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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.

The Purpose of This Document

This document, a joint publication between the Ministry of Education and the Ministry of Advanced Education and Skills Development, is designed as a resource for secondary school educators as well as Service Delivery Managers and Employment and Training Consultants with the Ministry of Advanced Education and Skills Development. 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.

This document discusses the following programs and opportunities:

- 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 document also highlights the role that secondary school courses in technological education can play in introducing students to the various trades and helping them clarify their interest in a particular trade. The role of these courses in connection with the programs listed above is also indicated in the following sections.

The information provided in this guide is designed to support professionals in helping students make appropriate choices from among the many options available to them. It is worth emphasizing that none of the programs described in this guide is an entitlement program: Matching students with appropriate opportunities, one student at a time, is an effective strategy in support of student success.

Introduction

For most apprenticeship 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.

Individuals who decide to enter an apprenticeship trade after secondary school 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 an institution or organization approved as a Training Delivery Agent (TDA) by the Ministry of Advanced Education and Skills Development. 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 take between two and five years to complete and include two to four 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,¹ 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 after graduation 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 Advanced Education and Skills Development;
- membership in the Ontario College of Trades;
- a portion of the required hours of on-the-job training completed and/or a number of the required competencies achieved; and
- their Level 1 in-school training completed.

This document sets out programs that enable students to become apprentices.

Students with an interest in skilled trades fall into two broad groups, as follows:

- ***Students who know early on in their secondary school career that they want to enter an apprenticeship in a particular trade***

For these 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 contextualized learning activities in some of their other courses. Students who have participated in OYAP may register a training agreement with the Ministry of Advanced Education and Skills Development 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

1. Individuals can train as apprentices in **more than 150 skilled trades** in Ontario, in the construction, industrial, motive power, and service sectors.

towards the Ontario Secondary School Diploma (OSSD) as well as towards the completion of the apprenticeship program.

- *Students who are not sure whether they want to pursue a trade or which trade they might find interesting*

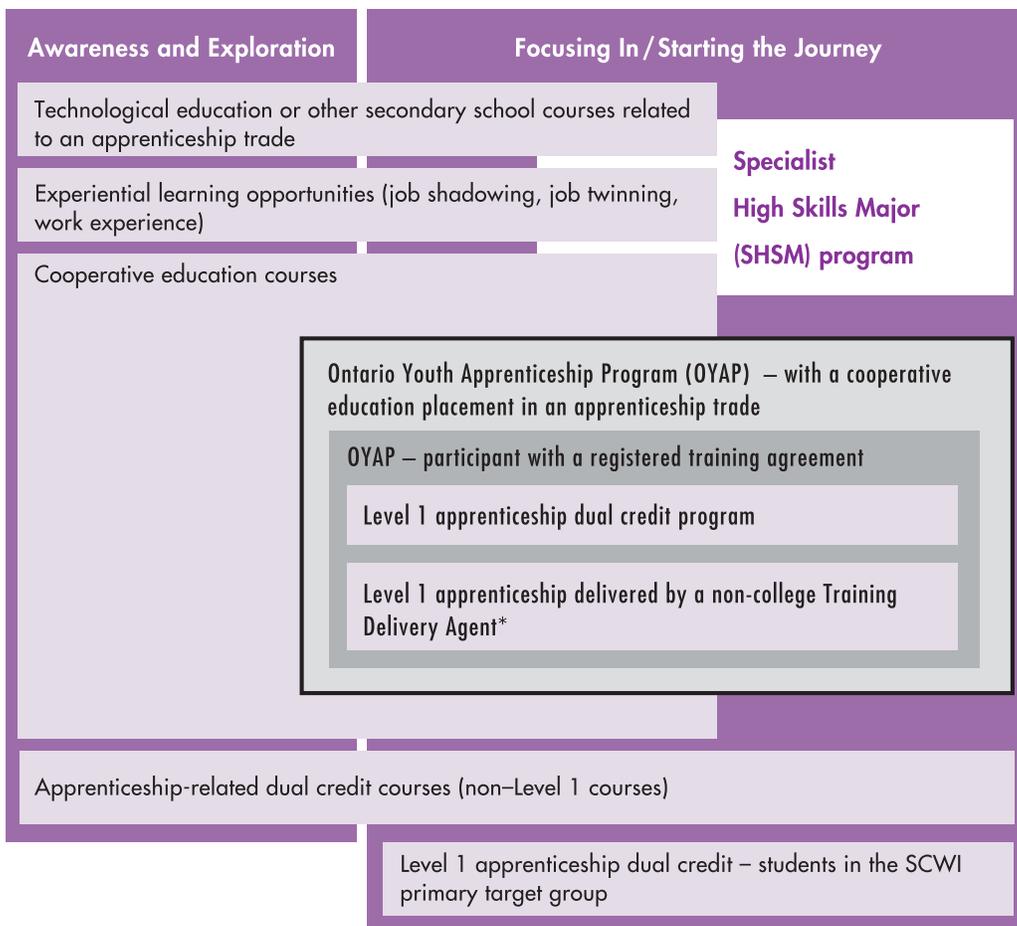
For these students, exploratory opportunities are available at various grade levels. Students might choose to take **courses in technological education** or other subjects related to their area of interest, but they would not necessarily want to take these courses in Grade 9. They might choose to take 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 their OSSD. If they then decide to pursue an apprenticeship, they will have begun to develop the necessary skills for the trade as well as the confidence that this is, in fact, an area in which they could be successful.

