

# PATHWAYS TO APPRENTICESHIP

• OPTIONS FOR SECONDARY SCHOOL STUDENTS •

Ministry of Education • Ministry of Training, Colleges and Universities



2014

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Une publication équivalente est disponible en français sous le titre suivant : *Itinéraires vers l'apprentissage – Options pour les élèves du secondaire*.

This publication is available on the Ministry of Education's website, at [www.ontario.ca/edu](http://www.ontario.ca/edu).



# Introduction

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For most trades, apprentices must complete several thousands of hours of on-the-job training with an employer, alternating with two or three eight-week periods of in-school training, often at a college of applied arts and technology.

When adults decide to enter a trade, they must find an employer willing to hire and train them as apprentices. They can then begin their first period of on-the-job training, which might last a year or more and which is followed by the first block of in-school training – known as Level 1 apprenticeship training – at a Training Delivery Agent approved by the Ministry of Training, Colleges and Universities. The sequence is repeated several times, with the apprentice returning for another period of on-the-job training followed by Level 2 in-school training, and so on. Most apprenticeships would take between two and five years to complete and would include three blocks of in-school training.

## Pathways to Apprenticeship for Secondary School Students

For secondary school students who may be considering a future in an apprenticeship trade, a number of opportunities are available that allow them not only to “test drive” their occupation of choice, but also to complete their

apprenticeship in less time than required for those who follow the traditional route described above. It is possible for students to graduate from high school with a training agreement signed with an employer and registered with the Ministry of Training, Colleges and Universities, as well as with a portion of the required hours of on-the-job training and their Level 1 in-school training completed. This document sets out the various pathways to apprenticeship that students may follow.

Some students know early on in their secondary school career that they want to enter an apprenticeship in a particular trade. For those students, it makes sense to plan a secondary school program that includes courses in technological education or other subjects related to their area of interest, starting as early as Grade 9. These students could also take advantage of short-term experiential learning opportunities such as job shadowing, job twinning, or work experience when they are still in Grade 9 or 10. In Grade 11, they might choose to participate in the Ontario Youth Apprenticeship Program (OYAP), which would include a trade-related cooperative education placement. These students may also have the opportunity to participate in a Specialist High Skills Major (SHSM) program, which would enable them to earn trade-related certifications and participate in reach-ahead activities as well as contextualised learning activities in some of their other courses. Senior students who have participated in OYAP may register a training agreement with the Ministry of Training, Colleges and Universities and, in Grade 12, they can complete their Level 1 in-school training as part of the School-College-Work Initiative. Credits earned in that training would count towards the Ontario Secondary School Diploma (OSSD) as well as towards the completion of the apprenticeship program.

For students who are not sure whether they want to pursue a trade or which trade they might find interesting, exploratory opportunities are available at various grade levels. Students might choose to take courses in technological education or other subjects related to their area of interest, but would not necessarily want to take these courses in Grade 9. They might choose to take a cooperative education course to explore the work environment of a particular trade. Senior students who decide that they would like to explore a trade might be able to take a trade-related dual credit course at a college to find out whether the trade is a good fit for them. Credit(s) earned would count towards the student's OSSD. If the student then decided to pursue an apprenticeship, he or she would have begun to develop the necessary skills for the trade as well as the confidence that this was in fact an area in which he or she could be successful.

# The Purpose of This Document

This document, a joint publication between the Ministry of Education and the Ministry of Training, Colleges and Universities, is meant for secondary school educators as well as Service Delivery Managers and Employment and Training Consultants with the Ministry of Training, Colleges and Universities. It provides key information about eligibility requirements, selection processes, benefits to students, and funding arrangements related to the various secondary school programs that, together or separately, comprise a pathway to apprenticeship. The following programs and opportunities are discussed:

- cooperative education
- Ontario Youth Apprenticeship Program (OYAP)
- Ontario Youth Apprenticeship Program – participant with a registered training agreement (RTA)
- Level 1 apprenticeship dual credit programs – students in the Ontario Youth Apprenticeship Program
- Level 1 apprenticeship dual credit programs – students in the School-College-Work Initiative (SCWI) primary target group
- Apprenticeship-related dual credit courses (non-Level 1)
- Specialist High Skills Major (SHSM) program

