

ONTARIO YOUTH APPRENTICESHIP PROGRAM

Program Guidelines

2022-2023

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Revisions History

Revised March 2022, Version 9: updated OYAP objectives in section 2.3; clarified roles and responsibilities of OYAP Recruiters in section 3.3; updated language in School-based component in section 2.4.5; updated deadline in section 5.5.

1. INTRODUCTION

1.1. Purpose of the Guidelines

These guidelines are a resource to assist District School Boards (“DSBs”) in delivering and administering the Ontario Youth Apprenticeship Program (“OYAP”). The guidelines may be amended at the sole discretion of the Ministry of Labour, Training and Skills Development (“MLTSD” or “the ministry”) and should be regarded as a supplement to existing documents and agreements.

1.2. Program Context

One of the long-term priorities of the Ontario government is to anticipate, respond to and meet Ontario’s future trades sector’s labour needs, particularly through increasing the number of qualified tradespersons.

OYAP helps address this priority by increasing the number of secondary school students exploring careers in skilled trades and setting the groundwork for OYAP participants to successfully pursue careers in the trades. Through a cooperative education course, OYAP allows students to gain training in an apprenticeship trade of potential career interest.

2. PROGRAM DESCRIPTION

2.1. Overview

OYAP is a school-to-work program that opens the door for students to explore and work in apprenticeship trades, through a cooperative education program offered by a DSB. Students may have an opportunity to become registered apprentices and work towards becoming certified journeymen in a skilled trade while completing the requirements to obtain their Ontario Secondary School Diploma (“OSSD”).

2.2. Goals

The program allows students to explore apprenticeship and consider careers in the skilled trades as attractive, viable options, on a similar footing with careers from other postsecondary pathways. OYAP provides opportunities for students to develop the skills, knowledge and habits associated with education and career/life planning. Through these experiences, students develop a greater understanding of themselves and the opportunities that are available to them. In practical ways they come to see the connections between their learning, well-being and their lives beyond school, which can enhance their ability to make informed decisions, set goals and develop plans to achieve those goals.

The program also allows students to complete secondary school credits to obtain their OSSD. In addition, participants that complete the workplace-based learning component

may be recognized by MLTSD as having completed a portion of the on-the-job training requirements of a formal apprenticeship.

The goal of the program is to enable students to explore a career in the skilled trades and, if chosen, make the school-to-work transition by direct entry into apprenticeship training.

2.3. Objectives

OYAP supports the development, implementation and expansion of apprenticeship related secondary school initiatives, including transition programs such as cooperative education and work experience opportunities.

Under Ontario's Skilled Trades Strategy, the ministry has three objectives for strengthening Ontario's apprenticeship system:

1. Breaking the stigma around careers in the trades and attracting more youth, with a focus on youth who are from groups that are currently underrepresented within the apprenticeship system;
2. Simplifying the skilled trades and apprenticeship system; and
3. Encouraging employer participation in the system

DSBs can support ministry objectives through OYAP by ensuring that students have the information, resources and support to explore apprenticeship as a career and education pathway. DSBs can also provide information to students who are graduating (and their parents), so they have the knowledge and supports to transition to, or continue, their apprenticeship training. Moreover, DSBs are encouraged to promote apprenticeships and support students from groups which are currently underrepresented within the apprenticeship system (e.g., women, Indigenous students, newcomers, Francophones, students with disabilities and racialized persons). DSBs that receive funding to deliver OYAP must demonstrate how they are using the resources to support these initiatives.

2.3.1. OYAP Student Enrolments

Participation in OYAP can result in several positive outcomes for students, including that the student:

- Remains in OYAP as a participant;
- Remains in OYAP as a participant and registers as an apprentice while in the program;
- Remains enrolled in secondary school and obtains an OSSD;
- Completes OYAP, obtains an OSSD and later formally registers as an apprentice; or,

- Transitions from secondary school into trades-related employment or education.

Outcomes leading to students completing their apprenticeship programs and working in the trades are directly tied to the government's goal of increasing the number of tradespersons in the labour market in order to meet future labour market demands.