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 17.

PROGRAMS



Cooperative Education

Related Policy Documents and Other Resources

- Ministry of Education, *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools* (2000)
- Ministry of Education web page: “**Expansion of Cooperative Education and Other Forms of Experiential Learning: A Toolkit for Ontario Secondary Schools**”

Program Definition

Cooperative education, a program governed by Ministry of Education policy, allows students to earn secondary school credits while participating in a work placement.

Cooperative education (co-op) courses are monitored by a cooperative education teacher, are related to an Ontario curriculum course or a ministry-approved locally developed course, and include a work placement.

Students can count two co-op credits as compulsory credits towards their Ontario Secondary School Diploma (OSSD). There is no limit on the number of optional credits that may be earned through co-op. 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 their “related course” (or courses) before or concurrently with the cooperative education course, and they must successfully complete the related course. Students may complete the related course in school or through distance education, continuing education (night school or summer school), or adult education (for example, at an adult education centre) or at an alternative school or a private school.

Program Approvals Process

Decisions about students’ enrolment in cooperative education courses 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 school students are eligible to apply to take a cooperative education course during the course selection process.

Participant Suitability and Selection

Cooperative education is designed for secondary school students who are considering or preparing for apprenticeship, college, community living, university, or the workplace.

Students' suitability for the program is determined through an application and interview process conducted by cooperative education teachers in collaboration with guidance counsellors and administrators.

Funding Sources

Funding is provided by the Ministry of Education. Co-op credits are funded at the same level as all other secondary school credits.

Funding Components

Staffing, transportation, facilities, and learning materials are eligible for ministry funding.

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;
- discover and/or further explore a potential career path, which can smooth their transition to a postsecondary pathway;
- build their Essential Skills and work habits (often guided by a learning plan that takes into account their potential career path, and tracked using the Ontario Skills Passport); and
- further develop skills and knowledge related to career planning (e.g., goal setting, decision making) and document that learning in their Individual Pathways Plan (IPP).

Next Steps towards Apprenticeship

Students interested in apprenticeship may also want to consider the following options in secondary school:

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

For more information, refer to the relevant sections in this guide and to *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools* (2000) and the current **Ontario curriculum policy document for technological education**.

Postsecondary Steps towards Apprenticeship Completion

Students interested in pursuing an apprenticeship after graduation will need to find an employer who is willing to sponsor them as an apprentice. This employer may be the same one the student was placed with during co-op. After finding an employer, the student must complete an Application for Apprenticeship Training form and submit it to an **Employment Ontario apprenticeship office** (this can be done **online**). Then, the student and sponsor must sign a Training Agreement, which is then registered with the Ministry of Advanced Education and Skills Development.