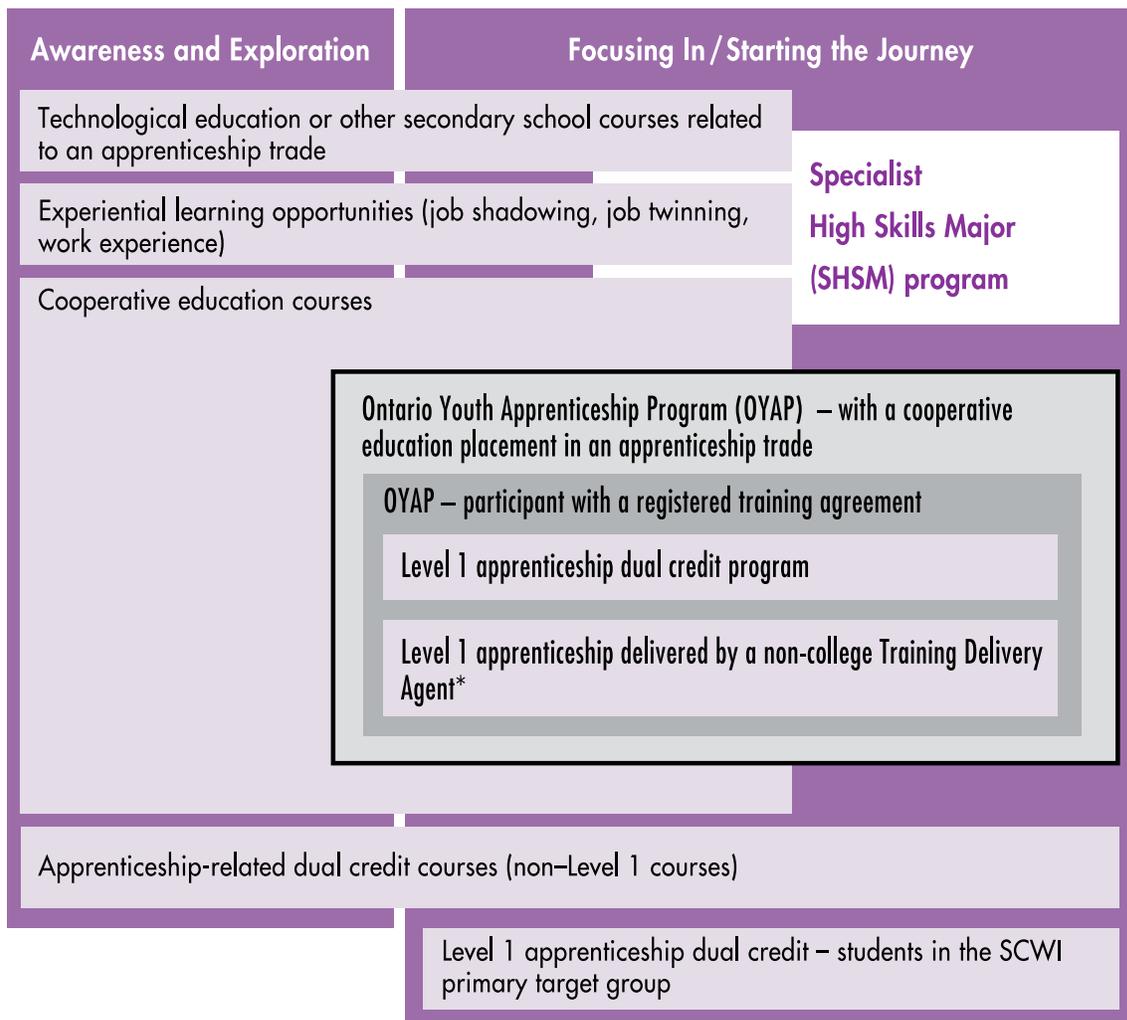
The information provided is designed to assist professionals who support students in making appropriate choices from among the many options available to them. Matching students with appropriate opportunities, one student at a time, is an effective strategy in support of student success.

# Secondary School Opportunities Leading to Apprenticeship

The diagram below represents the range of opportunities and possibilities offered by schools and boards. It is not intended to be prescriptive or grade-specific.

Students who are considering a career in the trades, but who are unsure that this is the best path for them, or who are unsure of the trade or sector in which they might want to work, should be encouraged to participate in “Awareness and Exploration” opportunities.

Students who have decided to pursue the apprenticeship pathway, and who have an idea of the trade they are interested in, should be encouraged to participate in “Focusing In/Starting the Journey” opportunities.



\* See the section “Ontario Youth Apprenticeship Program (OYAP) – Participant with a Registered Training Agreement (RTA)”, on page 14.

# PATHWAYS



# Cooperative Education

## Related Policy Documents and Other Resources

The following resources can be found at [www.edu.gov.on.ca/eng/teachers/studentsuccess/expansion.html](http://www.edu.gov.on.ca/eng/teachers/studentsuccess/expansion.html):

- *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*
- *Expansion of Cooperative Education and Other Forms of Experiential Learning: A Toolkit for Ontario Secondary Schools*

## Program Definition

Cooperative education is a Ministry of Education–approved program that allows students to earn secondary school credits while completing a work placement. The program consists of a cooperative education (co-op) course monitored by a cooperative education teacher, a related curriculum course in any subject, and a work placement. Students can count two co-op credits as compulsory credits towards their Ontario Secondary School Diploma (OSSD). The number of optional credits they may earn through co-op courses is not restricted. Co-op placements are arranged for students by their secondary school and must follow Ministry of Education policy and guidelines.

Cooperative education students must take the related course concurrently with the cooperative education course or have successfully completed the related course before being placed in the cooperative education course. Students may have completed the related course at a regular high school or through distance education, continuing education (night school or summer school), an alternative school, a private school, or the Independent Learning Centre.

## Program Approvals Process

Decisions about student admissions to the program are made at the school level.

## Reporting Requirements

Boards report on student participation and achievement through the Ontario School Information System (OnSIS).

## Participant Eligibility

All secondary students are eligible to apply to take a cooperative education course during the course selection process.

## **Participant Suitability and Selection**

Co-op programs are designed for secondary students who are heading for apprenticeship, college, community living, university, or the workplace.

An application and interview process – conducted by cooperative education teachers in collaboration with guidance counsellors and administrators – determines applicants' suitability for the program.

## **Funding Sources**

Funding is provided by the Ministry of Education. Co-op credits are funded through the Grant for Student Needs (GSN) funding at the same level as all other secondary school credits.

