

# **Ontario Bridge Training Program**

## **Category A - Service Delivery Projects Program Guidelines**

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## 1. INTRODUCTION

## 1.1 Purpose of the Category A Guidelines

The Ontario Bridge Training Category A – Service Delivery Projects Guidelines (“OBTP Category A Guidelines” or “Category A Guidelines”) support the delivery of the Ontario Bridge Training Program (OBTP) funded by the Ministry of Labour, Training and Skills Development (“MLTSD”, “the Ministry”), delivered by OBTP service providers (“Service Providers”).

The OBTP funds projects that fall under two separate categories:

Category A - Service Delivery Projects

Category B - Changing the System Projects

The Category A Guidelines provide the broad policy direction and information Service Providers need to fulfill their objectives under their respective Transfer Payment Agreement (TPA) with the Ministry to deliver the OBTP through the Employment Ontario (EO) programs and services. There are separate (but complementary) guidelines for Category B - Change the System projects. Service Providers are encouraged to reference supporting documents on the Employment Ontario Partners’ Gateway (EOPG) website.

The Category A Guidelines provide information on the following aspects of OBTP programming:

- **Program Description**, including program principles, objectives and outcomes;
- **Program Delivery**, including Ministry and Service Provider roles and responsibilities, program components, monitoring, exit and follow up;
- **Performance Management and Funding**, including performance indicators, funding model, and business planning; and
- **Program Administration**, including documents and forms, and other operational aspects of the OBTP.

In the event of any conflict or inconsistency between the terms and conditions of the OBTP Category A Guidelines and any terms or conditions in the OBTP TPA, the OBTP TPA shall prevail.

## **1.2 Program Context**

### **1.2.1 Employment Ontario (EO)**

OBTP joined the Employment Ontario network of service delivery partners in 2018.

The Ministry operates EO as a one-stop source of information, services and programs for jobseekers and employers. Through this network, the Ministry helps employers hire and train employees through programs, grants and incentives.

The Ministry is responsible for the development, management and evaluation of a diverse suite of employment and training services. These programs and services have evolved over time to respond to changing labour market circumstances and priorities.

The EO service promise is to:

- Ensure the highest quality of service and support to help individuals meet their career goals;
- Provide opportunities to make it easier for individuals to improve their skills through education and training;
- Ensure that no matter which EO office individuals walk into, they will get the help they need; and
- Work with employers and communities to build the highly skilled, highly educated workforce that Ontario needs to remain competitive.

### **1.2.2 Background**

In 2019-2020, immigrants made up 38.8% of Ontario's labour force.<sup>1</sup> The Ministry of Finance projects that within this decade, immigration will account for all net new growth in the working age population. Ontario's future labour force growth, a key determinant of long-run economic growth, will be mainly driven by immigration.

While the size and education level of the immigrant population continues to increase, the overall economic success continues to lag. Despite high levels of education, many immigrants that arrive in Ontario experience integration barriers resulting in unemployment, underemployment, and poor economic outcomes. This gap between skills and outcomes represents an opportunity cost for the province's economy and skilled immigrants affected.<sup>2</sup> Reducing employment barriers for immigrants would

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<sup>1</sup> The analyses in the report focus on the period July 1, 2019 to June 30, 2020. Annual Demographic Estimates: Canada, Provinces and Territories, 2020, Statistics Canada

<sup>2</sup> Ontario360, 2020

increase immigrant incomes in Ontario up to \$6.3 billion per annum, equivalent to 0.83 percent of GDP.<sup>3</sup>

Key information:

- Internationally trained immigrants whose skills are highly valued in the immigration point system face many specific challenges in obtaining work in their fields once in Canada, particularly in regulated professions.<sup>4</sup> Some of the specific obstacles the Internationally Trained Immigrants (ITIs) face include:
  - high financial costs of skills upgrading and lengthy credential-recognition processes;
  - challenges with navigating the labour market and obtaining accurate labour-market information; barriers to obtaining Canadian work experience;
  - a lack of a professional network; and
  - employer discrimination, bias and lack of bridging programs.<sup>4</sup>
- The 2019 Employment Match Rate Study, which used 2016 Census data, found that immigrants who studied abroad in occupations regulated in Ontario are working in their profession much less (24.8%) than their Canadian-born counterparts (65.2%).
- The devaluation of foreign credentials is one of the most widely cited factors negatively influencing labour market outcomes for immigrants.<sup>5,6</sup> Gaps in recognition of foreign credentials and qualifications remain barriers to successful labour market integration and optimal economic integration. “Qualification” recognition is a broader concept than “credential” recognition and refers to the recognition of formal and informal qualifications and experience. Credential recognition refers more narrowly to the recognition of specific education or other formal credentials for the purposes of licensing and registration processes.
- A 2015 study conducted by the Conference Board of Canada estimated that over 844,000 Canadian adults (approximately 524,000 holding international credentials) face challenges having their training recognized. Canadians would earn \$13.4 to \$17 billion more annually if their training credentials were fully recognized.
- Skilled immigrants face significant obstacles to employment, earning less than Canadian born workers, despite reporting having higher levels of education.

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<sup>3</sup> Institute for Competitiveness and Prosperity’s 2017 Working Paper on Immigration

<sup>4</sup> Employment Gaps and Underemployment for Racialized Groups and Immigrants in Canada, Public Policy Form, 2020

<sup>5</sup> Yssaad, L. and Fields, A. (2018). The Canadian immigrant labour market: Recent trends from 2006 to 2017. Statistics Canada

<sup>6</sup> Frank, K. and Hou, F. (2017). Over-education and life satisfaction among immigrant and non-immigrant workers in Canada. Analytical Studies Branch Research Paper Series, Statistics Canada

Economic performance for immigrants in the province has remained significantly below that of Canadian-born workers. For immigrants who are principal applicants in the economic class, the median income after a year in Canada is relatively strong, with the most recent data showing earnings exceeding the overall provincial median. However, this trend does not extend to immigrants as a whole, who earn significantly below the median (despite an above-average trend of salary growth over the last 15 years). Median incomes for spouses and dependents of immigrants and refugees continue to lag even further behind. In Ontario, between 2011 and 2016, only principal applicants in the economic class (20.8% of all immigrants in Ontario) earn above median wage, while the majority (79.2%) of the immigrants arriving in Ontario (including refugees, spouses and dependents) have earnings significantly below the provincial median.<sup>7</sup>

- The COVID-19 pandemic had a significant impact on the labour market outcomes of immigrants. The disruptions triggered by the pandemic could result in an uneven job recovery and cause long term labour market scarring. New immigrants are among the hardest hit by COVID-related jobs losses with employment loss of 12% among recent immigrants compared to only 4% for the Canadian born population<sup>8</sup>.

In many cases, internationally trained immigrants need specific targeted supports and services that will help them to obtain certification/registration in Ontario's regulated professions and trades. They also often require help finding employment quickly in their fields, whether regulated or non-regulated, and/or assessments that identify their transferable skills so they can seek employment in related occupations.

## 2. PROGRAM DESCRIPTION

### 2.1 Overview

The Ontario government works with professional regulatory bodies, employer associations, community organizations, for-profit organizations, publicly funded colleges, universities, other levels of government, and other stakeholders to help **highly skilled internationally trained immigrants (ITIs)** join the workforce quickly in jobs that match their skills, education and experiences.

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<sup>7</sup> Ontario360, 2020

<sup>8</sup> Source: Statistics Canada, Labour Force Survey, Table: 14-10-0082-01. Data are three-month moving averages, unadjusted for seasonality.

The OBTP assists highly skilled ITIs with a post-secondary degree or diploma and previous work experience in their field, obtained outside of Canada and who now reside in Ontario, and are unemployed or underemployed.

The OBTP helps clients reach goals of commensurate employment in their field of expertise, or in a related field, and integrate into the Ontario workforce. The OBTP is designed to help clients progress from updating their skills to applying those skills to achieve their career goals.

OBTP projects deliver a range of fast-track training and services, customized to specific in-demand occupations and sectors, to help clients meet requirements for licensure and/or registration in regulated occupations, and employer needs in regulated and non-regulated, high-skill occupations.

Between 2001 and 2020, through the OBTP, Ontario has funded over 350 projects serving over 70,000 highly skilled ITIs in over 100 professions to help them integrate quickly into the Ontario economy at a level commensurate with their skills, education and experiences. Bridge Training projects have assisted internationally trained nurses, pharmacists, teachers, laboratory technicians, and skilled trades people among others, to continue their careers successfully in Ontario.

The OBTP provides an integrated model for funding intensive, holistic, occupation-specific employment and training services for highly skilled ITIs. The OBTP is:

- Occupation-specific in all aspects of delivery, including both training (technical and experiential), pre-employment, employment, and post-employment services;
- Responsive to employer's needs (i.e., responding to employer occupational job requirements and the provincial economy);
- Advancement-focused (i.e., focus on equipping highly skilled ITIs with skills to manage their careers throughout a lifetime of learning and practice in the field); and
- A vehicle for highly skilled ITIs to learn the content and competencies of a profession/trade, and the context and culture of how these are applied in Ontario.



## 2.2 Principles

All clients should be provided with a service experience that aligns with the following principles of client satisfaction, with a constant focus on client outcomes. Clients' needs are met when:

- They are served in a timely manner by knowledgeable and competent staff who are courteous and fair;
- Services are effective, accessible, individualized, and of high quality;
- Services are focused on client needs and goals; and
- Services are of a high-quality standard, regardless of point of access.

The following key principles guide the OBTP service design and delivery:

**Accountability:** The OBTP has a [Performance Management Framework](#) (OBTP PMF) supported by the Employment Ontario Information System - Case Management System (EOIS-CaMS). System and data integration provide a single, accurate view of clients. [Section 4.1.3](#) provides more details on the Ministry and Service Provider roles and responsibilities.

**Human-centred and client focused:** Recognizing that highly skilled ITIs are not a homogenous group, the OBTP is built to effectively serve clients who have different pathways to employment. Bridge training projects will vary, depending on client needs and specific professional and trade-related requirements.

**Equity and Inclusion:** Service providers deliver culturally responsive services to help clients overcome barriers and achieve equitable outcomes. They demonstrate a commitment to anti-racism and gender equity, and work with partners and employers for inclusive communities and workplaces.

**Respect and Reconciliation:** Service providers model respect for First Nation, Inuit, and Métis peoples in Canada and help clients learn about them. This may include learning about the diversity, culture, and contributions of Indigenous peoples, as well as their rights, the treaty relationship, and the history of colonization and residential schools.

**Efficient and innovative:** Service Providers are encouraged to innovate, collaborate and increase efficiency by using new methods, ideas, and products to help clients find commensurate employment faster.

**Building partnerships for success:** Service Providers are strongly encouraged to build partnerships between employers, educators, regulators, professional associations, governments and community/settlement agencies.

**System planning for sustainability:** Sustainability of bridge training developed through individual OBTP projects is considered at the outset and built into programmatic planning from the beginning within the funded organization.