More detailed information about apprenticeship programs, as well as related grants and loans, can be found on the Ontario government web page titled “**Start an Apprenticeship**”.

Ontario Youth Apprenticeship Program (OYAP)

Related Policy Documents and Other Resources

- Ministry of Advanced Education and Skills Development, *Ontario Youth Apprenticeship Program (OYAP): Program Guidelines*
- Ministry of Advanced Education and Skills Development, “**Ontario Youth Apprenticeship Program (OYAP): Audit and Accountability Requirements**”
- Ministry of Education, *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements* (2016)
- Ministry of Education, *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools* (2000)

Program Definition

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

Program Approvals Process

School boards² submit business plans to the Ministry of Education and the Ministry of Advanced Education and Skills Development (MAESD) in May of each year for approval. Once these plans have been approved, contract agreements are signed by directors of education and MAESD 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 in the MAESD **Employment Ontario Information System – Apprenticeship** (EOIS-APPR) database. When the student graduates and leaves secondary school, the board must also indicate in the apprenticeship database that the student has completed the program (or withdrawn from it). For more details, refer to the board’s

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

OYAP contract agreement and/or the *Ontario Youth Apprenticeship Program (OYAP): Program Guidelines*.

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

Secondary school students who have obtained their OSSD but return to secondary school on a full-time basis to earn additional credits are also eligible for OYAP. (Students may attend secondary school until the age of 21.)

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

- be enrolled full-time in a secondary school;
- be working towards an OSSD;
- have successfully completed 16 credits.

See the *Program Guidelines* for additional information.

Participant Suitability and Selection

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

School board/school staff ensure that all OYAP participants meet the eligibility requirements listed above. Applicants' suitability for the program is determined through an application and interview process.

All participants (and their parents,³ where applicable) must sign and submit Section 1 of the **OYAP Participant Application Form**.

Funding Sources

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

3. In this document, the word *parents* is used to refer to parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child.

Funding Components

Expenditures eligible for MAESD funding include the following:

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

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

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;
- 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;
- participate in experiential learning in an apprenticeship trade (based on the Training Standard for the trade);
- be exempt from legislation requiring that compulsory aspects of trades be performed by certified journeypersons or registered apprentices, 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)**”;
- discover and/or further explore a potential career path, which can smooth their transition to a postsecondary pathway.

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

Other Steps towards Apprenticeship

Students in this program may also want to consider:

- 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 or other Level 1 apprenticeship programs;
- an apprenticeship-related dual credit course (non–Level 1).

For more information, refer to the relevant sections in this guide and/or to the current [Ontario curriculum policy document for technological education](#).

Postsecondary Steps towards Apprenticeship Completion

Students interested in pursuing an apprenticeship after graduation will need to find an employer who is willing to sponsor them as an apprentice. This employer may be the same one the student was placed with in the program. After finding an employer, the student must contact the local [Employment Ontario apprenticeship office](#) to register a training agreement.

More detailed information about apprenticeship programs, as well as associated grants and loans, can be found on the Ontario government web page titled [“Start an Apprenticeship”](#).

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

Related Policy Documents and Other Resources

- Ministry of Advanced Education and Skills Development, *Ontario Youth Apprenticeship Program (OYAP): Program Guidelines*
- Ministry of Advanced Education and Skills Development, “**Ontario Youth Apprenticeship Program (OYAP): Audit and Accountability Requirements**”
- Ministry of Education, *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements* (2016)
- Ministry of Education, *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools* (2000)

Program Definition

OYAP allows students in Grades 11 and 12 to gain training, through a cooperative education course, in an apprenticeship trade of interest to them as a potential career. Some OYAP participants may have a registered training agreement (RTA), which means that the hours and skills they accrue while in the program will be applied towards a Certificate of Apprenticeship.

OYAP is designed to increase the number of secondary school students exploring the trades and to set the groundwork for participants to successfully pursue careers in the trades, as well as to enable more students to graduate from high school.

See [page 13](#) for information on the OYAP approvals process and reporting requirements.

Participant Eligibility

Students eligible for OYAP (see p. 14) who are in Grade 11 or Grade 12 may be registered as apprentices.

