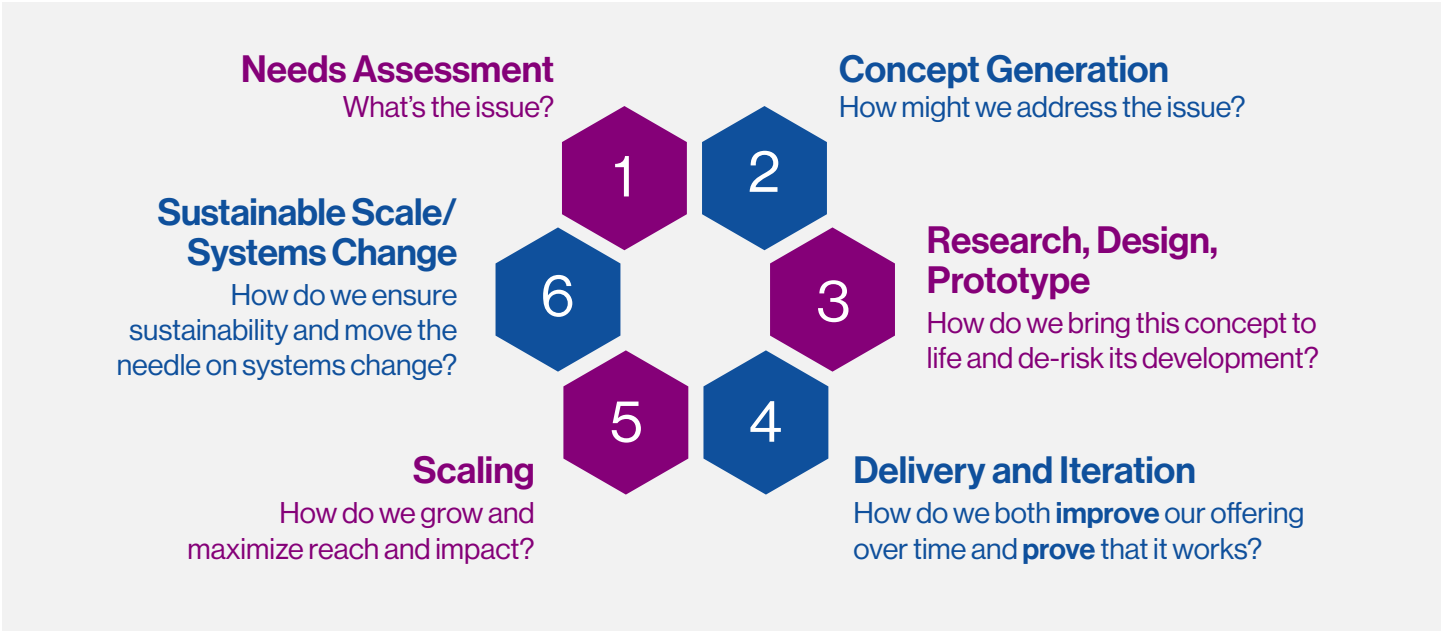
Preface

Canada’s labour market is evolving rapidly, requiring responsive and evidence-based skills development programs. While many innovative programs emerge, scaling them beyond the pilot stage remains challenging. To address this, the **Future Skills Centre (FSC)** and **Blueprint** launched the **Scaling Up Skills Development Portfolio** and partnered with 11 organizations to support their scaling efforts. Blueprint works closely with each grantee to generate ongoing evidence, moving beyond the

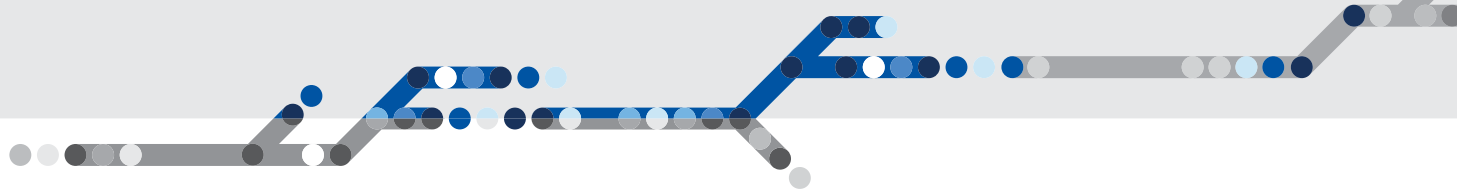
traditional ‘one study at a time’ approach to support continuous program improvement and scalability.

Aligned with the six-stage innovation cycle (see **Figure 1**), we focus on advancing interventions from the Delivery Phase (Stage 4) to the Scaling Phase (Stage 5), ultimately supporting Sustainable Systems Change at Stage 6. For more about our evidence generation approach and model, see our [Scaling Design Report](#).

Figure 1 | The six-stage innovation cycle



“Employer demand is shifting toward blended digital and professional skill sets ... [and] training and transition pathways have not kept pace with evolving skill demands.”



1. Introduction

Launched in 2014, [Advanced Digital and Professional Training \(ADaPT\)](#) is a promising skills training program developed by Toronto Metropolitan University's [Diversity Institute \(DI\)](#) in partnership with [TECHNATION](#).

ADaPT provides nine weeks of digital and professional skills training along with a suite of career development supports, targeting post-secondary graduates, final-semester students, and members of equity-deserving groups.¹ The program is designed

to equip participants with the digital and professional skills required to obtain and retain quality employment in digitally oriented, non-technical roles—positions that rely on the use of digital tools and competencies but do not require advanced technical training, such as software development or coding. ADaPT also responds to weaker labour market outcomes for non-STEM graduates and equity-deserving groups, while addressing employer demand for workers who combine digital fluency with strong professional skills.

About this report

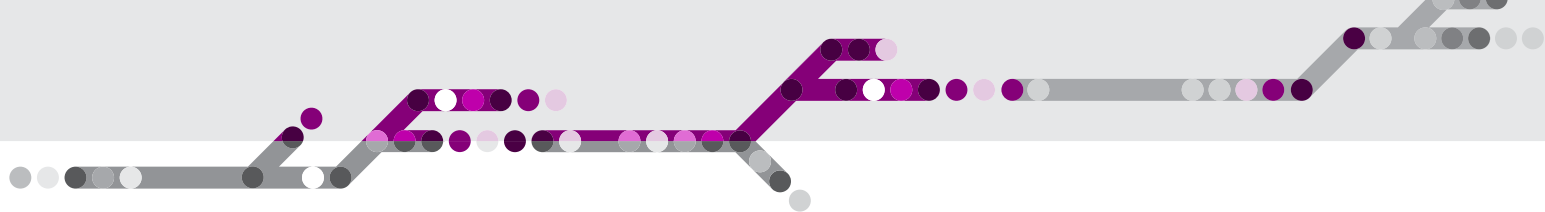
This report is part of Blueprint's [Scaling Up Skills Development portfolio](#), an initiative funded by the [Future Skills Centre \(FSC\)](#). It presents findings from a randomized controlled trial (RCT) of ADaPT (running from 2021 to 2025) and examines the impacts of different training delivery modalities and program supports on participant outcomes. It is the third in a series of reports from Blueprint on the ADaPT RCT. The two prior reports are:

- [Interim Status Report](#) (March 2024), describing the RCT design, methodology, and participants' characteristics; and
- [Interim Update Report](#) (March 2025), updating progress of the RCT and presenting early findings on program reach and impacts up to nine months post-program, based on data collected from September 2022 to October 2024. It contains qualitative findings on implementation and a case study on a version tailored to the needs of a newcomer cohort.

This *Final Report* updates findings presented in the reports above and draws on the full RCT dataset (March 2022 to September 2025). It details

program design and rationale, our evaluation methodology, and findings on participant reach and satisfaction as well as estimates of program impacts. The report has five sections:

- **Context (pp. 6–7)** describes the labour market needs, gaps, and opportunities that inspired ADaPT's design.
- **About the ADaPT program (pp. 8–16)** explains the program and how it is designed to build professional and digital skills and support employment in digital roles.
- **Methodology (pp. 17–25)** outlines our evaluation approach, including our learning agenda, RCT design, data sources, and limitations.
- **Findings (pp. 26–43)** presents results on reach, satisfaction, and impact, comparing outcomes for program participants to outcomes for similar individuals who participated in a comparison group.
- **Discussion and conclusions (pp. 44–48)** summarizes our findings and key takeaways and offers considerations for future program iterations.



2. Context:

Graduate labour market outcomes and skill demand

DI designed ADaPT in response to four trends in the labour market affecting post-secondary graduates:

1) labour market outcomes vary widely by field of study; 2) demographic factors compound these challenges; 3) employer demand is shifting toward blended skillsets; and 4) training and transition pathways have not kept pace with these changes.

Field of study shapes early career outcomes.

People with post-secondary education (PSE) generally experience lower unemployment rates and higher earnings than those without. However, unemployment rates differ substantially based on field of study. Recent graduates from non-STEM university programs face higher unemployment and weaker early-career earnings than their STEM counterparts. Five years after graduation, average annual earnings among STEM graduates exceeded those of non-STEM graduates by more than \$12,000 in 2023 (at \$80,600 versus \$68,200).² A similar pattern is observed among graduates with career, technical, or professional training diplomas: average earnings for STEM graduates were \$66,400 compared to \$52,500 for non-STEM graduates.³

Graduate labour market outcomes also vary considerably *within* non-STEM fields. Graduates with credentials in business and administration achieve earnings close to the STEM average, and earnings for those with university-level healthcare credentials exceed the STEM average. In contrast, graduates in arts and humanities and social and behavioural sciences experience substantially lower average earnings: \$27,800

lower for university graduates in arts and humanities and \$17,600 lower for graduates in social and behavioural sciences (in 2023).⁴

Demographic characteristics also compound labour market risks.

Labour market outcomes also vary by demographic characteristics. For example, evidence from a 2023 Statistics Canada study of Canadian university cohorts from 2014–2017 shows that racialized workers, particularly Black and certain other racialized groups, experienced lower employment rates and earnings than non-racialized workers two years after graduation, even after accounting for education level and age.⁵

Labour market outcomes among recent graduates also vary by immigration status. In 2023–24, the NEET rate among immigrants aged 20–29 with a bachelor's degree or higher rose 3.5 percentage points to 14.1%, with increases observed regardless of arrival period or place of study. Immigrants with less than a bachelor's degree also experienced higher NEET rates, though more modestly (+1.5 percentage points). By contrast, the rate for Canadian-born university graduates remained stable at 6.8%.

Employer demand is shifting toward blended digital and professional skill sets.

While many graduates face uneven labour market outcomes, the nature of employer demand is also changing. Evidence from Canadian job posting analyses consistently suggests growing demand for workers who can combine digital competencies (including digital tools, data, and

platforms) with complementary professional and social-emotional skills, such as teamwork, communication, leadership, time management, collaboration, adaptability, and problem-solving.⁶ These professional skills are frequently required *alongside* skills in digital office tools and marketing, data analysis, and technical support functions.^{7,8}

Moreover, digital skills are not limited to advanced technical capabilities, such as coding or software engineering. Labour market demand is particularly strong for roles that sit between basic literacy and deep technical expertise. Evidence points to a continuum of digital skills, which include:

- advanced digital skills to design, build, and maintain digital infrastructure;
- digital literacy and operational skills to use digital systems effectively and support clients; and
- digital management skills to procure technology responsibly and oversee the implementation and performance of digital services.⁹



Training and transition pathways have not kept pace with evolving skill demands.

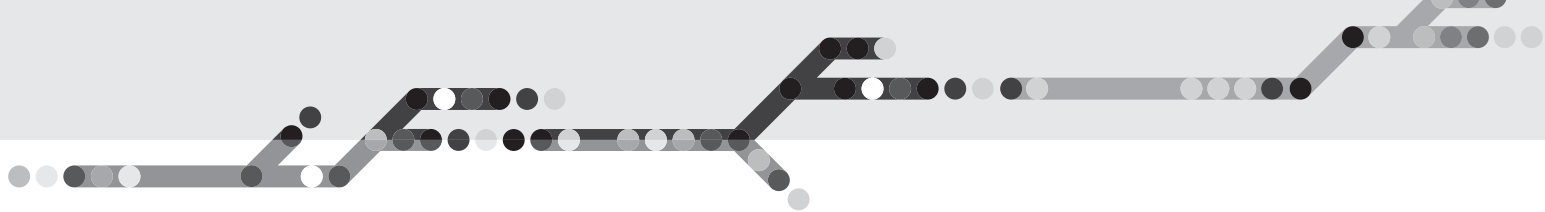
Despite growing demand for blended digital and professional skillsets, there are limited pathways to support PSE graduates into digitally oriented roles. While many post-secondary institutions are working to better align their programs with evolving employer needs, the process of introducing or revising curricula is often lengthy. As a result, higher education can struggle to keep pace with rapidly changing industry demands.¹⁰ Meanwhile, many shorter training and employment programs focus either on intensive technical retraining or individuals without PSE.¹¹ Overall, approaches can be fragmented, costly, and insufficiently aligned with employer needs.

There is also no widely adopted taxonomy or framework of digital skills required for non-technical roles, or roles that rely on digital tools, data, and platforms without requiring advanced expertise. As a result, graduates may struggle to identify relevant training opportunities while employers report difficulty finding job-ready candidates.¹²

These gaps may be especially consequential for non-STEM graduates. Many already possess strong professional skills but lack access to applied digital skills training, work-integrated learning opportunities (WIL), and direct connections to employers. Immigrant graduates and other equity-deserving groups also experience access issues, particularly in terms of professional networks, WIL opportunities, and employer connections, while representing a substantial and underutilized talent source.

In response to these labour market challenges, DI designed ADaPT to help strengthen the transition from post-secondary education to employment.

Section 3 outlines the ADaPT program and how it addresses these gaps.



3. About the ADaPT program

This section describes ADaPT's purpose, evolution, design, intended outcomes, and participant journey.

3.1. Program purpose, evolution, and scaling

With funding from the Ontario Ministry of Labour, Training and Skills Development, DI and TECHNATION launched ADaPT in 2014. ADaPT was initially designed to equip non-STEM university graduates and final-semester students with the digital and professional skills needed for employment in digitally oriented roles—jobs that use digital tools and data but are not purely technical or software-development positions. It later expanded to include older graduates, STEM graduates, graduates with college credentials, and internationally educated newcomers.

To achieve its goals, the program offers 70+ hours of training over nine weeks in digital and professional competencies along with career development and job search support.

To ensure training aligns with labour market needs, employers contribute to program design and engage with participants and alumni through recruitment and hiring pathways. Actively involving employers in the design, recruitment, delivery, and evaluation stages ensures that training is closely aligned with industry needs. Through close employer collaboration, DI aims to support a more inclusive talent pipeline, promotes diversity, and opens opportunities for equity-deserving groups facing employment barriers. DI has an extensive network of employers and works with intermediaries, like sectoral councils and chambers of commerce, to connect with them.

In 2019, with funding from FSC, DI and TECHNATION¹³ updated ADaPT's competency framework and curriculum by conducting a national needs assessment with 160 employers from sectors such as ICT, financial services, healthcare, consulting, manufacturing, and real estate. Consultations focused on future-of-work trends, common skills gaps in entry-level hires, and the types of roles that ADaPT graduates might fill.¹⁴

The 2019 FSC grant also supported scaling ADaPT beyond Toronto to different regions and institutional contexts. St. Mary's University (SMU) Entrepreneurship Centre in Halifax, the Southern Alberta Institute of Technology (SAIT) and Mount Royal University (MRU) in Calgary, and later, Simon Fraser University (SFU) in British Columbia, became key delivery and recruitment partners. These institutions promoted ADaPT, recruited participants and employers, and allowed DI to test the model in different labour markets.



“Through close employer collaboration, DI aims to support a more inclusive talent pipeline, promotes diversity, and opens opportunities for equity-deserving groups facing employment barriers.”

In 2020, the COVID-19 pandemic prompted a shift from hybrid to fully online delivery. While still focusing recruitment in Toronto, Halifax, Calgary, and Vancouver, ADaPT now reached participants from across Canada. Meanwhile, and as noted, eligibility broadened from non-STEM university graduates and final-semester university students from Canadian institutions to include older graduates, STEM graduates, graduates with college credentials, and internationally educated newcomers. This expansion would test whether the program’s model could produce intended outcomes for a wider range of groups facing barriers to employment.

Alongside this expanded reach, ADaPT adopted an explicit equity target that more than 70% of participants self-identify as belonging to at least one equity-deserving group: women+,¹⁵ Indigenous Peoples, racialized people, persons with disabilities, 2SLGBTQ+ participants, newcomers, and immigrants. To support inclusive recruitment, DI deploys targeted social media campaigns and draws on partnerships with community organizations and post-secondary networks serving these groups.

Over the past decade, ADaPT’s reach has grown substantially, and new variants of the program have also been tested. Between 2014 and September

2024, DI reports¹⁶ that the ADaPT Core program trained approximately 1,800 participants and helped place over 1,650 into jobs—an overall employment rate of roughly 91%. Moreover, since 2020, the program has trained participants with qualifications from over 200 post-secondary institutions worldwide. Variants of the model, such as ADaPT4Success, ADaPT for Black Youth, and ADaPT for B.C. Newcomers, have trained almost 650 additional participants and placed more than 500 as of 2025.¹⁷

In 2021, ADaPT became part of Blueprint’s Scaling Up Skills Development portfolio, an FSC-funded initiative that aims to generate evidence about the effectiveness and scalability of promising interventions. To better understand the impact of the ADaPT program, Blueprint, DI, and TECHNATION launched an RCT in March 2022 with a completion date of September 2025.

The RCT discussed in this report focuses on the ADaPT Core model, delivered since 2020 and described in **section 3.2.** below.

Table 1 (on the next page) shows how the ADaPT program has evolved and scaled over time.

“Short-duration, employer-aligned training programs can improve skills and create effective pathways into digital roles.”

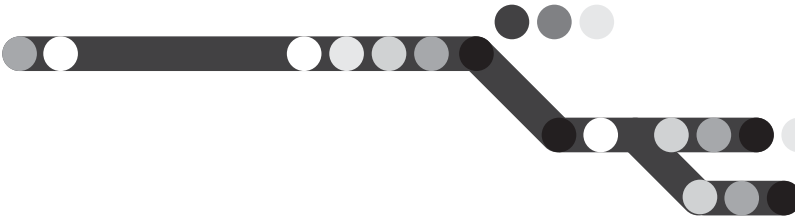


Table 1 | The evolution and scaling of ADaPT over time

Years	Funders	Geographies	Target populations	Scaling sites	Delivery and iteration
2014–2019	Ontario Ministry of Labour, Training and Skills Development	Toronto	Recent PSE graduates and final-semester students in non-STEM fields (with a focus primarily on the university level).	1	Hybrid delivery with in-person portion at Toronto Metropolitan University.
2019	FSC	Toronto, Halifax, and Calgary	Recent PSE graduates and final-semester students in non-STEM fields.	3	Competency framework updated based on industry consultations and a needs assessment with 160 employers across Canada led by TECHNATION and DI. Program scaled through post-secondary partners.
2020–2025	FSC	National (with focus on Toronto, Halifax, Calgary, and Vancouver)	As above, but wider focus on all graduates, ages, and equity-deserving groups.	N/A	Pivot to fully online delivery for ADaPT Core across all sites due to COVID-19. Live (“virtual”) stream delivered in four different time zones across Canada. Addition of SFU and MRU as delivery partners. End of program at SAIT. Program variations for specific groups (Black youth, newcomers).

3.2. Core model design

The ADaPT Core program takes participants through online skills training, employment-focused wraparound supports, and opportunities to engage with hiring employers. Below, we describe target populations, recruitment and admissions, program components, and intended outcomes.

As part of our RCT assignment process, all participants are randomly assigned to a live-instruction or self-directed stream, with notable differences for content and delivery described below. In previous *Interim* reports, these streams were referred to as 'virtual' and 'online'; we have changed digital streams to 'live' and 'self-directed' in this *Final Report* to avoid confusion. See **section 4. Methodology** for information about the assignment process.

Target population and eligibility

ADaPT targets PSE graduates and final-semester students who are unemployed or underemployed, or working below their skill level and wanting to move into entry-level digital roles. To be eligible, individuals must meet the following criteria:

- University or college final-semester student or recent graduate (within the last three years), including:
 - graduates from both STEM¹⁸ and non-STEM programs (with priority placed on non-STEM students/graduates), and
 - graduates from non-Canadian post-secondary institutions.
- Older university or college graduates who may have been out of school for more than three years but still facing barriers to employment and who are also newcomers or immigrants.
- Residing and legally able to work in Canada.

To prioritize applicants from non-STEM fields and equity-deserving groups, interviewers assign additional points to applicants during screening who come from non-STEM programs and to those self-identifying as belonging to an equity-deserving group (for which DI aims for a target of 70% participation).