## **Funding Components**

GSN funding provides for staffing, transportation, facilities, and learning materials.

## **Supports for Students**

Each student is supported by:

- the cooperative education teacher;
- the cooperative education workplace supervisor;
- special education services as required, if the student has an Individual Education Plan (IEP).

## **Benefits to Students**

Students in the program will:

- earn secondary school credits;
- build their Essential Skills and work habits (which may be tracked with the Ontario Skills Passport) through a work plan that assists them with their future career pathway;
- have a smoother transition to a postsecondary pathway due to having had an opportunity to discover and explore a potential career path.

## **Next Steps towards Apprenticeship**

Students completing this program may be interested in:

- an additional cooperative education course;
- a technological education course;
- a Specialist High Skills Major (SHSM) in an apprenticeship trade;
- the Ontario Youth Apprenticeship Program (OYAP);
- a Level 1 apprenticeship dual credit program.

For more information, refer to the appropriate sections in this guide or to the current Ontario curriculum technological education policy document.

### **Postsecondary Steps towards Apprenticeship Completion**

After graduation, if the student is interested in pursuing an apprenticeship, he or she will need to find an employer who is willing to sponsor him or her as an apprentice. This employer may be the same one the student was placed with during co-op. After finding an employer, the student then contacts the local Ministry of Training, Colleges and Universities office to register a training agreement.

More detailed information on apprenticeship programs, grants, and loans can be found at [www.tcu.gov.on.ca/eng/employmentontario/training/financial.html](http://www.tcu.gov.on.ca/eng/employmentontario/training/financial.html).

# Ontario Youth Apprenticeship Program (OYAP)

## Related Policy Documents and Other Resources

“Ontario Youth Apprenticeship Program (OYAP) Administration Guidelines” and “Ontario Youth Apprenticeship Program (OYAP) Audit and Accountability Requirements for Recipients”, available at

[www.tcu.gov.on.ca/eng/eopg/programs/oyap.html](http://www.tcu.gov.on.ca/eng/eopg/programs/oyap.html)

*Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011*

[www.edu.gov.on.ca/eng/document/policy/os/index.html](http://www.edu.gov.on.ca/eng/document/policy/os/index.html)

## Program Definition

The Ontario Youth Apprenticeship Program is designed to increase the number of secondary students exploring the trades and set the groundwork for participants to successfully pursue careers in the trades, as well as to increase the number of students who graduate from secondary school. OYAP allows students in Grades 11 and 12 to gain training, through a cooperative education program, in an apprenticeship trade of interest to them as a potential career.

## Program Approvals Process

School boards<sup>1</sup> submit business plans to the Ministry of Education and the Ministry of Training, Colleges and Universities (TCU) in May of each year for approval. Once these plans have been approved, contract agreements are signed by directors of education and TCU in time for the start of the school year in September.

## Reporting Requirements

School boards must submit program and financial reports in accordance with requirements and deadlines laid out in their contract agreement.

Boards must enter a record for each OYAP participant into the TCU Employment Ontario Information System – Apprenticeship database. When the student graduates and leaves secondary school, the board must also indicate in the apprenticeship database that the student has completed his or her participation. For more details, refer to the board’s OYAP contract agreement and/or the Employment Ontario Partners Gateway, at [www.tcu.gov.on.ca/eng/eopg/](http://www.tcu.gov.on.ca/eng/eopg/).

## Participant Eligibility

To be eligible for OYAP, students must:

- be enrolled full-time in a secondary school;
- be working towards an Ontario Secondary School Diploma (OSSD);

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1. The term *school board* is used to refer to both district school boards and school authorities.

- be enrolled in a cooperative education program with a placement in an apprenticeship trade;
- have successfully completed 16 credits;
- be at least 16 years of age.

Students returning for a fifth year of high school and adult students who are working towards an OSSD are also eligible, under the same conditions – see the “Administration Guidelines”.

### **Participant Suitability and Selection**

OYAP is designed for students who have indicated interest in exploring an apprenticeship trade.

Board/school staff ensure that all OYAP participants meet the eligibility requirements listed above. An application and interview process determines applicants’ suitability for the program.

All participants (and their parents,<sup>2</sup> if applicable) must sign and submit Section 1 of the OYAP Participant Application Form.

### **Funding Sources**

TCU provides funds to school boards to deliver OYAP. Boards may supplement this funding to provide additional supports to students interested in apprenticeships.

### **Funding Components**

Expenditures eligible for TCU funding include the following:

- salary and benefits for an OYAP coordinator and support staff
- administration
- communications/marketing/special events
- professional development
- supports for students (i.e., safety equipment and safety training, transportation, and exemption test fees)

See the “Audit and Accountability Requirements for Recipients” for more information.

### **Supports for Students**

Each student is supported by:

- the cooperative education teacher and subject specialist(s);
- the OYAP coordinator;
- employers and supervisors at the student’s work placement;
- special education services as required, if the student has an Individual Education Plan (IEP).

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2. In this document, *parent(s)* is used to refer to parents and guardians.