Participant Suitability and Selection

School board staff are responsible for recommending appropriate students to the Ministry of Advanced Education and Skills Development (MAESD) 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., through a previous OYAP placement or 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 MAESD Sponsor Agreement form);
- understand the requirement to meet sponsor obligations (as outlined on the MAESD 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 MAESD (that is, the student will be in OYAP but will not have a registered training agreement);
- understand that journeyperson-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 MAESD Sponsor Agreement form).

Registration requests are reviewed on a case-by-case basis by Employment and Training Consultants (ETCs) with MAESD. ETCs are responsible for evaluating potential sponsors to ensure that they can meet the obligations of a sponsor as outlined in the MAESD 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**.

For more information, see the **“Ontario Youth Apprenticeship Program (OYAP): Registration Guidelines”**.

Ontario College of Trades

The Ontario College of Trades is 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)**.

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.

Level 1 Apprenticeship In-school Training

OYAP participants must have a registered training agreement to participate in either Level 1 apprenticeship in-school training as part of the Student-College-Work Initiative (SCWI)⁴ or 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;
- an MAESD Employment and Training Consultant (ETC);
- special education services as required, if the student has an Individual Education Plan (IEP).

Benefits to Students

Students in the program will:

- gain MAESD recognition of skills and hours accrued towards a Certificate of Apprenticeship;
- be exempt from legislation stipulating that only certified journeypersons may perform compulsory aspects of a trade; from journeyperson-to-apprentice ratio requirements; and from wage rates;
- gain membership in the Ontario College of Trades;
- be exempt from Ontario College of Trades membership fees while in OYAP;

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

- be exempt from the requirement to be listed on the Ontario College of Trades’ public register;
- be exempt from regulations related to complaints, discipline, and fitness to practise. For more information on exemptions, see “[Ontario Youth Apprenticeship Program \(OYAP\): Exemptions under the Ontario College of Trades and Apprenticeship Act, 2009 \(OCTAA\)](#)”;
- be eligible for Level 1 apprenticeship in-school training and exemption from the classroom fee (approximately \$400);
- be eligible to apply for the Loans for Tools program;
- expedite their completion of an apprenticeship;
- experience a smoother transition to a postsecondary pathway, 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

Other Steps towards Apprenticeship

Students in this program may also want to consider:

- an additional 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 relevant sections in this guide or to the current [Ontario curriculum policy document for technological education](#).

Postsecondary Steps towards Apprenticeship Completion

After graduating from high school, students must notify the local [Employment Ontario apprenticeship office](#) of their graduation, and of whether the placement with the employer (sponsor) is continuing. Students must also notify the local Employment Ontario apprenticeship office if their employer (sponsor) changes.

More detailed information on apprenticeship programs, as well as associated grants and loans, can be found on the Ontario government web page titled “[Start an Apprenticeship](#)”.

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

Related Policy Documents and Other Resources

- Ministry of Education, *Dual Credit Programs: Policy and Program Requirements* (2013)

See also the following sections in this document:

- Level 1 Apprenticeship Dual Credit Programs: Students in the School-College-Work Initiative (SCWI) Primary Target Group (p. 26)
- Ontario Youth Apprenticeship Program (OYAP) (p. 13)
- OYAP – Participant with a Registered Training Agreement (RTA) (p. 17)
- Apprenticeship-related Dual Credit Courses (Non–Level 1) (p. 30)

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 dual credits, including Level 1 apprenticeship in-school training that counts towards both their Ontario Secondary School Diploma (OSSD) and a Certificate of Apprenticeship.

Dual credit 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 at various college or school board locations, as appropriate – for example, at college campuses, college skills-training centres, alternative schools, adult education centres, or secondary schools. It should be noted that, in order to participate in a Level 1 program delivered at a college, students must have a registered training agreement;⁵ however, they do not need the RTA to participate in Level 1 in-school training delivered at a secondary school.

To earn dual credits, students must complete a Level 1 apprenticeship dual credit program at a college that has been approved as a Training Delivery Agent (TDA) by the Ministry of Advanced Education and Skills Development. (Students do not earn dual credits for courses delivered by a non-college TDA.)