Recruitment and admissions

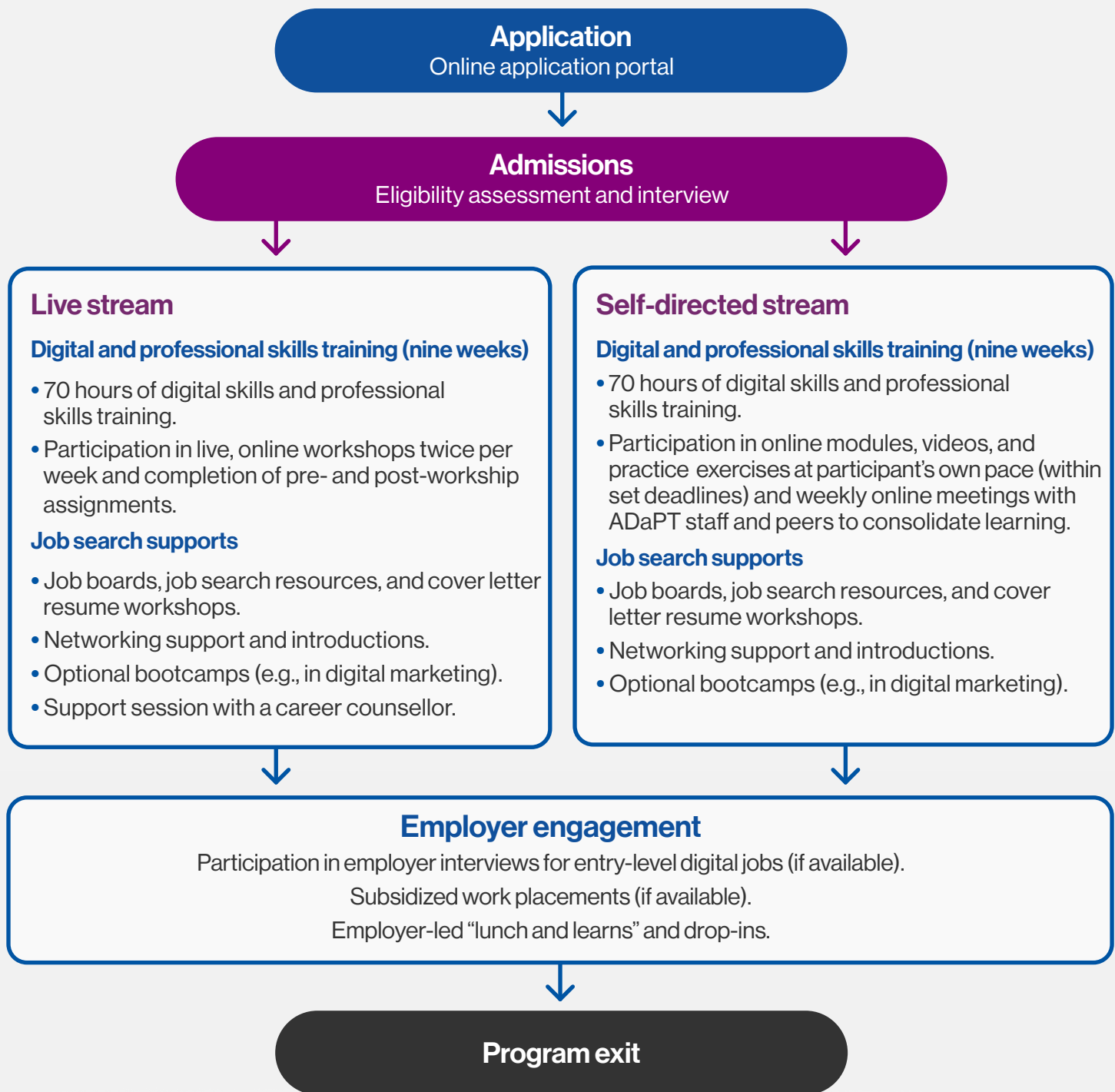
- **Recruitment.** ADaPT recruits nationally, with concentrated outreach in Toronto, Halifax, Calgary, and Vancouver. The team uses both formal and informal outreach, including social media campaigns, testimonials and word of mouth, and partnerships with post-secondary institutions and community organizations (e.g., organizations serving women, Black communities, Indigenous communities, immigrants, refugees, and 2SLGBTQ+ communities). Many of these partners promote ADaPT directly to their members to help ensure the program reaches members of equity-deserving groups who often rely on community-based networks to learn about training and employment opportunities.
- **Admissions.** Interested participants [apply online](#). Applicants are screened for eligibility (i.e., graduation status and residence and ability to work in Canada); if eligible, they are invited to an interview that assesses motivation to upskill, readiness to look for work, and openness to coaching and feedback. Successful applicants are enrolled into the RCT and randomly assigned to one of the two delivery streams.
- **Cost.** ADaPT is free to participants.

Program components

- **Training.** Participants complete nine weeks (70+ hours) of online training in digital and professional skills. The curriculum reflects topics that employers identified as important during DI's 2019 consultations and needs assessment.¹⁹ Additional short 'bootcamps' (e.g., in digital marketing) are made available. Training covers:
 - **Digital skills:** HTML and CSS, quantitative methods, data analysis (e.g., Excel, R), UX fundamentals, SEO and analytics, and other tools relevant to entry-level digital roles.
 - **Professional skills:** business writing, presentation skills, communication styles, networking and personal branding, career development strategies, sales fundamentals, design thinking, and basic business financial skills.
 - **Live-instruction stream** participants attend two live online workshops each week and complete pre- and post-session assignments.
 - **Self-directed stream** participants work through online modules, videos, and practice exercises at their own pace (within set deadlines) and join weekly online meetings with ADaPT staff and peers to consolidate learning.
- **Job search supports.** ADaPT embeds job search supports throughout the program, including access to curated job boards and job-search resources; help tailoring resumes and cover letters to digital roles; and networking support and introductions through DI, TECHNATION, and MyStarttr²⁰ networks.²¹
 - **Live-instruction stream** participants receive group career coaching sessions, employer drop-in sessions, connections to jobs, and unlimited one-on-one support sessions with a career counsellor.
 - **Self-directed stream** participants provides all features above except for one-on-one support from counsellors.
- **Employer engagement.** As noted in **section 3.1.**, employers are a central component of ADaPT and are involved in program design and curriculum updates.²² Participating employers can offer subsidized work placements for net-new, entry-level digital roles for some participants (using funding from the federal Student Work Placement Program (SWPP))²³ and lead 'lunch and learns.' Employer drop-ins were introduced to provide participants with additional learning opportunities related to career development, employer organizations, available job opportunities, and broader insights into the world of work directly from industry professionals. Employers also deliver presentations on topics they are passionate about, further supporting participants' career development and workplace readiness.²⁴

Figure 2 (on the next page) provides a visual map of the participant journey through the ADaPT Core program.

Figure 2 | Participant journey



Intended outcomes

ADaPT aims to achieve the following outcomes for both participants and employers:

- **Participant outcomes** include the development of digital and professional skills (e.g., in career planning, digital office tools, data and design, communication), credential acquisition (i.e., digital badge and certificate), transitions into entry-level digital roles, and better job quality (e.g., more stable, better-paid, career-relevant work, aligned with career aspirations).
- **Employer outcomes** include employers gaining access to a broader and more diverse pool of

candidates with digital and professional skills and benefiting from training and customized EDI strategies to help employers build more inclusive workplaces.

Delivery approach

ADaPT is delivered through a partnership between DI, TECHNATION, and post-secondary institutions. **Table 2** provides a summary of roles and responsibilities for participating organizations. As noted, DI is both project lead and one of several training providers.

Table 2 | Lead and partner organizations

Organizations	Roles	Responsibilities
DI (TMU, or Toronto Metropolitan University)	Lead	• Led needs assessment and competency framework development. • Designed and delivered ADaPT programming (framework, curriculum, outlines, expectations, and subject matter). • Provided training through TMU. • Coordinated participant recruitment and employer engagement. • Provided wraparound supports (career counselling, resume support, mock interviews, mentoring, and coaching). • Secured paid work placements for participants.
TECHNATION	Co-lead	• Collaborated on research into employer needs. • Facilitated access to wage subsidies for eligible employers and participants. • Assisted with employer engagement. • Managed ADaPT instructors (identified by DI). • Executed a national marketing and outreach campaign.
Saint Mary’s University (SMU) Southern Alberta Institute of Technology (SAIT) Mount Royal University (MRU) Simon Fraser University (SFU)	Regional delivery partners (Atlantic, Alberta, and British Columbia)	• Provided training to participants. • Worked within their networks to help source local instructors, support recruitment, and engage employers.²⁵



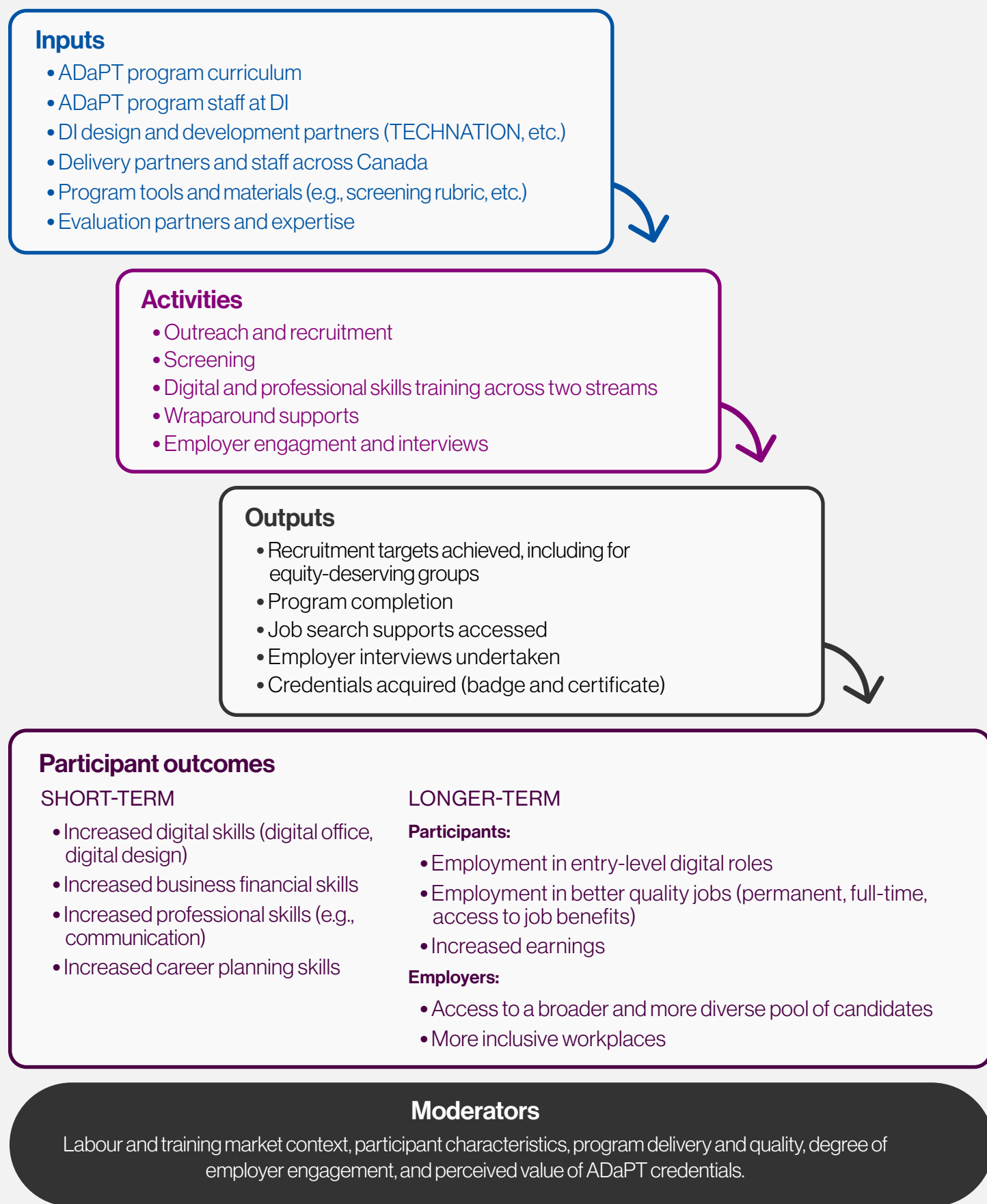
“Our evaluation shows that a nine-week training program can generate meaningful improvements in digital and professional skills ... while supporting transitions into digital roles.”

3.3. Theory of change

Figure 3 (on the next page) presents an ADaPT theory of change, outlining the inputs, activities, and pathways to intended outcomes. It also identifies factors that may mediate or moderate the achievement of these outcomes, including labour and training market contexts (e.g., level of employer demand for entry-level roles requiring blended digital and professional skills; structural

differences in labour market demand for STEM and non-STEM credentials); participant characteristics (e.g., baseline skill levels, readiness for digitally oriented roles, motivation, and interest in pursuing digital employment); program delivery and quality; and employer engagement and valuation of ADaPT credentials in hiring decisions.

Figure 3 | ADaPT theory of change



4. Methodology

4.1. Blueprint's evidence generation approach

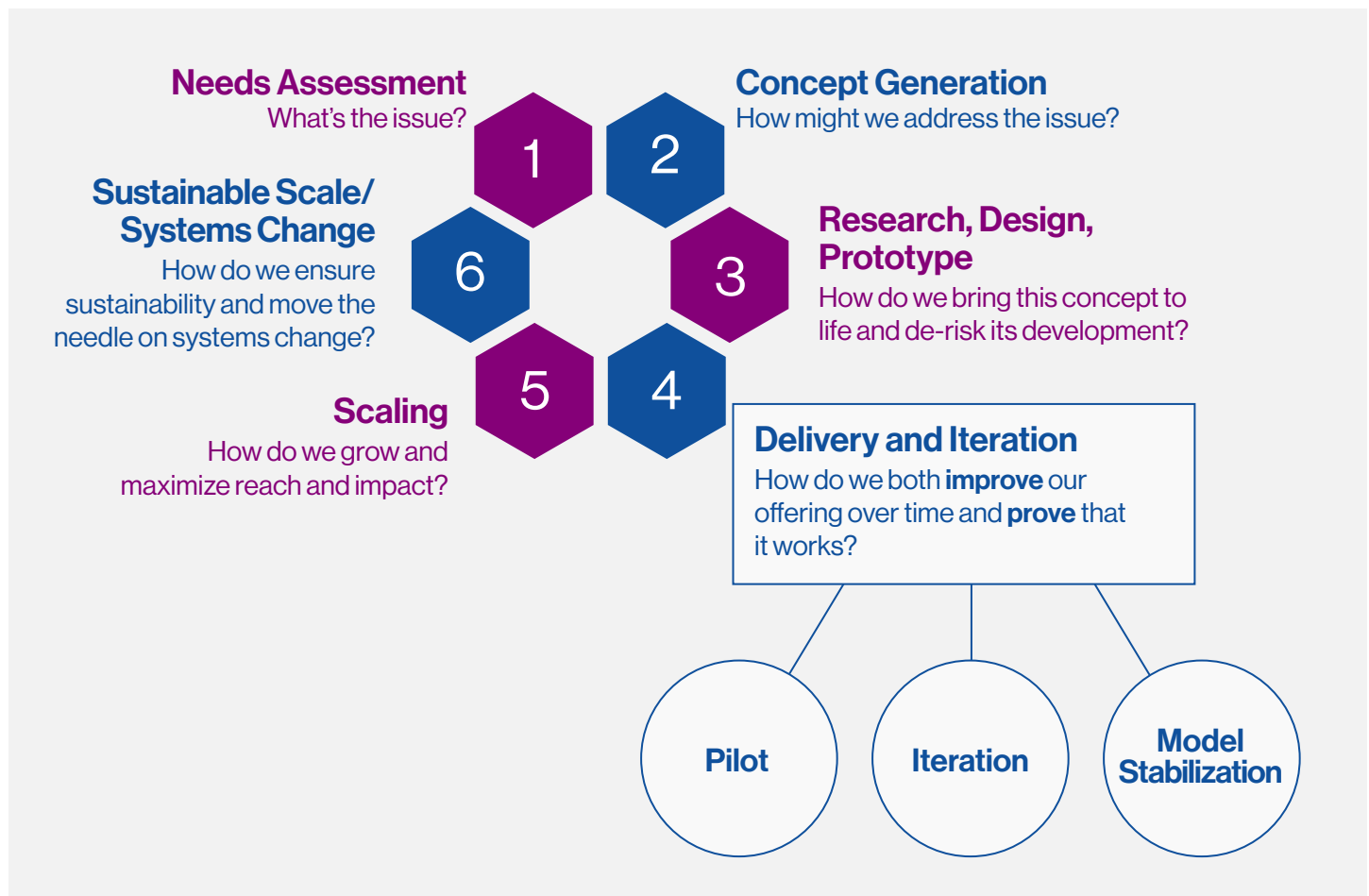
ADaPT is in **Stage 4: Delivery and Iteration** of our innovation cycle, introduced in our [Preface](#) on [p. 4](#). Within **Stage 4**, ADaPT is in **Stage 4c: Model Stabilization**, as shown in **Figure 4**.

Since its launch in 2014, ADaPT has evolved from a proof of concept to a multi-site program serving diverse populations. Through partnerships and delivery across multiple provinces, it has achieved promising outcomes and demonstrated scalability,

including among newcomer populations. Over time, the model has been stabilized and codified through repeated delivery and refinement. The current phase focuses on generating rigorous evidence on outcomes and impact.

As noted, this report evaluates only the FSC-funded ADaPT RCT (2022–2025), which used an online version introduced during the pandemic rather than the pre-2019, in-person model.

Figure 4 | The six-stage innovation cycle and Stage 4: Delivery and Iteration sub-phases



4.2. Learning agenda

For each scaling project in the portfolio, Blueprint evaluates program reach, participant experiences, and program effectiveness (or outcomes). In this evaluation, we can also test the impacts of delivery modalities: how customized coaching, wraparound supports, face-to-face and online delivery, and asynchronous versus synchronous elements impact labour market outcomes. We also investigate which demographic groups benefit most, how participant experiences vary across populations, and whether the skills emphasized by ADaPT are associated with the labour market outcomes it is designed to produce.²⁶

Specifically, we address the following questions:

- **Program reach.**
 - Did ADaPT reach its target population?
- **Participant experiences.**
 - Did participants complete the program?
 - Were participants satisfied with it?
 - Did satisfaction vary by program stream or population subgroup?
- **Program effectiveness.**
 - Compared to a comparison group, are ADaPT participants more likely to experience gains in:
 - **Skills:** career planning, digital office, digital design, business financial, verbal communication, and written communication skills?
 - **Employment** (general) and employment in a **digital role**?
 - **Quality of employment:** higher earnings, more full-time employment, higher job satisfaction, and additional job benefits, such as health insurance, dental insurance, life/disability insurance, pension plans, and paid vacation?

- Are there differences in impacts by program stream (live versus self-directed) or by population subgroup?
- Is there evidence of an association between the skills ADaPT aims to build and participants' likelihood of securing employment in digital roles?

Blueprint uses a Common Outcomes Framework, detailed in **Appendix A**. This is a consistent set of outcome measures applied to all Scaling Up Skills Development projects, enabling cross-project and portfolio-level comparisons. However, not all outcomes are relevant to each project. In this analysis, we did not identify impacts for increased educational enrolment and reduced receipt of social assistance since they are not ADaPT objectives. Results for these outcomes are presented in **Appendix D**.

“Nearly all participants (98%) identified as belonging to at least one equity-deserving group, surpassing the program’s 70% target.”



4.3. Evaluation design

Reach and participant experiences. We analyzed participants' socio-demographic data to assess whether ADaPT is reaching its intended target group. To assess participant experiences, we examined administrative data on completion rates and satisfaction-related data collected at program exit.

Effectiveness (causal impact). Our evaluation of effectiveness focused on ADaPT's intended outcomes: self-assessed skill development, employment in digital roles, and perceptions of job quality. However, outcomes cannot be interpreted in isolation; participants may experience success for reasons unrelated to the intervention, such as broader economic conditions or individual characteristics. To address this challenge, we are conducting an RCT to determine whether participation in ADaPT leads to better outcomes for participants compared to a group who received LinkedIn Learning access as well as the *option* of accessing other business-as-usual supports. An RCT randomly assigns individuals

from the same population to a program group (who receive the intervention) or a comparison group. Random assignment should create groups that are equivalent across both observed and unobserved characteristics so that any differences in outcomes can be attributed to program participation—the sole element distinguishing each group. Comparing outcomes in this way is widely considered the most credible method for assessing a program's causal impact. See **4.4. RCT design and participant sample** for further details.

Future impact analysis. We are pursuing longitudinal data collection by working with Statistics Canada (StatCan). We are using administrative data in their Social Data Linkage Environment (SDLE) to measure long-term impacts on participant employment and education outcomes (among other FSC project participants). We anticipate that full sample data linkage will be accessible in the StatCan virtual lab in late 2026.

4.4. RCT design and participant sample

The ADaPT RCT compares outcomes across **three groups**:

- 1. Live instruction group.** Participants who received ADaPT through instructor-led sessions.
- 2. Self-directed group.** Participants who completed ADaPT independently through online modules.
- 3. Comparison group.** Individuals who did not participate in ADaPT but were given access to LinkedIn Learning.

This approach allows us to assess the relative effectiveness of ADaPT's delivery models and the impact of each compared to standard supports available outside the program.

Figure 6 (on the following page) presents our consent-to-research, randomization process, and participation results. As the figure shows:

- **1,500** candidates were screened as suitable to participate in ADaPT.
- Of those participants, **971 (65%)** consented to participate in the research, after which they were randomly assigned to either the:
 - ADaPT live-instruction program group (**332** participants),
 - the ADaPT self-directed program group (**333** participants), or
 - the comparison group (**306** participants).²⁷

- Those who did not consent before randomization (**529** people) were excluded from our research.²⁸
- This exceeded our goal of having at least **200** participants per group (or **600** total).

