

Youth Job Connection: Summer

Program Guidelines

Revisions History

Revised March 2018: Added clarifying details throughout Sections 2, 3 and 4. Under Section 4.1.1. Performance Measurement Framework (PMF): updated Table 2 Participant Suitability Indicators and expanded the Socially Marginalized indicator into separate indicators; updated Table 5 Funding Decision Matrix to reflect the new ministry name “MAESD”; replaced the label “Job Placement Support” with “Participant Financial Support” and clarified expanded access to this support at any point of participation in the program; updated Appendix 1: Provincial Service Quality Standard (SQS); Replaced references to YJC Participant and Employer Registration forms with Employment Ontario Participant and Employer Registration forms under sections 5.6. and 5.8; Updated all hyperlinks and removed reference to Employment Ontario Information and Referral Resource Guide.

Revised: November 2016: Updated “the Ministry” name to Ministry of Advanced Education and Skills Development; added more clarifying details to 3.3.2 Exit section, 3.3.3 Follow-up section and 4.1.1 Performance Measurement Framework section; added new “Referred Out” category to the Service Coordination measure in Table 4 Dimensions and Measures of Service Quality Success and in Table 2 , under Indicators of Suitability, replaced the term “Aboriginal Person” with “Indigenous Person” and revised the associated definition. Revised: March 2016 Version 4– Formatting changes to standard template, changes to the document as per AODA compliance requirements, deletion of references to ACE-INA and addition of further information under WSIB claims

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Contents

1. INTRODUCTION	5
1.1 Purpose of the Guidelines.....	5
1.2 Program Context.....	5
1.2.1 Employment Ontario	5
1.2.2 Employment Ontario Service Delivery Framework	6
1.2.3 Employment Ontario Information and Referral Network and Services (EOI&R).....	6
1.2.4 Importance of Summer Job Opportunities.....	7
2. PROGRAM DESCRIPTION	8
2.1 Overview.....	8
2.2 Principles	8
2.3 Goals	9
2.4 Objectives.....	9
2.5 Program Components.....	9
2.5.1 Client Service Planning and Coordination	9
2.5.2 Pre-Employment Services.....	13
2.5.3 Job Matching and Placement.....	15
2.5.4 Education and Work Transitions Support.....	17
2.6 Eligibility and Suitability.....	18
2.6.1 Individual	18
2.6.2 Employer	19
3. PROGRAM DELIVERY	21
3.1 Roles and Responsibilities	21
3.1.1 Service providers	21
3.1.2 Ministry	22
3.2 Funding.....	22
3.2.1 Operating Funds	22
3.2.2 Financial Supports and Incentives	23
3.3 Monitoring, Exit and Follow-Up	25
3.3.1 Monitoring.....	25
3.3.2 Exit	25
3.3.3 Follow-up.....	26
4. PERFORMANCE MANAGEMENT	27

4.1	Performance Management System (PMS)	27
4.1.1	Performance Measurement Framework (PMF)	28
4.1.2	Funding Decision Matrix	36
4.1.3	Continuous Improvement in the Ministry's Business Planning Cycle	40
5.	ADMINISTRATION	43
5.1	Program Facilities	43
5.1.1	Accessibility for Persons with Disabilities	43
5.1.2	Facility Co-Location	43
5.2	French Language Services	43
5.3	Acknowledgement of Ontario Government Support	44
5.4	Access to Information and Protection of Privacy	44
5.5	Information Management Requirements	45
5.6	Documentation Requirements.....	46
5.7	Audit and Accountability Requirements.....	47
5.8	Forms	47
5.9	Employment Standards Act.....	48
5.10	Ontario Human Rights Code	48
5.11	Participant Placement Insurance.....	49
5.12	Third Party Liability Insurance.....	52
5.13	Employment Ontario Information and Referral Resource Tools.....	52
	APPENDIX 1: Provincial Service Quality Standard (SQS)	53
	APPENDIX 2: Pre-Employment Service Areas	54

1. INTRODUCTION

1.1 Purpose of the Guidelines

These program guidelines support the implementation and delivery of the Youth Job Connection: Summer Program offered by the Ministry of Advanced Education and Skills Development (“the Ministry”).

These guidelines provide information on the:

- program context;
- objectives of the initiative and key program components;
- selection criteria and funding model;
- program delivery responsibilities;
- expected outcomes and performance measures;
- reporting, budget, legal and other administrative requirements.

These guidelines are a resource to help service providers deliver the Youth Job Connection: Summer Program. Service Provider Agreements set out the legal responsibilities for service delivery, and their provisions prevail. These guidelines are subject to change. The most recent version is available online at the Employment Ontario Partners Gateway.

1.2 Program Context

1.2.1 Employment Ontario

The vision of the Ministry of Advanced Education and Skills Development is to have the best educated and skilled workforce in the world, to build Ontario’s competitive advantage and enhance our quality of life.

Employment Ontario (EO) is the province’s one-stop service delivery system. EO offers a range of employment, training and labour market programs and services, delivered by third-party service providers to over one million Ontarians. The EO service promise is to:

- deliver the highest quality of services and supports to help individuals and employers meet career or hiring goals;
- provide opportunities for program participants to improve their skills through education and training;
- ensure that individuals get the help they need at every Employment Ontario office;
- work with employers and communities to build the highly skilled and educated workforce Ontario needs to be competitive.

1.2.2 Employment Ontario Service Delivery Framework

As part of Employment Ontario, Youth Job Connection: Summer is delivered by a network of third-party service providers. Services are tailored to meet individual needs and are provided one-on-one or in a group format.

Key principles guiding all Employment Ontario service delivery, including Youth Job Connection: Summer, are as follows:

- **Accessibility** – Employment Ontario service providers provide individuals with clear paths to the training and employment information and services they need. Employment Ontario provides reasonable and equitable access to services across the province, including accommodation for special needs.
- **Participant-centric** – Employment Ontario service providers deliver services tailored to the needs of each individual, employer, or community. They also address social, demographic, geographic, or technology needs.
- **Quality** – Employment Ontario service providers deliver a helpful and positive customer experience. They maintain confidentiality and ensure privacy, with every individual, across every channel.
- **Integration** – Employment Ontario service providers meet participant needs and provide seamless service, aligning service delivery goals, processes, infrastructure, and technology across all channels.
- **Cost-Effectiveness** – Employment Ontario service providers use technology, simplify business processes, and leverage partnerships. This achieves the best results possible with available public funds.
- **Accountability** – The government and its service providers are accountable for service delivery results. Employment Ontario service providers' performance is measured against customer service standards and outcome.
- **Community-Based Coordination** – Across the province, Employment Ontario service delivery providers participate in local planning to coordinate their work at the community level.

1.2.3 Employment Ontario Information and Referral Network and Services (EOI&R)

All Employment Ontario service providers must provide Ontarians with information on and referrals to **all** Employment Ontario employment and training programs and services, whether or not they are contracted to deliver them.

Each Employment Ontario service provider must:

- have an efficient and effective process to identify participants' information and referral needs;
- make information about all Employment Ontario (EO) services accessible to participants, in print, over the phone or electronically;
- ensure participants receive accurate and current information on the EO services relevant to their needs;
- help participants understand their program and service options across the EO network;
- match participants with the service and provider that best meets their needs in the fewest possible steps, even when another provider delivers the same service as the referring provider;
- continually improve their services, based on participant feedback;
- ensure their contact information and service descriptions are accurate and current, in all media they provide to participants or other EO service providers.

1.2.4 Importance of Summer Job Opportunities

Summer jobs can play a crucial role in career development and success. Earnings from summer jobs help students pay for post-secondary education, or contribute to household income. They provide initial exposures to the working world. They can help influence young people's educational and career decisions, and longer-term career and study options.

Finding gainful employment is often a challenge for young people. Over the past two decades, summer employment has been particularly difficult to find for full-time students in Ontario. Teenage students are experiencing especially high unemployment rates.

2. PROGRAM DESCRIPTION

2.1 Overview

Youth Job Connection: Summer is open to all eligible youth aged 15 to 18, with a focus on those who are experiencing challenging life situations and are at risk of experiencing poor transitions between education and work.

These young people may be facing difficulties in school (e.g., failing courses or skipping classes) that increases the risk of not graduating. Or they may have barriers to accessing post-secondary education, such as low school performance, lack of financial resources, problems with family life, or problems in the community (e.g., victim of violence, problems with the law, racial or other forms of discrimination, etc.). Others may be hampered by individual behaviour issues, such as lack of motivation, low confidence, a sense of detachment, or feeling isolated.

The program provides information and job opportunities to help these young people make positive educational and career choices. For many young people, this may be their first formal job. These critical early exposures to the world of work can help them align their immediate education and career planning towards longer term, meaningful careers.

2.2 Principles

The program is guided by principles that specifically contribute to a young person's positive employment outcomes, in addition to the Employment Ontario service delivery principles.