**Quality:** With every client contact, all Service providers deliver a helpful and positive client experience, maintaining confidentiality and ensuring privacy.

**Cost-effectiveness:** Service Providers use technology, simplify business processes, and leverage relationships to achieve the best possible results with publicly funded resources.

## 2.3 Objectives

The objectives of OBTP are to:

- Support highly skilled ITIs to meet Ontario requirements for licensure in regulated occupations, and obtain commensurate employment in regulated and non-regulated professions and trades, in a timely manner;
- Develop capacity among stakeholders (such as employers, educators, regulators, professional associations, governments and community/settlement agencies) to integrate ITIs into the workforce;
- Help industries and sectors meet skills gaps and labour shortages by accessing highly skilled talent in alignment with their business needs; and
- Identify and address systemic and structural barriers to employment for ITIs in regulated and non-regulated occupations.

The OBTP achieves these objectives by being:

- **Client-focused:** OBTP providers recognize that clients come with breadth of knowledge and previous experience and provide a supportive learning environment. They help clients set achievable goals and develop a path to commensurate employment in their respective fields of expertise or related fields.
- **Based on adult education principles:** OBTP providers provide adult immigrant clients with a range of learning experiences to help them progress on their career path. They use varying methods of instruction, respond to gaps in client knowledge, and include clients in decisions that affect them.
- **Linked to the labour market and implementing system-wide changes to promote the integration of ITIs:** OBTP supports the development of employment supports and resources to raise awareness of international talent and to promote hiring of ITIs. Service Providers actively involve employers in all aspects of bridge training projects from design to curriculum development to placement and post-project supports.

## **2.4 Program Components**

Category A - Service Delivery Projects deliver direct services to highly skilled ITIs in order to address barriers faced in obtaining licensure/certification and commensurate employment in regulated occupations, or commensurate employment in high-skill non-regulated occupations. Successful projects generally target one occupation or sector.

Service Delivery Projects have ten (10) components – three (3) non-service components and seven (7) client-facing service components. It is expected that all projects be prepared to offer all client-facing components, either directly or through partnerships with appropriate organizations.

### **Non-service components:**

1. Plan, implement and assess project delivery strategies and operational plans;
2. Develop and manage partnerships and facilitate knowledge exchange (intermediary function / activity to refocus or develop employment services and training curricula to meet the needs of the sector); and
3. Establish and maintain a governance structure with the capability and capacity to carry out intended functions. This structure must include a Project Steering Committee comprised of key community and sector representations including employers.

### **Client-facing service components:**

1. Information and referrals to Employment Ontario (EO) and other relevant training, support and services;
2. Occupation-focused recruitment (including orientation and service planning)
3. Occupation-specific pre-employment services;
4. Occupation-specific essential and technical skills training;
5. Occupation-specific English-as-a-Second language assessments and/or training (Francophone projects only); and workplace culture and communication training;
6. Occupation-specific employment services (including job matching and placement); and
7. Sector-focused retention services and ongoing case management (post-employment services).

Client-facing service components are described in detail under [Section 3.2](#).

Each bridge training project will emphasize certain client-facing service components based on the occupation's or trade's unique requirements; however, in order to be

effective, bridge training projects are expected to have all client-facing service components available to clients.

While Service Providers must offer all seven client-facing service components, it is expected that they will develop individual client service plans that are customized to include the service components that best address the clients' needs and goals.

All service components must be delivered in Ontario.

## **2.5 Eligibility**

The OBTP supports unemployed or underemployed ITIs who reside in Ontario, including, naturalized Canadians, permanent residents, and refugee claimants with a valid work permit.

The Ministry has established the following criteria for participation in the OBTP.

OBTP Service Providers must ensure each OBTP client:

- Is at least 18 years old and a resident of Ontario;
- Has international post-secondary education (degree or diploma);
- Has international work experience in a highly skilled occupation (i.e., an occupation requiring a certificate of qualification or a post-secondary diploma or degree);
- Has English language proficiency of Canadian Language Benchmark (CLB) Level 7 or above
  - Clients in Francophone projects must be able to demonstrate French language proficiency of Niveaux de compétence linguistique canadiens (NCLC) Level 7 or above, and English language proficiency of CLB Level 6 or above; and
- Is one of the following:
  - a permanent resident;
  - a refugee claimant with a valid work permit<sup>9</sup>; or
  - a naturalized Canadian citizen.

OBTP clients cannot be:

- Individuals who have completed post-secondary education in Canada:

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<sup>9</sup> For programs of study longer than six months, refugee claimants must hold a valid study permit in addition to a work permit, and the study program must be delivered by a designated learning institution. The list of designated learning institutions can be found [at the following link](#)

- Exception: individuals who have completed post-secondary education in Canada in occupations unrelated to their original occupation will be eligible for OBTP.
- Temporary foreign workers;
- Individuals without international post-secondary credentials;
- International students and provincial nominees under the Ontario Immigrant Nominee Program (OINP);
- Individuals participating in full-time education or training, and;
- Individuals participating in any other government-funded occupational training intervention, for example those participating in Micro-credentials, Second Career or Pre-Apprenticeship at the time of intake, who are on track to specific occupational goals.
  - Exception: clients who are participating in government-funded non-occupational training, such as Employment Ontario Literacy and Basic Skills, adult education programs funded by the Ministry of Education, or official language training funded by the Ontario Ministry of Labour, Training and Skills Development, and Department of Immigration, Refugees and Citizenship Canada are eligible to participate in OBTP.

### **3. PROGRAM DELIVERY**

#### **3.1 Modes of Delivery**

Service Providers deliver service in Ontario.

To accommodate individual client needs and preferences and to optimize client success, a range of training methodologies are utilized. For example:

- In-person delivery of training (e.g. in a workshop or classroom/lab setting, through small group or one-on-one coaching);
- Online (e.g. a webinar or an eLearning module); or
- Blended delivery mode, i.e. a combination of in-person and online methods of delivery.

To improve access to OBTP and support maximum participation, Service Providers should use a blended delivery mode, where feasible. Live online sessions must be recorded and made easily accessible to clients. Programs offered in a digital format should comply with the requirements of the Ministry of Colleges and Universities.

All Service Delivery Projects must include a contingency delivery plan for remote service delivery when in-person delivery is not viable, for example in the event of a

public health emergency. Service delivery contingency plans must be submitted to the ministry according to the approved reporting schedule.

### **3.2 Required Client-Facing Service Components**

The Ministry enters into TPAs with organizations throughout the province to provide the seven client-facing service components (as mentioned in [Section 2.4](#)).

Together, these service components constitute a holistic path to licensure, employment and integration into the Ontario workforce based on the client's goals through the development of a service plan to achieve the goal.

#### **1. Information and referrals to Employment Ontario and other relevant training, supports and services**

The information and referral service ensures that Employment Ontario clients, other interested individuals and referring organizations have access to information about OBTP opportunities and its targeted clients.

All Employment Ontario Service Providers must also provide Ontarians with information on, and referrals to, all Employment Ontario employment and training, supports and services, whether the Service Provider is contracted to deliver that program or service, or not.

Each Service Provider must:

- Make accurate and current information accessible to the client, in print, over the phone and/or electronically, in both official languages, about all Employment Ontario services relevant to their needs;
- Help clients understand their program and service options from across the EO network;
- Match clients with the Service Provider that best meets their needs in the fewest possible steps, even if this means referring them to another Service Provider when the referring provider also delivers the same service (e.g., credential assessment and language assessment);
- Continually improve the client's experience of information and referral services based on client feedback; and
- Ensure the Service Provider's contact information and service descriptions are accurate and up to date both on the Web and in any print materials they provide to clients or other EO Service Providers.

#### **2. Occupation-focused recruitment, orientation and service planning**

Service Providers must ensure that their recruitment activities are occupation focused. For a consistent approach to matching client needs with suitable interventions, Service Providers need to develop a decision-making process that provides a rationale for client access to funded services.

At a minimum, recruitment, orientation and service planning activities must include:

- Recruitment of individuals who are eligible for participation;
- Prior Learning Assessment and Recognition (PLAR);
- Academic evaluation;
- Language assessment;
- Ensuring individuals are made aware of the requirement to participate in service components, including associated time commitments, as well as the requirements of employment in the sector and/or licensure where applicable;
- Registering individuals for the program; and
- Creating a service plan in the Employment Ontario Case Management System (EOIS-CaMS) for the individuals that incorporate (as appropriate) concurrent or sequential access to the service components that will have the greatest positive impact on the client to achieve employment in their identified occupation.

### **3. Pre-employment services**

Service Providers must deliver occupation-specific pre-employment services to prepare clients for a career in their identified occupation, based on sector and employer needs. This includes:

- Services to develop occupation-specific and/or sector-focused employability<sup>10</sup> skills (i.e. career readiness skills) that allow clients to obtain and succeed in employment. Skills might include (but are not be limited to):
  - Conducting occupational/labour market research;
  - Requesting and conducting information interviews;
  - Building a professional network;
  - Preparing a résumé/cover letter;
  - Completing a job application;
  - Succeeding in a job interview; and
  - Mentoring.

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<sup>10</sup> Note that definitions for employability skills, job / career readiness skills, non-cognitive, and essential skills overlap (e.g. problem-solving skills), and pre-employment curriculum may overlap with essential and technical skills training curriculum. It is expected that projects organize these service components to best meet their clients' needs.

- Services to develop transferable employability skills required to support long-term resilience in the labour market.

Given that generic pre-employment services are provided by other EO programs and services, Service Providers must ensure that pre-employment services provided through bridge training do not duplicate services provided through EO, by targeting the needs of highly skilled ITIs.

Pre-employment services may be delivered in a workshop or classroom setting, through small group or one-on-one coaching, or other media (e.g. by webinar), and scheduled in a flexible manner to support maximum participation, as determined by the project.

Pre-employment services may continue throughout a client's time in a bridge training project but should be delivered prior to the completion of technical and essential skills and training activities (e.g. problem-solving, critical thinking, etc.).

#### **4. Occupation-specific technical and essential skills training**

Projects must provide contextualized occupation-specific technical and essential skills training based on licensing requirements and/or the needs of employers in the identified occupation, i.e. the skills required to obtain employment and succeed in the occupation.

Non-post-secondary organizations are encouraged to partner with post-secondary institutions to offer technical training.

- Training integrates technical skills, as required to enter the occupation in Ontario.
- Training includes any workplace safety training (including certification), as required to enter the occupation.
- Training includes academic or technical training that provides appropriate academic instruction to meet degree equivalency or competency requirements for licenses, certification, registration or employment.
- In regulated occupations, training content must align with the academic requirements for licensing, certification or registration established by regulatory bodies.
- Training includes exam preparation to adequately prepare clients to pass examinations required for certification/registration.

#### **5. a) Occupation-specific workplace culture and communication training**



Projects must provide occupation-specific workplace culture and communication training based on the requirements and standards in the sector to prepare clients for employment and aid in their integration into the Ontario workforce.

