

**ONTARIO YOUTH APPRENTICESHIP PROGRAM
(OYAP)**

ADMINISTRATION AND ACCOUNTABILITY GUIDELINES

2011 – 2012

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These guidelines are designed as a resource to assist DSBs in delivering, administering and managing the Project under the Ontario Youth Apprenticeship Program (OYAP), and may be amended from time to time at the sole discretion of the Ministry. The Agreement prevails over the Guidelines.

1. Overview of OYAP

One of the priorities of the Ontario government is to increase the number of youth participating in apprenticeship. The goal is to enhance the program and to increase the number of participating secondary school students by building on past and present OYAP successes. OYAP allows students to gain training in an apprenticeship occupation of potential career interest through cooperative education.

OYAP supports secondary school initiatives, including the development and implementation of transition programs, and the expansion of cooperative education and work experience opportunities. District School Boards (DSBs) that receive funding to deliver OYAP are expected to demonstrate how they are using resources in an integrated fashion to support the achievement of both OYAP specific as well as secondary school policies regarding school-work transitions.

Key partnerships are a significant resource for the implementation of a successful OYAP program. A program must include a partnership between the DSBs with their labour market partners, specifically employers who can provide placements in apprenticeship occupations. Funding should be used to support the creation of such partnerships or to enhance existing partnerships.

OYAP provides opportunities to students to participate in an apprenticeship occupation while enrolled in a secondary school program leading to an Ontario Secondary School Diploma (OSSD). The program is flexible enough to allow students to leave OYAP without consequences.

OYAP is an option, and not a path into which students are “streamed”. Successful OYAP graduates acquire their OSSD and may be recognized by MTCU for completion of a portion of on-the-job training requirements of a formal apprenticeship. They may also acquire accreditation from the Ministry of Training, Colleges and Universities (MTCU) for part of the in-school training component of the apprenticeship program in which they are registered.

The Ministry and DSBs shall undertake joint planning and evaluation on the implementation and delivery of the Program to ensure the provision of quality services and an effective service design.

2. Eligibility

OYAP is an option for all secondary school students who are working towards an OSSD.

To be eligible for the program, students must have successfully completed 16 credits and be at least 16 years of age.

An OYAP student is defined as a student who is receiving cooperative education credits for work experience in an apprenticeship occupation. The student may or may not formally register as an apprentice while in secondary school. The student’s cooperative education personalized

placement learning plan (PPLP) must be based on the on-the-job training requirements outlined in the government approved training standards for the trade. Formal registrations are decided on a case by case basis by the Employment and Training Consultants and Apprenticeship Service Delivery Manager after careful assessment of a student's commitment towards the trade and of the employer's commitment towards the student. DSBs should consult with the MTCU Employment and Training Consultant or Apprenticeship Service Delivery Manager regarding this requirement.

Cooperative Education OYAP placement supervisors/employers are expected to document a student's achievement of competence.

3. Funding

Ministry of Training, Colleges and Universities

Subject to annual program allocations, funding is provided to DSBs to support OYAP delivery.

Ministry of Education

DSBs receive funding for students enrolled in OYAP providing the students are enrolled full-time as defined in the *Enrolment Register for Secondary School (Full-time)*. The credit-based component of the program, including the cooperative education credits, must exceed 210 minutes per day averaged over the school cycle.

4. DSB Roles and Responsibilities

District School Boards shall:

- Provide opportunities to students to participate in an apprenticeable occupation while enrolled in a secondary school program leading to an Ontario Secondary School Diploma (OSSD).
- Ensure that students participating in OYAP meet the following eligibility requirements:
 - students must have successfully completed 16 credits
 - students must be at least 16 years of age
 - students must be working towards an OSSD
- Consult with the local Ministry apprenticeship office regarding apprenticeship registrations, in particular, to review the eligibility of prospective employers to ensure that employers are up to date in apprenticeship training and are prepared to provide a quality work experience and training for a student.
- Consult with labour market partners, specifically employers who can provide placements in apprenticeship occupations.
- Use OYAP funding to create partnerships or enhance existing partnerships.
- Use the EOIS-APPR system for data entry and administration of the Project under OYAP. All entries must be entered in a timely manner and at a minimum all entries must be made that are necessary to complete the Reports within the due dates set out in Schedule "D".

5. Program Components

School-based Component

Note: This includes training at a College of Applied Arts and Technology (CAAT) or other approved site

- Students must complete all compulsory credits required for OSSD.
- Students must be enrolled full time in secondary school.
- Students may complete their basic level of apprenticeship in-school training, or a component of it.
- A CAAT or other approved training deliverer may offer apprenticeship in-school training.
- Student taking in-school training at a non-recognized site must write the Exemption Test in order to get credit for the course.
- Students may also earn secondary school credit(s) for the in-school apprenticeship training providing all expectations for the credit as described in the Ontario Curriculum are met.