The Youth Job Connection: Summer program and services:

- Recognize the diversity of young people's identities and employment needs. Service providers must be flexible and responsive to the specific employment needs of individual youth.
- Must be accessible to all young people regardless of gender, race, age, class, sexuality, disability, urban/rural location, and any other social, economic or geographic identity factors.
- Apply a holistic approach to youth employment programming. Young people need a comprehensive range of programs and services to help them to return to school, further their education, or fully participate in the labour market.
- Engage community partners and develop collaborations. Effective programs draw on key partners, including local employers, not-for-profit and volunteer organizations, schools and youth agencies, caring adults, and youth themselves. All of these

resources help expose young people to different careers, work environments, and employment opportunities.

2.3 Goals

This program is designed to help young people between the ages of 15 and 18 who face challenging life situations. It provides them with pre-employment training and work opportunities that will help them make informed career and educational planning decisions as they embark on their careers.

2.4 Objectives

The program helps participants to make informed educational and career planning decisions by providing:

- opportunities to learn employment readiness skills for initial work experiences;
- access to job placements;
- career development resources to increase their knowledge of employment and career options and the job market;
- education and work transitions support to help plan for the future

2.5 Program Components

Youth Job Connection: Summer comprises the following program components:

1. Client Service Planning and Coordination (CSPC)
2. Pre-Employment Services (PES)
3. Job Matching and Placement
4. Education and Work Transitions Support

Youth Job Connection: Summer provides a highly specialized set of services that can be customized to the participant's needs. All participants who access Youth Job Connection: Summer are expected to have intensive service needs that require many, or all of the above service components. For performance management purposes, service providers will be assessed on their ability to support young people in successfully completing the program (see Section 4.0 for additional details regarding performance measures). While the focus of service delivery will be on the summer months, each of the four program components can be accessed throughout the year.

2.5.1 Client Service Planning and Coordination

CSPC is the primary link to:

- other Employment Ontario (EO) programs and services
- programs and services outside of EO

CSPC is the initial point of contact for individuals seeking employment services. Service providers explore the participant's career, employment and training goals, and direct them to the most appropriate services.

CSPC involves:

- a) intake and referral;
- b) program participant assessment;
- c) individualized employment service planning;
- d) monitoring and case management, and
- e) mentoring.

Assessment and planning will be geared primarily towards employment goals.

a) Intake and Referral

The service provider determines an individual's eligibility and suitability for the program, and their general employment and service needs. Based on this initial determination:

- If the individual is eligible for the program (per section 2.6.1), the service provider directs them to client assessment;
- If the individual is eligible but not suitable (also per section 2.6.1), or does not want to participate, they are referred to:
 - Employment Ontario resources/programs, including: Employment Service, Pre-apprenticeship Training, and Literacy Basic Skills; Community or social services; and/or,
 - Federal youth programs, such as Skills Link.
- If the individual is not eligible for the program, the service provider directs them to other programs and services (inside or outside of EO).
- When the service provider refers an individual to another service, the service provider must:
 - make relevant and timely referrals to services outside of the Youth Job Connection program or Employment Ontario; and,
 - have internal systems and processes to gauge the referral's effectiveness and timeliness, including the overall satisfaction of the individual and the receiving organization.

b) Client Assessment

The service provider must conduct a client assessment, which must:

- gather information from the individual on their background and situation, and determine suitability for the program;
- work with the individual to determine or clarify career and employment goals, and the education and training needed to achieve those goals;
- identify other factors that can affect the individual's ability to succeed in employment program/services or activities (e.g., family or transportation issues, etc.);
- determine whether the individual is ready to participate in the program immediately, or if they should be referred to other supports first (e.g., mentoring, counselling, etc.);
- determine characteristics that can prevent the individual from performing required job tasks, or that can lead to biased perceptions about their ability to do the job, and consider these factors in making service decisions. The service provider can work with the client to discuss the need for a diagnostic assessment, when there is an indication of a physical, mental, social or learning condition affecting a participant's progress. Service providers are expected to coordinate with other education, health or social services where a need for testing has been identified. Diagnostic assessments are not supported through Youth Job Connection: Summer funding;
- determine the individual's interpersonal skills and motivation.

At this point, the service provider and the client will start to develop the employment service plan, if the service provider deems the client suitable and the client wishes to proceed.

Service providers need a decision model that provides rationale for access to funded services.

c) Employment Service Planning

The service provider and the participant work together to develop an individualized employment service plan. The plan supports a participant's activities, services and supports, based on their employment and employability needs and career and educational goals. The plan must:

- describe clear, achievable goals;
- build on expressed interests and needs identified by the participant for employment, education or training goals;
- identify steps or concurrent activities to reach the goals and methods for monitoring progress;
- list supports in place for services;
- be updated regularly;
- demonstrate the participant's agreement and ownership of the plan.

d) Case Management

The service provider manages the participant's overall case and provides counselling and general support on a one-to-one basis, including:

- guiding participants through their employment or education/training preparation and plan, with a focus on sequencing of activities and referrals for employment readiness;
- monitoring and documenting the participant's information and employment activities;
- revising and updating the employment service plan;
- informing participants of the consequences of not following through with planned activities or commitments, and applying consequences in a fair and consistent manner;
- helping participants to identify further needs and access other sources of support for income, transportation, counselling, legal services or other life circumstances that have an effect on readiness for employment;
- helping participants overcome problems as they arise by focussing and building on their strengths and capabilities, including setting appropriate expectations for success.

The primary focus of case management is on employment issues, but service providers must also be prepared to support participants with a broad range of life stabilization issues. This support can include:

- coordination and referral to other human/social/community, legal, other education/training services, local school or school boards;
- assessment and referral to mental health or addictions services;
- accompanying the participant to medical, legal or social services appointments;
- help with applications for government identification, bank accounts, health card, etc.;
- general emotional support.

The service provider should meet regularly with participants and placement employers throughout the program.

Reasonable arrangements should be made for participants who need assistance or support after regular business hours. For additional support, service providers should establish connections with community organizations serving youth, human and social services, schools, parents, and crisis intervention services that have the capacity to respond on a 24 hour, 7 day a week basis (e.g., hospitals, Kids Help Phone, etc.)

e) Mentoring

Mentoring activities support the development of interpersonal and relationship-building skills, “soft” skills that are the foundation of workplace interactions.

Service providers must offer mentoring services to participants throughout the program although not all participants will require them. Service providers can deliver mentoring activities directly, or they can partner with other community agencies or employer groups to recruit potential mentors or organize activities. Service providers can offer mentoring and the frequency of mentor/youth contact based on the needs of the participants. They can use a variety of content and formats (e.g., one-on-one, group/team mentoring, in-person or e-mentoring; location in community, school or other specific site; role modeling; adult-led interactive learning; etc.).

Service providers must:

- recruit caring, knowledgeable mentors from the community, typically those with backgrounds in helping roles or professions, or individuals who show compassion and commitment to young people’s success,
- ensure that mentors are available to provide mentees with significant time, attention and support through challenging events;
- screen all potential mentors through interviews and reference checks (professional, personal acquaintance, family member and doctor or other professional) and request a certified criminal record and vulnerable sector check;
- provide ongoing training for mentors, and systematically monitor the mentoring relationship;
- support clear communications between participants and mentors on how and how often they should meet (e.g., once a week or more at the beginning of the relationship or less frequent when appropriate, regular check-in phone calls, periodic texting, etc.)

2.5.2 Pre-Employment Services

Pre-employment services are short-term workshops or activities, designed to help participants get ready for work. They focus on career decision-making, employability skills development or enhancement, and job search and job maintenance.

Service providers’ responsibilities

Service providers must offer workshops or activities under each of the six pre-employment service areas:

1. Fundamental job readiness skills workshops or activities
2. Career development/career exploration workshops or activities

3. Personal management (life) skills workshops or activities
4. Job attainment skills workshops or activities
5. Employment-related skills workshops or activities
6. Job maintenance and career advancement skills workshops or activities

(See Appendix 2: Pre-Employment Service Areas for examples under each area).

Service providers have the flexibility to determine the content of workshops or activities, and how to deliver them.

Where a need has been identified, service providers can enlist support from community organizations with specialized knowledge in the delivery of pre-employment workshops (e.g., workshop on available literacy and essential skills). Community organizations that support delivery of pre-employment workshops cannot receive remuneration for these activities.

Service providers can organize, schedule, and sequence the workshops or activities to meet participants' needs in a way that is suitable for their organization. For example, service providers can offer intensive workshops over a short period or less intensive sessions over a longer period. They can offer a variety of workshops or activities, using different formats to meet the needs of participants (e.g., one-on-one, group work, technology-enhanced, etc.).

Furthermore, service providers can offer short-term job shadowing opportunities to take place during the pre-employment services component.

Job shadowing is intended to provide youth with an understanding of how skills are applied in a real workplace by observing one or more individuals performing their job. Job shadowing helps participants gain a sense of job readiness, and validate their work interests and skills.

Participant responsibilities

Participants must take part in pre-employment services to develop job readiness skills and to prepare for a job placement. They must complete a minimum of 20 hours (maximum 30 hours) of pre-employment services before proceeding to a job placement.

In addition, participants must complete mandatory training on Employment Standards and Occupational Health and Safety.

