

*Connecting GTA Teachers*  
**Regional Planning Team Meeting**  
 Monday, March 30, 2009  
 12:00 p.m. – 2:00 p.m.  
 Humber ITAL, Residence Conference Room

## MEETING NOTES

### Participants:

Joe Andrews, Humber	David Armstrong, SCWI
Tina Antunes, Humber	Pat Buchanan, TDSB
Paula Cavan, Ministry of Training, Colleges & Universities	Asha Chakkalakal, Ministry of Training, Colleges & Universities
Chris Coleman, (Coordinator)	Tina Cotrupi, Toronto CDSB
Cesare DiDonato, Halton CDSB	Luciano Diloreto, TDSB
Renata Dinnocenzo, Seneca	Ron Dorcas, York CDSB
Rosa Duran, George Brown	Christine German, Halton DSB
Ken Harrison, Humber (Chair)	Greg Hurst, Upper Grand DSB
John Lavelle, Peel DSB	Dave Lewis, Halton DSB
Gina Marshall, Centennial	Jo-Ann McCabe, Waterloo CDSB
Catherine Moynihan, Toronto CDSB	Greg Murray, Halton IEC
Michelle Ouellette, Dufferin-Peel CDSB	Michelle Rao, Georgian
Carol Ray, Humber	Laura Rogers, Toronto DSB
Marilena Tesoro, Dufferin-Peel CDSB	Dale Thorington, Centennial
Joe Tomona, Humber	Mary Vesia, Humber

### 1. Welcome and Introductions

Ken Harrison welcomed participants and a round of introductions was made.

### 2. Agenda Check

A check of the Agenda was made.

### 3. Review of Previous Meeting Notes

The [CGTAT Meeting Notes for Monday, February 23, 2009](#) were accepted.

### 4. Phase 13 Request for Proposals (RFP) – Status and Update

- Members were thanked for the amount of work they did in submitting proposals on time.
- The number of proposals province-wide has increased substantially. Currently 176 DCPs are running, covering 4,500 students. Phase 13 proposals would cover some 9,200 students.
- Dual-credit funding will likely to be more than last year.
- However, we will not have significantly more money for Activities and Forums.
- In Phase 12, CGTAT had 24 Activities approved. For Phase 13, CGTAT has proposed 48 Activities representing a request for some \$2,707, 665. This represents a significant challenge because the projected allotment to CGTAT is going to be somewhere around \$650,000.
- In the long run, we need to start thinking about benchmarks for Activities and Forums. Certain amounts of money should be allocated up front to each RPT. A request was made that there be prior consultation regarding this process.
- There needs to be a conversation re: as money is increased for DCPs, money for Activities needs to be increased proportionately. “Activities are the foundation for dual-credits.”
- It is expected that decisions will be made, and letters of approval sent out, prior to the end of April.
- As soon as CGTAT has information, it will be emailed out to Reps.

## 5. Pathways to Partnerships Conference

- Registrations are pretty well full (140-150 people).
- Registration welcome will start about 3:30. Participants can register at Fern earlier. The keynote address will be about 5:00 pm. with dinner to follow.
- There is still room for displays. Please let Christine know.
- If you have 150 copies of something to go into the Participants' Packages, drop them off with Rosa. Otherwise, feel free to hand out at your display.
- If you have not yet received confirmation re the bus, please contact Christine.

## 6. SCWI Provincial Symposium (May 5, 2009) – Call for Presentations

- SCWI has sent out a Call for Presentations (CFP), along with a form for submitting a presentation. The call and the form are available at <http://cgtat.org> in the "SCWI – Symposiums" section.
- The deadline for submissions is Thursday, April 2.
- Each RPT is asked to put together two workshops in the morning. Each workshop would be 50 minutes, with 30 minutes for discussion.
- Some suggested topics are: School within a College, Apprenticeship, etc. Others are in the CFP.
- Carol Ray/Marilena Tesoro, and Laura Rogers, will be submitting a presentation.
- The symposium this year will attract a significant number of teachers in the morning. In the afternoon, they will be attending a workshop for Student Success Leaders. The boards' OYAP Coordinators are also invited.
- We may want to forward to the Symposium some of the activities/recommendations that come out of Fern.
- Halton will look at the data from the Partnerships Conference and maybe put together a preliminary report. At Fern, they will be asking about 10-15 people to get together for one weekend in June to look in detail at the data and eventually come up with a comprehensive report.
- In the afternoon at the Symposium, there will be round table discussions which may be where the Fern material could fit in.