Because participants provided consent *before* randomization, they agreed to take part without

knowing which group they would be assigned to. This approach minimizes self-selection bias and increases confidence that any differences in outcomes are due to program participation rather than participants' preferences for a particular version of ADaPT.

Figure 6 | Consent and randomization process and participation results

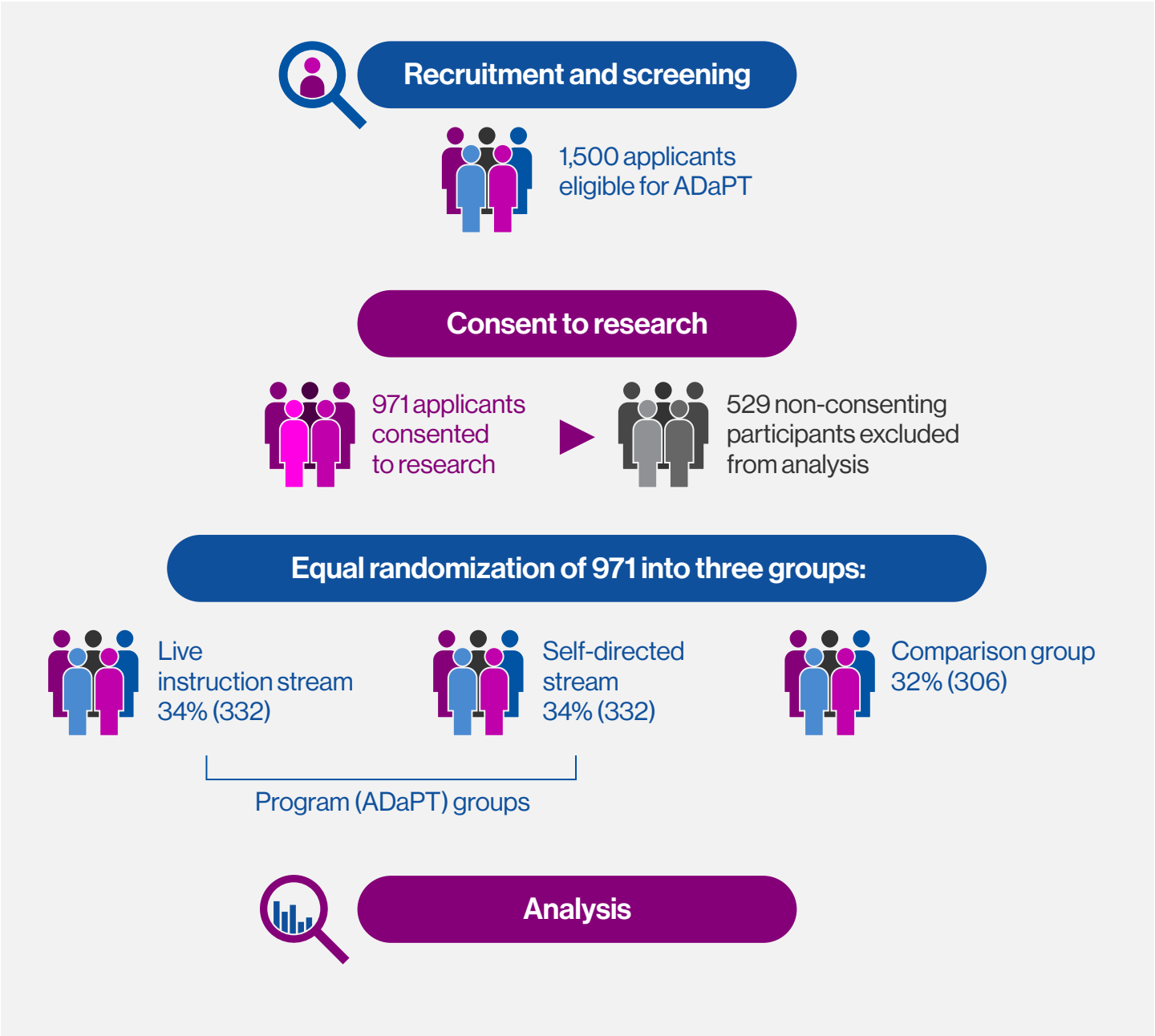


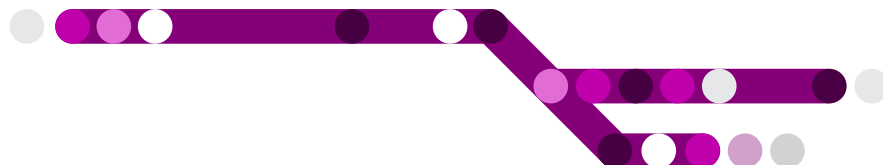
Table 3 presents the socio-demographic profile of the three groups, showing randomization produced balanced distributions across characteristics, allowing for fair outcome comparisons.

Table 3 | Key sociodemographic characteristics of RCT cohort participants

Category	Characteristic	Live stream (332)	Self-directed stream (333)	Comparison (306)	All (971)
Gender	Man	36%	37%	37%	36%
	Woman	61%	59%	60%	60%
	Other/Prefer not to say	3%	5%	3%	4%
Equity-deserving groups	Black	19%	18%	20%	19%
	Indigenous	1%	2%	1%	1%
	Other racialized	64%	68%	66%	66%
	Disability	12%	16%	12%	14%
	2SLGBTQ+ ²⁹	15%	15%	14%	15%
	Any equity-deserving group ³⁰	97%	99%	97%	98%
Age	20–24	41%	38%	32%	37%
	25–29	29%	28%	35%	30%
	30–34	13%	14%	15%	14%
	35–39	8%	6%	9%	8%
	40+	9%	13%	8%	10%
Migration	Born in Canada	31%	35%	30%	32%
	Immigrant	69%	65%	70%	68%
	Newcomer (<five years in Canada)	37%	37%	35%	36%
Education	Lacking HS diploma	0%	0%	0%	0%
	HS diploma	7%	5%	7%	6%
	PSE (below bachelor's)	12%	10%	12%	11%
	PSE (bachelor's and above)	80%	86%	81%	82%
	PSE (highest credential domestic)	71%	74%	76%	73%
	PSE (highest credential foreign)	22%	22%	17%	20%
	Currently enrolled in education	13%	15%	13%	14%

Category	Characteristic	Live stream (332)	Self-directed stream (333)	Comparison (306)	All (971)
Employment	Employed	49%	50%	49%	49%
	Unemployed	51%	50%	51%	51%
	Never employed	4%	4%	2%	3%
	Employed full-time ³¹ (% of employed)	38%	35%	41%	38%
	Employed precariously ³² (% of employed)	68%	70%	70%	69%
	Earnings ≥ \$25,000 (% of employed)	49%	44%	50%	48%
	Earnings ≥ \$65,000 (% of employed)	9%	14%	8%	10%
	Median salary (\$ among employed)	\$24,000	\$21,840	\$24,960	\$23,400
	Average number of benefits (# among employed)	1.7	1.6	1.4	1.6
Financial assistance	Receiving EI	6%	4%	7%	6%
	Receiving social assistance	5%	7%	4%	5%
	None of the above	89%	89%	89%	89%
All participants	Total	100%	100%	100%	100%

“Completion rates were high across both program streams, exceeding those often observed for voluntary online training programs.”





“Skills improved by ADaPT, particularly digital and career planning skills, are associated with stronger labour market outcomes nine months later.”

4.5. Impact estimation method

Our analytic sample included everyone who consented pre-randomization, even if they never accepted their spot in ADaPT, started but did not finish the training, or withdrew after randomization. This is known as the ‘intent-to-treat (ITT) effect,’ and is the standard method in RCTs. It treats ‘participation’ as being assigned to one of the program groups (live or self-directed), regardless of whether participants completed the training. Doing so ensures results better reflect the real-world effect of being offered the program.

To check whether the results might change depending on who actually finished the program, we also calculated the local average treatment effect (LATE)—that is, the effect for participants who both accepted their offer *and* completed the training.

Because most participants completed the program, and because those in the comparison group had no access to ADaPT, LATE results were very similar to ITT results. Therefore, we report only the ITT results in the main body of this report and include the LATE results in **Appendix C**.

4.6. Data sources and sample sizes

Table 4 summarizes the data sources and sample sizes. All **1,500** eligible applicants were invited to complete a baseline survey. Exit and follow-up surveys were administered only to participants who completed the baseline survey and provided consent.

Table 4 | Data sources and sample sizes

Data sources	Collection dates	Sample by stream ³³			Totals and response rates
		Live stream	Self-directed stream	Comparison group	
Administrative data: collected program enrolment, completion and work placement rates.	March 2022–Sept. 2024	497	502	501	1,500
Baseline survey: captured participant characteristics and skills.	Feb. 2022–July 2024	66% (332/497)	66% (333/502)	61% (306/501)	65% (971/1,500)
Exit survey: ³⁴ captured skill gains and employment outcomes in <i>all groups</i> and participant satisfaction in the <i>program groups only</i> .	May 2022–Sept. 2024	72% (240/332)	77% (256/333)	63% (194/306)	71% (690/971)
Three-month follow-up survey: captured participant outcomes; administered three months post-training.	Aug. 2022–Dec. 2024	71% (237/332)	74% (248/333)	73% (222/306)	73% (707/971)
Nine-month follow-up survey: captured participant outcomes; administered nine months post-training.	Feb. 2023–June 2025	61% (202/332)	71% (236/333)	62% (191/306)	65% (629/971)

4.7. Data limitations

Findings in this report should be interpreted within the context of certain limitations:

- **Survey attrition.** Response rates for all three groups declined over time. This may bias or obscure observed outcomes across survey periods. This limitation will be mitigated by examining outcomes for consenting participants via linkage to StatCan administrative data. We will have linkages for approximately 75% of the sample in late 2026 and 100% in late 2027.
- **Different response rates between program and comparison groups.** Slightly fewer comparison group members completed the baseline survey than those assigned to the program streams. As baseline respondents were eligible for subsequent surveys only, this initial difference carried forward and resulted in consistently smaller comparison group samples at exit and three- and nine-month follow-ups. This limits the precision of estimates for the comparison group. Our analysis using StatCan administrative data linkage will help address this limitation.
- **Self-reported skills.** Assessment of participants' skills was based on self-reported data rather than independent observation or validated scales. It is possible that participants did not perceive their skills accurately at one or both timepoints; this should be considered when interpreting results.

“This suggests ADaPT is improving competencies relevant to labour market demand and supporting employment in digital roles ...”



5. Findings

5.1. Program reach

ADaPT successfully reached its target audience.

Table 5 presents the demographic profile of ADaPT participants in the program groups. As participant characteristics are similar across the two delivery streams, results are reported for both groups combined.

Table 5 | Summary of target demographics in program groups

Category	% (N=665 unless otherwise noted)
Highest level of education	
Any PSE credential	94%
University-level credential (bachelor's or above)	83%
College or non-university-level credential	11%
High school diploma (or no credential)	6%
Country of PSE education	
Has PSE credential from Canadian institution	72%
Has PSE credential from foreign institution	22%
Age	
20–24	40%
25–29	28%
30–34	13%
35–39	7%
40+	11%
Employment	
Employed	49%
Unemployed	51%
Unemployed and not previously employed	4%
Receiving EI or another form of assistance	11%
Full-time employment ³⁵ <i>among employed</i>	33% (N=329)
Casual, seasonal, or temporary employment ³⁶ <i>among employed</i>	69% (N=329)
Average median annual earnings <i>among employed</i>	\$22,880

Category	% (N=665 unless otherwise noted)
Earnings under \$25,000/year <i>among employed</i>	47% (N=329)
Average number of employer-provided benefits <i>among employed</i>	1.6
Equity-deserving groups	
Any equity-deserving group	98% (N=661)
Black	18%
Indigenous Peoples	1% (8)
Other racialized	66% (N=644)
2SLGBTQ+ ³⁷	15% (N=659)
Persons with disabilities	14%
Women	60%
Other gender/prefer not to say	4%
Immigration status	
Born in Canada	33%
Immigrant	67%
Newcomer (fewer than 5 years in Canada) ³⁸	37%

Source. Baseline survey.

Note. Some participants did not respond to survey questions for this item; as a result, percentages are calculated using a smaller N=, as indicated in the table.

ADaPT reached its target of post-secondary graduates and final-semester students.

Most participants held post-secondary credentials (**94%**), with **83%** holding university degrees. Most had studied in Canada (**72%**), though **22%** held foreign credentials. The cohort skewed young, with **68%** aged 29 or younger.

Despite high levels of education, many participants had weak labour market attachment.

At baseline, **51%** of participants were unemployed. Among those employed, **69%** were in precarious roles, with only **33%** working full-time. Earnings were low, with **47%** earning \$25,000 or less, and

access to employer-provided benefits was limited. Overall, this suggests many participants were underemployed relative to their qualifications.

ADaPT exceeded its target for reaching participants from equity-deserving groups.

Nearly all participants (**98%**) identified as belonging to at least one equity-deserving group, surpassing the program's **70%** target. The cohort included a high proportion of women (**60%**), racialized participants (**86%**), and newcomers (**37%**), as well as representation from 2SLGBTQ+ individuals and persons with disabilities.

5.2. Participant experiences

This section examines program completion and participant satisfaction across the two delivery streams.

Program completion was high in both streams.

Most ADaPT participants completed the program.

As shown in **Table 6**, **80%** of participants completed ADaPT. Completion was slightly higher in the live-instruction stream (**82%**) than in the self-directed stream (**77%**).

Table 6 | Rates of program completion:³⁹ RCT cohorts

Stream	% and no. completed
Self-directed	77% (250/323)
Live	82% (260/317)
All	80% (510/640)

Source. Administrative data.

Participant satisfaction was high across both streams.

We assess satisfaction using five indicators: overall satisfaction, likelihood of recommending the program, and perceived usefulness across three areas — professional skills, digital skills, and career-related content. Across all measures, participants reported positive experiences. As shown in **Table 7** (on the next page), **77%** of participants reported being satisfied with the program, and **81%** indicated they would recommend it. Between **71%** and **76%** of participants reported that the program was useful across the three areas assessed.

Satisfaction was slightly higher in the live-instruction stream.

Participants in the live-instruction stream reported modestly higher satisfaction across all indicators. This difference was statistically significant for perceived usefulness of career-related content (**75%** versus **67%**, $p=0.048$). While differences for other indicators were not statistically significant, the consistent pattern across measures suggests somewhat stronger overall experiences in the live-instruction stream.

Table 7 | Overall satisfaction by stream

	Satisfaction by stream			
	All groups	Live stream	Self-directed stream	Statistical significance (p value)
Satisfaction overall	77% ⁴⁰	78%	76%	p=0.626
Likely to recommend or already recommended	81%	84%	79%	p=0.188
Useful for improving professional skills (e.g., oral communication, writing skills, presentation skills)	76%	78%	73%	p=0.267
Useful for improving technical digital skills (e.g., HTML coding, quantitative methods, data analytics, UX design)	76%	79%	74%	p=0.261
Useful for career content (e.g., coaching and access to employment-related materials)	71%	75%	67%	p=0.048

Source. Baseline and exit surveys (consented to research pre-randomization); p ≤ 0.2 p ≤ 0.05 p ≤ 0.01 p ≤ 0.001.

Qualitative findings reinforce a preference for the live-instruction stream.

Consistent with the findings from the [Interim Report](#), participants in the live-instruction stream described the program as more engaging and supportive. They highlighted interactive instruction, accessible instructors, and personalized career coaching as key strengths. Participants in the self-directed stream valued flexibility but often indicated a preference for the live format, citing greater opportunities for real-time feedback, peer interaction, and a stronger sense of community.

Newcomers reported higher satisfaction; no other meaningful differences were observed across demographic groups.

Newcomers were more likely to recommend the program (p=**0.002**) and reported higher satisfaction with career coaching and supports (p=**<0.001**). No statistically significant differences in satisfaction were observed across other demographic characteristics (see **Appendix F**).



5.3. Program effects on skills

This section examines the effects of ADaPT on participants' self-assessed skills, as well as the relationship between these skills and labour market outcomes nine months after program completion.

5.3.1. Skills development

We assess skill development using participants' self-reported ratings at baseline and program exit (or equivalent timing for the comparison group) across six domains: career planning, digital office, digital design, business financial, verbal communications, and written communications.⁴¹

ADaPT participants' self-assessed skills increased across four out of six domains.

Table 8 shows the average change in self-reported skills for each stream across each of six measured skill domains. Participants in both program streams experienced skill gains in four of the six skill areas measured. Comparison group participants experienced smaller skill gains in three of the six areas. We observe the largest program group gains in career planning and digital design.

Table 8 | Changes in reported skills between baseline and exit survey

Analysis Stream	Career planning skills	Digital skills: Office	Digital skills: Design	Business financial skills	Verbal communication skills	Written communication skills
Comparison (N=191)	0	+0.1	+0.2	+0.1	0	-0.1
Self-directed (N=255)	+0.4	+0.2	+0.8	+0.2	-0.1	0
Live (N=238)	+0.3	+0.2	+0.6	+0.2	-0.1	0

Source. Baseline and exit surveys (consented to research pre-randomization)

ADaPT positively impacts five of six self-assessed skills across both delivery streams.

Table 9 reports regression-based estimates of the impacts of ADaPT on participants' skills, comparing

each program stream with the comparison group. The table reports effect estimates along with standard errors, p-values, and confidence intervals, explained in **Box 1**.

Box 1 | Regression model outputs

The effect estimate shows how much the outcome changes based on group membership in live and self-directed streams.	Standard error shows how much the results vary. Larger standard errors mean the effect must be larger for us to trust the result.	P-value tells us how likely it is that the result is due to chance. Smaller values mean more confidence that the result is real.	Confidence intervals show the range where the true result likely falls. Narrow ranges indicate more certainty; wide ranges suggest caution.
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As shown in **Table 9**, we observe positive effects of both the live- and self-directed stream on self-assessed career planning, digital office, digital design, business financial, and written communication skills. The only skill for which we do not observe a positive effect of either stream is verbal communication.

While effect estimates differ slightly between the live-instruction and self-directed streams, these differences are not statistically significant (see **Appendix B**). This suggests that both delivery models are similarly effective in building skills.

Table 9 | Estimated impact of ADaPT on skills: Program stream vs. comparison group

Skills area	Stream	Effect estimate	Standard error	P-value	Confidence interval (95%)
Career planning	Live	0.337	0.058	0.000	(0.223, 0.451)
	Self-directed	0.317	0.057	0.000	(0.205, 0.43)
Digital office	Live	0.125	0.059	0.036	(0.008, 0.242)
	Self-directed	0.101	0.059	0.085	(-0.014, 0.216)
Digital design	Live	0.433	0.062	0.000	(0.312, 0.555)
	Self-directed	0.510	0.061	0.000	(0.39, 0.63)
Business financial	Live	0.16	0.074	0.03	(0.015, 0.305)
	Self-directed	0.146	0.073	0.045	(0.003, 0.289)
Verbal communication	Live	-0.008	0.048	0.873	(-0.102, 0.086)
	Self-directed	-0.020	0.047	0.673	(-0.113, 0.073)
Written communication	Live	0.123	0.056	0.030	(0.012, 0.233)
	Self-directed	0.104	0.056	0.061	(-0.005, 0.213)

Source. Baseline and exit surveys (consented to research pre-randomization); p ≤ 0.2 p ≤ 0.05 p ≤ 0.01 p ≤ 0.001.

Impacts were consistent across demographic groups.

We tested whether ADaPT's effects on skills differed across key participant characteristics, including newcomers, women, youth, and level of education. Overall, we do not find evidence that impacts varied meaningfully across these groups (see **Appendix B**).

The one exception was for digital design skills. Participants without a university degree experienced larger gains in this area in the live-instruction stream ($p=0.03$). No other statistically significant differences in impacts were observed across demographic groups.

Because these results are based on participants' self-assessments rather than direct measures, estimated effects may be understated. As participants gain exposure to the subject matter, they may reassess their initial skill levels, leading to more conservative post-program ratings.

5.3.2. Skills relationships with labour market outcomes

Skills improved by ADaPT, particularly digital and career planning skills, are associated with stronger labour market outcomes nine months later.

ADaPT's theory of change predicts that improvements in skills will translate into improved labour market outcomes. To examine this relationship, we analyzed how self-reported skill levels at program exit were associated with labour market outcomes nine months later.

Importantly, this analysis identifies relationships between skills and outcomes; it does not establish causality. While we cannot conclude that skill gains caused these outcomes, the analysis provides

evidence on whether the skills targeted by ADaPT are associated with stronger labour market results.

Table 10 reports the most robust results (those estimated at $p<0.05$) for the relationship between exit skill levels and labour market outcomes at nine months, controlling for baseline employment status and program stream. Given the large number of skill–outcome comparisons tested, we present only statistically significant results here. **Appendix G** provides the full set of results, including additional robustness checks using baseline skill levels.

We found that several key skills are associated with positive labour market outcomes nine months after programming:

- Career planning skills at exit positively relate to overall employment nine months post programming ($p=0.043$).
- Digital design skills at exit positively relate to employment in a digital role nine months post program ($p=0.002$).
- Digital office skills at exit also positively relate to employment in a digital role nine months post program ($p=0.049$).