**b) Francophone projects only, occupation-specific English-as-a-Second Language training**

Projects serving highly skilled Francophone ITIs must provide occupation-specific English-as-a-Second language training, in partnership with appropriate language training providers, to increase clients' English language proficiency to the level required for bilingual employment and, if necessary, demonstrate/clarify French language proficiency.

**6. Occupation-specific employment services (including job matching and placement)**

Projects must make employment services available to clients, through direct delivery either by applicant organization or by a partner organization. Service Providers must ensure that any sector-specific employment services delivered directly align with, and do not duplicate, existing Employment Ontario services by addressing the needs of highly skilled ITIs. Sector-specific employment services can include:

- Labour market readiness assessment;
- Employment counselling;
- Development of appropriate job-search tools, e.g., résumé/cover letters, portfolios, etc.;
- Job search skills training;
- Job retention skills training; and
- Workforce integration strategies.

Projects must directly deliver or provide an appropriate referral to opportunities for clients to connect to employers in the targeted sector through:

- Mentorship;
- Internships;
- Paid job placements;
- Job matching;
- Networking; and
- Other relevant connections.

## **7. Sector-focused retention services and ongoing case management**

Projects must offer sector-focused retention services for up to 12 months post program completion to support clients to retain, succeed, and advance in employment in the identified field, based on sector employers' needs, including:

- Ongoing individual case management, including mitigating potential risks to post-placement success, and referrals to wraparound supports as required
  - Service Providers are expected to follow-up with clients after exit (see [Section 3.3.4](#))
- Sector-focused career planning and management assistance:
  - Individualized career counselling
  - Career planning provided for up to 12 months post program completion
- Sector-focused re-employment assistance, when individual is not retained by an employer:
  - If a client is unable to retain employment, the Service Provider will work with the individual to identify more appropriate employment opportunities and address any risks or barriers to retention
- If a client is no longer interested in remaining in the sector, the Service Provider is responsible for helping to identify more appropriate employment opportunities outside of the sector or referring the individual to EO's Employment Service or other appropriate services.

### **3.3 Monitoring, Exit and Follow up**

Regardless of which services are identified in the OBTP service plan for a client, monitoring and follow-up are required. The information gathered from monitoring and follow-up provides valuable feedback to further support the client, adjust OBTP service plans, and maintain strong working relationships with employers. It helps the Service Provider to identify areas of best practice and areas for improvement.

#### **3.3.1 Monitoring**

Monitoring occurs while the client or employer is participating in OBTP. The level and extent of monitoring will vary depending on client need. However, Service Providers must ensure that:

- Clients are supported and provided the most efficient and effective route to licensure and commensurate employment in regulated and non-regulated professions and trades, in a timely manner;
- Clients receive necessary follow-up support; and
- Clients are linked back into other services as necessary.

If a client has started paid placement or internships, regular contact must be maintained. Case notes should reflect the rationale and decisions made.

Coordinated and proactive monitoring with employers and clients allows Service Provider staff to provide support for job maintenance, to confirm the suitability of the placement, and solve problems with clients and employers before they become major issues.

## **Clients**

Monitoring support is a proactive approach that allows the delivery staff to build rapport with clients, and to identify employment issues that must be addressed as they arise in the workplace. There should be opportunities for clients to speak with Service Provider staff off the job site, so that they can express their concerns confidentially.

## **Employers**

Regular communication between Service Provider staff and employers participating in a placement allows Service Provider staff to build rapport, and to identify potential problems that the client may not have identified. It also helps staff evaluate the quality of the placement, receive feedback on the service provided, and determine if placement opportunities may be available for other clients.

### **3.3.2 Exit**

“Exit” occurs when OBTP clients:

- reach their service plan goal;
- are no longer actively participating in service (i.e., have not made any contact with a Service Provider for more than 6 months);
- have decided against continuing with service or cannot be assisted further.

Clients who have not accessed the resources or services of the OBTP for three consecutive months are determined to be inactive. Their file may be reopened if they return for services at a later date.

Prior to closing a client’s service plan, an exit interview is a required step for Service Provider staff to review progress against the OBTP individual client’s service plan, and to assess whether the client would benefit from further referrals or support.

Exit interviews ensure that clients know where and how to access further services. They also determine and report client status at exit. They give clients the opportunity to

complete a customer satisfaction survey and provide feedback on services they have accessed.

The exit interview with an employer is also a useful way of gathering customer service feedback on the services provided. It can also help determine future employment and on-the-job training opportunities.

Exit interviews enable Service Providers to accurately report outcomes on clients exiting at various points of service.

### **3.3.3 Follow-Up Support**

Follow-up support occurs after a client has exited the service components. Follow-up support is a proactive approach that allows Service Provider staff to:

- continue to build a rapport with clients;
- identify employment issues that need to be addressed;
- assist the individual to sustain employment;
- maintain contact with employers, especially if the client quit or was fired from previous employment;
- enable reporting, as necessary.

They will ensure that clients are linked back into service or other interventions as necessary. This is particularly important for clients who are unemployed or not in an education or training program when exiting from the OBTP.

### **3.3.4 Follow-Up Reporting**

Follow-up reporting requirements of Service Providers are as follows:

- 100 percent of OBTP Clients at exit from a service component;
- 100 percent of OBTP Clients at 3, 6, 12 and 24 months after exiting OBTP.

To document outcomes, Service Providers must follow up with every client of their respective cohort at exit, and at three, six, 12 and 24 months using the Employment Status Questionnaire (ESQ) to document their status. All service plans must be followed up on, regardless of result or successful completion.

## **4. PERFORMANCE MANAGEMENT AND FUNDING**

To ensure consistency in OBTP delivery standards throughout the province and to support continuous improvement, the Ministry will use a performance management

framework that will support OBTP goals and outcomes in a transparent and accountable manner.

The OBTP Performance Management Framework (OBTP PMF) will assist Service Providers to be more effective, customer-focused, and efficient in achieving a high standard of overall service quality.

The OBTP PMF supports:

- Priority setting (what gets measured gets improved);
- Resource allocation (what gets measured gets funded);
- Evidence-based problem solving and decision making; and
- Continuous improvement based on data-driven decisions.

Under the OBTP PMF, effectiveness, customer service, and efficiency results are monitored and reported on. All three are balanced and evaluated as part of overall service quality and in relation to one another.

The PMF is intended to evolve as the Ontario Bridge Training Program matures.

## **4.1 Performance Management Framework**

The performance management framework evaluates service effectiveness, provides service benchmarks, and helps Service Providers to continuously improve service.

The Ontario Public Service (OPS) relies on transparent and accountable management systems to support high quality customer service throughout the province.

In a transparent PMF, all stakeholders know what level of service is expected, how it is measured, how the service system is performing, and where there is room for improvement. Clients will see improved service and results, while the Ontario government receives improved outcomes and value for money.

The benefits to the Service Provider are:

- Greater independence in determining delivery strategies, as Ministry staff take on a more strategic consulting approach to the relationship;
- Increased learning, from best practices and insight into customer satisfaction;
- Improved flexibility, efficiency, and strategies in planning and resource allocation; and
- More productive communication with Ministry staff, because of clear and consistent measures and standards.

### **4.1.1 Characteristics of Performance Management Framework**

The performance management framework is a vital tool for both Service Providers and the Ministry for service planning, delivery and management. It will assist Service Providers to be more effective, customer-focused and efficient in achieving a high standard of overall service quality.

The Performance Management Framework:

- Defines three dimensions of service delivery success: customer service, effectiveness, and efficiency;
- Identifies inter-related core measures of performance;
- Establishes measurable standards of performance in each service delivery dimension and in overall service quality;
- Establishes core measure standards based on what is (baseline), and targets based on what can be (continuous improvement);
- Is based on consistent, reliable and verifiable data;
- Links funding to a consistent standard of overall service quality;
- Is transparent and clarifies performance expectations and the relationship to funding; and
- Focuses on continuous improvement, flexibility, adaptability, and constant evolution.

A Performance Management Framework supports ongoing project design, development, innovation and decision-making. It sets out the core measures of performance that contribute to the overall service quality standards. It ensures that results are assessed for effectiveness, customer service, and efficiency, and that all three are balanced and evaluated as part of overall service quality.

#### **4.1.2 Employment Ontario Information System - Case Management System (EOIS-CaMS)**

A Case Management System (CaMS) is a component of the Employment Ontario Information System (EOIS). It helps the Ministry and OBTP Service Providers to manage and administer EO programs and services. The system is a web-based application, where entered data is accessible in real time to authorized Ministry staff and OBTP Service Providers.

#### **4.1.3 Roles and Responsibilities**

One of the key benefits of an effective Performance Management Framework is the clarification of roles and responsibilities between Service Providers and the Ministry.

#### **The Ministry's Role and Responsibilities**

The Ministry defines the program and sets baseline standards for service delivery and quality. This includes:

- Designing the program and setting program policy;
- Providing guidelines to Service Providers;
- Developing reporting requirements and tools;
- Clarifying service delivery and performance expectations;
- Providing a transparent service and funding decision matrix; and
- Providing advice and guidance that clarifies Ministry expectations to organizations developing business and service plans.

The Ministry ensures transparency and accountability. This includes:

- Service level and funding decisions consistent with the Request for Applications and business planning processes;
- Monitoring and evaluating delivery performance against agreement commitments; and
- Monitoring overall agreement and guideline compliance.

### **Service Provider Role and Responsibilities**

Service Providers deliver services in accordance with the performance and accountability requirements and standards set out in the TPAs and/or made through the OBTP services planning and coordination process. This includes:

- Planning, implementing, and assessing project delivery strategies and operational plans, including the timely identification of risks and strategies to address those risks;
- Developing and managing partnerships and facilitating knowledge exchange (intermediary function / activity to refocus or develop employment services and training curricula to meet the needs of the sector).
- Establishing and maintaining a governance structure with the capability and capacity to carry out intended functions. This structure must include a Project Steering Committee comprised of key community and sector representations including employers.
- Implementing processes and procedures consistent with program design and policy to support positive outcomes for clients;
- Participating in community planning processes to accommodate the needs of regions, communities, and immigrants; and
- Providing information and referral to EO programs and services and to other programs and services offered in the community.

Service Providers manage resources. This includes:

- Allocating funding to meet agreement commitments;
- Providing budget and financial oversight; and
- Using the Ministry's financial and data reporting systems effectively and in a timely manner.

Service Providers manage business systems. This includes:

- Developing, implementing and evaluating systems to effectively manage resources, information, agency and community-level communications, and customer service;
- Developing and sustaining organizational capacity to deliver the OBTP; and
- Maintaining current and relevant information to meet information and referral requirements for the EO network.

OBTP Service Providers must also have:

- A client service charter that is posted and accessible to clients;
- A client complaint and resolution process; and
- Delivery site(s), facilities and hours of operations that reflect client needs.

A client service charter expresses the value a Service Provider places on service quality by encouraging and responding to client feedback. It outlines the process and timeframe for dealing with client compliments and complaints.