## 7. Apprenticeship

- Ken thanked those people who came to this meeting to share their ideas and who responded already to the questions/issues on the Agenda. See [Appendix A](#).

### Overview

- Apprenticeship involves seven partnerships:
  1. **The Ontario Youth Apprenticeship Program** and the 72 boards in the province. The OYAP Coordinators in the boards are affiliated with one of six groups: North East, North West, South West, South East, East, or the 12 Francophone boards. For instance all the boards in the GTA (plus to the west and the east) are affiliated with SECOCA (South East Central OYAP Coordinators' Association).
  2. **Ministry of Training, Colleges & Universities** - all field offices.
  3. **EDU** in that OYAP is a subset of Cooperative Education within the Apprenticeable Trades area which currently number around 142.
  4. **Unions**, e.g. General Carpenters, Electrical, are involved as TDAs (Training Delivery Agents).
  5. **General employers** in the 142 trades involved in training.
  6. **The colleges** as TDAs.
  7. **School boards** regarding pathways awareness, in partnership with the colleges, e.g. grade 7-8 college awareness days.
- MTCU Corporate Office coordinates the OYAP program provincially. It deals with the contracts that all the school boards have for OYAP. It is involved with all the individual Coordinators.
- Budget for the contracts is currently \$8.2 million not including seat purchases.
- The Central Region Apprenticeship Office is the employment training consultants. They do all the seat purchases.
- Apprenticeship is one of the oldest ways to train in the entire world.
- Ontario's apprenticeship system is the largest in Canada.

- There is now a broad range of apprenticeships now available, including horse groomer or early childhood education certificate.
- There were approximately 26,000 new apprentices registered last year in the province and the Ministry's goal is to keep growing.
- OYAP is one of the ways the province gets apprentices registered. The success of programs like OYAP, and combinations of programs, will continue to be in the forefront.
- The core of OYAP is students on Co-op placements working in apprenticeable trades.
- Getting OYAP students into Level 1 programs or Accelerated programs is really great, but is not the core focus of OYAP. It's something we strive for, but it's not always possible because that's the schooling piece as opposed to the work experiential piece which is the main starting point. Level 1 programs get a lot of attention because they are so unique, so specialized and so hard to get going.
- An OYAP pamphlet was distributed and available upon request. Although the pamphlet has the Toronto Catholic and two York region boards on it, it would be similar to any other boards.

### **Accelerated OYAP**

- Co-op component of OYAP allows students to get exposed to, and/or involved with, the 142 apprenticeable trades in a way that allows them the opportunity to earn secondary school credits through Co-operative Education.
- Next level is Accelerated OYAP where students have the opportunity not only to earn secondary school credits through Co-op, but also allows them time needed to start their training towards their Level 1 Certification.
- Within the flexibility that Co-op Ed provides, school boards are able to manipulate the hours so that the requirements for 110 hours per credit can be done through Co-op Ed, but also can incorporate the hours needed for the beginning or all of Level 1 Certification depending on the trade.
- In most cases, with Accelerated OYAP programs, students are involved in a four-credit Co-op package for one semester, in their last semester of their Grade 12 year. Students can have a seamless transition from secondary schools into their Apprenticeship training, either to finish their Level 1, or to move on to their Level 2.
- In order to enter Accelerated OYAP, students must register in OYAP. After they apply to the Accelerated program, they go through an intensive screening process, including resume, reference letters, credit counselling summary forms, etc. Students must have a minimum of 26 credits. With the four credits of the final semester, they will then have "the magic number" of 30.
- TCDSB has been involved in Accelerated OYAP programs for over 12 years. Their first OYAP program was in Carpentry with Local 27 which has become their flagship program.
- Working with Locals 675 and Local 27, students not only gain four credits in Co-op Ed, complete their OSSD, and finish their Level 1, but also when they spend their 8-10 weeks out on their placement, the Union ensures that they are paid up to \$16.25 per hour
- In TCDSB over 50% of students who graduate from Accelerated OYAP programs go on to either full-time or part-time employment in June, July, and August and beyond.
- Right now TCDSB has 11 different Accelerated OYAP programs, in partnership with Centennial, Seneca, and Humber. Each year they are trying to add more. Concerns were expressed about how the down turn in the economy will affect things this summer.
- Trying to harmonize the board's schedule with the colleges' schedule is very challenging. Essential that the employers are onboard.
- In order to provide a seamless transition into employment, Accelerated OYAP programs are typically run in the second semester. There are very few employers who are willing to take on students in November, December.
- When the student graduates by June 30, the employer's obligation to that student ends and the student's obligation to the employer ends. In most cases, the employer will offer the student to stay on at least for the summer, and most students usually say 'yes'. By the fall students are working full time.
- OYAP ends when Co-op ends. OYAP takes place in the second semester in order to facilitate transition to the job. As of the end of June, many of the restricted trades require a person to be either a licensed professional in order to practice that particular skill set or to be signed as an Apprentice. So what we are doing is taking these young people, who couldn't on their own go out into community and talk an employer into hiring them, and nurturing them through the OYAP program to get some