Work-based Component and Health and Safety Requirements

- Students earn cooperative education credits for work experience in an apprenticeship occupation. Cooperative education must be delivered in accordance with the requirements outlined in Cooperative Education and Other Forms of Experiential Learning, 2000.
- MTCU's approved training standards for the trade must be used as the basis of the Personalized Placement Learning Plan (PPLP) for the student.
- Cooperative education OYAP placement supervisors/ employers are expected to document a student's achievement of competence.
- Recruitment of students must be consistent with equal opportunity workplace principles.
- Employers offering training in apprenticeship occupations will participate in the design of the work-based component.
- Health and Safety instruction must be delivered in accordance with 2.3.1.2 of the Cooperative Education and Other Forms of Experiential Learning, 2000.
- Students must also receive trade specific health and safety training. All students participating in OYAP, whether registered apprentices or not, are expected to have included all applicable health and safety components of the trade's Training Standard or Schedule of Training in their PPLP. The inclusion of these components will ensure that students receive the same high quality of health and safety training as demanded of all apprentices.
 - For example, Fall Protection Training is a requirement in section 26(2) of the construction regulations that requires an employer to train a worker who may be exposed to falling more than 3 metres. This must be validated on the job site in order to be recognized by the Ministry of Labour. However, the training is not required if the student is protected by a guard rail. For additional details it is recommended that the DSB contact the Construction Safety Association of Ontario, or visit the website at www.csa.org,

6. Program Elements

Partnerships with Local Stakeholders

An Advisory Committee will be involved in:

- Recruiting and selecting OYAP students
- Analysis of local labour market information to identify appropriate trades
- Developing strategies to recruit employers
- Marketing the program to parents and the community
- Resolving problems
- Evaluating program performance
- Continuing to promote program growth

Advisory Committee members may include representatives from:

- Employers, Chamber of Commerce
- OYAP Coordinator/Supervisory Officer/Teacher/Student
- MTCU Area Apprenticeship Office
- Employment Ontario Employment Service (ES)
- Human Resources Skills Development Canada
- Parent/school council
- Local Apprenticeship Committee
- Industry Education Council
- Special Education Advisory Committee
- Community agencies and associations
- College of Applied Arts and Technology
- Local Training Board
- Trade Union

Advisory Committees must include a strong employer commitment to providing apprenticeship work placements and support for the overall administration and delivery of the program. Active employer participation in the program is a key criterion for success. DSBs are expected to review the eligibility of prospective participating employers with their local apprenticeship office to ensure that employers are up-to-date in apprenticeship training and are prepared to provide a quality work experience and training for an OYAP student.

Program Evaluation

For the purposes of preparing reports, DSBs shall:

- Evaluate the results of program activities, including:
 - Communications and marketing activities
 - Professional development activities delivered
 - School Board partnerships
- Evaluate performance measures of effectiveness, efficiency, and customer service
- In addition, these program elements must be reviewed:
 - Monitoring of work placements to ensure quality training experiences
 - Number of students applying to OYAP
 - Number of students completing OYAP
 - Number of students registered as apprentices

- Number of employers actively involved on the Advisory Committee

Performance Measures

During the 2005-06 school year, OYAP program Interim Performance Measures were introduced. These are:

- The percentage of OYAP students who become registered apprentices during the program, are still registered at graduation and have continued with their apprenticeship six months after graduation.
- The percentage of OYAP students who obtain their OSSD.
- OYAP participation as a percentage of the total grade 11 and 12 student population.
- The number of employers providing OYAP placements and student employment as registered apprentices at graduation.

Please keep these in mind as you plan your activities and priorities. During the coming year there will be further discussions regarding data collection requirements that will be necessary to demonstrate continuous improvement. As well, new participant profile and performance indicators will be developed and introduced in 2011-12 to capture OYAP's effectiveness in assisting program participants with multiple barriers, as per the requirements of the *Canada-Ontario Labour Market Agreement*.

Conformity with Secondary School Reform

OYAP supports key elements of the new secondary school program and diploma requirements such as expanded cooperative education and school-work placement activities including opportunities for students who may not have previous involvement; the provision of enhanced guidance and career education and better overall partnerships between the secondary school and workplaces.

7. Collection of OYAP Participant Information

Important changes were made to OYAP administration starting in the 2010-2011 school year. These changes are based on the recommendations of the *"Continuous Improvement Development Fund (CIDF) Database Evaluation Report: An Analysis of Best Practices"* report. This evaluation was performed directly with OYAP stakeholders to evaluate best practices in database collection tools and evidences the valuable working relationship between MTCU and school boards.

These changes impacted the following areas:

- Introduction of the EOIS-APPR (Employment Ontario Information System for Apprenticeship) system in School Boards
- Collection of OYAP participant information
- Reporting

These administrative changes allow for a more streamlined OYAP process providing the following benefits:

- A modernized registration process resulting in more efficient communication between school boards and MTCU.
- One database used by all boards and MTCU.

- A consistent approach to registrations provincially.
- Tracking of OYAP participants and registered apprentices from start of program to completion of apprenticeship and certification.
- Increased program accountability and better performance measures.

Implementation of the EOIS-APPR System in School Boards

School boards were granted secure access to the EOIS-APPR system which is used by MTCU, Colleges of Applied Arts and Technology and institutional trainers who deliver apprenticeship curriculum to apprentices (including OYAP) and employers conducting training in the mining and forestry sectors.