“This evaluation shows that ADaPT improves digital-role employment and job satisfaction nine months after program exit.”

We also find that business and financial skills at exit are *negatively* associated with employment in a digital role ($p=0.003$). While this may appear counterintuitive, one possible explanation is that participants with stronger business and financial

skills pursue roles outside of digital occupations, such as business or finance roles. These roles may offer higher starting wages, which could explain the positive association between these skills and earnings observed in **Appendix G**.

Table 10 | Relationship between self-reported skills at exit and select labour market outcomes nine months post-program, controlling for stream and baseline value (where possible)

Skill area	Relevant outcome	Relationship between exit skill level and outcome
Digital design	Employment in a digital role	Positive ($p=.002$)
Digital office	Employment in a digital role	Positive ($p=.049$)
Career planning	Employment (overall)	Positive ($p=.043$)
Business and financial	Employment in a digital role	Negative ($p=.003$)

$p \leq 0.2$

$p \leq 0.05$

$p \leq 0.01$

$p \leq 0.001$

5.4. Program effects on labour market outcomes

This section examines the effects of ADaPT participation on labour market outcomes. We assess a range of outcomes, including overall employment, employment in digital roles, permanent, full-time employment, earnings among employed participants, access to benefits, and perceptions of employment. For each outcome, we present trends over time (baseline, exit, three months, and nine months), along with estimates of the program’s causal impact at nine months. We also examine whether program impacts on labour market outcomes differ across participant characteristics. Effect estimates are based on regression analysis and include standard errors, p-values, and confidence intervals; these are described in **Box 1 (section 5.3.1.)**.

5.4.1. Employment

ADaPT increased employment in digital roles, with a positive effect for the live-instruction stream relative to the comparison group.

We define employment in a digital role based on participants’ self-reports of working in positions requiring general workforce digital skills and contributing to digital service design and delivery. **Figure 7** (on the next page) shows trends in digital role employment over time, and **Table 11** (on p. 35) presents estimated program impacts at nine months.

As shown in **Figure 7**, the share of employed participants working in digital roles increased for all groups, but increases were **nine to 10 percentage points** higher among ADaPT participants than in the comparison group:

- The comparison group increased from **31%** to **40%** (**+9 percentage points**).
- The self-directed stream increased from **25%** to **45%** (**+20 percentage points**).
- The live stream increased from **31%** to **50%** (**+19 percentage points**).

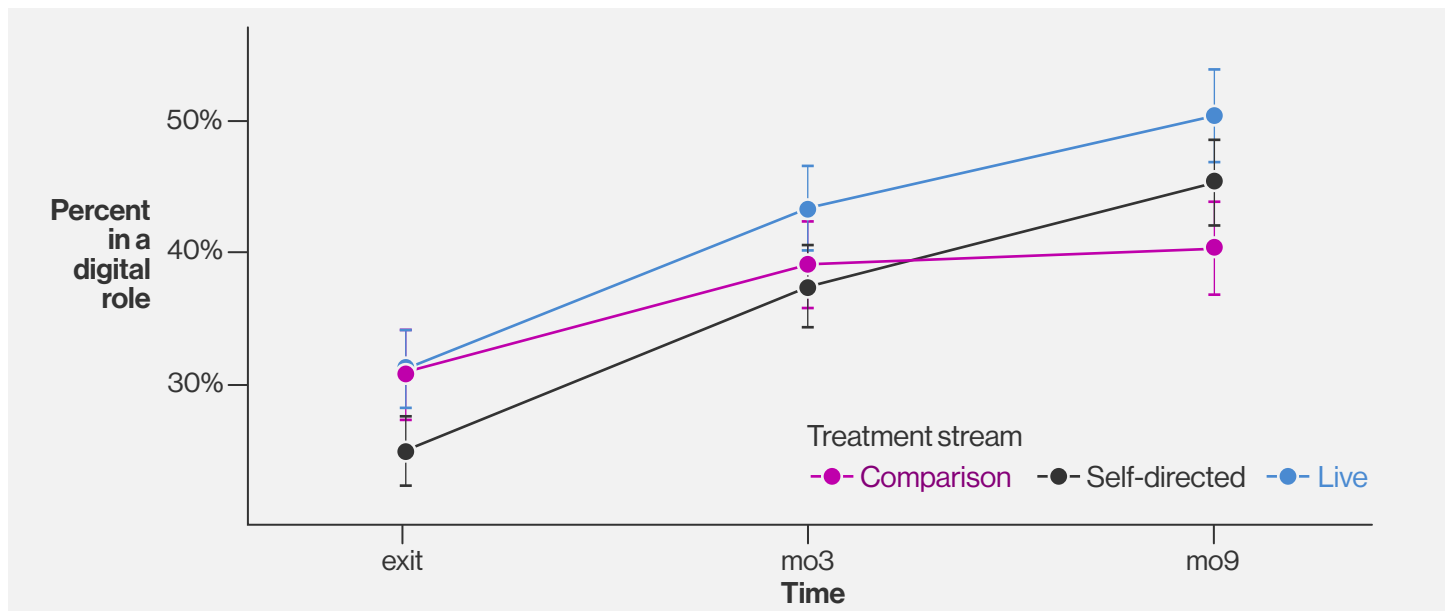
Table 11 (on the next page) shows that participation in the live instruction stream increased the likelihood of working in a digital role nine months after program completion. On average, live-stream participants

were **12.3 percentage points** more likely to be employed in a digital role than participants in the comparison group ($p=0.03$).

While estimates suggest that participants in the self-directed stream were **5.3 percentage points** more likely to be in a digital role than the comparison group, we do not believe this represents a meaningful effect ($p=0.331$).

Similarly, when comparing the two programs directly (see the “Difference” row in **Table 11**), the live stream’s effect is **7 percentage points** greater than the self-directed stream. However, we have low confidence that this represents a meaningful difference ($p=0.187$).

Figure 7 | Employed participants with digital roles at three timepoints



Source. Exit, three-month, and nine-month surveys. Error bars indicate plus and minus 1 standard error.

Table 11 | Regression coefficients for employment in a digital role nine months post-program

Labour outcome	Stream	Estimate (for coefficient of T)	Standard Error	P-value	Confidence interval (95% CI)
Digital roles	Self-directed	0.053	0.055	0.331	(-0.054, 0.161)
	Live	0.123	0.057	0.03	(0.012, 0.235)
	Difference	0.07	0.053	0.187	(-0.034, 0.175)

Source. Exit, three-, and nine-month surveys; p ≤ 0.2 p ≤ 0.05 p ≤ 0.01 p ≤ 0.001.

Employment increased for all groups, but ADaPT did not impact overall employment.

Although we present rates of overall employment, it was not the primary objective of ADaPT. Instead, the program focuses on developing digital and professional skills and supporting transitions into entry-level digital roles as described above. Thus the absence of a measurable impact on overall employment relative to the comparison group is not unexpected.

Figure 8 (on the next page) shows employment rates over time for participants in both program streams and the comparison group. Employment increased substantially across all groups between baseline and nine months:⁴²

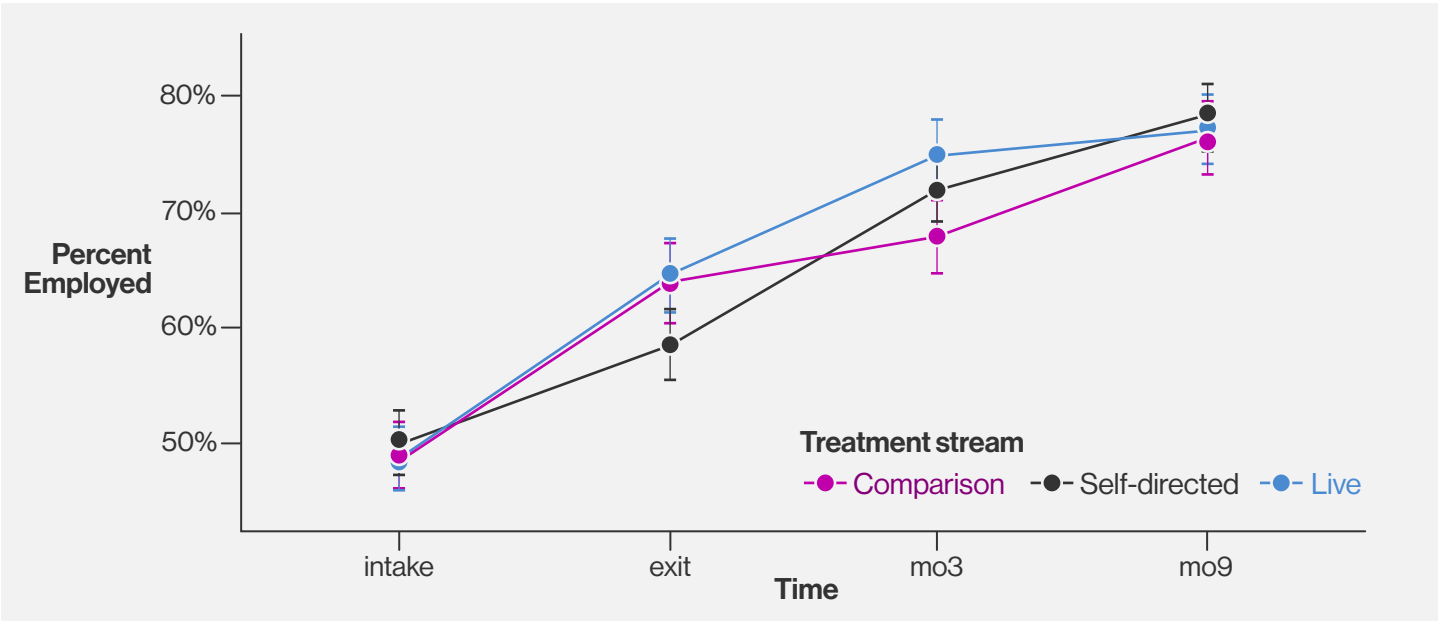
- The comparison group increased from **49%** to **76%** employed (+27 percentage points).

- The self-directed stream increased from **50%** to **78%** employed (+28 percentage points).
- The live stream increased from **49%** to **77%** employed (+28 percentage points).

Despite these gains, **Table 12** (on the next page) shows that neither ADaPT stream had an impact on participants’ likelihood of being employed nine months after program completion relative to the comparison group.⁴³

One possible explanation is the relatively high level of education among participants. Approximately **83%** held a bachelor’s degree or higher at baseline, and individuals with this level of education are generally likely to find employment. This is reflected in the strong employment outcomes observed in the comparison group, which limits the potential for the program to produce additional gains in overall employment.⁴⁴

Figure 8 | Proportion of employed participants at four timepoints



Source. Baseline, exit, three-, and nine-month surveys. Error bars indicate plus and minus 1 standard error.

Table 12 | Regression coefficients for employment nine months post-program

Labour outcome	Stream	Estimate (for coefficient of T)	Standard Error	P-value	Confidence interval (95% CI)
Employment	Self-directed	0.031	0.040	0.440	(-0.047, 0.108)
	Live	0.010	0.041	0.812	(-0.071, 0.09)
	Difference	-0.019	0.039	0.637	(-0.096, 0.059)

Source. Baseline, exit, three-, and nine-month surveys (consented to research pre-randomization); p ≤ 0.2 p ≤ 0.05 p ≤ 0.01 p ≤ 0.001.

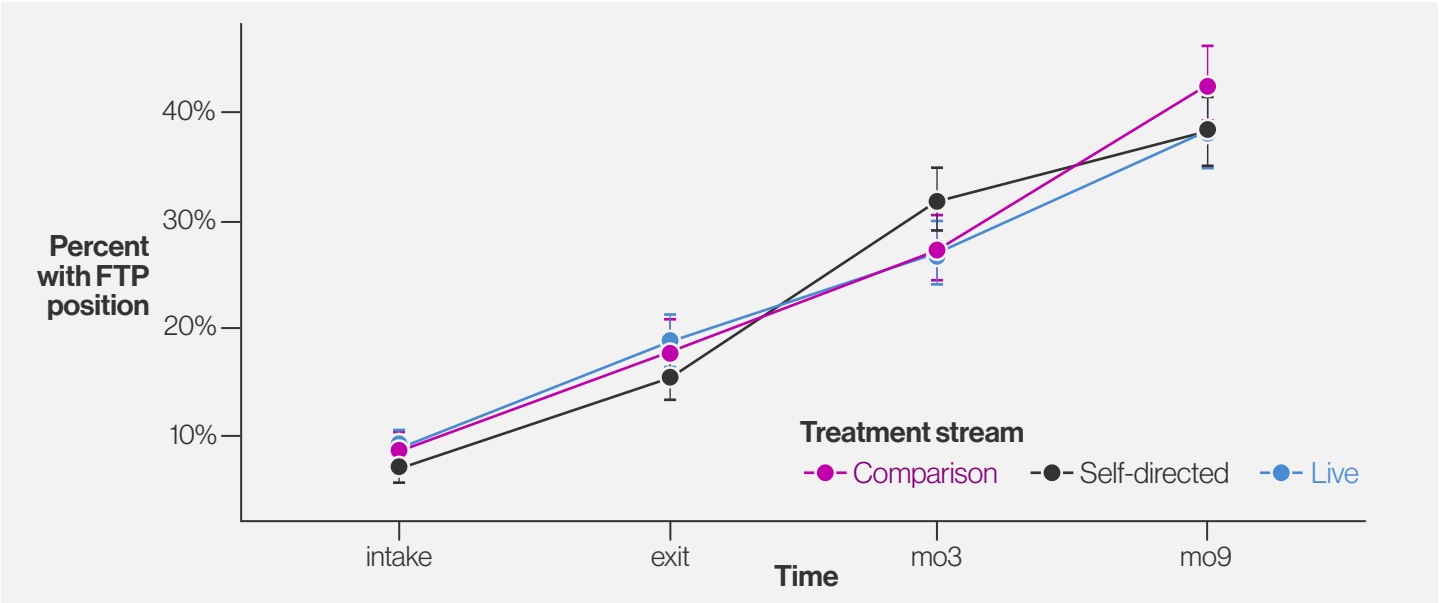
5.4.2. Permanent, full-time employment (PFTE)

Permanent, full-time employment (PFTE) increased for all participants, but ADaPT did not impact PFTE.

PFTE is defined as employment that is not temporary, seasonal, or casual, and involves working more than 30 hours per week on average. **Figure 9** shows PFTE rates over time, and **Table 13** presents estimated program impacts at nine months.

As shown in **Table 13**, we do not observe any impact of ADaPT on PFTE, or any differences between the live and self-directed streams.

Figure 9 | PFTE at four timepoints



Source. Baseline, exit, three-, and nine-month surveys. Error bars indicate plus and minus 1 standard error.

Table 13 | Regression coefficients for PFTE status at nine-months post-program

Labour outcome	Stream	Estimate (for coefficient of T)	Standard Error	P-value	Confidence interval (95% CI)
PFTE	Self-directed	-0.029	0.047	0.538	(-0.12, 0.063)
	Live	-0.044	0.048	0.359	(-0.139, 0.05)
	Difference	-0.015	0.046	0.742	(-0.105, 0.075)

Source. Baseline, exit, three-, and nine-month surveys (consented to research pre-randomization); p ≤ 0.2 p ≤ 0.05 p ≤ 0.01 p ≤ 0.001.

5.4.3. Earnings

Median earnings for all employed individuals increased substantially, but ADaPT did not impact earnings.

Figure 10 presents the median annual earnings for all employed participants over time. **Table 14** (on the next page) presents estimated program impacts.⁴⁵

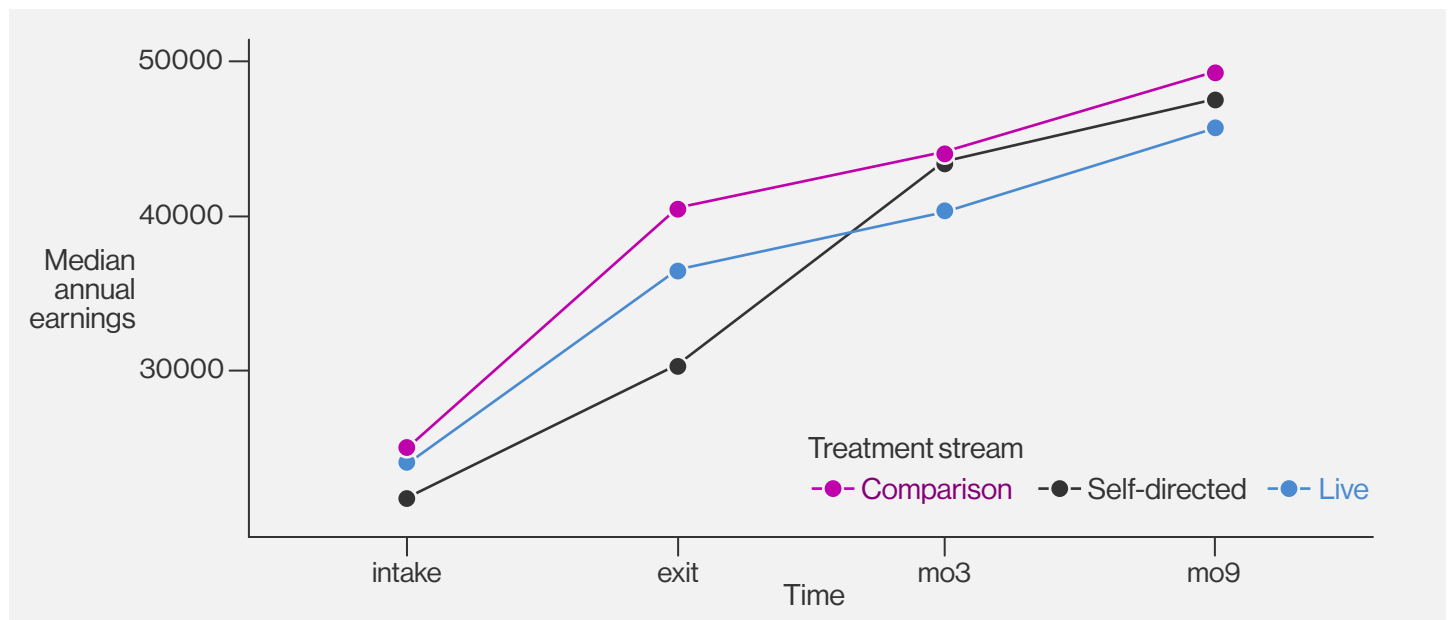
As shown in **Figure 10**, earnings for employed individuals increased for three group:

- Comparison group: median annual earnings grew from **\$24,960** to **\$49,400** (an increase of **\$24,040**, or **98%**).

- Self-directed stream: median annual earnings increased from **\$21,840** to **\$47,590** (an increase of **\$25,750**, or **118%**).
- Live stream: median annual earnings rose from **\$24,000** to **\$45,760** (an increase of **\$21,760**, or **91%**).

As shown in **Table 14** on the following page, we observe no effect of either ADaPT stream on earnings nine months post-program or any meaningful differences between the program streams.

Figure 10 | Median annual earnings at four timepoints



Source. Baseline, exit, three-, and nine-month surveys. Error bars indicate plus and minus 1 standard error.

Table 14 | Regression coefficients for earnings at nine-months post-program

Labour outcome	Stream	Estimate (for coefficient of T)	Standard Error	P-value	Confidence interval (95% CI)
Earnings	Self-directed	-3,087	2,783	0.268	(-8557, 2381)
	Live	-3,007	2,877	0.296	(-8660, 2646)
	Difference	23	2,653	0.993	(-5197, 5243)

Source. Baseline, exit, three-, and nine-month surveys; p ≤ 0.2 p ≤ 0.05 p ≤ 0.01 p ≤ 0.001.

5.4.4. Job quality: Benefits

All groups reported having more job benefits nine months post-program, but we observed no positive effect of ADaPT on job benefit receipt.