The nature and scheduling of specific training and workshops or activities are suited to the participant's needs, and based on their employment, education and career goals in the employment service plan.

Pre-employment service duration and stipend

Participants will receive a stipend equivalent to the provincial hourly minimum wage when they participate in pre-employment services. Minimum wage rates are published by the [Ministry of Labour](#). Service providers must negotiate a schedule for completing the required 20 hours of pre-employment service with the participant, based on their needs and as part of the employment service plan. For example, a young person with Attention Deficit Disorder may need short-duration sessions of a few hours, while other participants might benefit from full-day sessions. Participants who have completed a job placement and returned to school can access pre-employment services year-round, during off-school hours.

Each participant is allowed up to a maximum of 30 hours of pre-employment services, with the stipend equivalent to the current hourly minimum wage. Not all participants will need the maximum hours of pre-employment services. Participants can participate in more than 30 hours of pre-employment, but the additional hours are not covered by the stipend.

The pre-employment stipend is intended as an incentive for completing the negotiated pre-employment services. The participant can use these funds to offset costs of participating in the service, such as food, transportation, etc.

Service providers must ensure compliance with obligations under tax laws and regulations administered by the Canada Revenue Agency regarding the payment of stipends (i.e., taxable income) to participants. This includes issuing documents for taxation purposes.

2.5.3 Job Matching and Placement

The program's job-matching and placement services provide concrete job experience and exposure to careers, occupations and workplaces for participants. Participants are employed/employees during the job placement.

Service providers

All service providers must provide job matching, placement and incentives as outlined below.

Service providers can negotiate financial incentives for employers to encourage them to provide job placements, and supports to participants to facilitate their participation in the job placement (see section on [Financial Supports and Incentives](#) for amounts and details).

Service providers must ensure the employer is:

- offering a work experience that will help the participant achieve their employment goal;
- providing feedback and assessments of a participant's job performance and skills level, where required; and
- providing the participant with adequate supervision, and the training/work experience described in the individual's employment plan.

Youth program participants

Every participant must take part in a job placement. While in a job placement, the participant is employed by the employer. Both the employer and the participant have rights and responsibilities under employment standards, occupational health and safety, labour relations, human rights and other applicable laws and regulations. As employees, participants must be paid at least minimum wage by the employer.

Job placements occur after the participant completes at least 20 hours of pre-employment service.

Job Placement Duration and Extension

The maximum allowable period for a summer job placement is eight weeks. Although there is no required minimum length, it is expected that most participants will have one job placement for the summer.

While most job placements are expected to start and end during the summer months, service providers can support in-school youth during the school year in securing part-time job placements. The amount of time worked must not exceed 10 hours per week, and the time worked must not overlap with school hours (i.e., must be evening and weekends).

The maximum allowable period for part-time job placements during the school year is six months. The longer duration for these placements is to provide young people the opportunity to accumulate a similar amount of work experience as a summer job placement, which is shorter, but can offer up to full-time hours.

a) Job Matching and Placement Services

Service providers must set up the placement, confirm the terms, and monitor the job placement. This includes assessing workplace safety, the appropriateness of the placement, working with employers to meet their needs, and negotiating incentives and supports.

b) Job Coaching Support for job placements/work experiences

Once the job placement starts, job coaching must be provided. This involves working with both parties—the participant and employer—to resolve difficulties and problem solve where necessary. Job coaching activities include one-on-one or on-site training, identifying and resolving workplace issues, monitoring the participant's performance and progress, and explaining the employer's expectations or workplace standards to the participant. It also includes seeking employers' feedback about the program, and being available to answer questions from both parties.

c) Job Shadowing and other short-term learning experiences

Job shadowing can be arranged for participants to provide youth with an understanding of how skills are applied in a real workplace by observing one or more individuals performing their job. Other shorter-term learning experiences can also be arranged, including information interviews or group networking sessions with individuals in a particular field or industry.

2.5.4 Education and Work Transitions Support

Some clients who have exited their Youth Job Connection: Summer service plan and have completed a job placement or are in part-time or seasonal job opportunities during the school year may still require supports during their employment. In other cases, clients who return to education may also need continued support. As such, service providers must provide education and work transitions support to these clients. These community-focused interventions, resources and supports are intended to bridge critical transitions from the program to employment or further education.

While service providers must offer these services, not all participants will require them. Those who do should have completed their mandatory pre-employment and job placement requirements, and have exited (see section 3.3.2 Exit) their Youth Job Connection: Summer service plan.

Examples of supports and activities service providers must provide include:

- One-to-one follow up for job or career coaching, to address issues similar to pre-employment or provide referrals to further training, education, or life skills;
- General support on an as-needed basis, or a drop-in schedule for participant check in;
- Creating opportunities and organizing networking events or activities, such as regular alumni gatherings, online, social media or public forums on local industries or employment opportunities, career advancement days/fairs, and networking with local employers or members of local business associations, chambers of commerce, Rotary Clubs or other charitable organizations;
- Inviting past participants to act as peer mentors;

- Recruitment and engagement of mentors from the community.

2.6 Eligibility and Suitability

2.6.1 Individual

Eligibility

Individuals must be:

- 15 to 18 years old at time of registration;
- a resident of Ontario;
- eligible to work in Canada;
- High school students* intending to stay in, or return to high school or access postsecondary education after the job placement

*The *Education Act* requires young people under 18 to be in school unless legally excused. During the school year, to be eligible for the program, service providers must ensure that participants who are under 18 years of age have been excused from attending school. This means that the participant either has graduated or is participating in a Supervised Alternative Learning program (see s.21 of the *Education Act* and [Supervised Alternative Learning: Policy and Implementation, 2010](#)).

After participating in the program during the summer months, school-aged youth are expected to return to high school.

During the school year, individuals who are under 18 years of age may participate in the program part-time or during school holidays, so as not to interfere with schooling. Part-time program participation must not exceed 10 hours per week.

Suitability

While the program is open to all eligible youth, the intention is to help youth who have a lower likelihood of finding a summer job by themselves, with a focus on those who are at risk of experiencing poor transitions between education and work, compared to other groups of youth (e.g., youth who have made successful transitions to post-secondary education are not the target of this program).

Youth may be racialized, lesbian, gay, bisexual, transgender, two-spirit, and queer (LGBTQT), Indigenous, living with disabilities and mental health issues, or recent immigrants. In addition, youth may be facing some combination of other challenging life circumstances, including experiencing difficulties at school, living in poverty, low levels of education and literacy, in conflict with the law, or low motivation.

To ensure participation and access of young people who are most in need of the services offered through the program, the service provider will assess potential participants using the indicators set out in section 4.1.1. Performance Measurement Framework (PMF), see Table 2: Participant Suitability Indicators. Information on suitability will be collected through participant self-identification or a reasonable belief of the service provider that an indicator applies to the participant.

2.6.2 Employer

Eligibility

Employers providing job placement opportunities for participants must be private sector businesses, not-for-profit organizations, municipal governments or a Broader Public Sector organization (as defined under the Broader Public Sector Accountability Act, 2010), and :

- Be licensed to operate in Ontario;
- Comply with the Occupational Health and Safety Act and the Employment Standards Act;
- Maintain appropriate Workplace Safety and Insurance Board or private workplace safety insurance coverage;
- Have adequate third party general liability insurance as advised by its insurance broker;
- Comply with all applicable federal and provincial human rights and labour legislation, regulations, and any other relevant standards; and
- Provide the job placement in Ontario.

An employer must not:

- Be a federal government department;
- Be a Youth Job Connection service provider;
- Be currently receiving other government funds (federal, provincial or municipal) for the same job placement (e.g., Employment Service Job Placements);
- Use placement services to displace existing staff or replace staff who are on lay-off; or
- Hire immediate family members, such as parent, spouse, sibling or child in the job placement.

Suitability

Suitability factors are provided to help service providers select appropriate employers for job placements. Employers are not expected to have all of these suitability indicators, and some factors may be more important than others in certain communities.

Service providers should give preference to employers who demonstrate that they have one or more of the following factors:

- The employer offers a suitable full- or part-time job placement, consistent with the participant's identified employment needs or career goals;
- The employer offers opportunities for on-the-job training;
- The employer contributes to costs associated with job-specific training or wages;
- The employer has been identified as being "youth friendly" (e.g., has demonstrated that it has supports in place for youth workers like mentors; has obtained formal recognition or a reputation in the business or local community as being supportive of young workers or students; has strong ties with schools or community centres; has a visible presence at youth events or job fairs; has leadership involvement in youth organizations or community events, etc.);
- The employer's previous use of job placement services has resulted in positive employment outcomes for participants.

3. PROGRAM DELIVERY

3.1 Roles and Responsibilities

3.1.1 Service providers

The service provider receives funding to deliver the program in accordance with the transfer payment agreement, these program guidelines, and relevant performance and accountability requirements and standards.