## Benefits to Students

Students in the program will:

- earn secondary school credits;
- participate in experiential learning in an apprenticeship trade (based on the Training Standard for the trade);
- be exempt from legislation requiring only certified journeypersons or registered apprentices to perform compulsory aspects of trades, and from journeyperson-to-apprentice ratio requirements. For more information on exemptions, see “Ontario Youth Apprenticeship Program (OYAP) Exemptions under the Ontario College of Trades and Apprenticeship Act, 2009 (OCTAA)”, available at <http://www.tcu.gov.on.ca/eng/eopg/programs/oyap.html>;
- have a smoother transition to a postsecondary pathway due to having had an opportunity to discover and explore a potential career path.

OYAP funding may also cover the following costs for students:

- safety training and safety equipment required for the work placement
- transportation costs to and from the work placement site
- exemption test fees

## Next Steps towards Apprenticeship

Students completing this program may be interested in:

- an additional cooperative education course;
- a technological education course;
- a Specialist High Skills Major (SHSM) in an apprenticeship trade;
- OYAP – participant with a registered training agreement;
- a Level 1 apprenticeship dual credit program;
- an apprenticeship-related dual credit course (non–Level 1).

For more information, refer to the appropriate sections in this guide or to the current Ontario curriculum technological education policy document.

## Postsecondary Steps towards Apprenticeship Completion

After graduation, if the student is interested in pursuing an apprenticeship, he or she will need to find an employer who is willing to sponsor him or her as an apprentice. This employer may be the same one the student was placed with during co-op. After finding an employer, the student then contacts the local Ministry of Training, Colleges and Universities office to register a training agreement.

More detailed information on apprenticeship programs, grants, and loans can be found at [www.tcu.gov.on.ca/eng/employmentontario/training/financial.html](http://www.tcu.gov.on.ca/eng/employmentontario/training/financial.html).

# Ontario Youth Apprenticeship Program (OYAP) – Participant with a Registered Training Agreement (RTA)

## Related Policy Documents and Other Resources

“Ontario Youth Apprenticeship Program (OYAP) Administration Guidelines” and “Ontario Youth Apprenticeship Program (OYAP) Audit and Accountability Requirements for Recipients”, available at

[www.tcu.gov.on.ca/eng/eopg/programs/oyap.html](http://www.tcu.gov.on.ca/eng/eopg/programs/oyap.html)

*Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011*

[www.edu.gov.on.ca/eng/document/policy/os/index.html](http://www.edu.gov.on.ca/eng/document/policy/os/index.html)

## Program Definition

The Ontario Youth Apprenticeship Program is designed to increase the number of secondary students exploring the trades and set the groundwork for participants to successfully pursue careers in the trades, as well as to increase the number of students who graduate from secondary school. OYAP allows students in Grades 11 and 12 to gain training, through a cooperative education program, in an apprenticeship trade of interest to them as a potential career.

An OYAP participant with a registered training agreement (RTA) is in an approved apprenticeship program, and the hours and skills accrued while in OYAP will be applied towards the student’s Certificate of Apprenticeship.

## Participant Eligibility

Students may be registered as apprentices while in Grade 11 or Grade 12.

## Participant Suitability and Selection

School board staff are responsible for recommending appropriate students to the Ministry of Training, Colleges and Universities (TCU) for registration.

Boards will recommend students on a case-by-case basis, giving priority to students who:

- have previously had a successful experience in an apprenticeship trade (e.g. a previous OYAP placement, related work experience); and
- have completed or are on track to complete related Grade 12 technological education courses or other courses relevant to an apprenticeship.

Boards also arrange suitable placements for students. Boards must ensure that employers:

- agree to sponsor the OYAP participant as an apprentice (as outlined on the TCU Sponsor Agreement form);
- understand the requirement to meet sponsor obligations (as outlined on the TCU Sponsor Agreement form);
- understand that they have the option to take on a student in a cooperative education work placement without registering a training agreement with TCU (that is, the student will be in OYAP but will not have a registered training agreement);
- understand that journey-person-to-apprentice ratio requirements do not apply to OYAP participants (with or without a registered training agreement), and that OYAP participants can perform compulsory aspects of trades;
- understand the responsibilities of a sponsor with an OYAP apprentice (e.g., hours of work, skills and safety training); and
- will provide a placement supervisor/trainer with the appropriate skilled trade certification or equivalent to train and monitor the student (as outlined on the TCU Sponsor Agreement form).

Registrations are reviewed on a case-by-case basis by Employment and Training Consultants (ETCs) with the Ministry of Training, Colleges and Universities. ETCs are responsible for evaluating potential sponsors to ensure that they can meet the obligations of a sponsor as outlined in the TCU Sponsor Agreement form.

All OYAP participants (and their parents, if applicable) must sign and submit Section 1 *and* Section 2 of the OYAP Participant Application Form.

More information and an overview of the registration guidelines can be found at [www.tcu.gov.on.ca/eng/eopg/programs/oyap.html](http://www.tcu.gov.on.ca/eng/eopg/programs/oyap.html).

### **Ontario College of Trades**

The Ontario College of Trades was created to be an industry-driven organization that promotes the trades and protects the public interest by regulating the trades in Ontario. It was established under the Ontario College of Trades and Apprenticeship Act, 2009 (OCTAA), which can be found at [www.e-laws.gov.on.ca](http://www.e-laws.gov.on.ca).

The college began offering services to members on April 8, 2013. OYAP participants with a registered training agreement *are required to* apply for membership in the college. However, they are exempt from membership fees while participating in OYAP.

More information about the college can be found at [www.collegeoftrades.ca](http://www.collegeoftrades.ca).