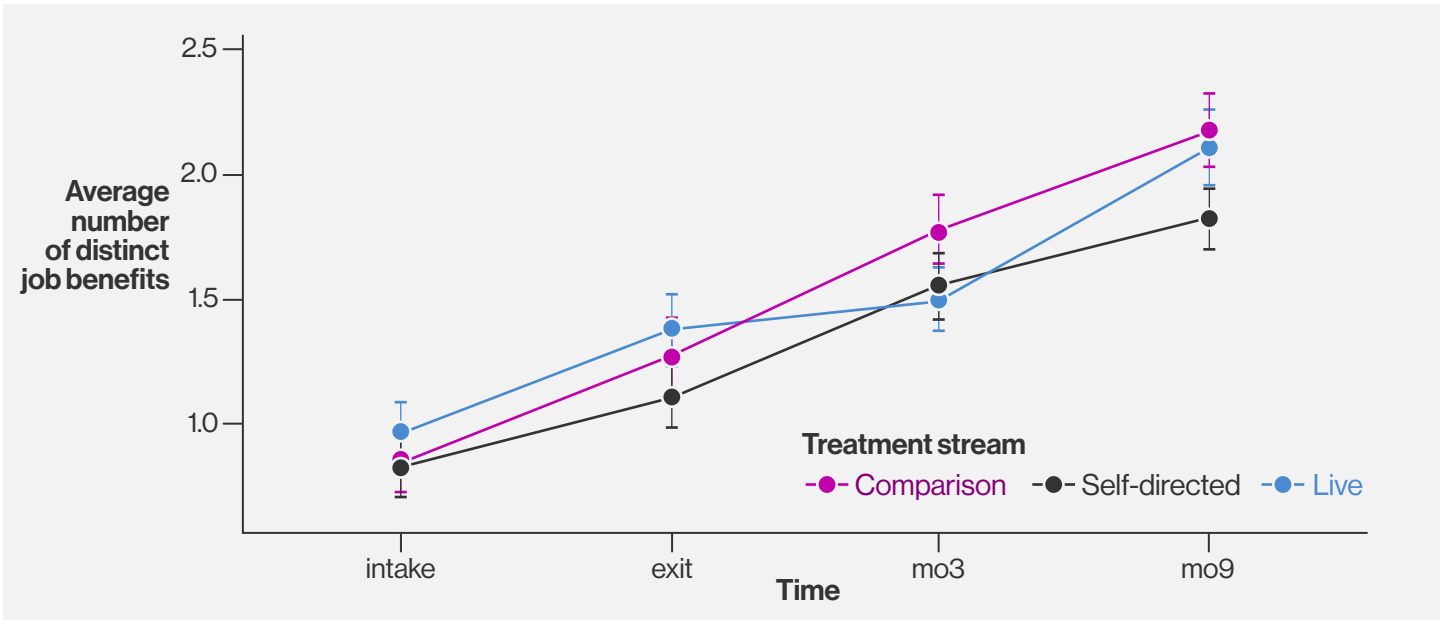
Figure 11 on the following page, presents the average number of benefits employed participants reported being in receipt of over time. They did so after being asked to indicate whether their job provided health insurance, dental insurance, life/disability insurance, a pension plan, and/or at least two weeks of paid vacation. **Table 15** (on the next page) presents estimates of the effect of participation in each ADaPT stream on average benefits received, compared to both the comparison group and directly comparing the two streams.

As shown in **Figure 11**, the average number of benefits reported by employed participants in all groups increased over time; however, gains were largest in the comparison group:

- In the comparison group, average benefits received grew from **1.0** to **2.5**.
- In the self-directed stream, average benefits received grew from **1.1** to **2.1**.
- In the live stream, average benefits received grew from **1.1** to **2.4**.

As shown in **Table 15**, we see no effect of the live stream on benefits. Although participants in the self-directed stream reported increases in the benefits they receive over time, these gains were smaller than those observed in the comparison group. As a result, the self-directed stream may have had a small negative effect on benefits, with participants receiving an estimated **0.4** fewer benefits than employed comparison group members nine months post-program ($p=0.078$).

Figure 11 | Job benefits at four timepoints



Source. Baseline, exit, three-, and nine-month surveys. Error bars indicate plus and minus 1 standard error.

Table 15 | Regression coefficients for distinct job benefits at nine-months post-program

Labour outcome	Stream	Estimate (for coefficient of T)	Standard Error	P-value	Confidence interval (95% CI)
Number of distinct benefits	Self-directed	-0.379	0.215	0.078	(-0.8, 0.043)
	Live	-0.078	0.223	0.728	(-0.516, 0.361)
	Difference	0.301	0.212	0.157	(-0.116, 0.718)

Source. Baseline, exit, three-, and nine-month surveys; p ≤ 0.2 p ≤ 0.05 p ≤ 0.01 p ≤ 0.001.

5.4.5. Job quality: Perceptions of employment

Perceptions of job quality improved across all groups, and live stream participation may have had a small positive effect on job satisfaction.

Figures 12–15 (on the next two pages) show the average scores on four dimensions of job quality reported by employed participants over time: the appropriateness of their job for their educational background, their overall satisfaction with their job, its opportunities for advancement, and how precarious it felt. **Table 16** (on p. 42) presents estimates of the effect of participation in each ADaPT stream on each of these four dimensions, compared to both the comparison group and directly comparing the two streams.

Overall, participant perceptions across the four dimensions of job quality improved over time for employed individuals in all three groups, with the exception of perceptions of precarity:

- As shown in **Figure 12**, perceptions of employed participants' jobs being appropriate for their education increased over time for all three groups.
- **Figure 13** presents a similar pattern for overall job satisfaction; live stream participant job satisfaction appears to increase more than self-

directed participant job satisfaction.

- **Figure 14** shows increases in perceptions of opportunities for advancement across all three participant groups.
- **Figure 15** shows relatively few changes in perceptions of precarity over time for employed participants and does not reflect the positive trends seen for other job quality indicators.

As shown in **Table 16**, we observe positive effects of live stream participation on overall job satisfaction ($p=0.157$) and perceptions of opportunity for advancement ($p=0.202$), but we have low statistical confidence in these effects. The self-directed stream did not appear to have any effects on job quality indicators when compared to the comparison group. We also observe that the live stream appears to have a positive effect on job satisfaction when compared to the self-directed stream ($p=0.006$), indicating that live stream participation led to higher job quality than self-directed stream participation.

Figure 12 | Average scores for appropriateness of job for educational background

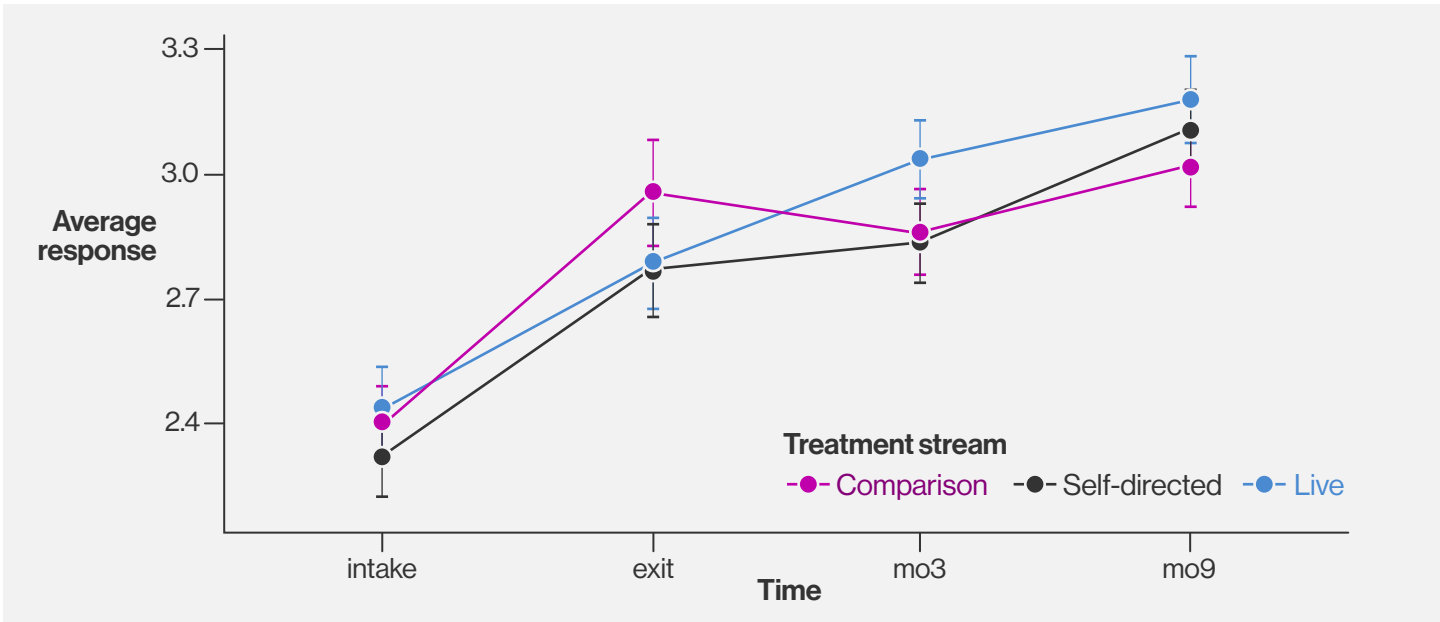


Figure 13 | Average scores for overall satisfaction

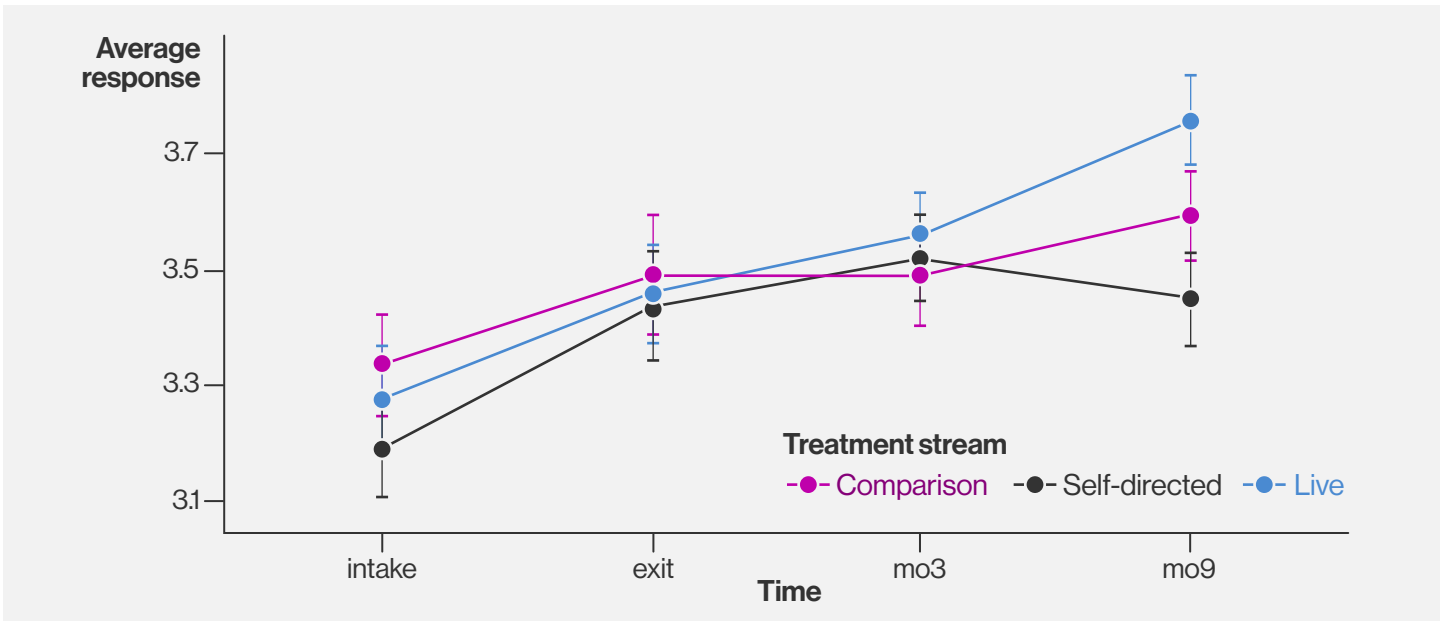


Figure 14 | Average scores for opportunities for advancement

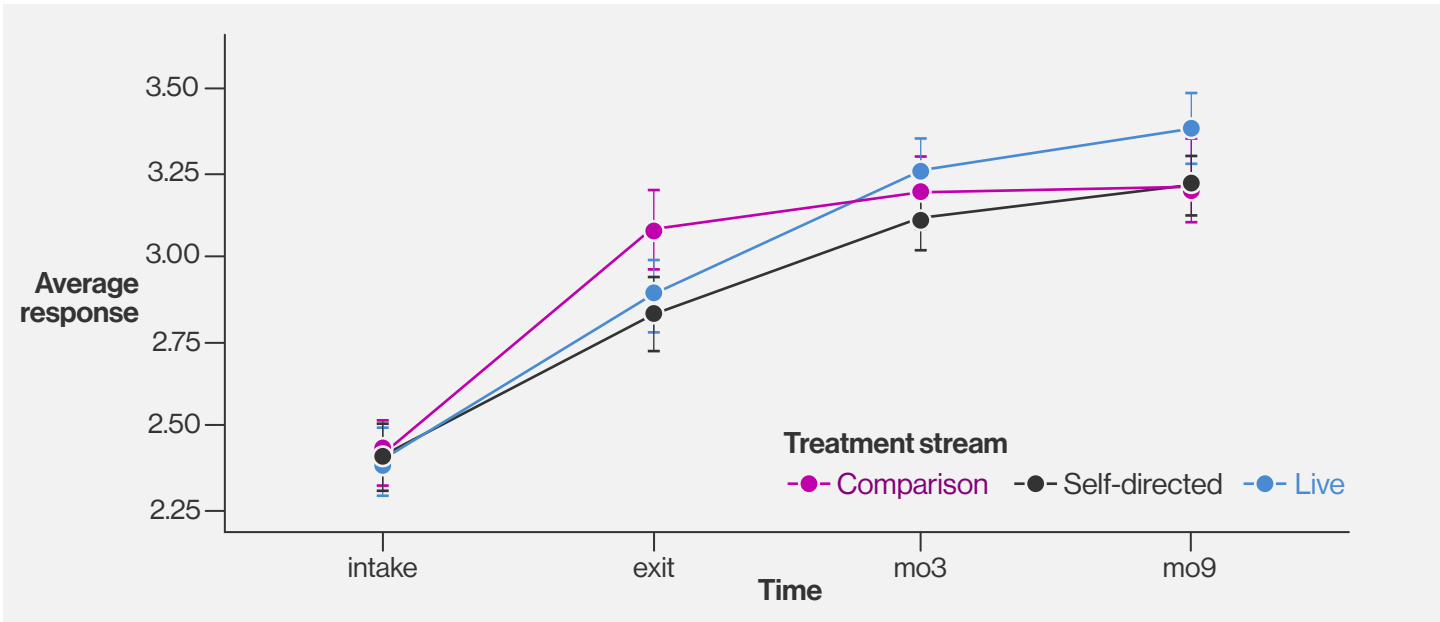
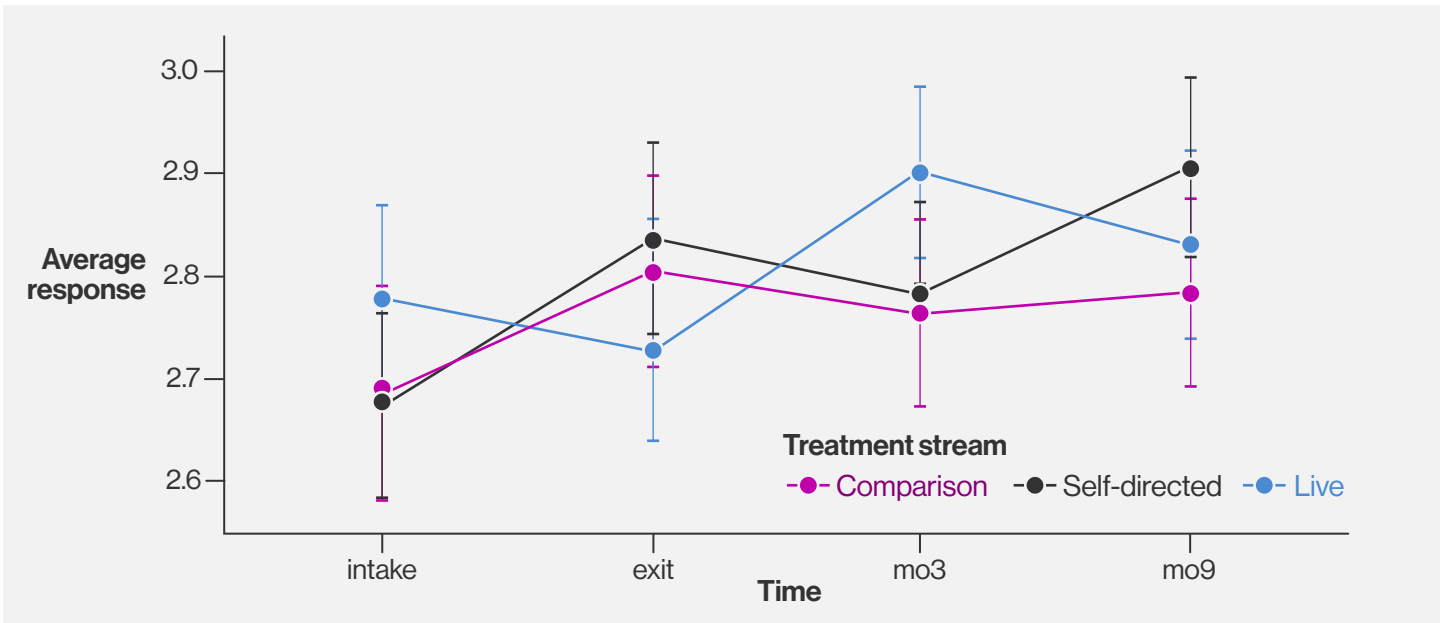


Figure 15 | Average scores for sense of precarity



Sources. Baseline, exit, three-, and nine-month surveys (consented to research pre-randomization), standard error shown

Table 16 | Job quality regression coefficients nine months post-program

Labour outcome	Stream	Estimate (for coefficient of T)	Standard Error	P-value	Confidence interval (95% CI)
Appropriateness of job for education	Self-directed	0.089	0.14	0.527	(-0.186, 0.364)
	Live	0.159	0.145	0.273	(-0.126, 0.445)
	Difference	0.071	0.139	0.612	(-0.203, 0.345)
Overall satisfaction	Self-directed	-0.145	0.111	0.192	(-0.362, 0.073)
	Live	0.163	0.115	0.157	(-0.063, 0.388)
	Difference	0.307	0.112	0.006	(0.088, 0.527)
Opportunity for advancement	Self-directed	0.009	0.135	0.949	(-0.256, 0.274)
	Live	0.179	0.14	0.202	(-0.096, 0.454)
	Difference	0.17	0.134	0.204	(-0.093, 0.433)
Precarity	Self-directed	0.124	0.128	0.334	(-0.128, 0.375)
	Live	0.047	0.133	0.722	(-0.213, 0.308)
	Difference	-0.076	0.127	0.549	(-0.327, 0.174)

Source. Exit, three-, and nine-month surveys; $p \leq 0.2$ $p \leq 0.05$ $p \leq 0.01$ $p \leq 0.001$.

5.4.6. Labour market outcomes by socio-demographic group

ADaPT showed stronger labour market effects for youth and non-degree holders and some relative gains for women+ compared to men.

For each labour market outcome assessed above, we also investigated the degree to which the effects of ADaPT vary across different socio-demographic groups. We particularly consider whether effects differ for youth (aged 29 or younger), newcomers (immigrants to Canada within the last five years), and women+ (women as well as gender-diverse individuals). We also consider whether effects differ for individuals whose highest level of education is below a bachelor's degree, including those with diplomas and those still enrolled in PSE.

Table 17 (on the next page) presents the combinations of socio-demographic groups and outcomes for which we observed notable differences in ADaPT's effects, using a modified version of our regression models used to estimate labour market effects.⁴⁶ Due to the large number of comparisons in this analysis, **Table 17** includes only notable variations in effects. Full results can be found in **Appendix E**.

ADaPT's labour market effects varied for youth, individuals without a bachelor's degree, and women+, but did not vary for newcomers.

- **Youth.** The live stream had a larger positive effect on overall job satisfaction ($p=0.006$) and

perceptions of opportunities for advancement ($p=0.019$) for youth (age 29 and younger) compared to older participants.

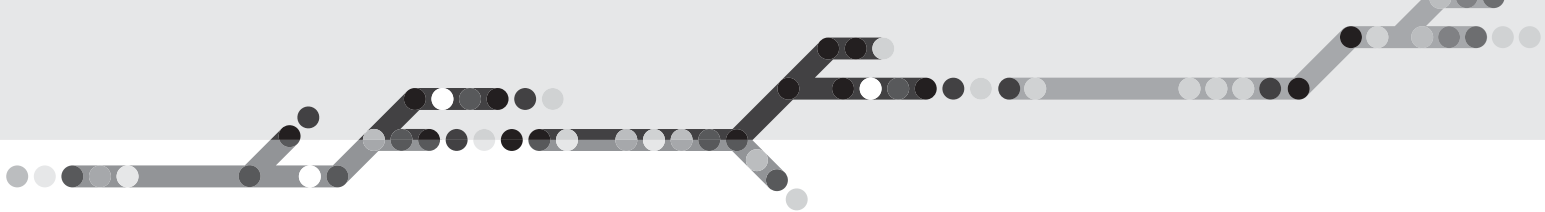
- **Individuals with below bachelor's-level education.** The live stream had a greater positive effect on employment in a digital role for participants who have educational attainment below a bachelor's degree compared to those with a bachelor's or higher ($p=0.022$). Both the live- and self-directed streams had a larger positive effect on job satisfaction ($p=0.003$ and $p=0.001$) and perceptions of appropriateness ($p=0.009$ and $p=0.018$) for those with educational attainment below a bachelor's degree.

- **Women+.**⁴⁷ The ADaPT self-directed stream had a larger effect on annual earnings ($p=0.033$) and employer provided benefits ($p=0.04$) for women+ compared to men. However, relative to the comparison group, we did not observe positive effects of the self-directed stream for these outcomes when considering the overall sample. This indicates that in relative terms, the self-directed stream benefited women+ more than men, but we did not observe absolute net gains for women+ relative to the comparison group.