All of the above are positive results which enhance the learning and development of students and increase exposure to and understanding of the trades and apprenticeship pathway.

To make an informed decision regarding OYAP enrolment, trade selection and (potential) registration of a training agreement, students and parents need a clear understanding of the potential career opportunities related to apprenticeship and the skilled trades. Labour market employment information highlighting projected demand for skilled trades should be used to help students and parents who are interested in OYAP understand the benefit of the program.

Students should be well-informed and supported by their educator team in the selection of their preferred trade and in their understanding of the apprenticeship pathway and careers in the trades.

DSBs are responsible for promoting and developing this understanding with students and parents. This includes assisting and empowering students in making informed decisions as they relate to OYAP, opportunities to take Level 1 apprenticeship in-school training and on-the-job training demands.

2.4. Program Components

2.4.1. OYAP Partnerships

A key component of OYAP is the labour market, community and employer partnerships with the DSB. Employers play a significant role in the implementation of OYAP by providing relevant learning through cooperative education placements in apprenticeship trades. OYAP funding must be used to create or support such partnerships.

2.4.2 OYAP Participants with Registered Training Agreements (“RTAs”)

OYAP participants, who meet the criteria set out in the MLTSD [OYAP Registration Guidelines](#), may have the opportunity to enter into a training agreement with a sponsor and register it with MLTSD. This is referred to as a Registered Training Agreement (RTA).

The primary role of DSBs related to OYAP participants with RTAs is to provide information, resources and supports to students and their parents to make an informed decision about the option to formally register as an apprentice while in OYAP.

Registrations are reviewed on a case-by-case basis by MLTSD Employment and Training Consultants (“ETCs”). DSB staff are responsible for recommending appropriate students for registration and for confirming that employers are willing to sponsor participants. ETCs are responsible for ensuring that employers can meet the obligations of a sponsor for the purpose of ensuring that an apprentice is provided with the training required as part of an apprenticeship program. For further details, please see [OYAP Registration Guidelines](#).

In addition, the [Pathways to Apprenticeship: Options for Secondary Students](#) provides further details about OYAP participants with RTAs. This document can be found on the [Employment Ontario Partners’ Gateway \(“EOPG”\)](#).

2.4.3. School-based Component – Secondary School

As noted in [Section 2.5 Eligibility and Suitability](#), OYAP participants may be enrolled as full-time or part-time students in a secondary school at a DSB.

Cooperative education must be delivered in accordance with the requirements outlined in [The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018](#).

OYAP is a specialized program that enables students to earn credits towards their OSSD by taking a cooperative education course for which the community component is in an apprenticeship trade.

In order to be eligible for OYAP, students must be 15 years of age or older, have completed 14 credits towards the OSSD and be enrolled as a full-time or part-time student in a secondary school. Students, and their parents, if required, must also complete an OYAP Participant Application Form. Once that form is completed, students are considered “OYAP participants”.

As an OYAP participant, a student may have the opportunity to become an apprentice, with a registered training agreement, while attending secondary school. As an apprentice, a student may have the opportunity to complete Level 1 apprenticeship training offered by a Training Delivery Agent (“TDA”) approved by the ministry.

In addition to the information in “Developing and Implementing the Student’s Cooperative Education Learning Plan” on pages 24–26 of [The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018](#), the Student’s Cooperative Education Learning Plan of an OYAP student includes the relevant skills or skill sets outlined in the on-the-job Apprenticeship Training Standard (“ATS”) for the specific trade. Students and OYAP placement employers or placement supervisors are required to document a student’s achievement of these skills or skill sets from the apprenticeship training standard in their learning plan.

2.4.4. Health and Safety Requirements

Health and Safety instruction must be delivered in accordance with [The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018](#).

Students in OYAP must be provided with trade-specific health and safety training by the placement employer or placement supervisor.