skills, to meet with the employer, to be treated as an adult, and to be mature enough to be taken on as an employee so they can continue with their Apprenticeship. Without being signed as an Apprentice, it's over at the end of high school. They have to land a job in order to continue the Apprenticeship.

### **The Difference between OYAP and Accelerated OYAP**

- The term “OYAP” is widely understood across the province, but the term “Accelerated OYAP” is a hybrid that originated in the GTA. Other models exist in the province similar to the accelerated model but under different names. In other words, there are a variety of ways in which accelerated programs are offered in different regions in the province.
- From MTCU’s perspective, Apprenticeship has two components: the schooling and the on-the-job experiential side. All Apprenticeships take 2-5 years depending on the trade. When we talk about regular OYAP - that is the on-the-job component. When we talk about Accelerated OYAP, that’s when the schooling component kicks in.
- A student who is a regular Co-op student has a placement for his or her four credits. That student has the option to sign on with MTCU as a registered Ontario Youth Apprentice and to begin the process to move along that track. The advantage of being in an Accelerated OYAP program is that the student gets Level 1 training, as well as all of the experiential part of it, while they are still in high school.
- One of the key elements in making it all successful is making sure all the requirements for Co-operative Education are met, i.e. 15-20 hours of Pre-placement and  $4 \times 7 = 28$  hours of Integration, as well as the number of hours to meet the 110, all combined, outside the 8 weeks of training for Level 1 Certification which can not be counted for Co-op.
- In some cases (e.g. Hair Styling in TCDSB), Level 1 training is not available in that area. Nevertheless, at the recommendation of their Co-op teacher, students are given an opportunity, to write their Level 1 test anyway. The student pays for it, and if they pass, they’ve got their Level 1.
- Before a student can apply for Accelerated OYAP, he or she must be registered as an OYAP student and must be registered with an employer, or some kind of committee or body that may represent an employer. Many different factors come into play with regard to timing and coordination.
- Also it should be taken into consideration that registering is another step. Students may be in a Co-operative Education placement that happens to be an apprenticeable trade and therefore may be declared an OYAP student, yet they may not be registered as an Apprentice, and therefore may not go on to an Accelerated program, and certainly may not go on to dual-credit.

### **Dual Credit**

- Question #9: How can Local 27 be involved in one of our projects? The answer to this seems to be evolving. Historically, in the original memo about dual credit, dual credit was defined as a student getting a high school credit and a college credit or a Level 1. It did not specify that the Level 1 had to be college delivered specifically, just that the Level 1 had to be delivered by a TDA (Apprenticeship Training Delivery Agent) of which the colleges are one. Whether a Level 1 comes from a college or Local 27, it’s the same curriculum. The issue regarding dual credit is the students getting credit for their time there, because a college or other TDA is neither an employer for the purposes of Co-op placement, nor is it a high school classroom for the purposes of delivering the curriculum that the Ministry has set out for high schools. For the purposes of dual credit, how can Accelerated OYAP students be considered “at risk” when they are only four credits away from their OSSD and have gone through an extensive screening process? What has to be kept in mind is the continuum in pathway planning. The student coming in, even at grade 9, may have been highly at risk and has been fostered through the Student Success program to this culminating experience i.e. the OYAP in Grade 12.
- The OYAP/dual-credit opportunity is the reason that keeps them in school. Many students are coming back for their fifth year in order to get into, and complete, the program.
- From the college perspective, the concept is not very complex, but the implementation can be challenging. Humber offers several Apprenticeship programs, including Electrical, Plumbing, Cooks, and Landscape. Typically, candidates have worked in the field and know what they’re getting into. The college tries to provide an optimal mix of the schooling portion (which students tend to dislike) and the experiential. The goal of the college is to move students into being productive members of society.