Service providers must:

- Conduct community outreach and make necessary linkages with schools, children's aid societies, youth and other community groups to build awareness of the program;
- Recruit eligible young people and employers to participate in the program;
- Assess the needs of participants, and make funding and service decisions about participation;
- Provide client service planning and coordination, including case management, referrals, service planning and mentorship;
- Provide pre-employment, job placement, education and work transition supports based on the needs of the participant;
- Manage the program's flow-through funds, which include incentives for employers, stipends for pre-employment, and other individual supports for participants;
- Track and report on participant and employer activities, financial information, individual support decisions and employer information, using the Employment Ontario Information System-Case Management System (EOIS-CaMS) or other system, as determined by the Ministry;
- Prepare and monitor placement agreements with employers;
- Conduct monitoring and follow-up with participants and employers;
- Collect and report on program data as requested by the Ministry.

Partnership Development

Service providers are strongly encouraged to develop partnerships with other youth-serving community or social service agencies, local schools, or school boards.

Partnerships enable service providers to maximize existing local services, enhancing local service coordination. Service providers can discuss the varying levels and nature of the partnership with community agencies, in areas such as identifying eligible

participants, delivery of workshops or activities, linkages with local employers, joint mentoring activities, etc.

3.1.2 Ministry

The Ministry establishes the program and service delivery requirements, and provides funding for the program. The Ministry:

- sets program policy, designs the services and provides the program guidelines;
- selects the service providers and negotiates transfer payment agreements;
- develops reporting requirements and tools;
- establishes service delivery and performance expectations;
- determines service levels and the funding model, and makes funding decisions;
- monitors and evaluates delivery performance against transfer payment agreement commitments;
- monitors compliance with transfer payment agreement and program guidelines;
- undertakes program evaluation, and determines data collection requirements.

3.2 Funding

The Ministry provides funding under two categories:

1. Operating funds
2. Financial supports and incentives (i.e. flow through funds)

3.2.1 Operating Funds

Service providers receive operating funds for the day-to-day operational costs for direct delivery of the Youth Job Connection: Summer program. These costs include:

- Staff and management salaries, wages and benefits;
- Hiring and training of staff (including professional development);
- Marketing (signage, print/web ads, outreach, etc.);
- Facilities (rent);
- Other direct operating expenditures related to program delivery.

Service providers will be allocated \$1,500 in operating funds per participant, multiplied by the participant target established during the business planning process.

Service providers can apply a maximum of 20 per cent of the operating budget to administrative overhead costs. Administrative overhead costs are costs necessary for

operating an organization, but not directly associated with the delivery of the Youth Job Connection: Summer program. For example, this can include a portion of the salaries and benefits of the Executive Director, Information Technology or financial staff who work for the entire organization, but spend a portion of their time dedicated to administrative functions that support the program.

Operating funds cannot be used for termination and severance costs.

3.2.2 Financial Supports and Incentives

Service providers receive two types of flow through funds:

- a) employer incentives; and;
- b) participant employment and training supports

Employment Incentives and Participant Employment and Training Supports:

Up to \$2,500 is available per participant. This maximum amount can be used for a combination of incentives for the employer, and employment and training supports for the participant (see Table 1: Flow through Funds for Financial Supports and Incentives per Participant). Only registered program participants can access these funds.

Table 1: Flow through Funds for Financial Supports and Incentives per Participant

Per participant	Employer Incentive	Participant Employment and Training Supports	Participant Employment and Training Supports
\$2,500 (maximum) =	Incentive \$ +	Participant Financial Support \$500 (max) +	Pre-Employment Stipend 30 hours x current hourly minimum wage (max) +

a) Employer Incentive

Funding for incentives is available to employers to offset costs to temporary reductions in productivity, increased supervision requirements, and other expenses resulting from hiring a participant through a job placement. These incentives are meant to encourage employers to hire and train participants. Incentives are available for up to eight weeks after the participant has started work, or for the duration of the job placement (where applicable).

The need for and amount of the incentive will be negotiated between the service provider and employer. This is based on the job skill level and complexity, as well as the length of the on-the-job training.

The amount available for employer placement incentives is \$2,500 per participant (overall maximum for flow-through funds per participant), minus the total amount allocated to participant supports for the same participant.

Incentive levels will vary because:

- not all employers will want or need incentives;
- not all employers who receive incentives will receive the maximum amount, and the amount of the incentive must be linked to the employer's commitments;
- job skill levels and complexity and length of training required vary;

The amount of the incentive can be related to the cost of the participant's wages and may cover 100 percent of the wages for the entire placement where it is identified that it will be required to meet the employment goals of a participant.

b) Participant Employment and Training Supports

There are two categories of participant supports:

1. Participant Financial Support
2. Pre-Employment Service Stipend

Access to these supports is not linked to family or personal income levels. There is no requirement to use the Low Income Cut-off (LICO) threshold or any similar financial needs analysis to determine access to these supports.

1. Participant Financial Support

Participant Financial Support is designed to remove barriers to young people participating in the program. Examples of supports that can be covered include work clothing, equipment, dependent care, and transportation costs. Participants should not receive the Participant Financial Support if they are receiving similar supports under another initiative.

The maximum value for the Participant Financial Support is \$500 per participant. Exceptions over the maximum limit are permitted for youth with disabilities. This would cover costs related to assisted devices and other placement-related accommodations that otherwise would cause undue financial hardship to the employer. Not all participants will need these supports but this funding is available for those who need it to achieve success in the job placement. Participant Financial Supports are available to all participants from the point of registration into the program and can be used to address financial barriers throughout their participation.

2. Pre-Employment Service Stipend

Registered participants will receive a stipend when they participate in pre-employment services. The amount of the stipend is set at the provincial hourly minimum wage for the time the participant attends pre-employment services.

The pre-employment stipend will be no more than 30 hours x current hourly minimum* wage. For example, at an hourly minimum wage of \$14.00 per hour (current as of January 1, 2018), the pre-employment stipend will be no more than \$420 per participant.

The timing for distributing stipends to youth participants can be determined at the discretion of the service provider (e.g., per session, per week, etc.)

* The current minimum wage rate is available from the [Ministry of Labour](#).

3.3 Monitoring, Exit and Follow-Up

3.3.1 Monitoring

Regular and thorough monitoring contributes to the success of the program. Monitoring activities can provide valuable information which can:

- support participants and employers;
- improve program and service delivery;
- help ensure the program achieves its intended goals, objectives and outcomes.

Service providers are required to monitor participants' progress and activities through the program. Monitoring activities include:

- meeting with participants to check progress on the employment service plan and employment activities;
- meeting with participants and mentors to assess mentoring activities and the mentoring relationship
- at least one on-site workplace visit prior to the start of the job placement, and regular meetings (minimum of one per month) with participants and employers to ensure progress and compliance with meeting job placement agreement commitments.

3.3.2 Exit Participant

"Exit" from the program occurs when a youth participant voluntarily leaves the program before completion or has completed the mandatory service components.

The service provider must conduct an exit interview to:

- review or confirm participant progress and achievement against the employment service plan;
- ensure the participant knows where and how to access further services;
- determine and report on the participant's employment, education or training status;
- provide the opportunity for the participant to complete a customer service survey and provide other feedback on the services or program.

A participant who has not accessed the services of the program for three consecutive weeks is considered inactive. If a client returns for service and a new plan item is updated to their service plan, this will classify the case as active again.

Employers

Service providers must also conduct an exit interview with the employer, to gather feedback about the services and program, and to discuss future job placement or employment opportunities.

3.3.3 Follow-up

To document outcomes, service providers must conduct follow up with every Youth Job Connection: Summer program participants at exit, three and 12 months after exit to document their status. All service plans must be followed up on, regardless of result or successful completion.

4. PERFORMANCE MANAGEMENT

Performance management in the Ontario Public Service (OPS) is a comprehensive, government-wide approach that informs decision-making, and ensures that all government-funded activities are aligned with and contribute to meeting government priorities.

4.1 Performance Management System (PMS)

The OPS relies on performance management systems (PMS) to ensure transparency, accountability, and high quality customer service and outcomes for the entire province. These systems help the Ministry evaluate service effectiveness, establish service benchmarks and encourage service providers to improve service continuously.

In this transparent performance management system, everyone involved (participants, employers, service providers, community and service organization representatives, and the Ministry) knows what is important, what level of service is expected, how performance is measured, how the service system is performing and where there is room for improvement. Participants should see improved service and results, while Ontario achieves improved program outcomes and value for money.

The performance management system clarifies the roles and responsibilities of the Ministry and service providers as follows:

The Ministry:

- defines the services, sets baseline standards for service delivery and quality;
- develops the community service plan; and
- ensures transparency and accountability for funding and agreements.

The service provider:

- delivers services in compliance with the agreement, service guidelines, performance and accountability requirements, standards and the community service plan; and
- manages resources and business systems.

The Ministry and the service provider share responsibility for other work, which includes:

- ongoing review and evaluation of program and service delivery, performance management framework and customer service expectations;
- seeking to raise the level of service quality across the province so that all Ontarians have access to high quality services; and

- identifying innovative practices in program and service design, delivery and performance management.