## Level 1 Apprenticeship In-school Training

OYAP participants with a registered training agreement are eligible to participate in both Level 1 apprenticeship in-school training funded by the Student-College-Work Initiative (SCWI)<sup>3</sup> and Level 1 apprenticeship in-school training delivered by a non-college Training Delivery Agent (TDA).

### Supports for Students

Each student is supported by:

- the cooperative education teacher and subject specialist(s);
- the school board's OYAP coordinator;
- employers and supervisors at the student's work placement;
- a TCU Employment and Training Consultant;
- special education services as required, if the student has an Individual Education Plan (IEP).

### Benefits to Students

Students in the program will see the following benefits:

- recognition of skills and hours from TCU towards a Certificate of Apprenticeship
- exemptions from legislation requiring only certified journeypersons to perform compulsory aspects of a trade, from journeyperson-to-apprentice ratio requirements, and from wage rates
- membership in the Ontario College of Trades
- exemption from Ontario College of Trades membership fees while in OYAP
- exemption from the requirement to be listed on the Ontario College of Trades' public register
- exemption from regulations related to complaints, discipline, and fitness to practise
- eligibility for Level 1 apprenticeship in-school training and exemption from the classroom fee (approximately \$400)
- eligibility to apply for the Loans for Tools program
- expedited completion of an apprenticeship
- a smoother transition to a postsecondary pathway due to having had an opportunity to discover and explore a potential career path

OYAP funding may also cover the following costs for students:

- safety training and safety equipment required for the work placement
- transportation costs to and from the work placement site
- exemption test fees

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3. See the next section, "Level 1 Apprenticeship Dual Credit Programs: Students in the Ontario Youth Apprenticeship Program (OYAP)".

### **Other Steps towards Apprenticeship**

Students considering this program may also be interested in:

- a cooperative education course;
- a technological education course;
- an apprenticeship-related dual credit course (non–Level 1);
- a Level 1 apprenticeship dual credit program.

For more information, refer to the appropriate sections in this guide or to the current Ontario curriculum technological education policy document.

### **Postsecondary Steps towards Apprenticeship Completion**

After graduating from high school, the student must notify the local TCU office of his or her graduation, and of whether the placement with the employer (sponsor) is continuing. The student must also notify the local TCU office if his or her employer (sponsor) changes.

More detailed information on apprenticeship programs, grants, and loans can be found at [www.tcu.gov.on.ca/eng/employmentontario/training/financial.html](http://www.tcu.gov.on.ca/eng/employmentontario/training/financial.html).

# Level 1 Apprenticeship Dual Credit Programs: Students in the Ontario Youth Apprenticeship Program (OYAP)

## Related Policy Documents and Other Resources

*Dual Credit Programs: Policy and Program Requirements, 2013*

<http://www.edu.gov.on.ca/eng/teachers/studentssuccess/dual.html>

See also the sections entitled:

- Level 1 Apprenticeship Dual Credit Programs: Students in the School-College-Work Initiative (SCWI) Primary Target Group (p. 21)
- Ontario Youth Apprenticeship Program (OYAP)
- OYAP – Participant with a Registered Training Agreement (RTA)
- Apprenticeship-related Dual Credit Courses (Non-Level 1)

## Program Definition

Dual credit programs are programs approved by the Ministry of Education that allow students, while they are still in secondary school, to take Level 1 apprenticeship in-school training that counts towards both their Ontario Secondary School Diploma (OSSD) and a Certificate of Apprenticeship.

These courses are delivered entirely or partially by publicly funded colleges of applied arts and technology in Ontario that are participating in a ministry-approved dual credit program.

Dual credit programs may be delivered in various college or school board locations, as appropriate – for example, in secondary schools, college campuses, college skills-training centres, alternative schools, or adult education centres.

Level 1 apprenticeship dual credit programs provide students with the opportunity to complete Level 1 in-school apprenticeship training at a college that has been approved as a Training Delivery Agent (TDA) by the Ministry of Training, Colleges and Universities. (Students do not earn dual credits for courses delivered by a non-college TDA.) These students, if successful, earn dual credits and complete their Level 1 in-school training. Students are carefully selected for this opportunity.

## Participant Eligibility

Participants must be enrolled in OYAP and have a registered training agreement. Eligible students who are interested in participating in a Level 1 dual credit program must complete a separate application indicating their interest.

## Participant Suitability and Selection

School board and college partners on School-College-Work Initiative (SCWI) Regional Planning Teams determine and communicate program-specific requirements, based on evidence of past student success. Requirements may include the following:

- credit in related Grade 12 technological education courses or other trade-related courses
- cooperative education experience related to the above courses
- credit in Grade 12 mathematics courses (where appropriate)

## Funding Sources

The Ministry of Training, Colleges and Universities (TCU) funds OYAP seat purchase for Level 1 apprenticeship training.

The Ministry of Education and TCU together fund dual credit programs through the School-College-Work Initiative (SCWI). Funding flows through SCWI to the Regional Planning Teams and from there to partnering school boards and colleges.

## Funding Components

The following information is current as of 2013–14. Contact your SCWI Regional Planning Team for updates.

School boards receive \$400 per student from SCWI for Level 1 apprenticeship programs for program coordination, meetings, and supplies and textbooks.