Charters can include as many elements as Service Providers choose; however, the following three elements are mandatory:

1. The Service Provider believes in quality service.
2. The Service Provider encourages feedback (compliments or complaints).
3. The Service Provider will respond to feedback in a prescribed manner and timeframe.

OBTP service delivery sites and facilities must reflect client needs, including but not limited to:

- Accessible facilities or service provision at an accessible site (please refer to section 5.1 Program Facilities and Facilities Leases for more details); and
- Operating hours that include evenings and/or weekends, based on identified need.

## **Shared Responsibilities**



- Ongoing review and evaluation of service design, performance management framework and client service expectations;
- Seeking to raise the level of service quality across the province so that all Ontarians have access to high quality services; and
- Identifying innovative practices in service design, delivery, and performance measurement.

#### 4.1.4 Dimensions and Measures of Service Quality Success

The introduction of a Performance Management Framework to the Ontario Bridge Training Program makes the projects more effective, efficient and client focused. With the expertise and local knowledge of Service Providers, the OBTP provides the most appropriate service to clients. The OBTP PMF sets out three broad dimensions of service delivery success:

1. **Effectiveness** to measure service impact, i.e. what the service achieves for the clients, through the following three key performance indicators:
  - **% of clients who complete the program, i.e. reach their service plan goal**  
This indicator measures those clients who successfully complete **all** elements of their service plan.
  - **% of clients who obtain commensurate employment in their field of expertise or related field**
  - **% of clients who obtain licensure in a regulated occupation**
2. **Customer Service** to measure client satisfaction with the accessed services through two key performance indicators:
  - **client satisfaction, and**
  - **whether clients would recommend the services.**

Both indicators are measured at program exit. Clients are asked to indicate, on a scale of 1 to 5, how likely they are to recommend the OBTP to someone looking for similar services; and how satisfied they are with the services received.
3. **Efficiency** to measure whether the service is accomplishing its goals in the best possible way and includes one indicator:
  - **% of the annual targeted number of clients with an active service plan who are receiving services**

*Table 1: Key Performance Indicators – Direct Service Delivery*

<b>Dimension</b>	<b>Key Performance Indicator</b>	<b>Standard</b>	<b>Mid and End of Program Performance Ratings</b> (applicable April 2022-September 2024)	<b>Mid and End of Program Performance Ratings</b> (applicable April 2022-September 2024)	<b>Mid and End of Program Performance Ratings</b> (applicable April 2022-September 2024)
<b>Effectiveness</b>	% of clients who complete the program	90%	Exceeds	Meets	Not Meeting
<b>Effectiveness</b>	% of clients who obtain licensure in regulated occupation within one year of completing the program <sup>11</sup>	80%	Exceeds	Meets	Not Meeting
<b>Effectiveness</b>	% of clients who gain employment in their field of expertise or related field that align with their education and experience <sup>12</sup> , within one year of completing the program	80%	Exceeds	Meets	Not Meeting
<b>Customer Service</b>	% of clients who express they would recommend the program to someone looking for similar services/training (key element;	80%	Exceeds	Meets	Not Meeting

<sup>11</sup> Only applies to projects that lead to licensure

<sup>12</sup> Based on project objectives

<b>Dimension</b>	<b>Key Performance Indicator</b>	<b>Standard</b>	<b>Mid and End of Program Performance Ratings</b> (applicable April 2022-September 2024)	<b>Mid and End of Program Performance Ratings</b> (applicable April 2022-September 2024)	<b>Mid and End of Program Performance Ratings</b> (applicable April 2022-September 2024)
	improvement expected over time)				
<b>Customer Service</b>	% of clients who express satisfaction with services received	80%	Exceeds	Meets	Not Meeting
<b>Efficiency</b>	% of the annual targeted number of clients with an active service plan who are receiving services	85%	Exceeds	Meets	Not Meeting

#### **4.1.5 Setting Performance Baselines**

The Ministry will be implementing the OBTP Interim Performance Management Framework in phases starting in 2021-22. During that time the Ministry will review performance measure definitions and data indicators as real data becomes available for analysis and through engagement with Service Providers.

##### **Phase I**

Service Providers are held accountable for the measures outlined in the tables of Key Performance Indicators provided above (Direct Service Delivery projects – Table 1). The targets for clients served are set out in the TPAs. The targets identified in the TPAs cannot fall below the Ministry’s established baseline of current service delivery (Direct Service Delivery projects).

In Year 1 (2021-2022), the Ministry will start collecting performance information from Service Providers but will not assess the overall performance.

##### **Phase II**

In Year 2 and Year 3 (2022-2024), the Ministry will begin the assessment of Service Provider performance as “Exceeds,” “Meets” or “Not Meeting” for each measure as per the identified standard per each performance indicator.

Analysis of findings from the three (3) year contract period will allow the ministry to refine standards and baselines, and to determine what constitutes adequate timelines in gaining commensurate employment in various sectors (for Direct Service Delivery Projects), as well as set targets for continuous improvements.

#### **4.1.6 Organizational Capacity**

The OBTP Performance Management Framework seeks to sustain and improve results over time. Its foundation and success are in the strength of the Service Provider in planning, resourcing, communicating and measuring. These are the components of organizational capacity. While they do not contribute directly to the measurable standard of overall service quality, they are key to the Ministry’s service funding decisions.

##### **Planning**

The Service Provider is able to develop, implement, monitor, and modify action plans to achieve their contracted commitments with the Ministry.

##### **Resourcing**

The Service Provider is able to develop and allocate resources to achieve their contracted commitments with the Ministry.

##### **Communicating**

The Service Provider is able to interact with its staff, the Ministry, and with the community in terms of issues, policies and programs that affect clients and the community.

##### **Managing**

The Service Provider is able to evaluate its success against its business plan, its legal agreement with the Ministry, guidelines, policies and procedures.

#### **Table 2: Dimensions and Indicators of Organizational Capacity**

This table connects the dimensions of service quality success with the organizational capacity indicators and provides a definition of each indicator.

<b>DIMENSIONS</b>	<b>ORGANIZATIONAL CAPACITY INDICATORS</b>	<b>DEFINITION</b>
<b>Planning</b>	Demonstrated use of data	The Service Provider has evidence that data (non-financial), including local Labour Market Information (LMI), is analyzed and evaluated to make both short and long-term programmatic/service changes that reflect local labour market and community needs.
<b>Resourcing</b>	Administrative Processes	The Service Provider has administrative systems in place (Admin, Finance, HR, IT) that support the organization's business commitments to customer service, quality and operational performance.
<b>Resourcing</b>	Financial Performance Results	The Service Provider can demonstrate it has financial controls and processes in place to track and manage the efficient use of "annual" budget allocations in providing service throughout the fiscal year (period of time for which the budget is allocated). Reporting is accurate and timely.
<b>Communicating</b>	Community Coordination	The Service Provider can demonstrate that it seeks out and coordinates services with other agencies/organizations in their community including school boards, Ontario Works, Service Canada, employer associations and other Service Providers. The organization participates in local community planning processes.
<b>Communicating</b>	Governance	<p>The Service Provider has</p> <ul style="list-style-type: none"> <li>• evidence of Steering Committee meetings taking place;</li> </ul>

DIMENSIONS	ORGANIZATIONAL CAPACITY INDICATORS	DEFINITION
		<ul style="list-style-type: none"> <li>• evidence of a governance structure that has processes/policies to ensure accountability to funders, clients, community and its own staff; and</li> <li>• a mission and/or mandate consistent with Employment Ontario goals and objectives.</li> </ul>
<b>Managing</b>	Customer Satisfaction and Results Management	<p>The Service Provider has a customer service charter that commits to a standard of customer service, including a process for customer feedback and timely agency response.</p> <p>The organization has systems and processes to track performance against agreement commitments and standards.</p>
<b>Managing</b>	Service Delivery	The Service Provider’s mandate/objectives are aligned with the services provided.

## 4.2 Funding Model

### 4.2.1 Funding

The maximum duration of Category A projects is three (3) years, which includes a planning period of a maximum of six (6) months. The components of funding for Category A - Service Delivery Projects are:

- Planning Period Funding
- Delivery Funding
  - Operational Funding
  - Financial Supports for Clients

#### **4.2.1.1 Planning Period Funding**

The purpose of the Planning Period Funding is to allow Bridge Training Projects to carry out specific activities required to establish Bridge Training Category A - Service Delivery operations. Funding needs in this component may differ from one applicant to another depending on their existing infrastructure and activities, but may include:

- Building Service Provider capacity and establishing operations including, but not limited to leasing space, establishing a presence in the community (e.g., marketing, formalizing stakeholder relationships), hiring key staff and implementing a web presence;
- Development of curricula and training materials.

The maximum duration of the planning period is six (6) months.

#### **4.2.1.2 Delivery Funding**

##### **Operational Funding**

Operational Funding will cover day-to-day operating costs of project delivery and is allocated based on the Service Provider's budget submitted in their application.

These costs include:

- Salaries, wages, and benefits;
- Rent;
- Communications and marketing;
- Direct technology and IT costs;
- Direct external professional services (e.g. legal, accounting, consulting);
- Travel, meals and accommodations;
- Supplies and consumables; and
- Other overhead costs.

Organizations can attribute no more than 15% of their operating funds to administrative overhead. Administrative overhead recognizes costs necessary for operating an organization which are not directly associated with the delivery of the OBTP project. For example, this may include a portion of the salaries/benefits of the Executive Director, IT, Legal and/or financial staff who work for the entire organization but may spend a portion of their time dedicated to administrative functions that support the OBTP project.

For example:

Total Operating Budget	\$340,000
------------------------	-----------

Administrative Overhead (maximum of 15%)	<u>\$60,000</u>
Total Operating Allocation	\$400,000

Service Providers will be expected to cover all costs from within the existing total allocation, including cost allocations for IT, finance, and project support.

Eligible expenses will be detailed in the audit and accountability guidelines schedule of the TPA between the Ministry and the successful applicant.

### **Financial Supports for Clients**

Financial supports are available to clients whose household income falls within the Low Income “Market Basket Measure Thresholds by MBM Region”. This threshold information is maintained by the federal government, at [the Statistics Canada Website](#).

Client supports address temporary financial barriers to participation in the project (from intake to completion of job placement):

- Transportation;
- Emergency or occasional / infrequent dependent care;
- Academic credential assessment; and
- Translation of international academic documents.

The maximum funding allocation for financial supports per client is \$1,000 for every 12 months of a bridge training program in which they are registered. If a bridge training program is less than 12 months long, the amount will be pro-rated.

Not all clients will require financial supports.

Clients should not receive financial supports if they are eligible to receive similar supports through other programs. It is expected that Service Providers will be familiar with supports available to their clients through social assistance, other Government of Ontario ministries such as the Ministry of Health, and other entities.

Service Providers who administer financial supports must:

- Have policies in place to support the allocation and documentation of financial supports;
- Maintain supporting documentation for all training support disbursements, including clients' applications for financial support, attendance records, original receipts, type of expense, and amounts paid out;
- Meet Revenue Canada requirements regarding taxable benefits; and



- Organizations will report on the number of clients who received financial support and the total amount expended.