For example, Working at Heights (“WAH”) – Fundamentals of Fall Protection training is a requirement of an employer to train a worker who may be working at heights and to have proper fall protection equipment if they are exposed to a risk of falling more than three metres. Some students, in particular OYAP participants, who are also enrolled in the Specialist High Skills Major (“SHSM”) program, may have previously received safety training that includes WAH. The employer is still required to provide site- and equipment- specific training based on the particular circumstances of where the student will be working. This must be validated on the job site to be recognized by the Ministry of Labour, Training and Skills Development. For additional details it is recommended that the DSB contact the Infrastructure Health & Safety Association or visit the website at www.ihsa.ca for more detailed information.

OYAP participants are to receive the equivalent level of health and safety requirements as all other apprentices. All students participating in OYAP, whether registered apprentices or not, are expected to include all applicable health and safety components of the trade’s training standard or schedule of training and applicable health and safety training in the Student’s Cooperative Education Learning Plan.

2.4.5. School-based Component – Level 1 Apprenticeship In-Class Training

DSBs are encouraged to incorporate apprenticeship Level 1 curriculum into the secondary school curriculum. Students who complete these courses are eligible to challenge the Level 1 exemption test, where one exists.

Students have several options:

1. Write the exemption test as arranged by the DSB. Any fees associated with writing the exemption test would be covered through OYAP funds. Fees may range up to \$150 per student.
2. Schedule an appointment with a public College of Applied Arts and Technology (“CAAT” or “public college”) to write the exemption test. Students are responsible for any costs associated with writing the exam after graduation.
3. Register as an apprentice and re-take the entire level as part of their apprenticeship training.

Exemption tests are available only through CAATs. It is important for the DSB to verify that an exemption test is available for the specific trade. Please note that, if a student is unsuccessful in passing their exemption test, there is a waiting period of three months before the exemption test can be rewritten. Candidates must provide proof (in the form of transcripts or other supporting documentation as appropriate) of upgrading before rewriting an exemption test.

DSBs are encouraged to explore the various Level 1 in-class apprenticeship training options available within the community either through the School College Work Initiative (“SCWI”) or through MLTSD-approved non-college TDAs.

a) SCWI/Dual Credit programs and OYAP

- A close working relationship exists between OYAP and the SCWI/Dual Credit programs. It is essential that all DSB OYAP Recruiters become familiar with the [SCWI program guidelines](#).
- Only a CAAT approved as a TDA may offer Level 1 apprenticeship in-class training that is part of Dual Credit programs. Non-college TDAs are not eligible to participate in Dual Credit programs.
- Students in an approved college-delivered Dual Credit programs are eligible to earn dual credits that count towards their OSSD for successfully completing a Level 1 course. Students will receive one credit towards their OSSD for the successful completion of every 110 hours of in-school class time.
- OYAP participants must have RTAs to be eligible for OYAP/Dual Credit Level 1 in-class apprenticeship training programs that are college-delivered on college campus sites.
- SCWI Regional Planning Teams (“RPTs”) must request seats for OYAP students to attend Level 1 apprenticeship in-class training. [See Section 5.7 Procedure for the Addition of OYAP Classes to In-Class Training Plans](#) for instructions for the addition of OYAP classes to in-class training plans.
- See the Ministry of Education, [Dual Credit Programs: Policy and Program Requirements, 2020](#) document for student eligibility, policy and program requirements”.

b) Non-college MLTSD-Approved Training Delivery Agents (TDAs)

- OYAP participants must have RTAs to be eligible OYAP Level 1 in-class apprenticeship training at non-college TDAs. For further details, an overview of

the OYAP registration process can be found on the [Employment Ontario Partners' Gateway](#) (EOPG).

- OYAP apprentices (i.e., participants with RTAs) in these programs do not earn dual credits.
- DSBs must request funding for OYAP students to attend Level 1 apprenticeship in-class training. [See Section 5.7 Procedure for the Addition of OYAP Classes to In-Class Training Plans](#) for instructions for the addition of OYAP classes to in-class training plans.