Table 17 | Key differences in program impacts across socio-demographic groups

Group	Outcome	Stream	Estimate	Standard error	P-value	Confidence interval (95% CI)
Youth	Overall job satisfaction	Self-directed	0.118	0.234	0.614	(-0.341, 0.577)
		Live	0.696	0.252	0.006	(0.201, 1.191)
	Opportunities for advancement	Self-directed	0.198	0.286	0.489	(-0.363, 0.759)
		Live	0.722	0.308	0.019	(0.117, 1.327)
Women+	Annual earnings	Self-directed	11,765	5,788	0.043	(390, 23,140)
		Live	3,829	5,932	0.519	(-7,830, 15,487)
	Employer-provided benefits	Self-directed	0.919	0.445	0.04	(0.044, 1.794)
		Live	0.48	0.46	0.296	(-0.423, 1.383)
Highest level of education below bachelor's	Employment in a digital role	Self-directed	0.178	0.151	0.238	(-0.118, 0.474)
		Live	0.339	0.147	0.022	(0.05, 0.628)
	Overall satisfaction	Self-directed	1.040	0.303	0.001	(0.446, 1.634)
		Live	0.877	0.295	0.003	(0.297, 1.458)
	Appropriateness for education	Self-directed	0.916	0.385	0.018	(0.159, 1.673)
		Live	0.983	0.376	0.009	(0.244, 1.722)

Source. Baseline, exit, three-, and nine-month surveys; $p \leq 0.2$ $p \leq 0.05$ $p \leq 0.01$ $p \leq 0.001$



6. Discussion and conclusions

6.1. Summary of findings

ADaPT's live-instruction stream showed positive short-term effects on the outcomes it was designed to achieve. Participants in both streams reported greater self-assessed skill gains than the comparison group. The live instruction stream also increased participants' likelihood of working in digital roles: the key outcome for this evaluation and one of ADaPT's central intents. While longer-term impacts on labour market outcomes remain to be assessed,⁴⁸ these findings are consistent with ADaPT's theory of change and suggest early progress toward improved labour market outcomes.

ADaPT successfully reached its target population. Most participants had PSE, were largely from non-STEM fields, and included high proportions of youth and equity-deserving groups, including newcomers, racialized participants, women+, and persons with disabilities. Despite their education, many entered ADaPT un- or under-employed, with low earnings and limited access to job benefits.

Most participants completed ADaPT and were highly satisfied. Completion rates were high across both program streams, exceeding those often observed for voluntary online training programs.⁴⁹ Participants reported high overall satisfaction and with digital, professional, and career coaching components. Satisfaction was consistently higher among live-instruction participants, who benefited from structured delivery and real-time support. Newcomers were more likely to recommend the program and reported higher satisfaction with career coaching supports.

ADaPT had a positive effect on participants' self-assessed skills across five of six domains. Relative to the comparison group, participants in both streams experienced greater gains across key skill areas, including career planning, digital

design, digital office, business financial, and written communications. These impacts were consistent across delivery streams and socio-demographic groups, indicating that skill gains were broadly shared among participants.

Skills improved by ADaPT—especially digital and career planning skills—are associated with stronger labour market outcomes nine months later. Higher digital design and digital office skills at program exit were positively associated with employment in digital roles, while stronger career planning skills were associated with employment overall. In contrast, higher business and financial skills at exit were negatively associated with employment in digital roles, potentially indicating that participants with more advanced business-oriented skills may be finding non-digital roles, including business or finance positions that offer higher starting wages. Taken together with the observed impacts on key skill domains, these findings are consistent with ADaPT's theory of change and suggest a plausible pathway by which skill development contributes to better labour market alignment.

ADaPT participants experienced larger increases in employment in digital roles than the comparison group, with the strongest evidence of impact for the live stream. Employment in digital roles—the key outcome for this evaluation and one of ADaPT's central intents—rose for all groups, but gains were much larger among ADaPT participants. Regression results indicate a positive marginal impact of the live stream on employment in digital roles nine months post-program. Estimated impacts for the self-directed stream were smaller; we have lower confidence in these estimates.

Labour market outcomes improved for all RCT participants by nine months, with no additional gains attributable to ADaPT in the short term. Employment rates, permanent full-time employment, median earnings, and access to employer-provided benefits increased substantially over time across all groups. We did not observe effects of ADaPT on these outcomes nor meaningful differences between program streams. These findings are not unexpected within the nine-month timeframe given ADaPT's focus on PSE graduates, the fact that PSE is associated with better labour market outcomes, and that roughly half of RCT participants had strong baseline labour market attachment (about half were employed at baseline).

Perceptions of job quality improved across all groups, and live stream participation may have had positive effects on some dimensions of job quality. Study participants generally reported improved perceptions of job satisfaction, job and education alignment, and opportunities for advancement over time. Regression analyses indicate that live stream participation may have had a positive effect on job satisfaction and perceptions of opportunities for advancement, though we are not confident in this effect.

We found stronger effects for youth, participants without a bachelor's degree, and women+. Youth in the live stream experienced more positive impacts on job satisfaction and perceptions of advancement than older participants. Participants with educational attainment below a bachelor's degree (including PSE grads from colleges, those who received a diploma, and those still enrolled in PSE) experienced stronger impacts on employment in digital roles and job satisfaction, particularly in the live stream. Women+ experienced larger effects of self-directed stream participation relative to men on earnings and benefits, but these differences did not translate into net gains relative to the comparison group.

6.2. Discussion

Based on our findings, we identify six key conclusions:

1. Short-duration, employer-aligned training programs can improve skills and create effective pathways into digital roles.

Our evaluation shows that a nine-week training program can generate meaningful improvements in digital and professional skills for PSE graduates while supporting transitions into digital roles. Relative to a comparison group, ADaPT participants exhibited

modest skill gains, particularly in digital design and digital office tools, and these competencies were associated with securing digital jobs. This suggests ADaPT is improving competencies relevant to labour market demand and supporting employment in digital roles, with stronger effects observed among participants in the live stream. This highlights the potential value of short interventions when well-aligned with labour market needs.

2. Live instruction strengthens outcomes beyond content.

There is broad agreement on the need to make training programs more accessible to diverse learners. Providing multiple delivery modes is a key strategy for widening access. Traditional in-person learning can be inaccessible for people in rural or remote areas, those with care responsibilities, and those facing transportation constraints. The expansion of online learning during the COVID-19 pandemic heightened interest in understanding which forms of online delivery are most effective for jobseekers.

Self-directed and synchronous online learning are two common options. By dividing the ADaPT program group into these two streams, this RCT could offer experimental evidence as to which was more effective. While both formats delivered comparable skill gains, the live stream had stronger impacts on employment in a digital role and job quality. Live-stream participants also reported higher satisfaction with ADaPT. These differences suggest that structured interaction, real-time feedback, and sense of community may make synchronous learning more effective than self-directed for some participants.

These findings align with results from [our evaluation of IEC-BC's FAST program](#), which found higher satisfaction and completion rates in cohort-based online delivery compared to self-directed formats. They are also consistent with the broader literature on online learning. While online delivery can be effective, lower levels of learner engagement are associated with weaker outcomes, including higher dropout rates and reduced knowledge transfer.⁵⁰ Research consistently finds that the frequency and quality of interactions between learners and instructors, as well as among peers, are key mediators of learning outcomes.⁵¹ Regular instructor

contact, peer-to-peer engagement, and facilitated discussion of course material are all identified as effective strategies for strengthening engagement. Synchronous, cohort-based models typically incorporate more of these interaction mechanisms than self-directed formats, which may help explain their stronger performance in this study.

Notably, these findings are based on a comparison of two online delivery models, which did not include in-person delivery. We cannot speak to the effectiveness of online versus in-person formats, which may vary across learner groups and contexts. Evidence that live, cohort-based online learning outperforms self-directed versions does not imply that such learning is optimal for all learners or settings. As ADaPT is expanded to Indigenous communities in Manitoba through [FSC's SCALE funding stream](#), program design should carefully consider the types of supports learners require to translate new digital skills into employment outcomes. While online delivery can reduce geographic barriers for remote communities, it may not always be the most effective approach where connectivity is limited, relationship-based learning is central, or learners benefit from facilitated, place-based support. In these contexts, live, community-facilitated hybrid or in-person delivery models may be especially important for fostering engagement, confidence, and skill application.

3. Participants with credentials below the bachelor's level experience greater benefits.

A striking finding is that participants whose highest credential was below a bachelor's experienced larger positive impacts in skills development, job satisfaction, perceived fit of their job to their education, and, within the live stream, employment in digital roles. Although

ADaPT was initially designed primarily for university graduates, college graduates and final-semester college students were also eligible to participate. The comparatively strong outcomes observed for this group suggest that this broad eligibility was well-founded. Targeted digital upskilling may yield strong returns for college-educated individuals and help address the credential-related barriers they face in accessing higher-quality digital jobs.

4. Longer-term data are needed to understand sustained labour market effects.

This evaluation shows that ADaPT improves digital-role employment and job satisfaction nine months after program exit. Longer-term tracking is needed to fully understand impacts on employment stability, career progression, and earnings, as it is possible that program effects may strengthen over time as participants gain work experience and build on newly acquired skills. Linking program data to tax records will enable a more complete assessment of impact, return on investment, and support evidence-based decisions for scaling.

5. As entry-level labour market conditions evolve, digital skills programs such as ADaPT will need to remain responsive.

The number of people graduating from Canadian universities with bachelor's degrees is growing each year, yet recent evidence suggests that these graduates are entering a more challenging job market.⁵² A growing pool of graduates is competing for a shrinking number of white-collar, entry-level roles.⁵³ Emerging analysis suggests that the adoption of AI and automation is a contributing factor. As employers integrate AI tools capable of performing routine analytical, drafting, and administrative tasks, the volume of work typically

performed by entry-level workers, often recent graduates, may be shrinking.⁵⁴ This shift has direct implications for pathways that have historically supported the transition from PSE into employment.

As the nature of entry-level work changes, employers may increasingly expect new hires to demonstrate higher-level skills and relevant professional experience earlier in their careers. Supporting this transition will mean rethinking how education and training systems operate. While theoretical learning remains important, graduates increasingly need applied experience, exposure to complex problem solving, and practice working alongside AI-enabled tools.

Evidence from this RCT suggests that ADaPT, with its focus on applied digital skills, professional competencies, and employer engagement, was aligned with employers' needs at the time of data collection. However, ongoing technological change suggests that continued modification will be important to strengthen (or maintain) program impacts. In particular, ADaPT may have benefited further by integrating training related to AI-enabled tools, data-driven workflows, and employers' evolving skills expectations for digitally oriented roles. While the RCT structure did not allow for curriculum changes during the evaluation period, AI training has since been included in ADaPT and related programming delivered outside of the RCT.

As employers increasingly expect workplace experience from new hires, programs of this kind may also need to consider whether, and in what forms, work-integrated learning (co-ops, internships, simulated learning, etc.) could be incorporated to complement existing training and career supports. These considerations are especially relevant for non-STEM graduates and graduates from equity-deserving groups, who may face additional barriers to accessing early-career opportunities and professional networks.

6. Early, intentional integration of applied digital skills training can help prevent early-career labour market challenges and support graduates facing difficulties after PSE.

While ADaPT was open to final-semester students, they represented a relatively small share of participants: only 14% were enrolled at baseline, with most participants accessing the program after leaving PSE and often after experiencing periods of un- or underemployment. While ADaPT plays a critical role in supporting post-graduation transitions into digital roles, our findings suggest there may be value in more intentionally engaging students earlier in their post-secondary studies as part of future program expansion, enabling a more proactive approach to skills development and labour market readiness. Notably, DI has implemented this more proactive approach with ADaPT for Black Youth and other program streams outside the RCT.

Early participation could allow participants to build applied digital and professional skills proactively, strengthening labour market readiness and potentially reducing the need for remedial support after graduation. At the same time, the evaluation underscores the continued importance of post-graduation programs for individuals who fall through the cracks or encounter barriers after leaving school. Together, findings point to the value of an approach that more intentionally recruits for a balanced mix of final-semester students and graduates, and offers both preventative, pre-graduation interventions and responsive post-graduation supports.

As labour market entry becomes more complex, particularly in digital fields shaped by AI and rising experience requirements, programs like ADaPT may be most effective as part of a broader ecosystem that supports learners both before and after graduation.

6.3. Next steps

Future evaluation activities will focus on deepening the assessment of ADaPT's longer-term labour market outcomes through linkage with administrative tax data, subject to data availability and timing.⁵⁵ Extending the analysis beyond the current follow-up period to up to five years after programming would allow for a more complete understanding of employment and earnings trajectories following participation.

As data availability is clarified, next steps will include determining the appropriate scope of analysis and reporting. Longer-term findings, where feasible, would provide valuable input to ongoing program refinement and future decisions about program targeting and scaling.



Appendix A:

Common outcomes framework

Table A1 | Common outcomes framework

	Outcome	Indicators
Socio-demographics	Sex and gender	Sex at birth
		Self-identified gender
	Age	Age
	Location	Province
		Region and municipality
	Marital status	Marital status
	Children and dependents	Children
		Dependents
		Household size
	Household income	Household income
	Education	Highest credential obtained
		Location of highest credential attainment
	Indigenous Identity	Self-identified Indigenous identity
	Francophone status and languages spoken	First language spoken
		Official languages
		Language spoken at home
		Other languages spoken (at home)
	Citizenship status	Place of birth
		Year of arrival
		Citizenship status
	Racial identity	Self-identification as member of racialized group
	Disability	Self-identified disability
Employment status and history	Employment	Employment status
		Nature of employment (e.g., permanent, temporary, full/part-time, etc.)
	Earnings	Hours worked per week
		Wages
		Annual earnings
	Industry and occupation of employment	NAICS code of job
		NOC code of job
	Work history	Time since last employed
		NOC code of job
		NAICS code of job
	(Social assistance) Income source	Income sources

	Outcome	Indicators
Intermediate outcomes	Program completion	Successful completion of planned activities
	Participant satisfaction	Satisfaction with program
		Perceived utility of program
		Likelihood to recommend
Customized intermediate outcomes	Skills gains	Measured gains in specific skills
	Program-specific credential attainment	Attainment of program-specific credentials
Long-term outcomes	Employment and retention	Employment status
		Nature of employment (e.g., permanent, temporary, full/part-time, etc.)
		Retention
	Earnings	Hours worked per week
		Wages
		Annual earnings
	Benefits	Presence of benefits including paid leave, health and dental coverage, pension plan
	Industry and occupation of employment	NAICS code of job
		NOC code of job
	Job satisfaction	Satisfaction with job
		Perceived opportunity for career advancement
		Perceived job security
	Enrolment in further education	Enrolment in further education
		Type of training
		Field of study
	Credential attainment	Attainment of high school or PSE credentials
		Field of study credentials

Appendix B:

Skill effects comparison between streams and by sociodemographic group

Table B1 contains regression estimates of the relative impact of the ADaPT live stream on skills outcomes as compared to the self-directed stream.

Table B1 | Estimated effect of ADaPT on skills by live vs. self-directed streams

Skills area	Stream	Effect estimate	Standard error	P-value	Confidence interval (95%)
Career planning	Live	0.031	0.052	0.553	(-0.072, 0.134)
Digital office	Live	0.025	0.054	0.647	(-0.081, 0.131)
Digital design	Live	-0.067	0.057	0.237	(-0.179, 0.044)
Business financial	Live	0.015	0.067	0.825	(-0.117, 0.147)
Verbal communication	Live	0.013	0.043	0.77	(-0.072, 0.097)
Written communication	Live	0.022	0.052	0.667	(-0.08, 0.124)

Source. Baseline, exit, three-, and nine-month surveys (consented to research pre-randomization); $p \leq 0.2$ $p \leq 0.05$ $p \leq 0.01$ $p \leq 0.001$

As a supplement to the skill changes by group section, we ran regression models to investigate if ADaPT's effect on self-rated skills was experienced differently by different socio-demographic groups. For this analysis, we modified our skills regression models by separately interacting each of the four key demographic groups with the covariates. For example, our basic regression model was:

$\text{skills_exit} \sim \text{stream} + \text{skill_baseline}.$

Our modified model for a demographic group "demo" was:

$\text{skills_exit} \sim \text{stream} + \text{skill_baseline} + \text{demo} + \text{stream:demo} + \text{skill_baseline:demo}$

Table B2 (on the next page) contains the estimates for the coefficients of stream:demo, for each skill area, which represent the relative effect of each ADaPT stream on each demographic group as compared to other participants.

As noted in **section 4. Methodology**, we define newcomers as those who arrived in Canada within five years of starting the program, women+ as all participants who identified as women, non-binary, or another self-described gender besides men, and youth as those under 30 years. Each of these groups was separately added as a covariate and interacted with the other covariates. We used the coefficient of the interaction term between the treatment and socio-demographic groups to estimate this effect.

Table B2 | Skills impacts by socio-demographic group

Outcome	Group	Stream	Estimate	Standard error	p-value	Confidence interval (95%)
Career planning	Newcomers	Self-directed	-0.173	0.118	0.144	(-0.404, 0.059)
		Live	-0.176	0.122	0.147	(-0.415, 0.062)
	Women+	Self-directed	-0.162	0.121	0.181	(-0.399, 0.076)
		Live	-0.125	0.122	0.307	(-0.366, 0.115)
	Youth	Self-directed	-0.080	0.124	0.52	(-0.322, 0.163)
		Live	-0.095	0.128	0.457	(-0.346, 0.156)
	Bachelor's and above	Self-directed	-0.001	0.155	0.993	(-0.305, 0.303)
		Live	-0.029	0.147	0.846	(-0.317, 0.26)
Digital office	Newcomers	Self-directed	-0.025	0.121	0.838	(-0.262, 0.212)
		Live	-0.114	0.124	0.359	(-0.358, 0.13)
	Women+	Self-directed	-0.114	0.123	0.356	(-0.356, 0.128)
		Live	-0.079	0.125	0.529	(-0.324, 0.167)
	Youth	Self-directed	-0.057	0.127	0.654	(-0.305, 0.192)
		Live	-0.047	0.131	0.719	(-0.304, 0.21)
	Bachelor's and above	Self-directed	-0.166	0.157	0.292	(-0.475, 0.143)
		Live	-0.247	0.15	0.099	(-0.541, 0.047)
Digital design	Newcomers	Self-directed	0.117	0.127	0.359	(-0.133, 0.367)
		Live	0.024	0.131	0.854	(-0.233, 0.281)
	Women+	Self-directed	-0.035	0.129	0.787	(-0.289, 0.219)
		Live	0.132	0.131	0.316	(-0.126, 0.39)
	Youth	Self-directed	-0.132	0.132	0.317	(-0.391, 0.127)
		Live	-0.179	0.136	0.189	(-0.447, 0.089)
	Bachelor's and above	Self-directed	-0.075	0.165	0.649	(-0.398, 0.248)
		Live	-0.343	0.158	0.03	(-0.654, -0.033)
Business financial	Newcomers	Self-directed	-0.155	0.152	0.306	(-0.453, 0.142)
		Live	-0.118	0.156	0.452	(-0.425, 0.189)
	Women+	Self-directed	-0.203	0.155	0.189	(-0.506, 0.1)
		Live	-0.199	0.156	0.205	(-0.506, 0.109)
	Youth	Self-directed	-0.094	0.157	0.55	(-0.401, 0.214)
		Live	0.019	0.163	0.905	(-0.3, 0.338)
	Bachelor's and above	Self-directed	-0.087	0.197	0.658	(-0.475, 0.3)
		Live	-0.140	0.186	0.452	(-0.506, 0.225)

Outcome	Group	Stream	Estimate	Standard error	p-value	Confidence interval (95%)
Verbal communication	Newcomers	Self-directed	-0.141	0.099	0.153	(-0.335, 0.053)
		Live	-0.120	0.102	0.237	(-0.32, 0.079)
	Women+	Self-directed	-0.143	0.099	0.151	(-0.339, 0.052)
		Live	0.122	0.101	0.228	(-0.076, 0.32)
	Youth	Self-directed	0.002	0.102	0.985	(-0.199, 0.203)
		Live	-0.099	0.106	0.349	(-0.306, 0.108)
	Bachelor's and above	Self-directed	-0.209	0.127	0.101	(-0.458, 0.041)
		Live	-0.183	0.122	0.135	(-0.423, 0.057)
Written communication	Newcomers	Self-directed	-0.162	0.116	0.162	(-0.39, 0.065)
		Live	-0.067	0.119	0.577	(-0.301, 0.167)
	Women+	Self-directed	-0.079	0.117	0.5	(-0.309, 0.151)
		Live	-0.163	0.119	0.17	(-0.396, 0.07)
	Youth	Self-directed	-0.133	0.12	0.268	(-0.368, 0.102)
		Live	-0.106	0.124	0.393	(-0.35, 0.138)
	Bachelor's and above	Self-directed	0.074	0.15	0.622	(-0.221, 0.369)
		Live	-0.080	0.142	0.573	(-0.359, 0.198)

Source. Baseline, exit, three-, and nine-month surveys (consented to research pre-randomization);

$p \leq 0.2$

$p \leq 0.05$

$p \leq 0.01$

$p \leq 0.001$

Appendix C:

Local average treatment effect (LATE) results

As explained in **section 4.5.**, the analysis in the body of the report used an intent-to-treat (ITT) effect estimate model of ADaPT. This is a standard approach for RCT designs, which considers “treatment” as assignment to either of the experimental conditions (the live or self-directed stream), regardless of the participant’s ultimate uptake of training.