Components of the Youth Job Connection: Summer Performance Management System

The Youth Job Connection: Summer PMS comprises:

- Performance measurement framework including dimensions and measures of service quality success;
- Funding decision matrix;
- Continuous improvement in the Ministry's business planning cycle.

4.1.1 Performance Measurement Framework (PMF)

The Youth Job Connection: Summer program performance measurement framework (PMF) is part of the PMS. The framework sets out what to measure and how to measure performance in relation to program goals and objectives. The Youth Job Connection: Summer PMF includes: dimensions of service success, weighted to reflect their contribution to overall quality; performance measures that demonstrate value; data indicators; an overall (provincial) service quality standard. These PMF elements are described in the following sections.

Dimensions and Performance Measures of Service Quality Success

The Youth Job Connection: Summer PMF sets out three broad dimensions of service success:

1. Effectiveness
2. Customer Service
3. Efficiency

These three dimensions are weighted to indicate their value and when combined they measure overall service quality. Core performance measures (and indicators) and their respective minimum standards are identified under each dimension. Measurement of YJC: Summer program performance measures is based on service plan "completions" at exit. The exception is the Service Impact performance measure, which is measured for service quality standard purposes at three months post-exit (also using service plan "completions").

Service Plan Completions

"Completions" are service plan closures where participants have successfully completed the mandatory components of the program. In order to close a service plan with a

reason of “completion” the following service plan sub-goals must have an outcome of "attained" and a status of "completed":

- Client Service Planning Coordination
- Pre-Employment Services (minimum of 20 hours)
- Job Placement

1. Effectiveness (55%)

The effectiveness dimension captures who is being served in the program (participant suitability) and the effect of the services for program participants (service impact).

The two core performance measures of effectiveness are participant suitability and service impact:

- a) **Participant suitability (20%)** examines and quantifies identified individual and market barriers to employment. This measure ensures that service providers are providing services to individuals who are most in need of program.

The following suitability indicators are measured at the start of the program to highlight the barrier to employment that an individual had when they first accessed the program (Table 2: Participant Suitability Indicators).

Minimum provincial standard: Service providers must serve participants who, on average, possess 35% of the suitability indicators (i.e., participants will have an average of 4.9 indicators).

Table 2: Participant Suitability Indicators

Suitability Indicator	Definition
1. Indigenous Person	A person who has self-identified as First Nation, Inuit or Metis.
2. Person with Disability	<p>The individual has self-identified as a person with a disability as defined by the <i>Accessibility for Ontarians with Disabilities Act (AODA)</i> and <i>Ontario Human Rights Code</i>.</p> <p>Includes persons who have:</p> <ul style="list-style-type: none"> • Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device; • A condition of mental impairment or a developmental disability; • A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language; • A mental disorder; or • An injury or disability for which benefits were claimed or received under the insurance plan established under the <i>Workplace Safety and Insurance Act, 1997</i>.
3. Recent immigrant	The individual has lived in Canada less than 60 months (5 years).
4. Essential Skills including literacy	<p>The individual indicates or the service provider identifies that the individual has a low level of proficiency in one or more of the nine essential skills which include:</p> <ul style="list-style-type: none"> • Reading - reading different types of material such as notes, letters, memos, manuals, specifications, books, reports and journals • Writing - doing tasks such as filling in forms, writing text and using computers to write • Document Use - reading tables, graphs, lists, blueprints, drawings, signs, labels

Suitability Indicator	Definition
	<ul style="list-style-type: none"> Numeracy - using numbers to perform calculating and estimating tasks such as handling cash, budgeting, measuring and analyzing Computer Use - working with computers, from entering information, to knowing a software package, to managing a network, to analyzing and designing systems. Thinking - knowing how to problem solve, make decisions, plan and organize tasks, find information and make good use of memory Oral Communication - using verbal skills to exchange ideas and information with others Working with Others - doing tasks with partners or in a team Continuous Learning - the requirement of workers to participate in an ongoing process of acquiring skills and knowledge <p>For skills definitions and level of complexity, and assessment tools, see Literacy and Basic Skills, Employment and Social Development Canada</p>
5. Work Experience	<p>The individual has:</p> <ul style="list-style-type: none"> No work experience
6. School Factors	<p>The service provider has evidence based on assessment or confirmation from a Student Success teacher, school committee or school board representatives that the individual experiences any of the following school factors which are known to be linked with a higher risk of not graduating:</p> <ul style="list-style-type: none"> failing course(s) skipping classes/frequent absences being bullied/harassed feeling of not belonging at school
7. Family/Household Circumstances	<p>The individual indicates or the service provider reasonably believes that the individual is in any of the following circumstances:</p> <ul style="list-style-type: none"> Lives in a low income household Lacks family/parental support (financial or emotional)
8. Mental Health	<ul style="list-style-type: none"> The individual indicates they have a mental health challenge
9. Hardship based on life circumstance	<p>The individual indicates or the service provider reasonably believes the individual has:</p> <ul style="list-style-type: none"> Addictions issues, has been criminalized or has had involvement with the justice system, or other

Suitability Indicator	Definition
	forms of discrimination or hardship based on life circumstances.
10. Homeless and Housing	<p>The individual indicates or the service provider reasonably believes that the individual is affected by any of the following factors:</p> <ul style="list-style-type: none"> Is homeless or lacks stable, permanent, appropriate housing or the immediate prospect, means and ability of acquiring it. Includes those unsheltered, or homeless, living on the streets; emergency sheltered in overnight shelters; provisionally accommodated in temporary accommodations; at risk of homelessness due to precarious economic or housing situation. Further definitions from Canadian Homelessness Research Network
11. Leaving care of child welfare	The individual is either in or leaving care of the child welfare system
12. Discrimination based on social identity	The individual indicates they have experienced racism, homophobia, religious or other forms of discrimination based on social identity in the community (for e.g. racialization, or sexual identity)
13. Lone Parent	The individual acts as primary caregiver or lone head of household (e.g., lone parent, caregiver of dependents)
14. Source of Income	<p>The individual has identified their source of income as one of the following:</p> <ul style="list-style-type: none"> Crown Ward extended care and maintenance Dependent of Employment Insurance recipient Ontario Works (OW) recipient Ontario Disability Support Program (ODSP) recipient Dependent of OW or ODSP recipient No source of income

- b) **Service impact (35%)** measures the effect or outcome of the service provided. This measure indicates the degree to which program participants have achieved the intended program outcomes and the difference in their status compared to when they started the program.

The two service impact indicators—employed or in education/training—are measured at exit, three and 12 months after the participant exits the program (Table 3: Service Impact Indicators).

To have a positive service impact, the individual must achieve a better status having successfully completed the program compared to when they started the program (e.g., from unemployed to employed; or from part-time education to employed).

Minimum provincial standard: 90% of participants must achieve a desired employment, training or educational outcome, measured at three months after exiting the program.

Table 3: Service Impact Indicators

Service Impact Indicator	Definition
1. employed /on a career path	<p>The individual is:</p> <ul style="list-style-type: none"> • Employed part-time • Employed full-time • Self-employed • Both employed and in education • Both employed and in training • Employed apprentice • Employed in area of training/choice • Employed in a more suitable job • Employed in a professional occupation/trade
2. Returned to school (full- or part-time)	<p>The individual is:</p> <ul style="list-style-type: none"> • In Education – remaining in high school • In Education – OSSD or equivalent • In education – postsecondary • In education – Academic upgrading • In education – other
3. In training (not registered at the start of program)	<ul style="list-style-type: none"> • In training – other Employment Ontario (EO) training initiatives • In training – EO Literacy • In training – English as Second Language /French as Second Language • In training – Federal • In training – other occupational skills training

2. Customer Service (40%)

The customer service dimension addresses service quality expectations or how well the program delivers on what it does. The two core performance measures of customer service are customer satisfaction and service coordination:

- a) **Customer satisfaction (15%)** indicates the value attributed to the service by its customers. At exit from service, participants (both individuals and employers) are

asked how likely they are to recommend Youth Job Connection: Summer program to someone looking for similar services, on a scale of 1 to 5.

Service providers are assessed on the percentage of respondents who return a 4 or 5 (out of 5) rating.

1—I strongly do not recommend Youth Job Connection: Summer

2—I would rather not recommend Youth Job Connection: Summer

3—no general opinion

4—I would generally recommend Youth Job Connection: Summer

5—I strongly recommend Youth Job Connection: Summer

Minimum provincial standard: 85% of respondents must respond with a satisfaction rating of 4 or 5 on the 1 – 5 point scale.

- b) **Service coordination (25%)** indicators recognize, as part of a participant's employment service plan development, that the service provider must provide help to access and participate in education, training, or other types of community services, either while participant's are engaged in services or at exit.

A formalized referral (a planned, supported and co-ordinated arrangement) is made by the employment service provider on behalf of the participant to the other organization (education/ training/community services, etc.). The indicator also recognizes formalized referrals made to the service provider from another community organization on behalf of an individual.

Minimum provincial standard: 75% of all program participants who exit the program will experience effective support referral into, during or at exit from the program.

