

QUESTIONS AND ANSWERS

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP) ENHANCEMENTS

General

1. What is Ontario's Apprenticeship Strategy?

The Ontario government has developed a multi-year framework to modernize the apprenticeship system. The strategy reflects what we heard from our partners and stakeholders from across the province.

The vision is an apprenticeship system that is easy to access and move through to completion. The purpose of the strategy is to improve completion rates, create clearer pathways and increase participation rates.

The multi-year strategy outlines short- and long-term activities to achieve this vision through five key streams, including:

- Apprenticeship Promotion and Attraction;
- Apprenticeship Support and Retention;
- Employer and Sponsor Engagement;
- Access for Underrepresented Groups; and
- A Digital Enhancement Stream to support the implementation of all streams.

2. What is the Ontario Youth Apprenticeship Program (OYAP)?

The Ontario Youth Apprenticeship Program (OYAP) offers students the opportunity to explore and work in apprenticeship trades while completing their secondary school diploma. The program encourages young people to:

- Enter apprenticeship training while in school or after graduation;
- Stay in school to complete secondary school requirements; and
- Enter other postsecondary programs leading to technical occupations.

The MAESD is leading the work to modernize the apprenticeship system, including making enhancements to the OYAP program.

The government of Ontario has demonstrated its commitment to apprenticeship by allocating \$11.9 million in District School Board (DSB) funding for the 2018-2019 year to enhance the OYAP program effectiveness and better serve learners.

Program overview

3. Why are you enhancing OYAP?

Building on the considerable strengths of the current system, the province is modernizing Ontario's apprenticeship system to increase completion rates, increase the participation of traditionally underrepresented groups, and creating clearer, better pathways for learners. The OYAP enhancements are a part of this work.

4. What are the OYAP enhancements?

The key design features of the OYAP enhancements include:

- More funding for school boards that is reflective of the work school boards undertake, as well as the number of student participants and past successes;
- New Special Project funding to support Indigenous students' access to apprenticeship, to improve the participation of traditionally underrepresented groups and empower Indigenous students to pursue a career in the trades;
- Continued Special Project funding to encourage more girls to pursue a career in the trades;
- Access to additional transportation funding to support DSBs with challenges in assisting OYAP participants to travel to cooperative education placements;
- Clarifying the role of the OYAP Advisory Committees so that school boards can work more effectively with community partners to develop and improve the program;
- A new certificate or letter of recognition for participating students that will support their transition from secondary school to further training or employment;
- A new Graduates Speakers' Bureau so that former program participants can attend various events and forums to serve as ambassadors of the program and mentors for current participants;
- New Employment Ontario (EO) information sessions for graduating participants to connect them with community organizations and provide supports to those continuing their apprenticeship training;
- Revised performance measurements to better reflect participants' apprenticeship training pathway; and,
- New performance targets for school boards to improve effectiveness and accountability.

5. Did you consult with training partners about the OYAP enhancements?

In 2017, the Ontario government undertook a province-wide engagement with a cross-section of apprenticeship training partners. Over 1,000 people took part in these working sessions, including school board staff and OYAP coordinators.

The purpose in coming together was to discuss opportunities to maximize the apprenticeship system, as well as think through ways to expand on what's working well.

In October 2017, an external consultant conducted interviews with select OYAP providers to identify current best practices and opportunities to enhance OYAP. These enhancements are informed by these conversations.

In early 2018, the ministry further engaged with a select training partner group to make certain the feedback collected in 2017 is reflected in program enhancements.

6. When will the redesign changes come into effect?

These changes will come into effect in September 2018 for the 2018-2019 school year. However, OYAP business planning begins in spring 2018.

7. Will these enhancements change how the program is being administered?

The MAESD will continue to contract with DSBs across the province to deliver the program. In addition, MAESD continues to work closely with the Ministry of Education on OYAP.

Funding

8. Is program funding going to change as a result of these enhancements?

The government has demonstrated its commitment to apprenticeship by allocating \$11.9 million in 2018-2019 District School Board (DSB) funding to enhance its OYAP program effectiveness and better serve learners.

9. Does this mean there is more funding being allocated for DSB contract agreements?

Yes, the government will be allocating approximately \$2.1 million more in funding for District School Boards (DSB) to enhance the OYAP program effectiveness and to better serve learners.

10. What changes are being made to how DSBs are funded to deliver OYAP?

Historically, OYAP funding allocations have not been aligned with the number of schools in each board, the number of OYAP participants, and past successes. These historical allocations have not kept up with changes in DSB student

enrollments or with changes in OYAP participation, resulting in inconsistency in funding amounts.