2.4.6. Workplace-based Component

- Students earn cooperative education credits towards their OSSD for experience in an apprenticeship trade.
- The student's cooperative education Learning Plan (LP) must be based on relevant expectations from the related Ontario curriculum course as well as the on-the-job training requirements outlined in the approved training standards for the trade.
- DSB's recruitment of students must be consistent with equal opportunity workplace principles.
- Employers offering training in apprenticeship trades will participate in the design of the work-based component.
- Cooperative education OYAP placement supervisors must document a student's achievement of the competencies outlined in the LP and in the approved training standards.

2.4.7 Recognition of the Training Completed/Skills Developed in the Cooperative Education Placement

The workplace-based component and/or any related training received during the cooperative education placement provides students with an opportunity to explore a career. Throughout the cooperative education program, students have an opportunity to reflect on their goals and their plans of how they will achieve them. In addition, they have multiple opportunities to reflect on their progress and make adjustments as needed as they consolidate their learning.

Students participating in OYAP are encouraged to develop an academic and career portfolio outlining a summary of the training completed or skills developed in the cooperative education placement. The summary could include the following information for each skill developed/training taken:

- The name and date/duration of the training/placement;
- A brief account of the placement experience;
- Performance appraisals;
- A current résumé; and
- Any reference letters received.

DSBs must also provide OYAP participants with a certificate and/or letter of recognition. This will help students with their transition from secondary school to employment or further training. In addition, this will help students who have chosen the apprenticeship pathway to conduct a job search and find a sponsor to continue in the apprenticeship program. The certificate and/or letter of recognition should include:

- The name “Ontario Youth Apprenticeship Program (OYAP)” and the name of the trade(s);
- Name and date/duration of the OYAP placement(s) (i.e., employer); and
- Number of hours completed.

DSBs may want to include information on trade related certification and training, awards and accomplishments.

This will build on existing methods for documenting participation in OYAP, which include:

- The student’s Cooperative Education Learning Plan provides a framework for purposeful learning in the cooperative education course.
- Work Education Agreement (“WEA”) - Documents hours completed at the placement.

2.4.8 OYAP Graduates Speakers’ Bureau

DSBs, alone or in partnership with other DSBs, must create an OYAP Graduate Speaker’s Bureau. This will provide an opportunity for past program participants who have become apprentices or journeypersons to choose to serve as mentors and ambassadors of the program at various events and forums. They may also participate on DSBs’ OYAP Advisory Committees. This list should be updated annually so DSBs can access a current list of speakers.

2.4.9 Employment Ontario Information Sessions

To facilitate stronger connections between program participants and the labour market, DSBs must provide Employment Ontario (“EO”) information sessions for graduating OYAP participants. EO Service Providers provide community supports and services to support individuals with employment and training needs. The EO information sessions will enable DSBs to connect with community organizations as well as provide supports to those students who are completing OYAP and are considering entering or continuing in the apprenticeship pathway upon graduation.

The number of sessions offered is at the discretion of the DSB, however efforts must be made to ensure that all graduating OYAP participants have an opportunity to participate. These sessions may be offered by a DSB alone or in partnership with other DSBs.

2.5. Eligibility and Suitability

Participants of OYAP are students who are in a cooperative education placement in an apprenticeship trade. OYAP is an option for secondary school students who meet the eligibility criteria.

To be eligible for participation in OYAP, students must:

- Have successfully completed a minimum of 14 credits toward their OSSD;
- Be at least 15 years of age; and,
- Be enrolled full-time or part-time in a secondary school at a DSB.

Cooperative education and OYAP places additional responsibilities on students. This responsibility should be considered when enrolling eligible Grade 10 students in the summer (July-August) prior to entering Grade 11 in the fall.

Secondary school students who obtain their OSSD but return to a secondary school for additional credits (i.e., “5th year”) are also eligible for OYAP.

Adult students (over the age of 21) are also eligible for OYAP. To be eligible, adult students must:

- Have successfully completed a minimum of 14 credits toward their OSSD;
- Be enrolled full-time or part-time in a secondary school or a continuing education program within a DSB; and
- Be earning credits towards an OSSD, with the goal of obtaining an OSSD.

Students who meet the participant eligibility may have the opportunity to register as an apprentice while in OYAP.