Table 4: Service Coordination Indicators

Service Impact Indicator	Definition
1. Referred in from other organizations	The program participant has been formally referred through a recognized referral process to the Youth Job Connection: Summer service provider from another Employment Service provider or community organization including schools, school board or youth development/leadership services/program.
2. Referred out for registration/ participation in training	The program participant has confirmed that they are registered or participating in training as a result of the Youth Job Connection: Summer service provider: <ul style="list-style-type: none"> • Employment Ontario training initiatives including pre-apprenticeship/ apprenticeship, Co-op diploma

Service Impact Indicator	Definition
	apprenticeship program, Literacy, etc. • Other training such as ESL/FSL, other government training (federal), language, post-secondary education, or youth development/leadership services/program, etc.
3. Referred out for registration or confirmed receiving services with other community resources that support employability	The participant has confirmed that they are registered to receive or are receiving as a result of the Youth Job Connection: Summer service provider, one or more of the following types of supports: Ontario Works, Ontario Disability Support Program, newcomer services, professional regulatory bodies, language or credential assessment, housing services, other counselling services, childcare, financial planning, legal services, youth development/leadership services/program, etc.
4. Referred out to other employment programs	The participant confirmed that they are registered to receive services through other employment- related programs

3. Efficiency (5%)

The efficiency dimension measures the service provider's ability to support young people in completing the program.

As part of the business planning process with the ministry, service providers are given a Completion Target, which is the total number of service plans the service provider is expected to close in a fiscal year with an outcome of "attained" and a status of "completion". The Completion Target is 90% of the Participant Target, which is the total number of service plans a service provider is expected to close in a fiscal year.

- For example: a service provider with a Participant Target of 100 youth would be expected to achieve a completion target of 90 youth (or 90%).

The Completion Score, which determines the 5% Efficiency score, is calculated by dividing the actual number of completions by the Completion Target. The Service Quality Standard for Efficiency is 100%.

- Based on a continuation of the above example, a service provider achieving 85 completions in the fiscal year would meet 94% of their target (85 actual completions divided by the Completion Target of 90). The service provider would achieve 0.47 out of 0.5 in their final Service Quality Standard score.

Overall Provincial Service Quality Standard (SQS)

Achieving the overall provincial service quality standard (SQS) is crucial to stable and ongoing funding. The Ministry sets the provincial baseline for each core measure and weights its impact on overall service quality (see [Appendix 1: Provincial Service Quality Standard \(SQS\)](#)). Service provider performance is measured against this baseline and the requirements set out in the Youth Job Connection: Summer transfer payment agreement. Funding is secure as long as overall results meet the provincial SQS, and the service provider is in compliance with the transfer payment agreement. Service providers must commit to improving performance on any core measure if they have fallen below the provincial SQS.

The service provider must commit to meeting (or exceeding) the provincial service quality standards and improving on the organization's results. These performance commitments must be listed in the service provider's annual business plan.

The service provider cannot exceed 100% of a SQS core measure score/weight.

- For example: a service provider that exceeds their Completion Target cannot receive an Efficiency score greater than 0.5 (5% of SQS).

Over time, the performance measures or the baseline standards can be adjusted to reflect changes in the system-wide performance. As part of the annual business planning cycle, the Ministry will confirm the measures and baseline standards for performance.

4.1.2 Funding Decision Matrix

Service providers must submit annual business plans that propose performance commitments for the following year. Details of the business planning process and requirements are communicated annually to service providers.

The Ministry uses the Funding Decision Matrix (detailed below, [Table 5: Funding Decision Matrix](#)) to make decisions about continued funding, agreement renewals, performance incentives, and other awards and recognition for service providers. Four main criteria affect Ministry decisions: compliance with the transfer payment agreement and service guidelines, achieving the Provincial Service Quality Standard (see [Performance Measurement Framework](#) section), evidence of organizational capacity (see [Table 6: Organizational Capacity Indicators and Definitions](#)), and achievement of improvement targets.

This transparent matrix clarifies what is required to ensure sustainable funding and to access awards and recognition. It also shows when directed improvement requirements or notice of agreement terminations would be implemented.

Table 5: Funding Decision Matrix

Compliance with MAESD agreement	Provincial Service Quality Standard Achieved	Evidence of Organizational Capacity	Reached Improvement Target	MAESD RESPONSE
✓	✓	✓	✓	Success – Funding approval, Performance Incentive and/or Award Potential <ul style="list-style-type: none"> Service provider is in compliance with agreement and program guidelines and has achieved or surpassed Overall Service Quality Standards for service delivery OC review demonstrates ability for sustained and/or improved results Service provider has attained improvement targets identified in last agreement
✗	✓	✗	✗	Official Review – Funding Approval with Immediate Compliance Directive <ul style="list-style-type: none"> Service provider is NOT in compliance with agreement despite achieving or surpassing Overall Service Quality Standard for service delivery and must submit an action plan for achieving compliance OC review demonstrates little ability for sustained or improved results Service provider did not meet improvement targets from last agreement
✗	✗	✓	✗	Directed Improvement – Funding Approval with Compliance and In Year Improvements to Overall Service Quality Standard <ul style="list-style-type: none"> Service provider is NOT in compliance with contract/guidelines and must submit an action plan for achieving compliance Service provider has not achieved Overall Service Quality Standard for service delivery nor improvement targets from last agreement OC review demonstrates there is capacity and potential for immediate improvement

Compliance with MAESD agreement	Provincial Service Quality Standard Achieved	Evidence of Organizational Capacity	Reached Improvement Target	MAESD RESPONSE
X	X	X	X	Termination – Notice of contract termination, procedures to support client service transfer <ul style="list-style-type: none"> • Service provider did not achieve in year service improvements to standard and does not demonstrate necessary OC to support improvement • Service provider is persistently in non-compliance with agreement/guidelines N.B.: A serious breach of agreement (such as fraudulent activity) is considered sufficient grounds for immediate termination.

Table 6: Organizational Capacity Indictors and Definitions

Dimension	Organizational Capacity Indicators and definitions
Planning The service provider can develop, implement, monitor, and modify action plans to achieve stated goals, and to meet their contracted commitments with the Ministry.	Demonstrated use of data – The service provider has evidence that data (non-financial), including local labour market information, is analyzed and evaluated to make both short and long-term program/service changes that reflect local labour market and community needs.
Resourcing The service provider can allocate and develop resources to achieve stated goals, and to meet their contracted commitments with the Ministry.	Administrative Processes – The service provider has administrative systems in place (Admin, Finance, Human Resources, Information Technology) that support the organization’s business commitments to customer service, quality and operational performance. Financial Performance Results – The service provider can demonstrate it has financial controls and processes in place to track and manage the efficient use of “annual” budget allocations in providing service throughout the fiscal year (period of time for which the budget is allocated). Reporting is accurate and timely.
Communicating The service provider can interact with its staff, the Ministry and with the community in terms of issues, policies and programs that affect clients and community.	Community coordination – The service provider can demonstrate that it seeks out and coordinates services with other agencies/organizations in their community including school boards, Ontario Works, Service Canada, employer associations and other service providers. The organization participates in local community planning processes. Governance – The service provider has <ul style="list-style-type: none"> • evidence of Annual General Meetings (AGMs) taking place and that the community is invited to take part, or • evidence of a governance structure that has processes/policies to ensure accountability to funders, clients, community and its own staff, and • a mission or mandate consistent with Employment Ontario goals and objectives
Measuring The service provider can	Customer Satisfaction and Results Management – The service provider has a customer service charter

Dimension	Organizational Capacity Indicators and definitions
evaluate its success against its business plan, the Ministry's program agreement, guidelines, service quality standards, documentation standards, and policies and procedures.	<p>that commits to a standard of customer service, including a process for customer feedback and timely agency response.</p> <p>The organization has systems and processes to track performance against agreement commitments and standards.</p> <p>Service Delivery – The service provider's mandate/objectives are aligned with the services provided.</p>

4.1.3 Continuous Improvement in the Ministry's Business Planning Cycle

Working within an annual business management cycle, the service provider and the Ministry address the employment needs of the community, and ensure continuous improvement of the program.

The business plan addresses the service provider's commitment to service levels, service quality standards, and continuous improvement targets.

The steps below describes the program annual business management cycle. The performance management framework is based on results and continuous improvement.

Step 1:

Understand Results (November)

Actions to be taken:

- Review your results against provincial standards and contracted goals for the year (based on Schedule commitments)
- Understand context of standards:
- Targets are initially set to establish baseline data
- Standards are developed based on actual data • Not based on a theoretical structure of what should be • Not stretch targets.

Step 2:

Understand Cause (November to January)

Actions to be taken:

- Consider the cause of your results
- Identify what you have done to achieve those results

- Identify external impacts that affected your operation both positively and negatively
- Identify outcomes that are higher than provincial standard
- Assess strengths, gaps and variances to decide what is to be continued and reinforced and what is to be changed.

Step 3:

Develop Improvement Plans (November to January)

Actions to be taken:

- Review the factors that impact your operation and generated the results you have achieved
- Identify the areas for improvement
- Incorporate action plan to realize improvement as part of your overall Business Plan
- Develop Business Plan following the guidelines in the Business Plan package sent out in November.