### **Tuition Fees and Financial Aid**

The ministry encourages Service Providers to charge tuition fees to clients for academic and technical training and to use this revenue for delivery and continuous improvements to the project. Employment-focused services must be provided to clients free of charge.

- Tuition fees charged to bridge training clients must be in line with general tuition rates (domestic student) charged for similar programs offered by publicly funded post-secondary educational institutions.
- Tuition fees collected from clients must be recognized according to the Service Provider's accounting policies.
- Tuition fees are a vehicle to put projects onto a path to financial sustainability and are an integral part of a project's long-term viability plans.

OBTP funding recipients must utilize all alternative sources of funding including (but not limited) to client tuition fees, employer contributions/sponsorship, grants, etc., before using OBTP funding to offset project delivery costs.

Wherever possible, bridge training projects should provide clients with access to financial supports to reduce the burden of tuition fees. This includes the Ontario Bridging Participant Assistance Program (OBPAP)<sup>13</sup>, Ontario Student Assistance Program (OSAP) and any other financial instruments that may be made available to program clients, such as private sector loan programs, other bursaries or scholarships.

Ministry funding cannot be used to offer direct financial transfers to clients to offset tuition costs.

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<sup>13</sup> Please refer to Appendix 3 for an overview of OBPAP.

## **4.3 Performance Monitoring, Directed Improvement and Continuous Improvement**

### **4.3.1 Performance Monitoring**

Performance Review Tools for EOIS-SP Connect programs such as OBTP include a data field to specify whether a Service Provider has successfully met its year-to-date Schedule “G” Performance Commitments and their TPA commitments. Based on the completion of the Performance Review Tool, a monitoring level will be issued in the system. If a Service Provider receives a monitoring level of “Does not Meet Expectations”, a more thorough review of the site may be carried out (e.g., including a file review, extra client surveys, and if necessary, an on-site visit).

When applicable, client surveys will be used as tools to assess a client’s experience with the Service Provider. Surveys will include instructions to help determine the total number of interviews required.

### **4.3.2 Directed Improvement**

Service Providers that fail to achieve the standards and contractual commitments in their transfer payment agreement will be notified by email instead of a formal letter. They will be asked to develop an action plan outlining the issues they are facing; and to identify how the ministry can assist them in implementing the changes that will allow them to achieve the standards when regular levels of delivery are possible in the future. They will not be required to achieve the standards within a 6-month time period following the development of the above action plan; and sanctions policies, such as wind-down of agreements, will not be applied.

### **4.3.3 Continuous Improvement**

A quality Employment Ontario program evaluates its effectiveness annually.

In addition to the mandatory external evaluation and as a good business practice, OBTP Service Providers may choose to develop an internal organization evaluation system that includes:

- Monitoring and evaluation systems to ensure OBTP project activities and outcomes are consistent with those specified in the agreement and the OBTP Category A - Service Delivery Projects guidelines;
- A management review of client files;
- A method for gathering client input and feedback;
- Review and analysis of OBTP service delivery organization statistics, either to adjust service delivery where appropriate, or to provide the rationale for variances between projected and actual results; and

- Review and analysis of financial information, including expenditure patterns and any implications for ongoing programming.

## **5. PROGRAM ADMINISTRATION**

The OBTP Performance Management Framework outlines the Ministry's expectations of Service Providers. The following administration guidelines provide further information, tools and resources Service Providers need to manage the Ontario Bridge Training Program.

The administration guidelines describe the obligations Service Providers must meet to fulfill their agreement, and the requirements for information management, documentation, and reporting.

### **5.1 Program Facilities and Facilities Leases**

#### **5.1.1 Accessibility for Persons with Disabilities**

The Service Provider must deliver the contracted service in a facility that is accessible to all clients, including persons with disabilities.

Where services are not fully accessible to the physically disabled, the Service Provider accommodates them by serving them in an accessible location or through partnership with another organization.

When appropriate, Service Providers can refer persons with disabilities to the services of the Ontario Disability Support Program (ODSP). ODSP helps individuals with their specific needs and provides a range of supports facilitating employment and independence, such as: technological aids, supports, devices and personnel supports such as transcribing; and sign language interpretation.

#### **5.1.2 Accessibility for Ontarians with Disabilities Act**

Through the Accessibility for Ontarians with Disabilities Act (AODA), Ontario is developing mandatory accessibility standards that will identify, remove and prevent barriers for people with disabilities in key areas of daily living. The standards are being developed to achieve real results in stages. The AODA is expected to be fully implemented by 2025. The AODA standards include customer service, employment, information and communication, transportation, and the built environment.

Additional information on the AODA is available at <http://www.e-laws.gov.on.ca> (Frequently Accessed Law section) or through:

**Publications Ontario**  
**777 Bay Street**

**Toronto, Ontario**

**Tel: 1-800-668-9938, or in Toronto at (416) 326-5300**

### **5.1.3 Facility Co-Location**

The Ministry recognizes the importance of co-location arrangements with community stakeholders such as Apprenticeship, other Employment Ontario programs, and other community services as one of several service delivery options. These arrangements can enhance customer service, community access, and cost-efficiency.

Where bridge training services are co-located with other programs and services, OBTP funds must be used to cover only the costs directly related to the delivery of bridge training.

If relocation or renovation of the facility is required, the Service Provider must have prior written approval from the Ministry before agreements or financial commitments are made.

## **5.2 French Language Services**

The Ontario French Language Services (FLS) Act requires access to services in French at identified Service Provider locations in designated areas.

OBTP Service Providers will be contracted to provide services in French in the 26 communities designated under the *FLS Act*, and in an additional 10 communities identified by the *Federal Official Languages (OLA) Act*.

Identified Service Providers in designated communities must offer the following in French:

#### 1. Outreach

- Marketing materials (brochures)
- Outreach strategies developed and conducted; and
- Online resources, websites and social media

#### 2. Oral Communications

- Telephone
- In person, such as interviews, visits, meetings, workshops or information sessions and consultations

#### 3. Written Communications

- Correspondence such as letters and faxes
- Email, interactive databases and Internet

#### 4. Signage and Public Notices

- Interior and Exterior

## 5. Forms and Documents

- Stationery
- All forms used for identification, certification or application such as licenses, and certificates
- Any document intended for public use

Additional information on the *FLS Act* is available [here](#).

### **5.3 Promotion, Communications and Graphic Standards**

Any communication/message to the public about the OBTP (printed or broadcast) must include the Employment Ontario logo and message. This includes, but is not limited to, news releases, posters, flyers, brochures, newspaper displays and classified advertising, radio or television advertising, billboards, transit shelters, and newsletters that are produced by Service Providers.

Service Providers must place prominently, in public view, any signs supplied by the Ministry and other signs that clearly identify Employment Ontario and OBTP.

Service Providers are required to have the signage, issued by the Ministry, posted in public view at each funded site.

If a Service Provider is involved in a joint marketing and communications campaign with programs funded by other sponsors, the Employment Ontario message must be placed in a prominent position, comparable in location and size to those of other sponsors. This guideline applies to the appearance of the logo and message in promotional materials, as well as signage displayed in the Service Provider's office.

Service Providers must use official hard copy or digital master artwork when reproducing the Employment Ontario logo, and may not alter or add to it in any way.

#### **Employment Ontario Visual Identity and Communication Guidelines**

The Visual Identity and Communication Guidelines are available on the Employment Ontario Partners' Gateway website.

### **5.4 Access to Information and Protection of Privacy**

In order to deliver and report on the OBTP projects, Service Providers must protect the personal information they collect, use and disclose in accordance with applicable privacy laws, including the *Freedom of Information and Protection of Privacy Act*.

## **5.5 Information Management Requirements**

Personal information must be managed in accordance with all contractual requirements and applicable laws, including privacy laws.

OBTP Service Provider should establish effective documentation, records, and systems as essential components of good service delivery and sound case management practice. OBTP Service Providers need information management systems that enable them to demonstrate that services are being delivered according to the OBTP Category A Guidelines and that all legal and accountability requirements are met. At a minimum, the information management records, systems, and procedures must:

- Ensure that full documentation is available, verifying that the statistical and financial information entered into any Ministry systems and other Service Provider management systems meet the reporting and audit requirements of the Ministry;
- Protect client privacy in accordance with the agreement with the Ministry and applicable privacy laws, including storage in a confidential and secured system, for both electronic and manual records;
- Make all project related records accessible for audit purposes by using clear and consistent methods of identification;
- In the case of placements, cross-reference OBTP employer and client information; and
- Ensure records (such as financial ones) and information are used for ongoing evaluation of services.

### **5.5.1 Data Security/Storage**

Service Provider retention schedules for project-related records are the same as those for electronic records. Organizations must establish procedures and timelines for archiving client records, including determining how and when records are deleted and stored, consistent with their obligations under the TPA.

Organizations must keep personal information secure at all times. It is important to inform staff that when personal information (both hard copy and electronic) is not in use, it must be securely stored.

Standard measures for safeguarding information can include:

- Store hard copy personal information in lockable file cabinets.
- Adopt and maintain a clean-desk policy.
- Lock all unattended personal information (both hard copy and electronic).
- Locate computers so that unauthorized individuals cannot view information.
- Do not leave personal information on voicemail.

- Ensure that the correct recipient is being addressed before sending emails containing personal information.

Other resources from the Information and Privacy Commissioner (IPC) of Ontario:

- [“IPC Practice Direction: Safeguarding Privacy in a Mobile Workplace”](#)
- [“PC Fact Sheet #10 - Secure destruction of Personal Information](#)

## **5.6 Documentation Requirements**

### **5.6.1 Client files**

OBTP Service Providers must maintain a file for each client who uses bridge training services.

Bridge training Service Providers must ensure that each client file includes:

- Rationale for decisions made by the OBTP Service Provider;
- Client Registration Form (see [Section 5.8 Program Forms](#));
- Client service plan;
- Evidence of client progress;
- Financial Support documentation, if applicable (see [Section 5.7.1 Financial Supports for Clients](#)); and
- Bridge training project Exit and Follow-Up Form (see [Section 5.8 Program Forms](#)).

## **5.7 Audit and Accountability Requirements**

Audit and accountability requirements set out the formal financial reporting and audit process. Schedule H of the TPA with the Service Provider provides the full details of these requirements.

### **Project Monitoring**

The Service Provider should expect the Ministry to monitor project delivery and implementation to ensure compliance with the TPA, application of consistent standards, and fidelity to Category A Guidelines. For the purpose of program monitoring, the Ministry can seek to:

- verify documents and other forms prior to processing;
- directly contact the Service Provider or clients/beneficiaries, other stakeholders, and partners;
- conduct on-site visits or arrange for other alternatives to assess progress and achievement of activity milestones;
- conduct on-site visits or arrange for other alternatives to verify expenditures and compliance to agreement terms;

- use or request project data for informed decision-making and project evaluation; and
- review reports submitted by the Service Provider.