Going forward, and in line with government's goal to develop a modernized apprenticeship system, funding allocations will be determined by the following factors:

- Base amount;
- Number of secondary schools within DSBs participating in OYAP;
- Total participation (from most recent year's data); and,
- Total participants with registered training agreements (RTAs) (from most recent year's data), to a maximum of \$10,000.

11. Why is the ministry using the total number of RTAs as part of the funding formula?

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

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 MAESD office.

As described in [Section 3.1.2.](#), the role of DSBs in registrations is to provide students and their parents with information and support to make informed decisions, and, if student/parents and the employer offering the placement wish to register a training agreement, to facilitate the process.

12. How will the ministry monitor EOIS-APPR data to make certain DSBs participation totals are accurate?

The ministry monitors DSBs' EOIS-APPR data throughout the school year. During the spring monitoring visit, ministry staff, namely the employment and training consultants (ETCs), will review individual school board's data entry with OYAP coordinators for accuracy. The DSBs may be required to perform additional data entry to make certain their OYAP participation data is correct.

13. Where can I find more information about my school board's OYAP funding?

The DSBs will receive their funding allocation amounts from MAESD via an email to OYAP coordinators and supervisory officers in spring 2018. This will include information on the base amount and the maximum amount DSBs can request for Special Projects (for girls and Indigenous students).

14. Are all DSBs getting an increase to their funding allocation?

69 of 72 DSBs will receive more funding, while three DSBs will receive the same funding as in past years. DSBs may request additional transportation funding to make sure students can travel to and from cooperative education placements.

Decisions on this additional transportation funding request will be based on demonstrated need and historical data.

15. Is the increase of funding permanent? Will it fluctuate or go down in the following year?

Funding amounts may fluctuate from year to year. A large portion of OYAP funding is based on DSBs' most recent year's data, so each DSB's allocation will be determined by their data in the previous year.

Performance Management

16. Has OYAP performance measurement changed?

Yes, two performance measurements were revised to better reflect how apprentices progress through their apprenticeship programs. This includes:

- 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-school training; and
- The percentage of OYAP participants who have obtained a Certificate of Apprenticeship (C of A).

Performance measures are an essential management tool for the Government of Ontario. Performance information enables us to determine which programs and services are providing value and making a measurable difference to Ontario's economy and society. All DSBs are required to participate in all performance measurement exercises undertaken by the ministry.

17. How will school boards' OYAP performance be evaluated and measured?

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

- Meets or exceeds the provincial footprint (i.e. percentage) of grade 11 and 12 secondary students participating in OYAP;
- 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; and,

- Meets or exceeds the provincial percentage of OYAP participants who complete the program.

18. Where can I find DSBs' OYAP data?

The DSBs can access their OYAP participation data at any time in the Employment Ontario Information System for Apprenticeship (EOIS-APPR). The ministry provides data by school year to DSBs in the spring of each year.

19. Where can I find the Guidelines, Audit and Accountability Requirements, and business plan templates?

These documents are posted on the [Employment Ontario Partners' Gateway \(EOPG\)](#) for DSBs.

OYAP Certificate/Letter of Recognition Component

20. What is this new certificate/letter of recognition for OYAP students?

School Boards must now provide OYAP participants with a certificate and/or letter of recognition. This will support students with their transition from secondary school to employment or further training. In addition, this will assist students who have chosen the apprenticeship pathway to conduct a job search and find a sponsor in order to continue in the apprenticeship program. Please refer to the [OYAP Program Guidelines](#) for more information.

21. When does the new certificate/letter of recognition come into effect?

These changes will come into effect on September 1, 2018.

Special Project Funding

22. How are you supporting underrepresented groups through the OYAP enhancements?

Evidence shows that a number of demographic groups are significantly underrepresented in skilled trades and in the apprenticeship system, including women and Indigenous people.

The OYAP enhancements support the government's modernization goals by offering special project funding to school boards so that they can promote trades in which women and Indigenous people are historically under-represented.

23. What is the special project fund?

There are two streams of Special Project funding in OYAP.

The first is the existing Special Project funding for girls stream, which promotes 14 targeted trades in which women are historically under-represented. This stream already exists and will continue. This funding is optional. Boards may request up to 15% of their base allocation (to a maximum of \$20,000).

The second Special Project funding for Indigenous students is a new stream that promotes trades careers to those students who identify as Indigenous.

Similarly, this Indigenous Students stream funding is optional. Boards may request up to 15% of their base allocation (to a maximum of \$20,000).

24. Where can I find the list of the 14 targeted trades for girls?

The list of trades is in the OYAP business plan template and in the OYAP Audit & Accountability Requirements located on the [Employment Ontario Partners' Gateway \(EOPG\)](#).