Step 4:

Review and Adjust

Actions to be taken:

- Provide quarterly reports on the achievements you have accomplished
- Outline the adjustments you decide to make in order to more effectively achieve the commitments in your Business Plan.

TIMELINE

November:

- The MAESD confirms provincial standards based on actual results
- Business plans go out

November to January:

- Service providers identify strengths, gaps and variances; identify areas for improvement (Steps 1-3 above)

January:

- Service providers submit business plans to MAESD

April:

- The MAESD approves annual targets and confirms funding

Quarterly or as required:

- Service providers report achievement and plan adjustments (Step 4 above).

5. ADMINISTRATION

5.1 Program Facilities

5.1.1 Accessibility for Persons with Disabilities

The service provider must have the ability to deliver the contracted service in a facility that is readily accessible to participants, including persons with disabilities.

Where services are not fully accessible to persons with physical disabilities, the service provider must have a plan to accommodate them, by serving them in an accessible location, or through partnership with another organization.

Service providers can also refer persons with disabilities to the services of the Ontario Disability Support Program (ODSP). ODSP helps individuals with their unique needs, and provides a range of supports for employment and independence, such as technological aids, supports, devices, and personnel supports such as transcribing and sign language interpretation.

5.1.2 Facility Co-Location

The Ministry recognizes the importance of co-location arrangements with community stakeholders such as Apprenticeship, other Employment Ontario programs, other ministries (such as the Ministry of Northern Development and Mines and the Ministry of Citizenship, Immigration and International Trade) and other community services. These arrangements can be established to enhance good customer service, community access, and cost efficiency.

Where Youth Job Connection Summer is co-located with other programs and services, Youth Job Connection Summer's administrative funds must be used to cover only costs directly related to the delivery of Youth Job Connection.

If relocation or revision of facility arrangements is required, the service provider must have prior written approval from the Ministry before agreements or financial commitments are made.

5.2 French Language Services

The *Ontario French Language Services (FLS) Act* requires access to services in French at identified service provider locations in designated areas.

Employment Ontario service providers will be contracted to provide Youth Job Connection: Summer services in French in the 25 communities designated under the *FLS Act*, and in an additional 10 communities identified by the Federal Official Languages (OLA) Act.

Identified service providers in designated communities must offer the following in French:

1. Outreach
 - Marketing materials (brochures)
 - Outreach strategies developed and conducted
2. Oral Communications
 - Telephone
 - In person, such as interviews, visits, meetings, workshops or information sessions and consultations
3. Written Communications
 - Correspondence such as letters and faxes
 - Email, interactive databases and Internet
4. Signage and Public Notices
 - Interior and Exterior
5. Forms and Documents
 - Stationery
 - All forms used for identification, certification or application such as licenses, and certificates
 - Any document intended for public use

The *FLS Act* is available on the website for the [Office for Francophone Affairs](#).

5.3 Acknowledgement of Ontario Government Support

All products, events, services, or programming resulting from Youth Job Connection: Summer funding must be publicly available, free of charge and acknowledge the financial support of the ministry.

Official hard copy or digital master artwork must be used when reproducing the Employment Ontario logo, and cannot be altered in any way.

The Visual and Communications Guidelines for Employment Ontario services are available on the [Employment Ontario Partners' Gateway website](#).

5.4 Access to Information and Protection of Privacy

In order to deliver and report on the Youth Job Connection: Summer program, service providers must protect the personal information they collect, use and disclose. Privacy-related obligations are articulated in sections 2.3(a) and 7.2 and article 9 of the transfer payment agreement. Service providers must have privacy policies that ensure compliance.

5.5 Information Management Requirements

For each funded site, service providers must develop and maintain relevant and current systems for planning, monitoring, and reporting program activity and expenditures. At a minimum, the information management records, systems, and procedures must:

- Ensure that full documentation is available, verifying that the statistical and financial information entered into any Ministry systems and other service provider management systems meets the reporting and audit requirements of the Ministry
- Provide prompt and accurate disbursement to employers, according to the terms and conditions of the training or placement agreement
- Protect participant privacy in accordance with the agreement with the Ministry, including records through storage in a secured system, for both electronic and manual records
- Make records accessible for audit purposes by identifying them in a distinct manner, rather than only by name
- Cross-reference employer information with that of Youth Job Connection: Summer participants.
- Ensure records and information are used for ongoing evaluation of services.

Data Security/Storage

Service provider retention schedules for program-related records are the same as those for electronic records. Service providers must establish procedures and timelines for archiving participant records, including determining how and when records are deleted and stored, consistent with their obligations under the transfer payment agreement.

Service providers must keep personal information secure at all times. It is important to inform staff that when personal information (both hard copy and electronic) is not in use, it must be securely stored.

Standard measures for safeguarding information can include:

- Store hard copy personal information in lockable file cabinets.
- Adopt and maintain a clean-desk policy.
- Lock all unattended personal information (both hard copy and electronic).
- Locate computers so that unauthorized individuals cannot view information.
- Do not leave personal information on voicemail.
- Ensure that the correct recipient is being addressed before sending emails containing personal information.

Other resources from the Information and Privacy Commissioner (IPC) of Ontario:

- [IPC Practice Direction: Safeguarding Privacy in a Mobile Workplace](#)
- [IPC Fact Sheet #10 - Secure destruction of Personal Information](#)

5.6 Documentation Requirements

Service providers must maintain the following types of documentation for participants and employers.

Documentation for participants:

- Completed, signed and dated [Employment Ontario Participant Registration form](#)
- Contain a statement on file that the client's birth certificate, driver's license, or other photographic identification has been reviewed.
- Contain a statement on file that any necessary immigration papers or work permits have been reviewed.
- Documentation of Client Service Planning and Coordination activities with information on services provided and rationale including but not limited to participant assessment, employment service plan, service referral, mentoring activities, and evidence of the participant's progress
- For Pre-employment services, documentation on workshops/activities planned and attended, and payment of the stipend.
- Service providers must comply with applicable tax laws and regulations administered by the Canada Revenue Agency and issue the appropriate taxation documents to participants.
- If financial supports are provided, the participant's file must contain the reason for the support, the amount of the supports and an authorized service provider signature for the support.
- For job placements, rationale describing how the placement meets needs of participant and employer, and if incentives or supports are provided, information on the reason, amount and terms of support.
- Documentation of mandatory site visits and other monitoring conducted; employer and participant follow-up and outcomes.
- For education and work transition support, if provided, documentation of rationale and types of activities, mentoring and length of services.
- In case of service termination, reasons for termination and steps the service provider took to assist the participant to resolve issues prior to termination

Documentation for employers:

- completed, signed and dated [Employment Ontario Employer Registration form](#)
- proof of employer's eligibility and suitability for the program

- employer profile information including size, sector, and number and types of placements provided
- information on placement incentive, if applicable, including amount of incentives and disbursement of funds in the [Youth Job Connection and Youth Job Connection: Summer Job Placement/Job Match/Job Trial Agreement](#) and the [Youth Job Connection and Youth Job Connection: Summer Job Placement/Job Trial Agreement for Participant on Service Provider Payroll](#)
- documentation of any site visits or other monitoring activities, issues or incidents if any and resolutions
- In case of incomplete placements, documentation of approach and steps the service provider took to resolve the issue or reasons for early termination.

5.7 Audit and Accountability Requirements

Audit and accountability requirements set out the formal financial reporting and audit process. Service providers are required to submit financial reports as outlined in the **Youth Job Connection Audit and Accountability Requirements for Recipients**. The current requirements are posted on the EOPG website at [Employment Ontario Partners' Gateway](#).

Program Monitoring

The service provider should expect the Ministry to monitor program delivery and implementation to ensure compliance with contractual agreements, consistent standards, and fidelity to program guidelines. For the purpose of program monitoring the Ministry can seek to:

- verify documents and other forms prior to processing;
- directly contact the service provider or participants/beneficiaries, other stakeholders, and partners;
- conduct on-site visits to assess progress and achievement of activity milestones;
- conduct on-site visits to verify expenditures and compliance to agreement terms;
- use or request program/project data for informed decision-making or program evaluation;
- review reports submitted by the service provider.

5.8 Forms

The following forms must be used for the delivery and administration of the Youth Job Connection program. These forms are mandatory and must not be altered by the service provider.

- Employment Ontario Participant Registration
- Employment Ontario Employer Registration
- Youth Job Connection and Youth Job Connection: Summer Job Placement/Job Match/Job Trial Agreement.
- Youth Job Connection and Youth Job Connection: Summer Job Placement/Job Trial Agreement for Participant on Service Provider Payroll.

All program forms are available on the Employment Ontario Partners' Gateway (EOPG) site.