To examine whether differences in actual program uptake influence results, we also performed analysis of the local average treatment effect (LATE) on compliers, i.e., on participants who completed

the program. As the percentage of participants who completed the program was high, and since participants in the control group could not access the program but received access to skills development supports through LinkedIn Learning, the results of the LATE analysis are quite similar to the ITT estimates and do not affect our conclusions about ADaPT’s effect on different outcomes.

The following estimates in **Table C1** were calculated by doing LATE analysis separately on each stream as compared to the comparison group.

Table C1 | Labour market impact estimates for compliers

Outcome	Group	Estimate (standard error)
Employed	Self-directed	0.0557 (0.0556)
	Live	0.0165 (0.0584)
Yearly wage	Self-directed	-4,577.0 (3,999.2)
	Live	-5,458.6 (4,193.7)
Digital role	Self-directed	0.0945 (0.0777)
	Live	0.1522 (0.0819)
Overall satisfaction	Self-directed	-0.1618 (0.1596)
	Live	0.1239 (0.1605)
Precarity	Self-directed	0.0969 (0.1808)
	Live	0.0774 (0.1873)
Opportunities for advancement	Self-directed	0.0545 (0.1863)
	Live	0.1592 (0.2053)
Appropriateness for education	Self-directed	0.1347 (0.1946)
	Live	0.2041 (0.2133)
Full-time permanent	Self-directed	-0.0316 (0.0664)
	Live	-0.0470 (0.0683)
Distinct benefits	Self-directed	-0.4557 (0.2988)
	Live	-0.2979 (0.3280)

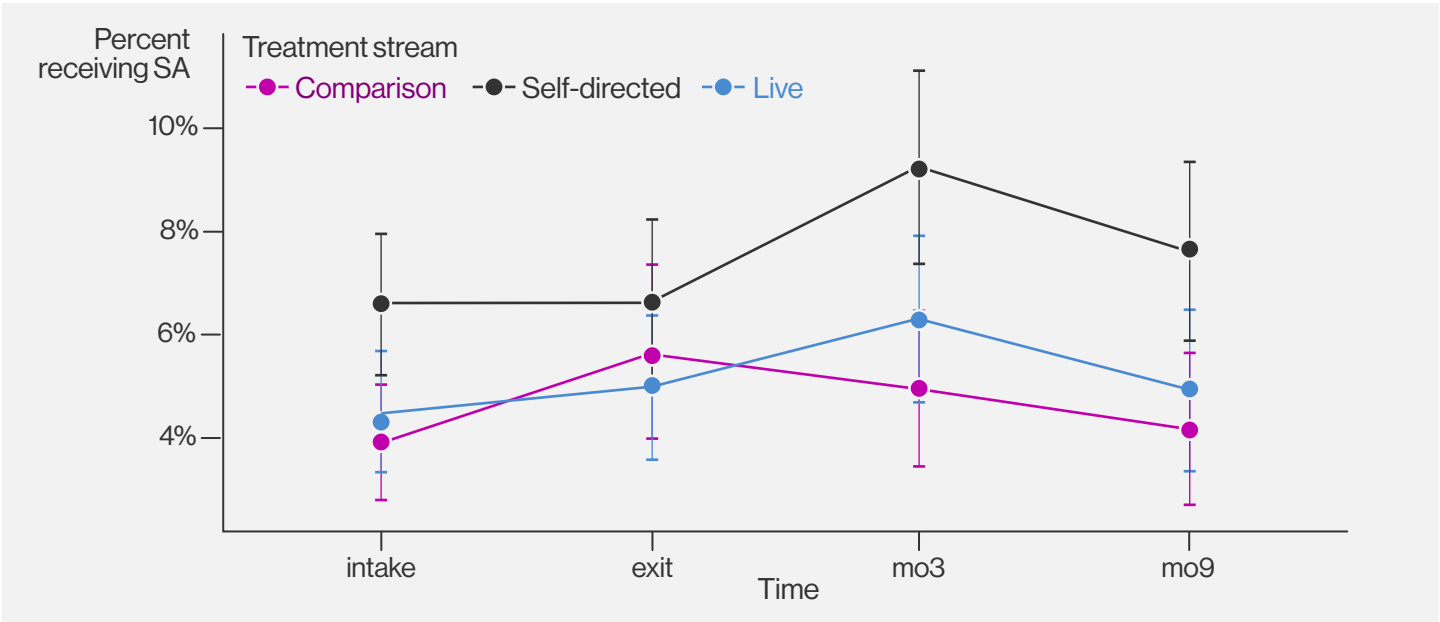
Source. Baseline, exit, three-, and nine-month surveys (consented to research pre-randomization); p ≤ 0.2 p ≤ 0.05 p ≤ 0.01 p ≤ 0.001

Appendix D:

Additional labour market outcome effects

This appendix contains data on social assistance receipt and enrolment in education and training among ADaPT participants in our analysis sample population. This is separate from the labour market outcomes and impacts section as we did not expect ADaPT to impact these variables. Social assistance receipt does not appear to be affected by ADaPT, nor does it meaningfully change from baseline to nine months post-program for any stream. This is illustrated in **Figure D1** and **Table D1**, below.

Figure D1 | Social assistance receipt



Sources. Baseline, exit, three-, and nine-month surveys (consented to research pre-randomization), standard error shown

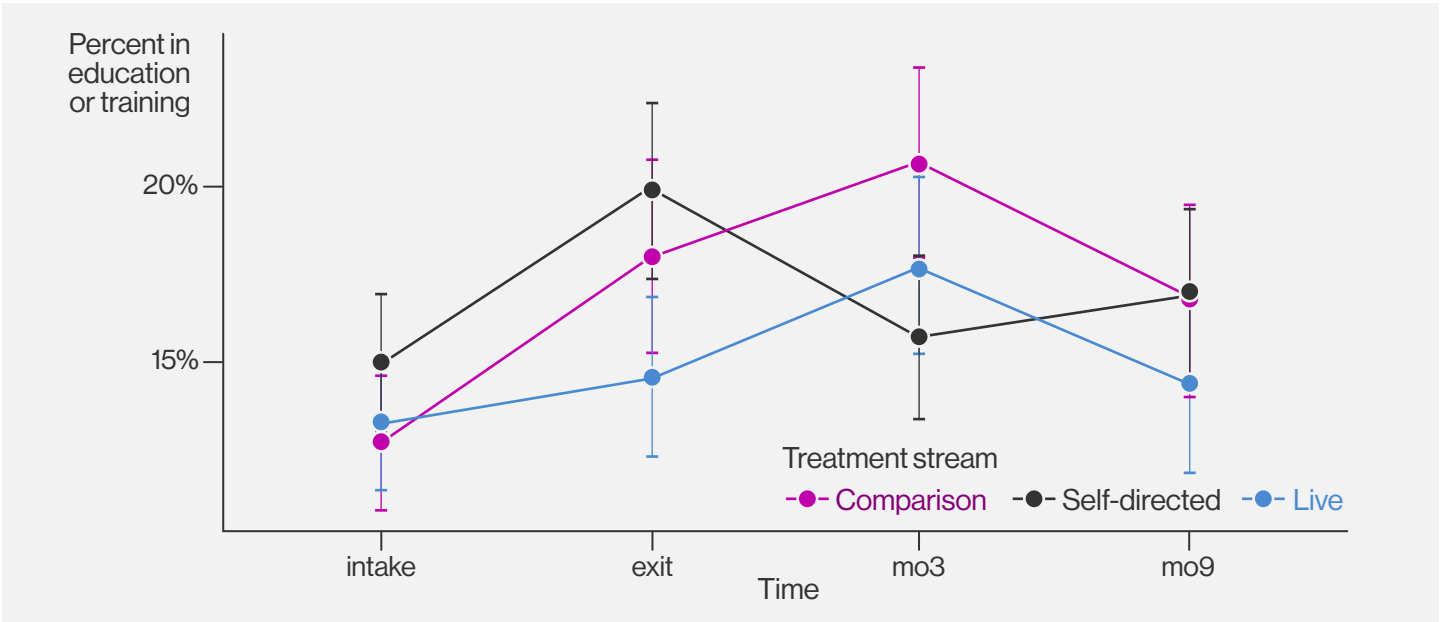
Table D1 | Regression coefficients for social assistance receipt at nine-months post-program

Labour outcome	Stream	Estimate (for coefficient of T)	Standard Error	P-value	Confidence interval (95% CI)
Social assistance receipt	Self-directed	0.019	0.019	0.329	(-0.019, 0.057)
	Live	0.014	0.02	0.48	(-0.025, 0.054)
	Difference	-0.005	0.020	0.811	(-0.045, 0.035)

Source. Baseline, exit, three-, and nine-month surveys (consented to research pre-randomization); p ≤ 0.2 p ≤ 0.05 p ≤ 0.01 p ≤ 0.001

Enrolment in education or other training also does not appear to be affected by ADaPT as shown in **Table D2**. **Figure D2** displays the enrolment rates at each time point surveyed.

Figure D2 | Enrolled in education or training



Sources. Baseline, exit, three-, and nine-month surveys (consented to research pre-randomization), standard error shown

Table D2 | Regression coefficients: Enrolment in education and training at nine-months

Labour outcome	Stream	Estimate (for coefficient of T)	Standard Error	P-value	Confidence interval (95% CI)
Enrolment in education or training	Self-directed	-0.001	0.036	0.971	(-0.072, 0.069)
	Live	-0.026	0.037	0.482	(-0.099, 0.047)
	Difference	-0.024	0.035	0.486	(-0.093, 0.044)

Source. Baseline, exit, three-, and nine-month surveys (consented to research pre-randomization); p ≤ 0.2 p ≤ 0.05 p ≤ 0.01 p ≤ 0.001

Appendix E:

Labour market impacts of ADaPT by socio-demographic group

For this analysis, we modified our labour market regression models by separately interacting each of the three key demographic groups with the covariates. For example, our basic regression model for employment was:

$$\text{employed_mo9} \sim \text{stream} + \text{employed_baseline}$$

Our modified model for a demographic group “demo” was:

$$\text{employed_mo9} \sim \text{stream} + \text{employed_baseline} + \text{demo} + \text{stream:demo} + \text{employed_baseline:demo}$$

Table E1 contains the estimates for the coefficients of stream:demo, for each outcome, which represent the relative effect of each ADaPT stream on each demographic group as compared to other participants.

Table E1 | Labour market impacts by socio-demographic group

Outcome	Group	Stream	Estimate	Standard error	p-value	Confidence interval (95%)
Employed	Newcomers	Self-directed	-0.044	0.083	0.596	(-0.207, 0.119)
		Live	-0.038	0.087	0.66	(-0.209, 0.133)
	Women+	Self-directed	-0.117	0.083	0.157	(-0.279, 0.045)
		Live	-0.119	0.085	0.161	(-0.285, 0.047)
	Youth	Self-directed	0.001	0.083	0.989	(-0.162, 0.165)
		Live	0.001	0.089	0.99	(-0.174, 0.177)
	Below bachelor's	Self-directed	0.105	0.105	0.319	(-0.101, 0.311)
		Live	0.117	0.103	0.255	(-0.085, 0.318)
Yearly wage	Newcomers	Self-directed	-2,379	5,763	0.68	(-13,705, 8,948)
		Live	1,246	6,048	0.837	(-10,640, 13,133)
	Women+	Self-directed	11,765	5,788	0.043	(390, 23,140)
		Live	3,829	5,932	0.519	(-7,830, 15,487)
	Youth	Self-directed	4,118	5,770	0.476	(-7,222, 15,457)
		Live	8,373	6,176	0.176	(-3,764, 20,510)
	Below bachelor's	Self-directed	2,793	7,727	0.718	(-12,392, 17,979)
		Live	1,603	7,485	0.830	(-13,106, 16,314)

Outcome	Group	Stream	Estimate	Standard error	p-value	Confidence interval (95%)
Digital role	Newcomers	Self-directed	-0.059	0.114	0.606	(-0.283, 0.165)
		Live	-0.119	0.12	0.319	(-0.355, 0.116)
	Women+	Self-directed	0.007	0.114	0.951	(-0.218, 0.232)
		Live	0.002	0.118	0.985	(-0.229, 0.233)
	Youth	Self-directed	0.198	0.115	0.086	(-0.028, 0.425)
		Live	0.156	0.124	0.211	(-0.088, 0.4)
	Below bachelor's	Self-directed	0.178	0.151	0.238	(-0.118, 0.474)
		Live	0.339	0.147	0.022	(0.05, 0.628)
Overall satisfaction	Newcomers	Self-directed	-0.045	0.23	0.844	(-0.498, 0.407)
		Live	-0.066	0.242	0.784	(-0.541, 0.409)
	Women+	Self-directed	0.129	0.23	0.577	(-0.324, 0.581)
		Live	0.011	0.237	0.963	(-0.454, 0.477)
	Youth	Self-directed	0.118	0.234	0.614	(-0.341, 0.577)
		Live	0.696	0.252	0.006	(0.201, 1.191)
	Below bachelor's	Self-directed	1.040	0.303	0.001	(0.446, 1.634)
		Live	0.877	0.295	0.003	(0.297, 1.458)
Precarity	Newcomers	Self-directed	-0.196	0.266	0.46	(-0.719, 0.326)
		Live	0.069	0.279	0.805	(-0.48, 0.617)
	Women+	Self-directed	0.058	0.267	0.827	(-0.467, 0.584)
		Live	-0.117	0.275	0.672	(-0.657, 0.424)
	Youth	Self-directed	0.151	0.272	0.578	(-0.383, 0.685)
		Live	0.059	0.293	0.842	(-0.517, 0.634)
	Below bachelor's	Self-directed	-0.400	0.354	0.259	(-1.094, 0.295)
		Live	0.169	0.345	0.625	(-0.51, 0.847)
Opportunities for advancement	Newcomers	Self-directed	-0.307	0.281	0.276	(-0.859, 0.245)
		Live	-0.222	0.295	0.453	(-0.801, 0.358)
	Women+	Self-directed	-0.004	0.281	0.988	(-0.556, 0.548)
		Live	0.156	0.289	0.59	(-0.412, 0.723)
	Youth	Self-directed	0.198	0.286	0.489	(-0.363, 0.759)
		Live	0.722	0.308	0.019	(0.117, 1.327)
	Below bachelor's	Self-directed	0.511	0.373	0.171	(-0.222, 1.245)
		Live	0.498	0.364	0.172	(-0.218, 1.214)

Outcome	Group	Stream	Estimate	Standard error	p-value	Confidence interval (95%)
Appropriateness for education	Newcomers	Self-directed	-0.209	0.291	0.474	(-0.781, 0.364)
		Live	-0.014	0.306	0.964	(-0.614, 0.587)
	Women+	Self-directed	0.064	0.292	0.827	(-0.511, 0.638)
		Live	-0.048	0.301	0.874	(-0.638, 0.543)
	Youth	Self-directed	0.036	0.297	0.903	(-0.547, 0.62)
		Live	0.512	0.32	0.111	(-0.117, 1.141)
	Below bachelor's	Self-directed	0.916	0.385	0.018	(0.159, 1.673)
		Live	0.983	0.376	0.009	(0.244, 1.722)
Full-time permanent	Newcomers	Self-directed	-0.025	0.098	0.799	(-0.216, 0.167)
		Live	-0.006	0.102	0.952	(-0.206, 0.194)
	Women+	Self-directed	0.035	0.098	0.72	(-0.157, 0.227)
		Live	0.051	0.1	0.612	(-0.145, 0.247)
	Youth	Self-directed	-0.012	0.098	0.904	(-0.204, 0.181)
		Live	-0.070	0.105	0.503	(-0.276, 0.135)
	Below bachelor's	Self-directed	0.166	0.124	0.181	(-0.077, 0.409)
		Live	-0.014	0.120	0.907	(-0.249, 0.221)
Distinct benefits	Newcomers	Self-directed	-0.021	0.454	0.963	(-0.914, 0.872)
		Live	-0.408	0.492	0.407	(-1.374, 0.558)
	Women+	Self-directed	0.919	0.445	0.04	(0.044, 1.794)
		Live	0.48	0.46	0.296	(-0.423, 1.383)
	Youth	Self-directed	-0.021	0.454	0.963	(-0.914, 0.872)
		Live	-0.408	0.492	0.407	(-1.374, 0.558)
	Below bachelor's	Self-directed	0.833	0.590	0.159	(-0.328, 1.993)
		Live	-0.080	0.582	0.890	(-1.223, 1.063)

Source. Baseline, exit, three-, and nine-month surveys (consented to research pre-randomization);

p ≤ 0.2

p ≤ 0.05

p ≤ 0.01

p ≤ 0.001

Appendix F:

Program satisfaction by sociodemographic group

For each of our five measures of satisfaction, we investigated whether different groups experienced ADaPT differently. We tested the following groups: gender, Indigenous, disability, 2SLGBTQ+, newcomers, bachelor's degree or above, receiving income assistance, employed at baseline, and treatment stream. We did two tests for each pairing of measure and grouping: a Kruskal-Wallis test on the Likert response data and a Chi-squared or Fisher test on binarized forms of the response data. We converted the Likert data into binary variables

based on whether the response was positive or not. For this data, the Fisher test was used when any sample sizes were less than 5; otherwise, we used the Chi-squared test. We treated each question as a family of tests and used $0.05/9 = 0.0056$ as our p-value cut-off for significance to account for multiple comparisons. With this setup, the same measure and grouping pairs are significant whether we consider the Likert or binary tests. **Table F1** contains the p-values for these tests.

Table F1 | Results from testing whether satisfaction measures differ by sociodemographic groups

Satisfaction question	Grouping	Likert p-value	Binary p-value	Binary test
Overall satisfaction	Gender	0.814	0.849	Chi-squared
	Other racialized	0.136	0.28	Chi-squared
	Indigenous	0.673	0.628	Fisher
	Disability	0.158	0.086	Chi-squared
	2SLGBTQ+	0.833	1	Chi-squared
	Newcomer	0.23	0.524	Chi-squared
	PSE (bachelor's and above)	0.4	0.831	Chi-squared
	Receiving social assistance	0.879	0.711	Chi-squared
	Employment	0.805	0.809	Chi-squared
Professional utility	Gender	0.065	0.1	Chi-squared
	Other racialized	0.033	0.316	Chi-squared
	Indigenous	0.046	0.033	Fisher
	Disability	0.035	0.13	Chi-squared
	2SLGBTQ+	0.173	0.604	Chi-squared
	Newcomer	< 0.001	0.022	Chi-squared
	PSE (bachelor's and above)	0.1	0.033	Chi-squared
	Receiving social assistance	0.387	0.708	Chi-squared
	Employment	0.731	0.979	Chi-squared

Satisfaction question	Grouping	Likert p-value	Binary p-value	Binary test
Career utility	Gender	0.083	0.126	Chi-squared
	Other racialized	0.163	0.772	Chi-squared
	Indigenous	0.52	0.676	Fisher
	Disability	0.012	0.127	Chi-squared
	2SLGBTQ+	0.194	0.194	Chi-squared
	Newcomer	< 0.001	< 0.001	Chi-squared
	PSE (bachelor's and above)	0.526	0.929	Chi-squared
	Receiving social assistance	0.717	0.225	Chi-squared
	Employment	0.992	0.565	Chi-squared
	Treatment stream	0.018	0.048	Chi-squared
Digital skills utility	Gender	0.273	0.338	Chi-squared
	Other racialized	0.078	0.076	Chi-squared
	Indigenous	0.08	0.632	Fisher
	Disability	0.118	0.68	Chi-squared
	LGBTQ2S+	0.239	0.574	Chi-squared
	Newcomer	0.029	0.076	Chi-squared
	PSE (bachelor's and above)	0.77	0.141	Chi-squared
	Receiving social assistance	0.52	0.583	Chi-squared
	Employment	0.291	0.849	Chi-squared
Recommendation	Gender	0.228	0.324	Chi-squared
	Other racialized	0.392	0.31	Chi-squared
	Indigenous	0.802	0.313	Fisher
	Disability	0.03	0.1	Chi-squared
	LGBTQ2S+	0.079	0.034	Chi-squared
	Newcomer	0.001	0.002	Chi-squared
	PSE (bachelor's and above)	0.339	1	Chi-squared
	Receiving social assistance	0.648	0.694	Fisher
	Employment	0.66	0.494	Chi-squared

Source. Exit survey (consented to research pre-randomization); p ≤ 0.2 p ≤ 0.05 p ≤ 0.01 p ≤ 0.001

Appendix G:

Relationship between skills and labour market outcomes

For each of the three outcomes of employment, employment in a digital role, and yearly wage, we ran four logistic regression models to estimate their outcomes at nine months post-program as a function of self-reported skills at baseline, exit, with and without covariates. The results of all models are shown in the three graphs at the end of this appendix.

This appendix is an extension of the skills relationships with labour market outcomes section. In that section, we reported on significant relationships (at the **p=0.05** level) between skill level at exit using models that controlled for stream and baseline value (where possible). **Table G1** contains the same, but for skill level at baseline, rather than exit.