25. Where can I find assistance with planning events to promote trades careers to Indigenous students?

The DSBs may work alone or together to develop events. Each DSB has an Indigenous Education Lead who could provide advice and suggestions.

The DSBs could also work with local Indigenous communities and organizations.

In addition, Skills-Canada Ontario holds a conference specifically for First Nations, Metis and Inuit (FNMI) students at the annual [Skills Ontario Competition](#).

26. How can my DSB apply for the stream(s) of Special Project funding and how much money are we eligible for?

The DSBs have the option to request this funding in their annual OYAP business plans. Business plans are due to MAESD local offices by May 4, 2018.

For either stream, DSBs may request up to 15% of their base allocation (to a maximum of \$20,000).

27. When does this Special Project funding launch?

The Special Project Funding for Indigenous students will come into effect in September 2018.

The Special Project Funding for Girls will continue.

28. Why are you not including other groups who are underrepresented in the apprenticeship system, such as Francophone students, racialized students or students with disabilities?

All French DSBs receive funding from the ministry to deliver OYAP to their Francophone students.

The government will consider expanding projects for newcomer students, students who are racialized and students with disabilities in the near future.

DSB OYAP Advisory Committees

29. Has the ministry clarified the role of the DSB OYAP Advisory Committees?

Yes, the ministry has clarified the role of OYAP Advisory Committees and their membership in the [OYAP Guidelines](#). In addition, there will be enhancements to reporting requirements on the goals, activities, and outcomes of the OYAP Advisory Committees.

30. How can I find a Local Workforce Planning Board or Local Employment and Planning Council (LEPC) in my area?

Information on your Local Workforce Planning Board can be found on the Workforce Planning Board [website](#), and more information on the LEPCs can be found on the Employment Ontario Partners Gateway [website](#).

31. Where can I find local Labour Market Information (LMI)?

You can access LMI by contacting your Local Workforce Planning Board or LEPC (see hyperlinks in the Q and A above), or on the government [website](#).

Employment Ontario (EO) Information Sessions

32. Why are DSBs mandated to host EO information sessions for OYAP graduates? We already do this when we can.

To facilitate stronger connections between OYAP program participants and the labour market, school boards must now provide Employment Ontario (EO) information sessions for graduating OYAP participants. Many school boards already deliver employment information sessions as a best practice in supporting students in the apprenticeship pathway.

Going forward, these sessions must include [EO service providers](#) who provide community supports and services to support individuals with employment and training needs.

These sessions are not limited to OYAP participants, and can include all high school students. These sessions must include information about the apprenticeship pathway.

The EO information sessions will enable school boards 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.

33. What do you mean by the number of sessions offered is at the discretion of the DSB? Isn't this mandatory?

The number of sessions offered is at the discretion of the DSBs. However, efforts must be made to make sure that all graduating OYAP participants have an opportunity to participate. These sessions are not limited to OYAP participants, and can include all high school students. These sessions must include information about the apprenticeship pathway.

The DSBs may offer these sessions alone or in partnership with other DSBs.

Development of OYAP Graduates Speakers' Bureau

34. What is the OYAP Graduates Speakers' Bureau?

The OYAP Graduate Speakers' Bureau is a list of previous local OYAP program participants who have become apprentices or journeypersons and who can serve as ambassadors of the program at various events and forums and mentor participants

The OYAP Graduates Speakers' Bureau members may also participate on DSBs' OYAP Advisory Committees.

School boards, alone or in partnership with other school boards, must create an OYAP Graduate Speaker's Bureau. This list should be updated annually so DSBs can access a current list of speakers.

35. Where can the OYAP Graduate Speakers' Bureau list be found so I can update it?

It's the school board's responsibility to maintain and update this list.

36. I have some terrific success stories I'd like to highlight. Where can I submit them?

Please submit your stories to the ETC responsible for your DSB at your local MAESD office.

Expanding Capacity

37. How is the ministry supporting DSBs to deliver on OYAP commitments?

The government is committed to ensuring that DSBs have support to deliver the enhanced OYAP program. If you have any questions, please contact the ETC responsible for your DSB's OYAP contract agreement. We are committed to working with you to implement OYAP enhancements.

Most boards will receive more funding, a portion of which can be allocated to staffing costs.

The OYAP supports the development, implementation and expansion of apprenticeship related secondary school initiatives, including transition programs such as cooperative education and work experience opportunities. The OYAP program enhancements will make sure the program is reflective of the current needs of the system.

In addition, along with the Ministry of Education's expansion of experiential learning, a new and dedicated Leader of Experiential Learning position has been created in every DSB.