3. PROGRAM DELIVERY

3.1. Roles and Responsibilities

3.1.1. Employment and Training Consultants (ETCs)

ETCs are responsible for:

- Overseeing OYAP transfer payment agreements (“TPAs”) between MLTSD and DSBs and monitoring compliance with TPA obligations; and
- Ensuring that employers who are willing to be sponsors under an RTA with OYAP participants can meet the obligations of a sponsor for the purpose of training in a trade under an apprenticeship program.

Both ministries and DSBs will undertake joint planning and evaluation of the implementation and delivery of OYAP through a formal annual review process.

3.1.2. District School Boards (DSBs)

DSBs must ensure a quality placement experience and training for the student as well as all other requirements as outlined in [The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018](#).

They are also required to review the eligibility of prospective participating employers with their local MLTSD office to ensure that employers are up-to-date in approved apprenticeship training.

The role of the DSBs includes the following:

- Provide opportunities for students to participate in cooperative education in an apprenticeship trade while enrolled in secondary school;
- Provide information, resources and supports to students and their parents to enable them to make informed decisions about OYAP, registered training agreements and opportunities for Level 1 apprenticeship in-class training;
- Provide guidance and support to students and their parents to make informed decisions about the apprenticeship pathway and careers in the trades;
- Ensure that students participating in OYAP meet eligibility requirements;
- Ensure that OYAP participants who request training agreements are the appropriate students for registration;
- Consult with the local MLTSD office regarding apprenticeship registrations to review the eligibility of prospective sponsors;

- Consult with labour market partners and employers who can provide placements in apprenticeship trades;
- Create and/or be responsible for the activities of an Advisory Committee;
- Use OYAP funding to create partnerships or enhance existing partnerships, market the program and provide student resources and supports;
- Provide OYAP participants with a certificate and/or letter of recognition;
- Provide EO information session(s) to graduating OYAP students;
- Create an OYAP Graduate Speaker's Bureau;
- Ensure that the mandatory OYAP Participant Application Form which includes a Notice of Collection and Consent is signed by the OYAP participant and their parent/guardian ([see Section 5.2 Access to Information and Protection of Privacy](#));
- Use the [Employment Ontario Information System for Apprenticeship](#) (EOIS-APPR) system for data entry and administration of the program;
- Complete all reporting requirements by the established due dates ([see Section 5.4 Reporting Requirements](#)); and,
- Update Employment Ontario's "Find a Service" as required ([see Section 5.6 Employment Ontario "Find a Service"](#)).

3.1.3. Advisory Committee

DSBs must create and chair an OYAP Advisory Committee to provide support to the overall administration and delivery of OYAP including apprenticeship placements. If this is not feasible, the DSBs will still be responsible for the activities expected of an Advisory Committee.

The role of the Advisory Committee may include the following:

- Analyzing local labour market information to identify local community partners for OYAP placements in high demand trades and in trades that are aligned with student interests;
 - Highlighting local high demand trade opportunities for students/parents
- Designing effective processes for recruiting and selecting OYAP students;
- Developing and implementing strategies to recruit employers;

- Identifying and recruiting potential high demand trade community partners
- Marketing the program (and trades opportunities) to students, parents, educators and the community;
- Evaluating program performance;
- Identifying, developing and recommending success-based strategies to align student expectations with:
 - OYAP and apprenticeship program processes,
 - Requirements to advance (if desired) in the selected trade beyond the OYAP program, and
 - Future projected labour market demand and earning opportunities in the selected trades.

Employers and labour market partners are a key component to the success of OYAP and should be included in the Advisory Committee.

DSBs and their Advisory Committees may consult Education Officers (Ministry of Education) and ETCs (MLTSD) for information, resources and supports related to the effective delivery of OYAP.