Colleges receive funding from SCWI for dual credit program coordination, instructional costs, facilities, and learning materials, and from TCU for OYAP seat purchase. The amount of funding varies depending on the dual credit delivery model. *For Level 1 apprenticeship dual credit programs*, the various delivery models are funded as follows:

- Team-taught at a college: \$175 per student for coordination, plus seat purchase funding of  $\$67.35 \times \text{number of hours}/6 \times \text{number of students}$
- Team-taught at a secondary school: \$100 per student for coordination and meetings, plus \$85 per hour for instruction
- Taught by a secondary school with oversight by a Training Delivery Agent: \$233 per student for coordination, meetings, and college oversight
- College-delivered at a college: \$175 per student for coordination, plus seat purchase funding of  $\$67.35 \times \text{number of hours}/6 \times \text{number of students}$
- College-delivered at a secondary school: \$100 per student for coordination, plus \$85 per hour for instruction

SCWI funds transportation for students to the site of the Level 1 in-school apprenticeship training.

SCWI may also provide funding for the purchase of personal safety equipment.

For procedures for requesting TCU funding for Level 1 apprenticeship classes, see “Ontario Youth Apprenticeship Program (OYAP) Administration Guidelines” at [www.tcu.gov.on.ca/eng/eopg/programs/oyap.html](http://www.tcu.gov.on.ca/eng/eopg/programs/oyap.html).

### **Supports for Students**

Each student is supported by:

- the secondary school dual credit teacher;
- the board’s OYAP coordinator;
- a TCU Employment and Training Consultant;
- special education services as required, if the student has an Individual Education Plan (IEP).

### **Benefits to Students**

Students in the program will see the following benefits:

- secondary school credits
- college credits
- recognition from TCU of completion of Level 1 in-school training
- an exemption from the classroom fee (approximately \$400) for their Level 1 apprenticeship training
- a smoother transition to a postsecondary pathway due to having had an opportunity to discover and explore a potential career path

Some colleges also award advanced standing for students who have successfully completed their Level 1 apprenticeship in-school training.

OYAP funding may also cover the following costs for students:

- safety training and safety equipment required for the work placement
- transportation costs to and from the work placement site
- exemption test fees

### **Postsecondary Steps towards Apprenticeship Completion**

After graduating from high school, the student must notify the local TCU office of his or her graduation, and of whether the placement with the employer (sponsor) is continuing. The student must also notify the local TCU office if his or her employer (sponsor) changes.

More detailed information on apprenticeship programs, grants, and loans can be found at [www.tcu.gov.on.ca/eng/employmentontario/training/financial.html](http://www.tcu.gov.on.ca/eng/employmentontario/training/financial.html).

# Level 1 Apprenticeship Dual Credit Programs: Students in the School-College-Work Initiative (SCWI) Primary Target Group

## Related Policy Documents and Other Resources

*Dual Credit Programs: Policy and Program Requirements, 2013*

<http://www.edu.gov.on.ca/eng/teachers/studentssuccess/dual.html>

See also the sections entitled:

- Level 1 Apprenticeship Dual Credit Programs: Students in the Ontario Youth Apprenticeship Program (OYAP) (p. 18)
- Apprenticeship-related Dual Credit Courses (Non–Level 1)

## Program Definition

Dual credit programs are programs approved by the Ministry of Education that allow students, while they are still in secondary school, to take Level 1 apprenticeship in-school training that counts towards both their Ontario Secondary School Diploma (OSSD) and a Certificate of Apprenticeship.

These courses are delivered entirely or partially by publicly funded colleges of applied arts and technology in Ontario that are participating in a ministry-approved dual credit program.

Dual credit programs may be delivered in various college or school board locations, as appropriate – for example, in secondary schools, college campuses, college skills-training centres, alternative schools, or adult education centres.

Level 1 apprenticeship dual credit programs provide students with the opportunity to complete Level 1 in-school apprenticeship training at a college that has been approved as a Training Delivery Agent (TDA) by the Ministry of Training, Colleges and Universities. (Students do not earn dual credits for courses delivered by a non-college TDA.) These students, if successful, earn dual credits and complete their Level 1 in-school training. Students are carefully selected for this opportunity.

Normally, students must be enrolled in OYAP and obtain a registered training agreement in order to participate in Level 1 apprenticeship training delivered by a college. However, in rare exceptions, students in the SCWI primary target group (see next section) may participate in such training without meeting these requirements.

## Participant Eligibility

The SCWI primary target group includes disengaged and underachieving students who have the potential to succeed but are at risk of not graduating, and students who left school before graduating.

Students are required to complete an application indicating their interest in participating in a dual credit program.

## Participant Suitability and Selection

Students will be selected by the school's Student Success Team using the selection criteria for the primary target group as outlined in the appendix to *Dual Credit Programs: Policy and Program Requirements, 2013*.

Additional program-specific criteria may also be applied. The selection process may include an interview with the student. There must be evidence that the student shows an aptitude for or has had some demonstrated experience in the trade and has the potential to be successful in a Level 1 apprenticeship program. Other considerations may include a good attendance record, past success in trade-specific related courses (e.g., technological education, mathematics, science), and interest in the trades as a career.

## Funding Sources

Seat purchase for Level 1 apprenticeship training for this group of students is funded by SCWI rather than the Ministry of Training, Colleges and Universities (TCU).

The Ministry of Education and TCU together fund dual credit programs through SCWI. Funding flows through SCWI to the Regional Planning Teams and from there to partnering school boards and colleges.