### **5.7.1 Financial Supports for Clients**

All OBTP Service Providers can offer financial supports for clients. OBTP Service Providers who administer financial supports must:

- Have policies in place to support the allocation and documentation of financial supports;
- Enter training support disbursement information into the Ministry IT system;
- Maintain supporting documentation for all financial support disbursements, including clients' applications for financial support, attendance records, original receipts, type of expense, and amounts paid out; and
- Meet Revenue Canada requirements regarding taxable benefits.

Service Providers will report on the number of clients who received financial supports and the total amount expended.

### **5.7.2 Financial Support Policies**

To administer their financial support for clients funding Service Providers are responsible for developing and implementing policies and procedures to support their allocation of supports funding to minimize barriers to participation and encourage clients to persist. Policies and procedures should include:

- Eligibility criteria for clients, and the documentation they must provide to establish need and to verify expenses;
- Eligible occasional dependent care (cannot be the client's spouse or relatives living with the client);
- Eligible expenses, for example, maximum rates for childcare, accommodation for persons with disabilities, public transit, private cars, carpools, and parking; and
- Policy and procedures for payment, including direct payment to clients; and indirect payment to suppliers, and circumstances where advance payment may be possible.

## **5.8 Program Forms**

Some program forms have been developed for the delivery of OBTP. They are:

- Employment Ontario OBTP Client Registration
- OBTP Job placement agreement
- Employer Registration Form (if applicable)

These forms are mandatory and **may not be** altered by the OBTP Service Providers.

The use of these forms ensures:



- Consistency in the administration of the programs and services;
- That each Service Provider is collecting, using, disclosing and retaining the limited personal information necessary to complete the programs and services;
- That the Ministry has obtained the consent of the program/service clients to the indirect collection of their personal information;
- The provision of the notice of indirect collection of personal information that the Ministry is required to provide to program/service clients under the Freedom of Information and Protection of Privacy Act (FIPPA); and
- The difference between the Ministry's indirect collection and use of personal information and the Service Provider's own collection and use of personal information for their purposes.

If a Service Provider needs additional consents or other documents to delineate their collection, use, disclosure and retention of personal information, or meet its legal obligations under the Personal Information Protection and Electronic Documents Act (Canada) or any other pertinent legislation, the Service Provider must develop a separate document for this purpose. Note: The Ministry's OBTP Client Registration form may not be altered for these purposes.

NOTE: All OBTP forms are available on the [Employment Ontario Partners' Gateway \(EOPG\) website](#).

## **5.9 Employment Standards Act**

The Employment Standards Act governs OBTP job placements.

A Guide to the Employment Standards Act is available on the Ministry of Labour, Training and Skills Development website (click on Employment Standards and follow hyperlink to "Your Guide to the Employment Standards Act") or by calling the Information Centre at Tel: 1-800-531-5551, or in Toronto at (416) 326-7160.

The Employment Standards Act (ESA) can be accessed via the e-laws website.

## **5.10 Ontario Human Rights Code**

Organizations and employers participating in the OBTP must comply with the requirements of the *Ontario Human Rights Code*.

Copies of the Code are available [here](#) or through:

Publications Ontario, 777 Bay Street, Toronto,  
Ontario Tel: 1-800-668-9938, or in Toronto at  
(416) 326-5300

For general information on the *Ontario Human Rights Code*, please call: Tel: 1-800-387-9080, or in Toronto at (416) 326-9511

The Ontario Human Rights Commission is located at:  
180 Dundas Street West – 9<sup>th</sup> floor, Toronto, Ontario M7A 2G5

## **5.11 Client Placement Insurance**

### **Workplace Safety**

The Employer must provide workplace safety insurance coverage for clients in an OBTP job placement.

Employers who are not required to register with Workplace Safety Insurance Board (WSIB) and who have not voluntarily registered for WSIB coverage must have alternate workplace safety insurance coverage through private insurance carriers.

### **Workplace Insurance Coverage and Claims**

Employers with mandatory WSIB coverage must file WSIB claims. Employers under voluntary WSIB coverage carry WSIB coverage or an alternative type of workplace safety coverage. Employers with alternate workplace safety insurance coverage must file claims under their insurance coverage.

Coverage and Claims for Workplace Safety and Insurance Board Benefits

### **Compulsory WSIB Coverage**

Mandatory WSIB coverage extends to the majority of employers. It includes government and government agencies, construction and manufacturing industries. It also includes many service sector businesses.

OBTP Service Providers can visit the WSIB website to confirm which employers/businesses require mandatory registration.

### **Voluntary WSIB Coverage**

It is not compulsory for banks, insurance companies, dentists, lawyers, and hairdressers/barbers to register for WSIB coverage. However, employers in these businesses can apply to WSIB for coverage. Recipients can visit the WSIB website to confirm which employers/businesses do not require mandatory coverage.

## **WSIB Claims**

It is the responsibility of the client to notify the employer in the case of any injury/disease the same day that it occurs, or as early as possible. The employer must also immediately notify the Recipient of any injury/disease as early as possible they are claiming under their own coverage. These procedures must be clearly explained to workers and employers at the outset of a training placement.

Employers must have their own workplace safety insurance coverage (whether WSIB or alternate workplace safety insurance).

For WSIB forms, organizations can contact the appropriate regional office of the Ministry or refer to the [WSIB website](#).

### **5.12 Third Party Liability Insurance**

The Employer must maintain appropriate third-party liability insurance for job placements, internships, job shadowing, volunteer experiences and employment to cover the costs of damages caused by clients while on-site.

Organizations must only match clients with employers who have third party liability insurance coverage.

The placement agreement requires employers to declare which coverage they have as follows:

- WSIB coverage for industries/businesses where it is compulsory; or
- WSIB coverage for industries/businesses where it is not compulsory; or
- Alternate workplace safety insurance; and
- Third party general liability insurance.

### **5.13 Employment Ontario Information and Referral Resource Tools**

1. [Employment Ontario Website](#)
  - a. Employment Ontario program and service material produced by the ministry
  - b. Employment Ontario “Find Services in your Area” function to find Service Provider descriptions contact information from [Find Help Information Service’s 211 database](#) and other sources provided by the ministry

Note: This is not meant as an exhaustive or exclusive list of available or potential information and referral tools and resources.

## APPENDIX 1 - Glossary of Terms

Term	Definition
Bilingual	An ability to communicate in Canada's two official languages (English and French)
Canadian Language Benchmarks/ Niveaux de compétence linguistique canadiens	The <u>Canadian Language Benchmarks</u> (CLB)/ Niveaux de compétence linguistique canadiens (NCLC) standards is a descriptive scale of language ability in English as a Second Language (ESL)/ French as a Second Language (FSL) written as 12 benchmarks or reference points along a continuum from basic to advanced. The CLB/NCLC standard reflects the progression of the knowledge and skills that underlie basic, intermediate and advanced ability among adult ESL/FSL learners.
Changing the System Projects	Changing the System Projects refer to OBTP projects delivered under Category B – Changing the System stream.
Clients	Clients are highly skilled internationally trained immigrants (ITIs) with a post-secondary degree and international work experience that the project will serve. Clients can include Canadian citizens, permanent residents and refugee claimants. International students, temporary foreign workers, provincial nominees and immigrants without post-secondary credentials are not eligible, nor are immigrants who are internationally trained and who have completed post-secondary training in their field in Canada.
Commensurate Employment	Employment in field of expertise or related field that is aligned with the individual's education and/or experience.
Eligibility	"Eligibility" refers to the criteria established by a bridge training project to determine entry of clients into a bridge training project. Eligibility criteria may include level of education, previous work experience, specific technical skills, minimum language proficiency, et cetera.

Term	Definition
Employment in a related field	Employment in a related field refers to career options that individuals pursue other than the profession in which they were originally trained. Employment in a related field makes use of and relates to an individual's skills and experience.
Employment Ontario	The ministry operates EO as a one-stop source of information, services and programs for jobseekers and employers. Through this network, the ministry helps employers hire and train employees through programs, grants and incentives.
EOIS-CaMS	Employment Ontario Information System-Case Management System: A web-based, real-time software solution that supports the administration and management of clients participating in EO programs and services. Authorized Ministry and Service Provider staff access the system, in which specific information is accessible across the province.
Essential Skills	Essential skills are the skills that people need for work, learning and life. They are used in the community and the workplace, in different forms and at different levels of complexity.
Exit	Exit occurs when bridge training clients complete the program, i.e. reach their service plan goal; are no longer actively participating in service; have decided against continuing with service; or cannot be assisted further.
Highly skilled internationally trained immigrants	An immigrant who completed post-secondary education credential outside of Canada and has international work experience in a highly skilled occupation (i.e., an occupation requiring a certificate of qualification or a post-secondary diploma or degree).
Internship	An internship is a short-term professional learning experience offered by an employer to give an individual exposure to the working environment within a specific industry, related to the person's career interest.

<b>Term</b>	<b>Definition</b>
Job Matching	Job matching is a process that allows employers and job seekers to be matched using objective criteria, based on their respective needs and profiles.
Job Placement	A job placement is a period of supervised work, where the individual has an opportunity to experience working in a specific role with a company.
Mentoring	Mentoring is a protected and structured relationship in which learning, and development of interpersonal, relationship-building skills can occur, potential skills can be developed, and in which results can be measured in terms of progress made towards personal and professional goals.
National Occupational Code	The National Occupational Classification (NOC) is Canada's national system for describing occupations.
Networking	Networking refers to building mutually beneficial professional relationships with other professionals in one's career field or in a related field.
Ontario Bridging Participant Assistance Program (OBPAP)	Provides bursaries of up to \$5,000 to cover direct education costs (e.g., tuition, books and equipment) for eligible applicants with financial need attending OBPAP approved bridge training programs at Ontario post-secondary education institutions.
Partner Organization	Partner organizations have a formal role in the development and implementation of the proposed project. A partner organization is directly involved in the delivery of a project component such as academic/skills training, language assessment or employment services, or provides ongoing project advice/direction through governance structures such as a Steering Committee.
Permanent Resident	A person who has legally immigrated to Canada but is not yet a Canadian citizen. A permanent resident can also be called a landed immigrant.