Advisory Committee members may include/be a member of:

- Employers/Employer Associations;
- Chambers of Commerce;
- OYAP Recruiter/DSB supervisory officer;
- Secondary school teachers/school counsellors;
- Technological education lead/consultant/coordinator;
- Student Success teacher/lead;
- Regional Planning Team (SCWI) members;
- Current OYAP students and graduates;
- OYAP Graduate Speakers' Bureau;
- Employment Ontario Service Provider;

- Parents/school council;
- Industry Education Council;
- Special Education Advisory Committee;
- Community agencies and associations;
- Colleges of Applied Arts and Technology;
- Local Training Boards or Local Employment Planning Councils (“LEPCs”);
- Trade unions and associations;
- Marketing or other functional experts;
- Specialist High Skills Major (SHSM) board lead;
- Skills Canada-Ontario board contact;
- Math lead/consultant/coordinator;
- Experiential Learning/Pathways lead/consultant/coordinator;
- DSB Indigenous Education Lead; and
- Cooperative Education lead/consultant/coordinator.

3.2. Funding

OYAP funding is provided by MLTSD to DSBs to support program delivery. Funding must be used to support the creation and enhancement of labour market partnerships, market the program and provide student resources and support.

Funding is determined by:

- A base amount;
- The number of secondary schools within DSBs participating in OYAP;
- The total number of students participating in OYAP (from most recent year’s results); and
- The total number of OYAP registrations (RTAs) (from most recent year’s results).

A small portion of OYAP funding is allocated to provide resources required for arranging registrations (RTAs), including obtaining signatures on training agreements and coordinating with the local MLTSD office. As described in [Section 3.1.2. District School](#)

[Boards \(DSBs\)](#), the role of DSBs in registrations is to provide students and their parents with information and support to make informed decisions, and, if students/parents and the employer offering the placement wish to register a training agreement, to facilitate the process.

3.3. OYAP Recruiter Role

Although DSBs may allocate a portion of OYAP funding towards the salary of an OYAP Recruiter, the duties of the OYAP Recruiter must be directly related to OYAP. These duties include, but are not limited to:

Area of Focus	2022-23 Recruiter Activities
Increasing awareness in schools	<ul style="list-style-type: none"> • Positioning OYAP as part of the apprenticeship pathway; • Raising awareness of the trades, apprenticeship and OYAP among students, parents/guardians and educators. • Visiting classrooms or inviting industry representatives to present to and engage with students on opportunities in the skilled trades. • Developing and revising resources to build knowledge and awareness of the skilled trades among educators, administration and guidance counselors. • Encouraging and supporting student participation in the Ontario skilled trades career fairs.
Engaging parents	<ul style="list-style-type: none"> • Engaging parents/guardians in students' career decision-making. • Working with guidance teacher-counsellors and other educators to provide information on opportunities in the skilled trades to students and their parents/guardians as part of their education and career/life planning program.
Arranging work placements	<ul style="list-style-type: none"> • Helping to arrange potential placements that allow students to gain relevant trade-related learning and experience. • Facilitating site visits and experiential learning opportunities for students and, where possible, teachers and guidance teacher-counsellors.
Engaging community partners, employers, unions	<ul style="list-style-type: none"> • Engaging community partners, employers, unions and other industry organizations. • Cultivating and maintaining close partnerships with employers and other industry representatives to increase the number of work placement opportunities for students. • Engaging with other school board leads (e.g., Leaders of

and other industry organizations.	Experiential Learning) and secondary schools to support the development of strong, ongoing school-industry partnerships.
Supporting underrepresented groups	<ul style="list-style-type: none"> Promoting apprenticeships and support students from groups which are currently underrepresented within the apprenticeship system.

OYAP funding cannot be used to supplement salaries, administration or other costs related to other programs such as SHSM, SCWI and Cooperative Education.

For more information on eligible expenditures, the OYAP Audit & Accountability Requirements (AAR) can be found on the [Employment Ontario Partners' Gateway \(EOPG\)](#).

4. PERFORMANCE MANAGEMENT

4.1. Performance Measures

Performance measures are an essential management and accountability tool for the Government of Ontario. Performance information helps to determine which programs and services are providing value and making a measurable difference in Ontario's economies and societies. All DSBs are required to participate in all performance measurement activities undertaken by the ministry.