5. In rare exceptions, students in the SCWI primary target group may participate in such training without meeting these requirements (see the following section, starting on page 26).

Delivery Approaches

Level 1 apprenticeship training dual credit programs are typically delivered in one of the following ways:

- **College-delivered:** Students take Level 1 apprenticeship in-school training from a college professor or instructor and receive additional support from a secondary school dual credit teacher. Typically, students travel to the college for two or more days per week for a semester in order to complete their Level 1 apprenticeship in-school training.
- **Team-taught:** Students are enrolled in a course that includes both the secondary school curriculum and the in-school training component of the Level 1 apprenticeship. Courses that are paired must have significant overlap. A college professor or instructor delivers the college curriculum, and a secondary school teacher delivers the Ontario curriculum. Typically, these programs are delivered in a two-period block at the secondary school. Credit for the completion of the apprenticeship course, if granted, is recognized in a record issued to the student by the college.

Both of the above approaches can be delivered at either a secondary school or a college location.

- **Delivered by a secondary school, with college oversight:** Typically, apprenticeship in-school training is delivered at a college site. However, Level 1 apprenticeship training may also be delivered by a secondary school teacher in a secondary school, using the Ontario curriculum. In such cases, there is an oversight protocol that must be followed.

For details see *Dual Credit Programs: Policy and Program Requirements* (2013, pp. 11–13).

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 the School-College-Work Initiative (SCWI) Regional Planning Teams, typically in December, and are 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

Participants must be enrolled in OYAP. If the Level 1 in-school training is delivered at a college, students must have a registered training agreement.

Participant Suitability and Selection

Students are carefully selected for the opportunity to participate in dual credit Level 1 apprenticeship training programs. Eligible students who are interested in participating must complete a separate application indicating their interest. 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 Advanced Education and Skills Development (MAESD) funds the purchase of OYAP seats for Level 1 apprenticeship training that takes place at a college. Funding for program delivery for Level 1 in-school training that takes place at secondary schools comes from SCWI.

The Ministry of Education and MAESD 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

Updates on funding levels for each of the delivery approaches are available from SCWI Regional Planning Teams.

School boards receive a per-student benchmark amount 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 MAESD 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:

- **College-delivered or team-taught at a college:** Per-student benchmark amount for coordination, plus the MAESD per-diem seat purchase amount × number of days, plus the classroom fee × number of students
- **College-delivered or team-taught at a secondary school:** Per-student benchmark amount for coordination and meetings, plus an amount per hour for instruction
- **Delivered by a secondary school with college oversight:** Per-student benchmark amount for coordination, meetings, and college oversight

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 MAESD funding for Level 1 apprenticeship classes, see *Ontario Youth Apprenticeship Program (OYAP): Program Guidelines*.

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;
- the board's OYAP coordinator;
- the college faculty and support staff;
- an MAESD Employment and Training Consultant (ETC);
- 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;
- earn college credits;
- gain MAESD recognition of completion of Level 1 in-school training;
- be exempt from the classroom fee (approximately \$400) for their Level 1 apprenticeship training;
- experience a smoother transition to a postsecondary pathway, 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

Postsecondary Steps towards Apprenticeship Completion

After graduating from high school, students must notify the local **Employment Ontario apprenticeship office** of their graduation, and of whether the placement with the employer (sponsor) is continuing. Students must also notify the local Employment Ontario office if their employer (sponsor) changes.

More detailed information on apprenticeship programs, as well as associated grants and loans, can be found on the Ontario government web page titled **“Start an Apprenticeship”**.

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

Related Policy Documents and Other Resources

- Ministry of Education, *Dual Credit Programs: Policy and Program Requirements* (2013)

See also the following sections in this document:

- Level 1 Apprenticeship Dual Credit Programs: Students in the Ontario Youth Apprenticeship Program (OYAP) (p. 21)
- Apprenticeship-related Dual Credit Courses (Non-Level 1) (p. 30)

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 dual credits, including Level 1 apprenticeship in-school training that counts towards both their Ontario Secondary School Diploma (OSSD) and a Certificate of Apprenticeship.