Term	Definition
Post-Secondary Institution	A public or private institution that has been given authority to grant degrees, diplomas, and other credentials by a public or private act of a provincial/territorial legislature or through a government-mandated quality assurance mechanism.
Program	Program refers to the Ontario Bridge Training Program overall that includes all projects delivered by Service Providers.
Project	An entire initiative funded by the Ministry under a single OBTP contract.
Project Steering Committee	A Project Steering Committee is a key component of the governance structure for bridge training projects. Participation from regulators, employers, and highly skilled ITIs is required to ensure that the project meets current requirements for certification/registration and employment.
Project Sustainability	Actions that an organization takes towards establishing the bridge training project toward permanency and reducing/ eliminating the reliance on ongoing ministry funding for delivery of the project. Bridge training education should not be seen as “special” or a one-off service provided at a specific point in time; it needs to be a permanent change in the way organizations do business and a mainstream part of day-to-day operations for educational institutions, licensure/regulatory bodies and employers.
Provincial or Territorial Nominee	Someone who is nominated for immigration to Canada by a provincial or territorial government that has a Provincial Nominee Program. Nominees have the skills, education and work experience needed to make an immediate economic contribution to the province or territory that nominates them.
Recruitment	Recruitment refers to project activities that focus on identifying and reaching potential project clients (e.g., media

Term	Definition
	advertisements, e-bulletins, referrals from other organizations, et cetera).
Regulated Occupation	Regulated occupations are professions and trades for which the government has designated specific rules and regulations to make sure that practitioners are properly trained and are not a risk to public health and safety. For regulated professions and trades, practitioners must be registered with a regulatory body and hold a licence or certificate in order to legally work in the field and use the professional title.
Service Delivery Projects	Service Delivery Projects refer to OBTP projects delivered under Category A – Service Delivery stream.
Service plan	A service plan is a set of concurrent or sequential steps, service and training components that a bridge training client should undertake in order to reach their stated goal based on the needs assessment conducted by a Service Provider. OBTP service plans will be documented in EOIS-CaMS.
Stakeholder	Stakeholders do not deliver project components but are still critical to the successful development and implementation of the proposed project. Stakeholders may be consulted on curriculum development, be targeted in a marketing strategy, or provide information on current regulatory and employment requirements for the sector/profession the project will serve. Stakeholders may include groups representing internationally trained individuals, professional associations, regulators, employers, et cetera.
Transfer Payment	Transfer payments are a mechanism used by the Ontario government to fund activities that benefit the public and are designed to achieve public policy objectives. Transfer payments are transfers of money to individuals, organizations external to the government, or to other governments for which the Ontario government does not receive goods or services directly in



Term	Definition
	return, expect to be repaid in the future, as would be expected in a loan, expect a direct financial return, as would be expected in an investment.
Transfer Payment Agreement (TPA)	A signed document required for the management and oversights of all transfer payment activities, that clearly identifies the rights, responsibilities and obligations for both the recipient and the accountable ministry. Ministries must have a signed agreement in place with a recipient before a transfer payment is provided.
Underemployment	Employment at less than full-time or regular jobs or at jobs inadequate with respect to the individual's training or economic needs.

## APPENDIX 2 – Employment Status Questionnaire (ESQ)

Effective 2021-22, a standardized employment status questionnaire (ESQ) is being implemented across all EO employment programs as part of a response to the 2016 Ontario Auditor General report.

### Employment Status Questionnaire (Exit)

Question	Answer options/ skip pattern
1. Are you currently working at a job or business?	<ul style="list-style-type: none"> <li>• Yes Go to #2 (If yes, status defined as “Employed”)</li> <li>• No Go to #12</li> </ul>
2. Are you currently working as an employee, self-employed or both?	<ul style="list-style-type: none"> <li>• Employee Go to #3</li> <li>• Self-employed Go to #3</li> <li>• Both Go to #3</li> </ul>
3. How many jobs do you currently have?	<ul style="list-style-type: none"> <li>• Numeric value Go to #4</li> </ul>
4. If value for Q.3 is 1- How would you describe the work you do, i.e. your job title?  If value for Q.3 is >1- How would you describe the work you do, i.e. your job title in your primary job?	<ul style="list-style-type: none"> <li>• NOC code Go to #5</li> </ul>
5. If value for Q.3 is 1- How would you describe the sector you work in?  If value for Q.3 is >1- How would you describe the sector you work in your primary job?	<ul style="list-style-type: none"> <li>• NAICS code Go to #6</li> </ul>
<i>Prompt for interviewer:</i>	If value for Q.3 is >1, complete response to Q.6 through Q.9 for primary job, then come back to Q.6 and complete response through Q.9 for the second job. Repeat process for each additional job.
6. How would you best describe the nature of your job?  <i>Prompt for interviewer:</i> - Read the categories to respondent.	<ul style="list-style-type: none"> <li>• Permanent Job Go to #7</li> <li>• Seasonal Job Go to #7</li> <li>• Temporary, term or contract job (non-seasonal) Go to #7</li> <li>• Casual Job Go to #7</li> <li>• Other (Specify) Go to #7</li> </ul>

Question	Answer options/ skip pattern
<p>7. Excluding overtime, on average, how many paid hours do you usually work per week?</p> <p><i>Prompt for interviewer:</i></p> <ul style="list-style-type: none"> <li>- some clients might be able to calculate hours on a monthly basis, need to then translate into weekly hours of work.</li> </ul>	<ul style="list-style-type: none"> <li>• # of hours worked      Go to #8</li> <li>• Not sure                      Go to #8</li> </ul> <p>Part-time or full-time employment status can be determined based on answer.</p>
<p>8. What is your hourly wage [including tips and commissions], before taxes and other deductions?</p> <p><i>Prompt for interviewer:</i></p> <ul style="list-style-type: none"> <li>- Some clients may want to provide wage information in weekly/monthly/yearly format. Interviewer to capture that and convert into hourly wage for consistency purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Hourly wage information      Go to #9</li> <li>• Prefer not to say              Go to #9</li> </ul>
<p>9. Are you looking to change your current employment in foreseeable future?</p>	<ul style="list-style-type: none"> <li>• Yes              Go to #10</li> <li>• No              Go to #10</li> <li>• Not sure      Go to #10</li> </ul> <p>Transient nature of current employment can be determined based on answer.</p>
<p>10. When is the last time you were unemployed?</p>	<ul style="list-style-type: none"> <li>• Date              Go to #11</li> </ul> <p>Duration of employment will be calculated based on answer.</p>
<p>11. How many times have you changed employment since you were last unemployed?</p>	<ul style="list-style-type: none"> <li>• Numeric value      Go to #12</li> </ul> <p>Sustainability of employment can be identified based on answer.</p>
<p>12. Are you currently attending a school, college, university, apprenticeship or other training program?</p> <p><i>Prompt for interviewer:</i></p> <ul style="list-style-type: none"> <li>- Mark responses referring to start dates in near future as Yes. For example, if data collection is happening during summer-time and client intends to start schooling in fall.</li> </ul>	<ul style="list-style-type: none"> <li>• Yes      Go to #13</li> <li>• No      (if #1 = Yes, then go to #16; if #1 = No, then go to #15)</li> </ul>

Question	Answer options/ skip pattern
<p>13. How would you best describe the education or training you are attending?</p> <p><i>Prompt for interviewer:</i></p> <ul style="list-style-type: none"> <li>- Read the categories to respondent.</li> </ul>	<ul style="list-style-type: none"> <li>• Attending a school (elementary, high school or equivalent) Go to #14</li> <li>• Registered in an apprenticeship program Go to #14</li> <li>• Attending a college Go to #14</li> <li>• Attending a university Go to #14</li> <li>• In other training or skills development program Go to #14</li> <li>• Other (specify) Go to #14</li> </ul>
<p>14. Are you enrolled as a full-time or part-time student?</p>	<ul style="list-style-type: none"> <li>• Full-time (If #1=No, status defined as “Not in Labour Force,” but Go to #15 for further analysis. If #1=Yes, then Go to #16)</li> <li>• Part-time (If #1=No then Go to #15, if #1=Yes then Go to #16)</li> </ul> <p>Instances of simultaneous employment and study can be determined based on answer (i.e., employed full-time and student full-time, employed part-time and student full-time, employed full-time and student part-time, employed part-time and student part-time).</p>
<p>15. Which of the categories best describes your current employment situation?</p> <p><i>Prompt for interviewer:</i></p> <ul style="list-style-type: none"> <li>- Read the categories to respondent.</li> </ul>	<ul style="list-style-type: none"> <li>• Employed but currently on a leave (e.g., vacation, maternity leave, seasonal layoff but expecting to return, etc.) (If yes, status defined as “Employed”)</li> <li>• Unemployed and looking for work (If yes, status defined as “unemployed”)</li> <li>• Unemployed with an employment offer (If yes, status defined as “unemployed”)</li> <li>• Unemployed and not looking for work (If yes, status defined as “Not in Labour Force” i.e., NILF)</li> <li>• Unemployed and unable to work (If yes, status defined as “NILF”)</li> <li>• Not sure</li> <li>• Prefer not to say</li> </ul>
<p>Please answer questions #16-20 by thinking about your experience with the services you received.</p> <p><i>Prompt for interviewer:</i> Read the categories to respondent and ask to choose a category for each</p>	<p>N/A</p>

Question	Answer options/ skip pattern
question.	
16. The Ontario Bridge Training program provided me with employment supports I could use to find employment, as set out in my service plan.	<ul style="list-style-type: none"> <li>• Strongly Disagree</li> <li>• Somewhat Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Somewhat Agree</li> <li>• Strongly Agree</li> <li>• Not Applicable</li> </ul>
17. The Ontario Bridge Training program provided me with education and training I could use to find employment, as set out in my service plan.	<ul style="list-style-type: none"> <li>• Strongly Disagree</li> <li>• Somewhat Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Somewhat Agree</li> <li>• Strongly Agree</li> <li>• Not Applicable</li> </ul>
18. The Ontario Bridge Training program helped me improve my understanding of workplace culture in Ontario.	<ul style="list-style-type: none"> <li>• Strongly Disagree</li> <li>• Somewhat Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Somewhat Agree</li> <li>• Strongly Agree</li> <li>• Not Applicable</li> </ul>
19. The Ontario Bridge Training program helped me connect to professional networks.	<ul style="list-style-type: none"> <li>• Strongly Disagree</li> <li>• Somewhat Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Somewhat Agree</li> <li>• Strongly Agree</li> <li>• Not Applicable</li> </ul>
20. The Ontario Bridge Training program helped me develop my communication skills for the workplace.	<ul style="list-style-type: none"> <li>• Strongly Disagree</li> <li>• Somewhat Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Somewhat Agree</li> <li>• Strongly Agree</li> <li>• Not Applicable</li> </ul>
21. If you were to seek help again, you would seek it from us.	<ul style="list-style-type: none"> <li>• Strongly Disagree</li> <li>• Somewhat Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Somewhat Agree</li> <li>• Strongly Agree</li> </ul>
22. You are likely to recommend the program to someone looking for similar services as those you received.	<ul style="list-style-type: none"> <li>• Strongly Disagree</li> <li>• Somewhat Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Somewhat Agree</li> <li>• Strongly Agree</li> </ul>

<b>Question</b>	<b>Answer options/ skip pattern</b>
23. You did not need to seek additional employment or training related services on your own.	<ul style="list-style-type: none"><li>• Strongly Disagree</li><li>• Somewhat Disagree</li><li>• Neither Agree nor Disagree</li><li>• Somewhat Agree</li><li>• Strongly Agree</li></ul>