The following performance measures will be used by the ministry to measure OYAP progress and success:

1. The percentage of total secondary students who enrol as participants in OYAP;
2. The percentage of OYAP participants who become registered apprentices (i.e., participants with RTAs) while in OYAP;
3. The percentage of OYAP participants who complete OYAP (i.e., obtain their OSSD while maintaining status in OYAP);
4. The percentage of OYAP participants who have continued as a registered apprentice in an apprenticeship program after graduation and have completed Level 2 of their apprenticeship in-class training; and
5. The percentage of OYAP participants who have obtained a Certificate of Apprenticeship ("C of A").

The following performance targets will be used to measure individual DSB progress and success:

1. Meets or exceeds the provincial footprint (i.e., percentage) of secondary students participating in OYAP;
2. Meets or exceeds the provincial percentage of female secondary school students participating in OYAP in the 14 targeted trades in which women are historically underrepresented (see OYAP business plan template for complete list); and
3. Meets or exceeds the provincial percentage of OYAP participants who complete the program.

These performance measures and targets should be used when activities and priorities are planned. Further performance measurement refinements including available data and data collection requirements may be required for continuous improvement such as the collection of new participant profile and performance indicators to capture OYAP's effectiveness in assisting program participants with multiple barriers.

5. ADMINISTRATION

5.1. Program Assessment

Each DSB is responsible for evaluating the results of its OYAP activities. Evaluation of the program is required for reporting purposes to MLTSD and to assist the Advisory Committee with making decisions related to program effectiveness, identifying improvement opportunities and revising program delivery.

The DSB must collect and evaluate the following data:

- Evaluate the results of program activities, including:
 - Communications and marketing activities;
 - Professional development activities delivered; and
 - DSB partnerships.
- Evaluate individual DSB's selected performance measures of effectiveness, efficiency and customer service;
- Track, evaluate and review OYAP exits prior to withdrawing from the program or prior to graduating/leaving secondary school; and,
- Review the following program elements where data are available:
 - Number of students applying to OYAP;
 - Number of students completing OYAP;

- Number of students leaving OYAP and still completing their OSSD;
- Number of students registered as apprentices;
- Number of employers actively involved on the Advisory Committee;
- Quality of work placement training experiences; and
- Percentage of OYAP students who were placed in their preferred trade.

DSBs must ensure they have the current contact information for OYAP participants to carry out monitoring and/or evaluation activities.

If requested by MLTSD, DSBs shall contribute to MLTSD’s evaluation and performance management of the program by:

- Contacting OYAP participants on behalf of MLTSD;
- Contacting other stakeholders such as employers on behalf of MLTSD; and
- Participating in evaluation activities conducted by or on behalf of MLTSD including surveys, interviews and discussion groups.

5.2. Access to Information and Protection of Privacy

DSBs are responsible for ensuring that the mandatory OYAP Application Form with Notice of Collection and Consent is signed by OYAP participants and their parents/guardians (if required).

DSBs are bound by the [Municipal Freedom of Information and Protection of Privacy Act](#) (MFIPPA) and MLTSD is bound by the [Freedom of Information and Protection of Privacy Act](#) (FIPPA).

5.3. Employment Ontario Partners’ Gateway (“EOPG”)

The Employment Ontario Partners’ Gateway (EOPG) provides support to partners and agencies delivering Employment Ontario projects or services, such as OYAP, as part of the Employment Ontario network. It provides tools and materials to support the Employment Ontario brand and employment and training information and services within the Employment Ontario network of service providers.

OYAP guidelines, reporting templates and other documents are available on the [EOPG](#) site. DSBs are expected to check the EOPG site regularly for updates. Alternatively, DSBs can sign up for an RSS feed to receive notification of new postings.

5.4. Reporting Requirements

The following are the reporting requirements as outlined in the TPA:

- An Interim Program Report on activities of the program and progress towards meeting program commitments;
- A Final Program Report with comments on the activities of the program, the achievement of program commitments, successes and programmatic challenges and how they were addressed; and
- Employment Ontario Information System for Apprenticeship (EOIS-APPR) data entry.