## Seat Purchase

- None of these programs can be offered through any TDA without the seat purchase side being taken care of.
- OYAP Consultants/Coordinators, folks running OYAP programs in the boards, usually work out with the TDAs and MTCU the year before, the number of students they can send. The official request goes into the OYAP Business Plan which is due in September. The SCWI planning teams are also asking for seats, and they are not necessarily following the same path which can cause confusion. Therefore, in planning a proposal to SCWI, it's important to coordinate to make sure the seats will be there.
- For example, when MTCU Field Office receives a request for say 15 seats for a DCP and the actual size is 22, they have a system for guaranteeing a certain number of seats for the college, e.g. 18. They will pay for 18 seats no matter what, whether they are filled or not. Each seat in Level 1 costs \$3,500. If there is a proposal initially requesting say 15 seats but only 10 are filled, MTCU has to make up the difference. They have put in place a safety net whereby they can add regular Apprentices into the class because they don't want to be paying for empty seats. There's a lot of money involved in Accelerated/Level 1 training. It's important that the proposals coming in from the RPTs are thorough and well informed.
- When and how do we know—for 2010 as an example—how those seats are designated in the college/TDA, whether they are regular OYAP seats or Accelerated? We want to avoid disadvantaging students. We have some students sitting in these classes who are getting the dual credit and some who are not.
- The designation for dual credit is completely separate from the OYAP program. If a proposal is not submitted or approved by SCWI, students who may be personally eligible for a DCP who have been “topped up” into a Level 1 classroom but not approved for funding may end up sitting with students who are being funded.
- When SCWI received the submissions for 2009-2010, and where there was an application for an Accelerated OYAP dual credit, it was referred to MTCU which took it to a separate discussion. So when CGTAT gets its letter of approval, it will likely get two approvals. One will be SCWI projects and the other will be Apprenticeship seat purchase. They really are two separate “funding pots”. CGTAT will find out in that letter the level of approval for 2010.
- Two sets of proposals converge on the college classroom, which the college should know about, a year and a “few” months before they actually arrive. Most of the intake in the colleges starts in January-February. At that time everyone comes to school because industry isn't that busy. The government wants to optimize their EI dollars by sending these “quasi-laid off, not-busy work people” to school at that time. Also school boards want to send OYAP students at that time. If the college knows a year and a few months ahead what is coming, they are better able to gear up and get ready. The college is obligated to optimize tax dollars, because it is expensive, but will do its best to accommodate requests while still maintaining quality. “It's easy in principle, but sometimes tough to make it go.”
- There are a lot of lessons to be learned and a lot of issues to work through – the union being one of them – so there needs to be a lot of consultation/sharing.

## 8 Next Meeting

**Note:** The meeting originally scheduled for Monday, April 27, has been cancelled due to its proximity to the [SCWI Symposium](#).

Monday, May 25, 2009

Humber ITAL, North Campus ([maps and floor plans](#))

Seventh Semester (Room KB111)

12:00 – 2:00 Main Meeting

2:00 – 4:00 Room available for pre-arranged board/college partnership meetings

## Appendix A - Questions and Answers re Apprenticeship

Answers courtesy Paula Cavan, Provincial OYAP Coordinator, MTCU

1. What is a TDA? Who are they and how are they designated?
  - A TDA is a Training Delivery Agent. To become a TDA, an institution must demonstrate ability to train to ministry curriculum standards, availability of equipment and qualified instructors and a need for the requested program. TDAs may be community colleges or non-college training institutions (union training centres, private training institutions).
2. What is the role of the MTCU Field Office Representative? Why do we need to identify these people on our proposal submissions?