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

To earn dual credits, students must complete a Level 1 apprenticeship dual credit program at a college that has been approved as a Training Delivery Agent (TDA) by the Ministry of Advanced Education and Skills Development. (Students do not earn dual credits for courses delivered by a non-college TDA.)

Normally, in order to participate in Level 1 apprenticeship training delivered at a college, students must be enrolled in OYAP and must obtain a registered training agreement. However, in rare exceptions, students in the SCWI primary target

group (see Participant Eligibility, below) may participate in such training without meeting these requirements.

See [pages 22–23](#) for information on the approvals process and reporting requirements for Level 1 apprenticeship dual credit programs.

Delivery Approaches

Level 1 apprenticeship training dual credit programs for students in the SCWI primary target group are typically delivered in one of the following ways:

College-delivered: Students take Level 1 apprenticeship in-school training from a college professor or instructor and receive additional support from a secondary school dual credit teacher. Typically, students travel to the college for two or more days per week for a semester in order to complete their Level 1 apprenticeship in-school training.

Team-taught: Students are enrolled in a course that includes both the secondary school curriculum and the in-school training component of the Level 1 apprenticeship. Courses that are paired must have significant overlap. A college professor or instructor delivers the college curriculum, and a secondary school teacher delivers the Ontario curriculum.

Typically, these programs are delivered in a two-period block at the secondary school. Credit for the completion of the apprenticeship course, if granted, is recognized in a record issued to the student by the college.

These approaches can be delivered at either a secondary school or a college location.

Participant Eligibility

Participants are selected from the SCWI primary target group. This group includes disengaged and underachieving students who have the potential to succeed but are at risk of not graduating, as well as returning 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 are carefully selected for the opportunity to participate in dual credit Level 1 apprenticeship training programs. The school's Student Success Team selects students on the basis of the selection criteria for the primary target group 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. A student's out-of-school experience should be taken into consideration when determining the student's potential to be successful.

Funding Sources

Seat purchase for Level 1 apprenticeship training for this group of students is funded by SCWI rather than the Ministry of Advanced Education and Skills Development (MAESD).

The Ministry of Education and MAESD 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

Updates on funding levels for each of the delivery approaches are available from SCWI Regional Planning Teams.

School boards receive a per-student benchmark amount from SCWI for Level 1 apprenticeship programs covering 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:

- ***College-delivered or team-taught at a college:*** Per-student benchmark amount for coordination, plus the MAESD per-diem seat purchase amount × number of days, plus the classroom fee × number of students
- ***College-delivered or team-taught at a secondary school:*** Per-student benchmark amount for coordination and meetings, plus an amount per hour for instruction
- ***Delivered by a secondary school with college oversight:*** Per-student benchmark amount for coordination, meetings, and college oversight

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

Students in the program will:

- earn secondary school credits;
- earn college credits;
- gain MAESD recognition of Level 1 apprenticeship in-school training if they obtain a registered training agreement within two years;
- be exempt from the classroom fee (approximately \$400) for their Level 1 apprenticeship training;
- experience a smoother transition to a postsecondary pathway, having had an opportunity to discover and explore a potential career path;
- develop hands-on skills that are transferable to the workplace, making them more readily 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

Students interested in pursuing an apprenticeship after graduation will need to find an employer who is willing to sponsor them 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 must complete an Application for Apprenticeship Training form and submit it to an **Employment Ontario apprenticeship office** (this can be done **online**). Then, the student and sponsor must sign a Training Agreement, which is then registered with the Ministry of Advanced Education and Skills Development.

More detailed information on apprenticeship programs, as well as associated grants and loans, can be found on the Ontario government web page titled **“Start an Apprenticeship”**.

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

Related Policy Documents and Other Resources

- Ministry of Education, *Dual Credit Programs: Policy and Program Requirements* (2013)

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.

Dual credit 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, at college campuses, college skills-training centres, alternative schools, adult education centres, or secondary schools.