Please refer to the OYAP Audit & Accountability Requirements for financial reporting requirements at [EOPG](#).

5.5. Deadline for 2023-2024 Business Plans: early May 2023

The deadline for submission of the 2023-2024 OYAP Business Plan is early May 2023. This supports efficient and effective delivery of services and the need to achieve good accountability practices by having TPAs in place prior to the start of program delivery in September.

5.6. Employment Ontario “Find a Service”

In order to provide current information about programs and services, DSBs must update "Find a Service" on the [Employment Ontario website](#) with any changes to their organization contact information as follows:

- Use the link to search for their DSB
- Click on their DSBs record
- Click “Update” for instructions to update their information.

5.7. Procedure for the Addition of OYAP Classes to In-Class Training Plans

This procedure sets out the process by which DSBs can request MLTSD apprenticeship in-class training for their OYAP apprentices.

1. DSBs initiate the addition of OYAP classes at approved apprenticeship TDAs by first discussing them with the lead MLTSD ETC for their DSB.
2. Class additions are usually identified as a part of the boards’ OYAP planning process and included in their annual OYAP Business Plan submission (as information only) to MLTSD but may be added at other points in the year if necessary.
3. For classes to be added the DSB must complete a request form providing the details, rationale and demonstration of need/support for the proposed class and,

if applicable, identifying the other DSBs participating. In-Class Training approvals are valid for one year only.

- For classes at college TDA campuses, DSBs must use the SCWI in-class training request form available on the [SCWI website](#).
- For classes at non-college TDA campuses, DSBs must use the [in-class training request form](#) available on the [EOPG](#).

6. APPENDIX A: Glossary of Terms

“Advisory Committee” means a committee established by the DSB as described in accordance with section 3.1.3. of these the guidelines.

“Agreement” means the transfer payment agreement entered into between the Ministry and a particular DSB (Recipient) and includes all of the schedules. The term of the Agreements is from September 1st to September 30th of the following year.

“CAAT” means a College of Applied Arts and Technology.

“Employer” means the person or organization providing the cooperative education placement for students in OYAP.

“EOIS-APPR” means the Employment Ontario Information System for Apprenticeship which supports the delivery of apprenticeship and certification, case management of clients and reporting of client information to the Ministry of Labour, Training and Skills Development.

“Exemption Tests” means an evaluation instrument used to exempt an individual from some or all of the formal instruction requirements (curriculum standard) of their apprenticeship training program.

“FIPPA” means the *Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. F.13, as amended.

“Funds” means the money the Ministry provides to the DSB (Recipient) pursuant to the Agreement.

“MFIPPA” means the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M.56, as amended.

“OSSD” means Ontario Secondary School Diploma.

“OYAP” means the Ontario Youth Apprenticeship Program.

“OYAP Enrolment” means a student who is enrolled in OYAP which means that they (and their parents, if required) have completed and signed an OYAP Participant

Application Form and whose information has been entered into the ministry's EOIS-APPR database.

“OYAP Participant” means a student participating in OYAP who has completed and signed an OYAP Participant Application Form (and their parents, if required) and whose information has been entered into the ministry's EOIS-APPR database.

“OYAP Participant Application Form” means the Participant Application Form available on the [Ministry of Labour, Training and Skills Development](#) website.

“OYAP Apprentice” means an OYAP participant with a Registered Training Agreement (RTA).

“Parents” means parents or guardians.

“Registered Training Agreement (RTA)” means an agreement between an apprentice and a sponsor that is registered with MLTSD under which the apprentice is provided with training required under an apprenticeship program in a trade.

“Registered apprentice” means a participant who has a Registered Training Agreement (RTA).

“Reports” means the reports described in Schedule “D” of the Agreement.

“In-class Training Plan” means the plan attached as a Schedule in TDAs' In-class Training transfer payment agreement.

“TDA” means Training Delivery Agent. A TDA is an organization such as a college or employer/union training centre that has been approved by the Ministry to deliver funded or unfunded apprenticeship in-class training under an in-class training agreement with the Ministry.