Table G1 | Relationship between self-reported skills at *baseline* and select labour market outcomes nine months post-program, controlling for stream and baseline value (where possible)

Skill area	Relevant outcome	Relationship between baseline skill level and outcome
Digital design	Employment in a digital role	Positive (p=.001)
Digital office	Employment in a digital role	None
Career planning	Employment (overall)	None
Business and financial	Employment in a digital role	None

Source. Baseline, exit, three-, and nine-month surveys (consented to research pre-randomization);

p ≤ 0.2

p ≤ 0.05

p ≤ 0.01

p ≤ 0.001

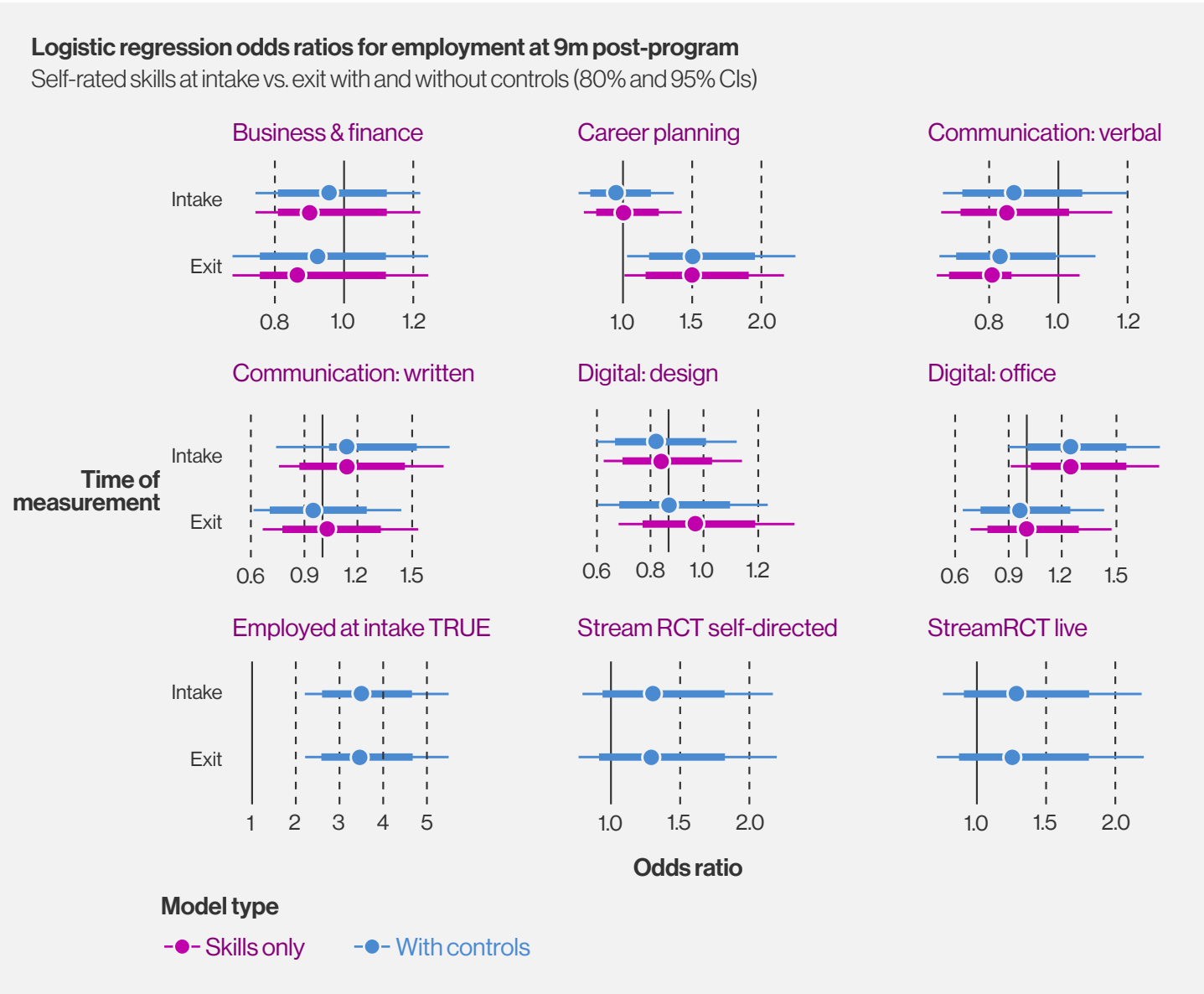
Table G2 includes our findings on the relationships between baseline and exit skill level and outcomes, but for models without controls. While the p-values differed slightly, all findings were significant in both cases except for the effect of business and financial skills on earnings, which was positive and significant (**p=.004**) at baseline without controls, but not with controls (**p=.24**). Full model results are shown below.

Table G2 | Effects of self-reported skills at baseline and exit on selected labour market outcomes nine months post-program, without controlling for stream or baseline value

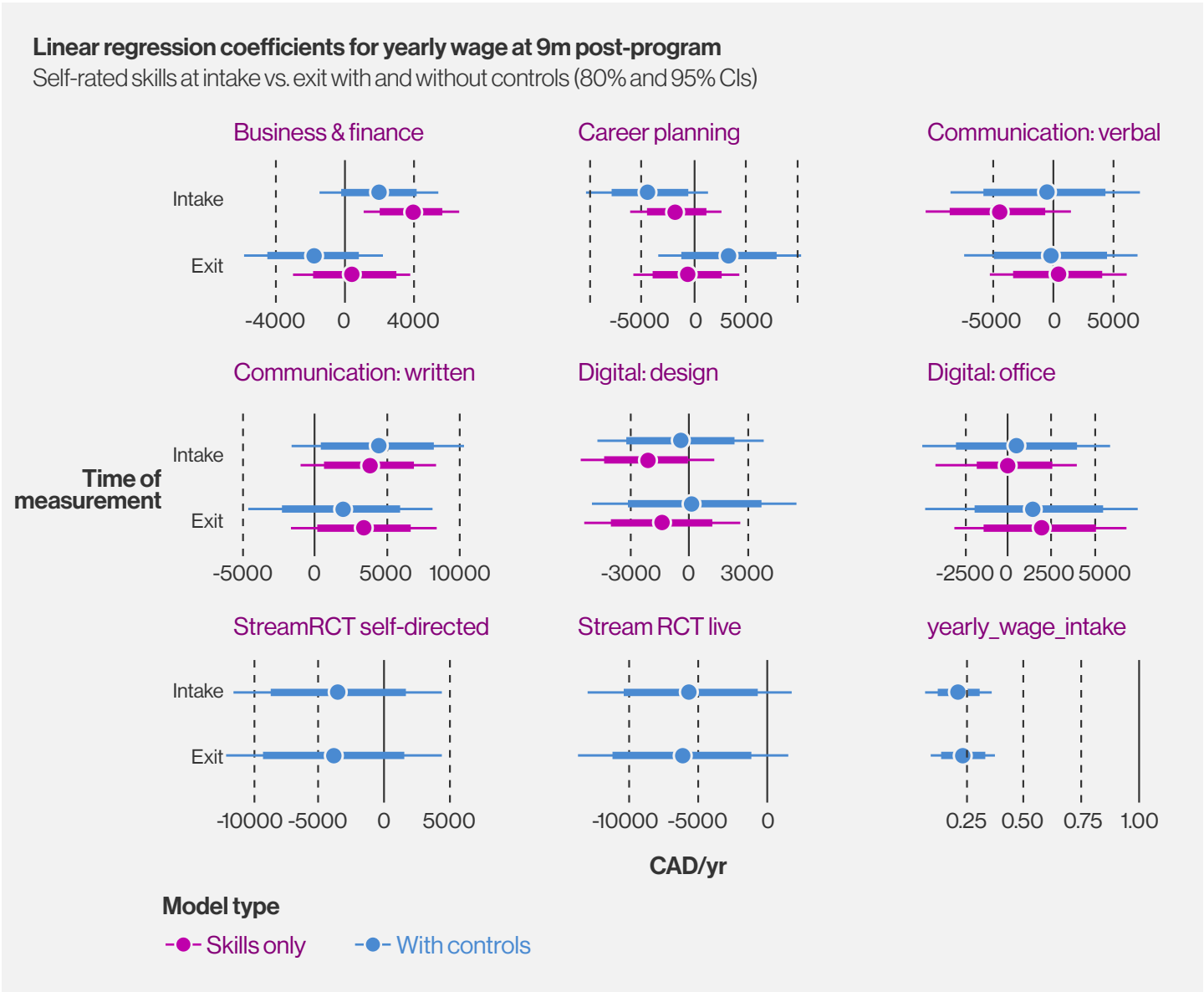
Skill area	Relevant outcome	Effect of baseline skill level on outcome	Effect of exit skill level on outcome
Digital design	Employment in a digital role	Positive (p=.001)	Positive (p=.003)
Digital office	Employment in a digital role	None	Positive (p=.044)
Career planning	Employment (overall)	None	Positive (p=.041)
Business and financial	Employment in a digital role	None	Negative (p=.003)
	Earnings	Positive (p=.004)	None

Source. Baseline, exit, three-, and nine-month surveys (consented to research pre-randomization); p ≤ 0.2 p ≤ 0.05 p ≤ 0.01 p ≤ 0.001

No single model is unequivocally the most valid. It is likely that external factors, unaccounted for in these models, such as self-confidence or industry of work, could have significant effects on both skills and outcomes. There are benefits of different models. Controlling for analysis stream and outcome value at baseline is the most robust to bias if we want to find the direct effect of skills on outcomes. Those with low skill levels may overestimate their abilities, so it is possible that the exit models have more accurate skill data. However, self-reported skills at exit are post-treatment variables, which mixes individual differences with treatment-induced variation and disallows causal interpretation.



Source: Baseline, exit, three-, and nine-month surveys (consented to research pre-randomization), 80% and 95% confidence intervals shown



Source. Baseline, exit, three-, and nine-month surveys (consented to research pre-randomization), 80% and 95% confidence intervals shown

Endnotes

- 1 Note that ADaPT was first designed for non-STEM students only then later expanded to include STEM groups as well, which is discussed in detail in section 3. About the ADaPT program.
- 2 Statistics Canada. (2025). *Characteristics and median employment income of post-secondary graduates five years after graduation, by educational qualification and field of study (STEM and BHASE groupings)*. <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3710028201>
- 3 Ibid.
- 4 Ibid.
- 5 Statistics Canada. (2023). *Racialized groups and the labour market, 2022*. Labour, Income and Expenditure Accounts. <https://www150.statcan.gc.ca/n1/en/pub/75-006-x/2023001/article/00001-eng.pdf>
- 6 Vu, V., Lamb, B., & Willoughby, C. (2019). *I, human: Digital and soft skills in a new economy*. Brookfield Institute for Innovation and Entrepreneurship. <https://www.voced.edu.au/content/ngv:85375>
- 7 Li, V., Kwok, T., & Hamza, M. (2023). *The skills algorithm: Digital skills demand across Canada's labour market*. The Dais. <https://dais.ca/wp-content/uploads/2023/11/The-Skills-Algorithm.pdf>
- 8 Ablay, M., Bissonnette, L., Hazen, J., & Lange, F. (2024). *Did the pandemic and labour shortages affect job quality?* FSC and McGill University. <https://fsc-ccf.ca/wp-content/uploads/2024/08/FINAL-EN-McGill-FSC-Pandemic-and-labour-shortages-impact-on-job-quality.pdf>
- 9 Li, V., Kwok, T., & Hamza, M. (2023).
- 10 Shortt, D., Robson, B., & Sabat, M. (2020). *Bridging the digital skills gap: Alternative pathways* (Skills Next 2020). Diversity Institute, Toronto Metropolitan University; Public Policy Forum; Future Skills Centre. <https://www.torontomu.ca/diversity/reports/Digital-Skills-Alternative-Pathways.pdf>
- 11 Ibid.
- 12 Ibid.
- 13 TECHNATION is Canada's authoritative technology industry association, connecting, convening, and catalyzing industry and government to power a digital future and position Canada as a global tech leader. TECHNATION contributed to ADaPT participant recruitment, employer engagement, and management and oversight of its instructors from fall 2022 to summer 2024. It provided employers with wage subsidies for eligible participants through its [Student Work Placement Program](#) (SWPP), funded by Employment and Social Development Canada (ESDC).
- 14 DI first engaged with existing partners; reached out to TECHNATION's member companies and student workplace placement partners; then leveraged its existing networks of employers to broaden its reach. For several years, DI has supported equity, diversity, and inclusion (DEI) strategies and programs across sectors and provided digital skills training.
- 15 "Women+" is an inclusive term used to signify inclusion of women, transgender women, non-binary individuals, and other gender minorities.

- 16 Based on information shared by DI with Blueprint during a December 2025 project meeting.
- 17 [ADaPT4Success](#) was a WIL-focused extension running from April 2023 to March 2024, and a [collaboration with Public Safety Canada](#), involving a boot camp in Ottawa leading to potential employment in Pegasystems (PEGA) development. Other versions of ADaPT, with curriculums tailored to populations, skills, and roles, include [ADaPT for Black Youth](#) and [ADaPT for B.C. Newcomers](#), which was designed after evaluation recommendations in 2019-20 and discussed in [our previous report](#). This version was delivered to 90 newcomers in October and November 2021—cohorts not included in the RCT—and included hybrid delivery, with both synchronous and asynchronous programming, enabling participants to learn at their own pace and to interact with fellow newcomers; optional courses with external trainers in cybersecurity, digital marketing, and software development; wraparound supports provided by Jewish Vocational Services and MURMR; and an employer networking event, including mock interviews with employers. ADaPT will also soon be adapted to Indigenous Peoples as part of FSC's new SCALE investment stream, expanding to Manitoba to serve Indigenous, rural, and northern participants and increase employment through its “train and place” model.
- 18 Using Statistics Canada's definitions, STEM includes science, technology, engineering, and mathematics; non-STEM includes areas such as business, humanities, health, arts, social sciences, and education.
- 19 In the first years of the FSC-funded expansion, employers highlighted 14 priority workshop topics; ADaPT delivered most of these and has continued to refine the mix as employer needs evolve. For example, training on Adobe Creative Suite was phased out, while sessions on sales and customer-facing skills were added to reflect rising demand.
- 20 [MyStartr](#) is a national, employer-led coalition that connects job seekers who face barriers (including equity-deserving groups and youth) to employment with top-ranked employers in Canada. By working directly with employers, MyStartr provides candidates with wraparound supports tailored to employer and participant needs.
- 21 DI's broader research on digital skills programs shows that these kinds of customized, holistic supports can be especially important for women, newcomers, refugees, and Black youth—groups that often face additional barriers to accessing and completing training. ADaPT is used in several DI studies as a case example of how wraparound supports can improve pathways into digital roles.
- 22 DI also helps employers build more inclusive hiring and workplace practices, through equity, diversity, and inclusion (EDI) training and customized EDI strategies, supported by DI's [Diversity Assessment Tool](#). More than 30 EDI training topics have been made available to employers, covering areas such as unconscious bias, microaggressions, immigrant recruitment, and EDI metrics. This approach is intended both to align training with real hiring needs and to encourage employers to rethink how they recruit, hire, and support diverse early-career talent.
- 23 A small number of participants were eligible for the [Student Work Placement Program \(SWPP\)](#), made available through TECHNATION's Career Ready Program, which provides subsidized work placements. Participants from both online and virtual streams were able to access SWPP placements if they met all eligibility requirements, and the program team was able to match them to employment opportunities through employer partnerships.

- 24 Session topics included demystifying start-up culture (with incubators such as DMZ in Toronto, Volta in Halifax, Thin Air Labs in Alberta, and SFU Venture Labs in British Columbia); guidance from human resource professionals on succeeding in the first 30, 60, and 90 days of employment, as well as interview and résumé strategies; and presentations from recruitment agencies such as Adecco and Randstad addressing common myths about working with agencies. Large employers, including Bell, Rogers, SkipTheDishes, Iteration Insights, and Moneris, also participated, sharing information about their organizations and current job vacancies.
- 25 DI sourced local instructors for career development components. Post-secondary partners played a supportive role in recruitment and employer engagement; DI handled the majority of this work.²⁶ Employer-level outcomes were not assessed as part of this evaluation for two reasons. First, the number of participating employer partners was insufficient to support aggregate analysis or to draw reliable conclusions about employer impacts. Second, the evaluation design sought to minimize burden on employer partners to preserve and strengthen critical relationships, and therefore avoided additional data collection requirements that could disrupt their engagement.
- 27 No stratification by covariates was done. Applicants were strongly encouraged to complete the baseline survey, which included the research consent form, prior to randomization.
- 28 Note that the comparison group represents a 'business-as-usual' condition rather than a pure control. Participants received six months of free LinkedIn Learning access, along with any existing employment or alumni services typically available to them (e.g., university career supports). Providing access to these standard resources follows best practice for RCTs with diverse and equity-deserving populations, ensuring all participants could benefit from some level of training and support.
- 29 This category includes anyone who identified as transgender or as having a sexuality that was not heterosexual.
- 30 "Any equity-deserving group" refers to individuals who identify as Black, Indigenous, or other racialized persons; persons with disabilities; individuals who identify as 2SLGBTQ+; and individuals whose gender identity is not cisgender man, including women, transgender individuals, and people who identify outside the man–woman gender binary.
- 31 Defined as reporting one job with over 30 hours of work per week.
- 32 Defined as reporting any employment that is temporary, seasonal, and/or casual.
- 33 We included those who consented pre-randomization in our analysis regardless of whether they enrolled in or completed the program. When analyzing program completion and satisfaction, we looked only at enrolled participants.
- 34 For the comparison group, the exit survey was conducted nine weeks after intake into the RCT.
- 35 We define full-time employment as working more than 30 hours per week in any single job.
- 36 This refers to participants reporting their jobs as casual, seasonal, or temporary.
- 37 Includes anyone who said they were gay, lesbian, bisexual, pansexual, transgender, or gave an alternative sexuality.

- 38 Includes anyone who arrived in Canada in the past five years of data collection.
- 39 Program completion rates for our research sample were similar to those of all enrolled participants, including those who did not consent to research.
- 40 DI's ADaPT Core team also administered a short final program survey to participants, asking questions about experiences with instructors, activities, and whether they would recommend the program to their colleagues, friends, and relatives. This approach measured satisfaction from a program improvement lens. Due to differences in survey questions and processes, along with the strong relationships with participants, the ADaPT core survey provides a different angle on satisfaction, leading to differences in results. DI's satisfaction rate was 88.4. %
- 41 The survey asked participants to select how much they agree or disagree that they were 'good' at each skill. Data were converted to a five-point scale and standardized by values at baseline, so that a difference of one corresponds to one standard deviation.
- 42 We also note that the ADaPT team uses a number of touchpoints to understand the work placement process, supporting participants throughout their educational and employment journey. With these relationships in place, the team is able to track participants' employment journeys by receiving updates via email, phone, text message, and LinkedIn. Employment data collected during this process include start dates, company names, and positions. This approach may yield different results compared to survey responses. Through effective relationship building with participants, the ADaPT Core team found that participants regularly communicate landing a job; DI reports an overall post-program employment rate of 84.9%.
- 43 Although we present rates of overall employment, it was not the primary objective of ADaPT. Instead, the program focuses on developing digital and professional skills and supporting transitions into entry-level digital roles. Thus the absence of a measurable impact on overall employment relative to the comparison group is not unexpected.
- 44 Statistics Canada. (2025, January 27). *Unemployment rate, participation rate and employment rate by educational attainment, annual* [Table 14-10-0020-01 (formerly CANSIM 282-0004)]. <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1410002001>
- 45 Since earnings data was measured via survey responses, we exclude outliers reporting more than zero but less than \$2,000 or more than \$250,000 per year, due to high likelihood that these are the results of participant data entry errors.
- 46 Each group was separately added as a covariate and interacted with the other covariates. We used the coefficient of the interaction term between the treatment and socio-demographic groups to estimate this effect.
- 47 As described previously, 'women+' is a contemporary, inclusive term used to signify inclusion of women, transgender women, non-binary individuals, and other gender minorities.
- 48 Planned linkage to administrative tax data from Statistics Canada will allow for a more robust assessment of longer-term earnings outcomes.

- 49 Jordan, K. (2015). Massive open online course completion rates revisited: Assessment, length and attrition. *International Review of Research in Open and Distributed Learning*, 16(3), 341–358. <https://doi.org/10.19173/irrodl.v16i3.2112>
- 50 Russell, M., Kleiman, G., Carey, R., & Douglas, J. (2009). Comparing self-paced and cohort-based online courses for teachers. *Journal of Asynchronous Learning Networks*, 13(2), 5–27. <https://files.eric.ed.gov/fulltext/EJ844275.pdf>
- 51 Akpen, C. N., Asaolu, S., Atobatele, S., Okagbue, H., & Sampson, S. (2024). Impact of online learning on student's [sic] performance and engagement: A systematic review. *Discover Education*, 3, 205. <https://doi.org/10.1007/s44217-024-00253-0>
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- 52 Nelson, P., & Yang, B. (2025, October 2). *Eligible bachelors: Canada's newest university graduates face an increasingly challenging job market*. Labour Market Information Council. <https://lmic-cimt.ca/eligible-bachelors-canadas-newest-university-graduates-face-an-increasingly-challenging-job-market/>
- 53 Ibid.
- 54 Ibid.
- 55 At the time of this writing, we anticipate receiving 2023 tax records in 2026. Access to 2024 records, and the timing of their availability, remains uncertain.



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