## Employment Status Questionnaire (3, 6, 12, 24 months)

Question	Answer options/ skip pattern
6. Are you currently working at a job or business?	<ul style="list-style-type: none"> <li>• Yes Go to #2 (If yes, status defined as “Employed”)</li> <li>• No Go to #12</li> </ul>
7. Are you currently working as an employee, self-employed or both?	<ul style="list-style-type: none"> <li>• Employee Go to #3</li> <li>• Self-employed Go to #3</li> <li>• Both Go to #3</li> </ul>
8. How many jobs do you currently have?	<ul style="list-style-type: none"> <li>• Numeric value Go to #4</li> </ul>
9. If value for Q.3 is 1- How would you describe the work you do, i.e. your job title?  If value for Q.3 is >1- How would you describe the work you do, i.e. your job title in your primary job?	<ul style="list-style-type: none"> <li>• NOC code Go to #5</li> </ul>
10. If value for Q.3 is 1- How would you describe the sector you work in?  If value for Q.3 is >1- How would you describe the sector you work in your primary job?	<ul style="list-style-type: none"> <li>• NAICS code Go to #6</li> </ul>
<i>Prompt for interviewer:</i> If value for Q.3 is >1, complete response to Q.6 through Q.9 for primary job, then come back to Q.6 and complete response through Q.9 for the second job. Repeat process for each additional job.	N/A
6. How would you best describe the nature of your job?  <i>Prompt for interviewer:</i> - Read the categories to respondent.	<ul style="list-style-type: none"> <li>• Permanent Job Go to #7</li> <li>• Seasonal Job Go to #7</li> <li>• Temporary, term or contract job (non-seasonal) Go to #7</li> <li>• Casual Job Go to #7</li> <li>• Other (Specify) Go to #7</li> </ul>
7. Excluding overtime, on average, how many paid hours do you usually work per week?  <i>Prompt for interviewer:</i>	<ul style="list-style-type: none"> <li>• # of hours worked Go to #8</li> <li>• Not sure Go to #8</li> </ul> <p>Part-time or full-time employment status can be determined based on answer.</p>

Question	Answer options/ skip pattern
<ul style="list-style-type: none"> <li>- some clients might be able to calculate hours on a monthly basis, need to then translate into weekly hours of work.</li> </ul>	
<p>8. What is your hourly wage [including tips and commissions], before taxes and other deductions?</p> <p><i>Prompt for interviewer:</i></p> <ul style="list-style-type: none"> <li>- Some clients may want to provide wage information in weekly/monthly/yearly format. Interviewer to capture that and convert into hourly wage for consistency purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Hourly wage information Go to #9</li> <li>• Prefer not to say Go to #9</li> </ul>
<p>9. Are you looking to change your current employment in foreseeable future?</p>	<ul style="list-style-type: none"> <li>• Yes Go to #10</li> <li>• No Go to #10</li> <li>• Not sure Go to #10</li> </ul> <p>Transient nature of current employment can be determined based on answer.</p>
<p>10. When is the last time you were unemployed?</p>	<ul style="list-style-type: none"> <li>• Date Go to #11</li> </ul> <p>Duration of employment will be calculated based on answer.</p>
<p>11. How many times have you changed employment since you were last unemployed?</p>	<ul style="list-style-type: none"> <li>• Numeric value Go to #12</li> </ul> <p>Sustainability of employment can be identified based on answer.</p>
<p>12. Are you currently attending a school, college, university, apprenticeship or other training program?</p> <p><i>Prompt for interviewer:</i></p> <ul style="list-style-type: none"> <li>- Mark responses referring to start dates in near future as Yes. For example, if data collection is happening during summer-time and client intends to start schooling in fall.</li> </ul>	<ul style="list-style-type: none"> <li>• Yes Go to #13</li> <li>• No (if #1 = Yes, then go to #16; if #1 = No, then go to #15)</li> </ul>
<p>13. How would you best describe the education or training you are attending?</p> <p><i>Prompt for interviewer:</i></p> <ul style="list-style-type: none"> <li>- Read the categories to respondent.</li> </ul>	<ul style="list-style-type: none"> <li>• Attending a school (elementary, high school or equivalent) Go to #14</li> <li>• Registered in an apprenticeship program Go to #14</li> <li>• Attending a college Go to #14</li> </ul>



Question	Answer options/ skip pattern
	<ul style="list-style-type: none"> <li>• Attending a university Go to #14</li> <li>• In other training or skills development program Go to #14</li> <li>• Other (specify) Go to #14</li> </ul>
<p>14. Are you enrolled as a full-time or part-time student?</p>	<ul style="list-style-type: none"> <li>• Full-time (If #1=No, status defined as “Not in Labour Force,” but Go to #15 for further analysis. If #1=Yes, then Go to #16)</li> <li>• Part-time (If #1=No then Go to #15, if #1=Yes then Go to #16)</li> </ul> <p>Instances of simultaneous employment and study can be determined based on answer (i.e., employed full-time and student full-time, employed part-time and student full-time, employed full-time and student part-time, employed part-time and student part-time).</p>
<p>15. Which of the categories best describes your current employment situation?</p> <p><i>Prompt for interviewer:</i></p> <ul style="list-style-type: none"> <li>- Read the categories to respondent.</li> </ul>	<ul style="list-style-type: none"> <li>• Employed but currently on a leave (e.g., vacation, maternity leave, seasonal layoff but expecting to return, etc.) (If yes, status defined as “Employed”)</li> <li>• Not employed and looking for work (If yes, status defined as “unemployed”)</li> <li>• Not employed with an employment offer (If yes, status defined as “unemployed”)</li> <li>• Not employed and not looking for work (If yes, status defined as “Not in Labour Force” i.e., NILF)</li> <li>• Not employed and unable to work (If yes, status defined as “NILF”)</li> <li>• Not sure</li> <li>• Prefer not to say</li> </ul>
<p>Please answer questions #16-20 by thinking about your experience with the services you received. <i>Prompt for interviewer:</i> Read the categories to respondent and ask to choose a category for each question.</p>	<p>N/A</p>

Question	Answer options/ skip pattern
16. You got the kind of services you think you needed.	<ul style="list-style-type: none"> <li>• Strongly Disagree</li> <li>• Somewhat Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Somewhat Agree</li> <li>• Strongly Agree</li> </ul>
17. The services you received were the right approach for helping you.	<ul style="list-style-type: none"> <li>• Strongly Disagree</li> <li>• Somewhat Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Somewhat Agree</li> <li>• Strongly Agree</li> </ul>
18. If you were to seek help again, you would seek it from us.	<ul style="list-style-type: none"> <li>• Strongly Disagree</li> <li>• Somewhat Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Somewhat Agree</li> <li>• Strongly Agree</li> </ul>
19. You are likely to recommend the program to someone looking for similar services as those you received.	<ul style="list-style-type: none"> <li>• Strongly Disagree</li> <li>• Somewhat Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Somewhat Agree</li> <li>• Strongly Agree</li> </ul>
20. You did not need to seek additional employment or training related services on your own.	<ul style="list-style-type: none"> <li>• Strongly Disagree</li> <li>• Somewhat Disagree</li> <li>• Neither Agree nor Disagree</li> <li>• Somewhat Agree</li> <li>• Strongly Agree</li> </ul>

## **APPENDIX 3 - Ontario Bridging Participant Assistance Program**

### **Program Overview**

The Ontario Bridging Participant Assistance Program (OBPAP) is a bursary available for post-secondary OBTP Service Providers with active TPAs, as well as those post-secondary institutions which were previously funded to deliver OBTP and continue to do so through embedding projects into the mainstream delivery structure. Service Providers in receipt of the OBPAP are to use the money to award bursaries to eligible students enrolled in their project(s). The OBPAP is awarded each fiscal year through a stand-alone application process that results in the OBTP Service Provider becoming an OBPAP agreement holder.

### **Applicant Eligibility**

Publicly assisted universities and colleges and the Michener Institute of Education at UHN are eligible to apply for the OBPAP.

Further details about the OBPAP application process can be found via the ministry's [EOPG](#).

### **Program Administration Details**

OBPAP bursaries are to be awarded by the Service Provider to eligible students who meet the following criteria:

- Are naturalized Canadian citizens, Permanent Residents or Protected Persons living in Ontario; and,
- Not be in default of a student loan, restricted from OSAP eligibility or be in receipt of Second Career or OSAP funding.

Students can be awarded up to \$5,000 as a one-time bursary, to cover direct education costs including tuition, books and equipment. It is up to the postsecondary institution to have policies in place to determine how to assess student financial need.

## APPENDIX 4 - Regulated Professions & Compulsory Trades

Regulated Non-Health Professions	Regulated Health Professions	Compulsory Skilled Trades
<ul style="list-style-type: none"> <li>• Engineers</li> <li>• Geoscientists</li> <li>• Land Surveyors</li> <li>• Chartered Professional Accountants</li> <li>• Early Childhood Educators</li> <li>• Veterinarians</li> <li>• Lawyers</li> <li>• Architects</li> <li>• Certified Engineering Technicians and Technologists</li> <li>• Social Workers and Social Service Workers</li> <li>• Teachers</li> <li>• Foresters</li> <li>• Human Resources Professionals</li>   <li>• FARPACTA defines “regulated profession” as the body corporate or association that is responsible for the governance of a profession</li> </ul>	<ul style="list-style-type: none"> <li>• Audiology and Speech-Language Pathology</li> <li>• Chiropody and Podiatry</li> <li>• Chiropractic</li> <li>• Dental Hygiene</li> <li>• Dentistry</li> <li>• Dental Technology</li> <li>• Denturism</li> <li>• Dietetics</li> <li>• Massage Therapy</li> <li>• Medical Laboratory Technology</li> <li>• Medical Radiation Technology</li> <li>• Medicine - Physician or Surgeon</li> <li>• Midwifery</li> <li>• Naturopathy</li> <li>• Nursing</li> <li>• Occupational Therapy</li> <li>• Opticianry</li> <li>• Optometry</li> <li>• Pharmacy</li> <li>• Physiotherapy</li> <li>• Psychology</li> <li>• Respiratory Therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Electricians - Construction and Maintenance</li> <li>• Electricians - Domestic and Rural</li> <li>• Hoisting Engineers - Mobile Crane Operator 1</li> <li>• Hoisting Engineers - Mobile Crane Operator 2</li> <li>• Hoisting Engineers – Tower Crane Operator</li> <li>• Plumbers</li> <li>• Refrigeration and Air Conditioning Systems Mechanics</li> <li>• Residential (Low Rise) Sheet Metal Installers</li> <li>• Residential Air Conditioning Systems Mechanics</li> <li>• Sheet Metal Workers</li> <li>• Sprinkler and Fire Protection Installer</li> <li>• Steamfitters</li> <li>• Alignment and Brakes Technicians</li> <li>• Auto Body and Collision Damage Repairers</li> <li>• Auto Body Repairers</li> <li>• Automotive Electronic Accessory Technicians</li> <li>• Automotive Service Technicians</li> <li>• Fuel and Electrical Systems Technicians</li> <li>• Motorcycle Technicians</li> <li>• Transmission Technicians</li> <li>• Truck and Coach Technicians</li> <li>• Truck-Trailer Service Technicians</li> <li>• Hairstylist</li> </ul>