Training Consultants are responsible for the following:

- Providing information to apprentices and sponsors/employers on program requirements, process and procedures and the role and responsibilities of each of the parties;
- Assessing the eligibility of the apprentice and sponsor/employer;
- Preparing the Training Agreement or Contract of Apprenticeship;
- Monitoring the apprenticeship to ensure the sponsor and trainee are completing the terms of the Agreement;
- Completing the Training Agreement when both on-the-job and in-school training are completed to approved ministry standards.

For these reasons, the Training Consultant should be involved in the discussion around seat purchases. As well, their names are requested in the event that there are any questions regarding the seat purchase during project proposal reviews or issues that may arise during implementation.

3. How is the “seat purchase” determined? What is the process at work here? Is there a limit to this for the Ministry/College?
  - The ministry purchases seats at approved TDAs through a seat purchase plan based on local need.
4. What is the difference between Pre-Apprenticeship, OYAP, Accelerated OYAP and Level 1 Apprenticeship? Are there other levels/categories?
  - Pre-Apprenticeship provides skills development training to prepare individuals to enter an apprenticeship.
  - OYAP offers students the opportunity to train as apprentices while completing their secondary school diploma.
  - Accelerated OYAP is when an OYAP student completes his or her Level 1 training while still in secondary school.
  - Level 1 Apprenticeship is the first portion of the in-school training component of an apprenticeship, formerly called ‘basic’ level. Level 2 and 3 are other levels.
5. What are the individual components of seat purchase funding? What additional costs are borne by the College/Board/Student? What are the controversial issues here?

80% of in-school costs are paid by the Ministry.

Other costs:

- Registration fee: \$40 (paid by apprentice)
- In-school training: \$10/day (paid by apprentices) – remaining is paid for by MTCU (how we phrase it- 20% of in-school cost, generally speaking ranging between \$400-\$600 for each level)
- Examination: The licensing exam cost \$100 for each attempt not \$40
- Exemption test to challenge Level 1: \$150 - Paid for by apprentice or OYAP budget, if OYAP student and if Board decides to cover these costs.

6. Most of our dual credit programs involving apprenticeship seem to run in the Winter semester only. Can OYAP run in the Fall? May/June? What are the constraints around the timetabling with this? How do we address the capacity issues here?
- I would defer to the School Board people on this one as I assume that it is more due to their timetable and scheduling than any TCU timelines. Actually the college also decides when OYAP classes can take place depending on instructor and classroom availability. Classes for full apprentices usually take priority.
7. Who designs/decides on the curriculum for apprenticeship? How are the program standards established and maintained and who monitors this
- MTCU administers apprenticeship training programs through a regulatory framework, including the development of skills training standards for on-the-job training and the in-school curriculum as well as certification examinations.
  - Provincial Advisory Committees and Industry Committees are comprised of representatives of business, labour and skilled workers and assist in the development of training standards for both in-school and on-the-job training as well as examinations at the provincial and national level. IC/PACs develop/validate/approve training content for workplace and in-school components of training programs, certification examinations and make recommendations on a wide-range of issues affecting apprenticeship and certification. IC/PACs meet individually, and collectively at Minister's symposiums, consultation sessions.
8. Describe the establishment of "oversight"?
- See page 8 of dual credits guidelines – "oversight protocol" section.
  - Level 1 apprenticeship training may be delivered by a secondary school teacher at a secondary school under certain conditions. This is when a college, an approved delivery agent for the trade, has determined the school has the capacity to deliver the Level 1 apprenticeship course and the college provides oversight of the delivery of the course.
  - The first step in the provision of oversight is the completion of the "Level 1 Partnership Protocol: Attestation Dual Credit Projects" found in the RFP documents. By completing the attestation the college confirms that the secondary school facilities are appropriate for the trade, the curriculum is based on the training standards and the instructor has the necessary qualifications.
  - In the second step the college must decide how to provide an appropriate level of oversight to ensure effective delivery of the course. As each college and board environment is unique, oversight is not prescriptive but should rather be based on how best to support students to succeed in the course. The method of providing oversight must be described in the RFP form.
  - This is particularly important in rural areas where it is difficult for the students to get to a college facility.
9. How can Local 27 be involved in one of our projects?
- The guidelines for dual credit programs specify that the programs 'must be based on partnership, collaboration and accountability between school boards and **public postsecondary institutions**'. At this time, union training centres would not be eligible for participation in dual credit programs.