## Funding Components

The following information is current as of 2013–14. Contact your SCWI Regional Planning Team for updates.

School boards receive \$400 per student from SCWI for Level 1 apprenticeship programs for program coordination, meetings, and supplies and textbooks.

Colleges receive funding from SCWI for dual credit program coordination, instructional costs, facilities, learning materials, and seat purchase. The amount of funding varies depending on the dual credit delivery model. *For Level 1 apprenticeship dual credit programs*, the various delivery models are funded as follows:

- Team-taught at a college: \$175 per student for coordination, plus seat purchase funding of  $\$67.35 \times \text{number of hours}/6 \times \text{number of students}$

- Team-taught at a secondary school: \$100 per student for coordination and meetings, plus \$85 per hour for instruction
- Taught by a secondary school with oversight by a Training Delivery Agent: \$233 per student for coordination, meetings, and college oversight
- College-delivered at a college: \$175 per student for coordination, plus seat purchase funding of  $\$67.35 \times \text{number of hours}/6 \times \text{number of students}$
- College-delivered at a secondary school: \$100 per student for coordination, plus \$85 per hour for instruction

SCWI funds transportation for students to the site of the Level 1 in-school apprenticeship training.

SCWI may also provide funding for the purchase of personal safety equipment.

### **Supports for Students**

Each student is supported by:

- the secondary school dual credit teacher(s) and, if the student has a cooperative education placement, a co-op teacher;
- Student Success teachers and other supports;
- the college faculty and support staff;
- special education services as required, if the student has an Individual Education Plan (IEP).

### **Benefits to Students**

Upon successful completion, students in the program will see the following benefits:

- secondary school credits
- college credits
- potential recognition of Level 1 apprenticeship in-school training if, in the future, they obtain a registered training agreement
- an exemption from the classroom fee (approximately \$400) for their Level 1 apprenticeship training
- a smoother transition to a postsecondary pathway due to having had an opportunity to discover and explore a potential career path
- hands-on skills that are transferrable to the workplace, making the student more easily employable

Some colleges also award advanced standing for students who have successfully completed their Level 1 apprenticeship in-school training.

### **Postsecondary Steps towards Apprenticeship Completion**

After graduation, if the student is interested in pursuing an apprenticeship, he or she will need to find an employer who is willing to sponsor him or her as an apprentice. This employer may be the same one the student was placed with during the dual credit program. After finding an employer, the student then contacts the local TCU office to register as an apprentice.

More detailed information on apprenticeship programs, grants, and loans can be found at [www.tcu.gov.on.ca/eng/employmentontario/training/financial.html](http://www.tcu.gov.on.ca/eng/employmentontario/training/financial.html).

# Apprenticeship-related Dual Credit Courses (Non–Level 1)

## Related Policy Documents and Other Resources

*Dual Credit Programs: Policy and Program Requirements, 2013*

<http://www.edu.gov.on.ca/eng/teachers/studentssuccess/dual.html>

## Program Definition

Dual credit programs are programs approved by the Ministry of Education that allow students, while they are still in secondary school, to take college or apprenticeship courses that count towards both their Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, or degree, or a Certificate of Apprenticeship.

These courses are delivered entirely or partially by publicly funded colleges of applied arts and technology in Ontario that are participating in a ministry-approved dual credit program.

Dual credit programs may be delivered in various college or school board locations, as appropriate – for example, in secondary schools, college campuses, college skills-training centres, alternative schools, or adult education centres.

Apprenticeship-related dual credit courses are those that are not Level 1 training but are related to an apprenticeship trade. They provide the foundation for students who need to gain additional skills before entering Level 1 in-school training. These courses are geared towards students in the SCWI primary target group (see “Participant Eligibility” section below).

Course offerings will vary from school to school. Some examples include the following:

- Baking and Pastry Arts
- Masonry Preparation
- Child Development: The Early Years

The complete list of apprenticeship-related courses (non–Level 1) available in Ontario is available at [www.edu.gov.on.ca/eng/teachers/studentssuccess/dual.html](http://www.edu.gov.on.ca/eng/teachers/studentssuccess/dual.html).

## Program Approvals Process

All dual credit courses must be approved for OSSD credit by the Ministry of Education and delivered by public institutions and qualified educators.

A yearly Request for Proposals is issued by the Council of Ontario Directors of Education (CODE). Proposals are submitted to CODE by School-College-Work

Initiative (SCWI) Regional Planning Teams, typically in December, and reviewed by CODE using its criteria and funding benchmark documents. Approvals are announced in March for programs starting the following September.

### **Reporting Requirements**

Regional Planning Teams must submit program and financial reports at the end of each semester. School boards report on student participation and achievement through the Ontario School Information System (OnSIS).

### **Participant Eligibility**

The SCWI primary target group includes disengaged and underachieving students who have the potential to succeed but are at risk of not graduating, and students who left school before graduating.

Students may complete an application indicating their interest in participating in a dual credit program, or they may be recommended for the program by their school's Student Success Team.

### **Participant Suitability and Selection**

Students will be selected by the school's Student Success Team using the selection criteria for the primary target group as outlined in the appendix to *Dual Credit Programs: Policy and Program Requirements, 2013*.

This type of course is appropriate for students who are interested in an apprenticeship trade but lack related cooperative education courses or experience.

### **Funding Sources**

The Ministry of Education and the Ministry of Training, Colleges and Universities together fund dual credit programs through SCWI. Funding flows through SCWI to the Regional Planning Teams and from there to partnering school boards and colleges.