Notice of Collection and Consent

DSBs are responsible for ensuring that the mandatory OYAP application form with Notice of Collection and Consent is signed by OYAP participants (or their parent/guardian).

DSBs are bound by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and MTCU is bound by the Freedom of Information and Protection of Privacy Act (FIPPA). Information about these acts can be found at:

<http://www.e-laws.gov.on.ca>

8. Reporting

- An Interim Program Report on activities of the program and progress towards meeting program commitments is required.
- End of year OYAP participation statistical reporting to MTCU is not required as this information is available in the EOIS-APPR system. A Final Program Report with comments on the activities of the program, the achievement of program commitments, and programmatic challenges and how they were addressed is required.
- Please refer to Schedule “D” of the Agreement for reporting requirements and deadlines.
- Please refer to the OYAP Financial Reporting Guidelines for financial reporting requirements.

9. Deadlines for 2012-2013 Business Plans: June 2012

In the effort to ensure continuous improvement, the deadline for submission of the 2012-2013 OYAP Business Plan is **June 2012**. This change supports efficient and effective delivery of services and the need to achieve good accountability practices by having contract agreements in place prior to the start of program delivery in September. The Ministry endeavours to provide contract agreements to school boards before the start of the 2012-2013 school year.

10. Guidelines for Reporting Expenditures

Please refer to the OYAP Financial Reporting Guidelines

11. 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 <http://www.edu.gov.on.ca/eng/tcu/search.html> with any changes to their organization contact information as follows:

- Use the link to search for their organization;
- Click on their organization's record;
- On the map, click **More Info**;
- Click **Update** for instructions to update their information.

12. Delivery of the In-School Component of Apprenticeship Training Through a Secondary School

Apprenticeship In-School Curriculum Standards have been developed to ensure apprentices have sound theoretical knowledge required to work in their respective fields. The Apprenticeship In-school Curriculum Standards have been developed to complement the Apprenticeship Training Standards, which set out the learning outcomes.

For any DSB wishing to deliver the in-school curriculum in a particular trade, MTCU will no longer formally approve DSBs to deliver the basic level of apprenticeship in-school training. However, because exposure to in-school curriculum gives the student an important step up, DSBs are still encouraged to incorporate apprenticeship curriculum where possible.

When a DSB commits to deliver the basic level of apprenticeship curriculum, the DSB is expected to incorporate all the competencies outlined in the Apprenticeship Curriculum Standards for the Basic or Common Core levels. DSBs should work with MTCU apprenticeship field offices to ensure that the most up-to-date curriculum and equipment lists are in use. There is no formal, site-specific approval process for this delivery.

Students who complete a level of apprenticeship curriculum with their DSB will no longer be automatically eligible for exemption from that level. However, all students who study DSB delivered apprenticeship curriculum are now eligible to challenge the level Exemption Test. Successful completion of the level Exemption Test enables the student to move into the intermediate level of in-school apprenticeship training after graduation.

Students have several options:

1. Write the Exemption Test at the end of the term as arranged by the DSB. Any fees associated with writing the exemption test may be covered through OYAP funds.
2. At a later date, individual students may schedule an appointment to write the exemption tests. Students would be responsible for any costs associated with writing at this later date.
3. Students may decide to re-take the entire level as part of their apprenticeship training as registered apprentices.

At the end of the term, students will have the opportunity to challenge the level's Exemption Test. Exemption Tests are available only through community colleges. Where applicable, OYAP funds may be used to cover any fees associated with taking the test. Fees may range up

to \$150 per student. It is at the discretion of the DSB to cover this fee. Students are otherwise responsible for paying Exemption Test fees.

NOTE: Exemption Test Policy, effective May 1, 2004

If failed, there is a waiting period of 6 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.

13. Procedure for the Addition of OYAP Classes to Seat Purchase Plans

This procedure sets out the process by which school boards can access MTCU apprenticeship in-school training for their students.

1. School boards initiate the addition of OYAP classes at approved apprenticeship Training Delivery Agencies (TDAs) by first discussing the potential class with the lead MTCU Employment & Training Consultant (ETC) for their school board to ensure that the request is approved.
2. Class additions are usually identified as a part of the boards' OYAP planning process and included in their annual OYAP Business Plan submission to MTCU but classes may be added at other points in the year if necessary.
3. For every class to be added the school board must complete a "Request for OYAP In-School Training" form (see next page) providing the details, rationale, and demonstration of need/support for the proposed class and if applicable identifying the other school boards participating.
4. Seat Purchase approvals are for one year only.

**REQUEST FOR OYAP IN-SCHOOL TRAINING
2011-2012**

Trade:	
Proposed delivery date:	
Number of Seats	
Training Delivery Agent:	

District School Board:

Will students from other DSBs be participating in this training? Please provide details.

Has this program been offered before? Please provide details.
(Eg. How many students were enrolled, how many completed, pass/fail)

Are there local employment opportunities for the trade you are proposing?
How will you select and prepare students for the Level One course?

CONTACT INFORMATION

Name:	
Phone:	
Fax:	
Email:	
Signature:	
Date:	