Apprenticeship-related dual credit courses are related to an apprenticeship trade, but do not provide Level 1 apprenticeship training. They enable students to gain the additional skills they need as a foundation before they undertake Level 1 in-school apprenticeship training. Apprenticeship-related courses are geared towards students in the SCWI primary target group who may not have had cooperative education experience but are now interested in exploring an apprenticeship trade (see “Participant Eligibility”, below).

Course offerings 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 ministry course codes** for college-delivered dual credit courses for approved SCWI dual credit programs available in Ontario is provided on the Ministry of Education website.

There are a variety of delivery approaches for apprenticeship-related dual credit courses:

- team-taught at a secondary school
- team-taught at a college
- college-delivered course at a college
- college-delivered course at a secondary school

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 the School-College-Work Initiative (SCWI) Regional Planning Teams, typically in December, and are 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

Participants are selected from the SCWI primary target group. This group includes disengaged and underachieving students who have the potential to succeed but are at risk of not graduating, as well as returning 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

Individual students are selected by the school's Student Success Team on the basis of the selection criteria for the primary target group 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 work experience.

Funding Sources

The Ministry of Education and the Ministry of Advanced Education and Skills Development 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

Updates on funding levels for each of the delivery approaches are available from SCWI Regional Planning Teams.

School boards receive a per-student benchmark amount from SCWI for coordination and meetings.

Colleges receive funding from SCWI for program coordination, instructional costs, facilities, and learning materials. The amount of funding varies depending on the dual credit delivery model and location (college or secondary school).

SCWI also funds transportation costs for students.

SCWI provides limited funding for the purchase of personal safety equipment and per-student funding for materials, where costs for the dual credit 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 secondary school credits;
- earn college credits;
- have the opportunity to begin to develop the skills of the apprenticeship trade;
- experience a smoother transition to a postsecondary pathway, having had an opportunity to discover and explore a potential career path;
- develop hands-on skills that are transferable to the workplace, making them more readily employable.

Postsecondary Steps towards Apprenticeship Completion

Students interested in pursuing an apprenticeship after graduation will need to find an employer who is willing to sponsor them as an apprentice. After finding an employer, the student must complete an Application for Apprenticeship Training form and submit it to an **Employment Ontario apprenticeship office** (this can be done **online**). Then, the student and sponsor must sign a Training Agreement, which is then registered with the Ministry of Advanced Education and Skills Development.

More detailed information on apprenticeship programs, as well as associated grants and loans, can be found on the Ontario government web page titled **“Start an Apprenticeship”**.

Specialist High Skills Major (SHSM) Program

Related Policy Documents and Other Resources

- Ministry of Education, *Specialist High Skills Major: Policy and Implementation* (2016)

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. Participation in the program also assists in their transition after graduation to apprenticeship training, college, university, or the workplace (every SHSM student's program is designed to support one of these four pathways).

Students enrolled in SHSM programs often pursue an apprenticeship pathway. Their bundle of SHSM credits may then include a college course or Level 1 apprenticeship in-school training.

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) as they complete 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 **individual sector guides** for these programs.

Participant Suitability and Selection

Participants are selected using a process determined by the board.

When students are also enrolled in OYAP or a dual credit program, additional criteria must be met (for more information, see the relevant sections in this guide).

Funding Sources

SHSM programs are funded by the Ministry of Education.

Funding Components

Funding covers the following:

- 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;
- a cooperative education teacher;
- 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 certification(s) 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;
- have the option to shift from one pathway to another should their goals and plans change;

- experience a smoother transition to a postsecondary pathway, having had an opportunity to discover and explore a potential career path.

Postsecondary Steps towards Apprenticeship Completion

Students interested in pursuing an apprenticeship after graduation will need to find an employer who is willing to sponsor them as an apprentice. After finding an employer, the student must complete an Application for Apprenticeship Training form and submit it to an **Employment Ontario apprenticeship office** (this can be done **online**). Then, the student and sponsor must sign a Training Agreement, which is then registered with the Ministry of Advanced Education and Skills Development.

More detailed information on apprenticeship programs, as well as associated grants and loans, can be found on the Ontario government web page titled **“Start an Apprenticeship”**.

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ISBN 978-1-4606-9951-5 (Print)

ISBN 978-1-4606-9952-2 (PDF)

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