### **Funding Components**

The following information is current as of 2013–14. Contact your SCWI Regional Planning Team for updates.

Boards receive \$200 per student for coordination and meetings.

Colleges receive funding through SCWI for program coordination, instructional costs, facilities, and learning materials. The amount of funding varies depending on the dual credit delivery model, as follows:

- team-taught at a secondary school: \$585 per student per course
- team-taught at a college: \$765 per student per classroom-based course; \$994 per student per trades, technology, or health course

- college-delivered course at a college: \$753 per student per classroom-based course; \$1200 per student per college-delivered trades, technology, or health course
- college-delivered course at a secondary school: \$585 per student per course

SCWI also funds transportation costs for students.

SCWI provides up to \$100 per student for the purchase of personal safety equipment and up to \$200 per student for materials where costs for the program are high.

### **Supports for Students**

Each student is supported by:

- the secondary school dual credit teacher;
- college faculty and support staff;
- special education services as required, if the student has an Individual Education Plan (IEP).

### **Benefits to Students**

Students in the program will:

- earn credits towards their Ontario Secondary School Diploma (OSSD);
- earn college credits for the successful completion of the college course;
- have the opportunity to begin to develop the skills of the apprenticeship trade;
- have a smoother transition to a postsecondary pathway due to having had an opportunity to discover and explore a potential career path;
- develop hands-on skills that are transferrable to the workplace, making them more easily employable.

### **Postsecondary Steps towards Apprenticeship Completion**

After graduation, if the student is interested in pursuing an apprenticeship, he or she will need to find an employer who is willing to sponsor him or her as an apprentice. The student then contacts the local Ministry of Training, Colleges and Universities office to register as an apprentice.

More detailed information on apprenticeship programs, grants, and loans can be found at [www.tcu.gov.on.ca/eng/employmentontario/training/financial.html](http://www.tcu.gov.on.ca/eng/employmentontario/training/financial.html).

# Specialist High Skills Major (SHSM) Program

## Related Policy Documents and Other Resources

*Specialist High Skills Major: Policy and Implementation, 2010*

[www.ontario.ca/SHSM/](http://www.ontario.ca/SHSM/)

## Program Definition

A Specialist High Skills Major (SHSM) is a specialized program approved by the Ministry of Education that allows students to focus their learning on a specific economic sector while meeting the requirements for graduation from secondary school. It also assists in their transition after graduation to apprenticeship training, college, university, or the workplace; all SHSM students enrol in one of these four pathways.

An SHSM can lead to apprenticeship when a student's bundle of SHSM credits includes a college course or Level 1 apprenticeship in-school training, *or* when a student enrolls in an apprenticeship pathway.

## Program Approvals Process

School boards apply to the Ministry of Education for approval to offer specific SHSM programs developed from criteria outlined in *Specialist High Skills Major: Policy and Implementation*.

## Reporting Requirements

School boards report on student participation and achievement through the Ontario School Information System (OnSIS) and other Ministry of Education reporting channels.

## Participant Eligibility

SHSM is a pathways program for Grade 11 and 12 students. Students are eligible to participate in local SHSM programs offered by their school board.

Students in SHSM programs may be concurrently enrolled in the Ontario Youth Apprenticeship Program (OYAP) while completing the cooperative education requirement for their SHSM. SHSM programs may include a dual credit course as one or more of the major credits required in the bundle of credits for a particular SHSM sector. For further information, refer to the sector guides for these programs, at [www.ontario.ca/SHSM/](http://www.ontario.ca/SHSM/).

## **Participant Suitability and Selection**

Participants are selected using a process determined by the board.

Additional criteria must be met for participation in OYAP or dual credit programs. See the respective sections for more information.

## **Funding Sources**

SHSM programs are funded by the Ministry of Education.

## **Funding Components**

Funding covers the following activities:

- development of contextualized learning activities
- certification and training programs
- capital equipment
- tracking of students' completion of SHSM components
- promotion and marketing
- teacher training and partnership development

## **Supports for Students**

Each student is supported by:

- an in-school committee and a board committee;
- special education services as required, if the student has an Individual Education Plan (IEP).

## **Benefits to Students**

Students in the program will:

- customize their secondary school education to suit their interests and talents;
- develop specialized knowledge and skills that are valued by the sector and postsecondary education institutions;
- earn credits that are recognized by the sector and postsecondary education institutions;
- gain sector-specific and career-relevant certification and training;
- develop Essential Skills and work habits that are valued by the sector, recorded using the tools in the Ontario Skills Passport (OSP);
- identify, explore, and refine their career goals and make informed decisions about their postsecondary destination;
- remain flexible, with the option to shift between pathways should their goals and plans change;
- have a smoother transition to a postsecondary pathway due to having had an opportunity to discover and explore a potential career path.

### **Postsecondary Steps towards Apprenticeship Completion**

After graduation, if the student is interested in pursuing an apprenticeship, he or she will need to find an employer who is willing to sign him or her as an apprentice. The student then contacts the local Ministry of Training, Colleges and Universities office to register as an apprentice.

More detailed information on apprenticeship programs, grants, and loans can be found at [www.tcu.gov.on.ca/eng/employmentontario/training/financial.html](http://www.tcu.gov.on.ca/eng/employmentontario/training/financial.html).







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