Workplace Insurance

These forms are required of all employers providing job placements through the Youth Job Connection: Summer. Service providers must ensure that employers with Workplace Safety and Insurance Board (WSIB) coverage complete the WSIB forms as necessary. Employers who do not have WSIB coverage should access their own insurance coverage and forms. These forms **must not be modified**:

Workplace Safety and Insurance Forms:

- Employer's Report of Injury/Disease (Form 7)
- Employer's Subsequent Statement Form (Form 9)
- Letter of Authorization to Represent Placement Employer

5.9 Employment Standards Act

The Employment Standards Act governs Youth Job Connection: Summer job placements.

A Guide to the Employment Standards Act is available on the [Ministry of Labour website](#): (click on Employment Standards and follow hyperlink to "Your Guide to the Employment Standards Act") or call the Information Centre at Tel: 1-800-531-5551, or in Toronto at (416) 326-7160.

A copy of the Act is available on the e-Laws website [here](#) in the Frequently Accessed Law section.

5.10 Ontario Human Rights Code

Service providers and employers participating in Youth Job Connection: Summer program must comply with the requirements of the Ontario Human Rights Code.

Copies of the Code are available in the e-law website [here](#) in the Frequently Accessed Law section.

Or through:

Publications Ontario, 777 Bay Street, Toronto, Ontario

Tel: 1-800-668-9938, or in Toronto at (416) 326-5300

For general information on the Ontario Human Rights Code, please call:

Tel: 1-800-387-9080, or in Toronto at (416) 314-4500

The Ontario Human Rights Commission is located at:

180 Dundas Street West - 7th floor, Toronto, Ontario M7A 2R9

5.11 Participant Placement Insurance

Workplace Safety

The Employer must provide workplace safety insurance coverage for participants in a Youth Job Connection: Summer job placement.

Employers who are not required to register with Workplace Safety Insurance Board (WSIB) and who have not voluntarily registered for WSIB coverage, must have alternate workplace safety insurance coverage through private insurance carriers.

Workplace Insurance Coverage and Claims

Employers with mandatory WSIB coverage must file WSIB claims. They may elect to file claims under either their own coverage or under the Ministry's WSIB coverage.

Employers under voluntary WSIB coverage carry WSIB coverage or an alternative type of workplace safety coverage. If they do carry WSIB coverage, they may elect to use either their own WSIB coverage or the Ministry's WSIB coverage. If employers file claims under the Ministry's WSIB, the premiums for their own coverage will not be affected.

Employers with alternate workplace safety insurance coverage must file claims under their insurance coverage.

Coverage and Claims for Workplace Safety and Insurance Board Benefits

Compulsory WSIB Coverage

Mandatory WSIB coverage extends to the majority of employers. It includes government and government agencies, construction and manufacturing industries. It also includes many service sector businesses.

Service providers can visit the [WSIB website](#) to confirm which employers/businesses require mandatory registration.

Voluntary WSIB Coverage

It is **not** compulsory for banks, insurance companies, dentists, lawyers, and hairdressers/barbers to register for WSIB coverage. However, employers in these businesses can apply to WSIB for coverage. Service providers can visit the [WSIB website](#) to confirm which employers/businesses **do not** require mandatory coverage.

WSIB Claims

It is the responsibility of the participant to notify the employer in the case of any injury/disease the same day that it occurs, or as early as possible. The employer must also immediately notify the service provider of any injury/disease as early as possible even if they are claiming under their own coverage, and assist with any information needed to complete the injury/disease report or claim if they are claiming under the Ministry's coverage. These procedures must be clearly explained to clients and employers at the outset of a training placement.

If the employer is registered with WSIB and elects to file claims under the Ministry's WSIB policy, both the employer and service provider should complete and sign a Letter of Authorization to Represent Placement Employer form.

Procedures

To file a claim under the Ministry's WSIB policy, the service provider must complete the Employer's Report of Injury/Disease (Form 7) using the firm #825164.

When completing Form 7, Section B, Employer Identification, the following information should be indicated:

Field Name	Field Description
Employer Name	Ministry – followed by the service provider's name and phone number
Firm Number	825164
Address	Service provider's address

Field Name	Field Description
Telephone/Fax Number	Service provider's number
Worksite Location, Branch, Plant, Department Where Worker Employed	Company/business name where the employee has been placed and phone number

Please ensure that all placement employers are aware that they must advise their service provider immediately of learning of the accident/injury/disease. In turn, the service provider must:

- complete Form 7 within **three** working days of the accident/injury, where applicable. NOTE: The WSIB procedures which must be followed, including the specified timeframes, are based on the individual circumstances and impact/severity of the injury, i.e., length of time injured employee is absent from work and/or employee's need for modified work. Please review the WSIB guidelines available on the [WSIB website](#) to determine if/when a WSIB claim should be filed.
 - Note: Service providers are encouraged to complete Form 7 on-line and submit it electronically. The forms are available on the [WSIB website](#). A late-charge penalty of \$250 is charged by WSIB for each Form 7 received after seven days from the date of the accident, where applicable.
- fax, email or mail the completed report to WSIB within seven working days of the accident.
- fax or mail a copy of the report to the appropriate regional office of the Ministry, where applicable.

Also, the service provider must:

- submit a new Form 7 if the information regarding the claim is revised. The word "revised" must be written clearly at the top of the form to indicate that the claim was previously submitted;
- fax or mail a copy of the revised report to WSIB; and
- fax or mail a copy to the Ministry.

Return to Work

The employer and the trainee are responsible for notifying the service provider when the trainee has returned to work. The service provider must:

- complete a WSIB Employer's Subsequent Statement (Form 9)
- fax or mail the completed form to WSIB
- fax or mail a copy of the completed form to the Ministry.

5.12 Third Party Liability Insurance

The employer must have third party liability insurance to cover the costs of damages caused by participants while on the job.

Service providers must only place participants with employers who have adequate third party liability and WSIB coverage or other alternate workplace safety coverage.

The placement agreement requires employers to declare which coverage they have as follows:

- WSIB coverage for industries/businesses where it is compulsory; or
- WSIB coverage for industries/businesses where it is not compulsory; or
- Alternate workplace safety insurance; and
- Third party general liability insurance.

5.13 Employment Ontario Information and Referral Resource Tools

- Employment Ontario Website
 - Employment Ontario program and service material produced by the Ministry
 - Employment Ontario "Find Services in your Area" function to find service provider descriptions contact information from Find Help Information Service's 211 database and other sources provided by the Ministry.

Note: This is not meant as an exhaustive or exclusive list of available or potential information and referral tools and resources.

APPENDIX 1: Provincial Service Quality Standard (SQS)

The provincial standard (column c) for each core measure is multiplied by its weight (a) (converted to its maximum value out of 10, column b) to obtain a value (column d); the sum of values results in a minimum service quality standard of **7.51** and a maximum service quality standard of 10.0. Because all measures are based on a maximum of 100% (column a), no one measure can obtain a higher value than the overall weight assigned to the measure.

SQS value for each core measure =

Minimum Provincial Standard (c) x Maximum Value (b)

Σ Sum of SQS values (d) = Overall Provincial Service Quality Standard = **7.51**

Table 7: Provincial Service Quality Standard (SQS)

Dimension	Measure	Weight	Maximum value	Minimum Provincial Standard	SQS Value
		a	b	c	d
Customer Service 40%	1. Customer Satisfaction	15%	1.5	85%	1.28
	2. Service Coordination	25%	2.5	75%	1.88
Effectiveness 55%	3. Service Impacts	35%	3.5	90%	3.15
	4. Participant Suitability	20%	2.0	35%	0.70
Efficiency 5%	5. Completion Score*	5%	0.5	100%	0.5
		100%	10.0	Overall Provincial Service Quality Standard	7.51

**See Section 4.1.1. for additional information regarding the Completion Score measure.*

APPENDIX 2: Pre-Employment Service Areas

Pre-employment workshops or activities offered must cover all six areas (the examples under each area are provided for illustrative purposes only). It is recognized that not all participants will access all topic areas. There may be less variety in the summer workshop offerings compared to a year-round delivery schedule, due to time constraints.

A session on Employment Standards and Occupational Health and Safety is mandatory for all program participants.

1. Fundamental job readiness skills workshops or activities

- Communication for workplaces – speaking, presentation, writing, etc.
- Literacy and numeracy on the job
- Problem solving at work
- Information management and organization
- Creative thinking to resolve workplace issues

2. Career development /career exploration workshops or activities

- Vocational interests, aptitudes and abilities exploration
- interests, aptitudes and abilities to appropriate jobs
- lifestyle goals and relate to selected occupations
- discovering educational and career paths for a selected occupation
- Selecting an immediate job goal
- Understanding the conditions and specification of jobs

3. Personal management (life) skills workshops or activities

- Positive attitude, self-awareness and workplace expectations
- Self-confidence, assertiveness training
- Responsible behaviours, actions and decisions
- Flexibility and adaptability on the job

- Healthy work-life balance (e.g., clean and sober lifestyle, healthy eating and nutrition, stress management and relief, etc.)
- Plan and set professional learning goals
- Social media profiles and online presence
- Budgeting

4. Job attainment skills workshops or activities

- Constructing a resume
- Conducting a job search
- Complete job application forms
- Job and information interview skills and practice
- Online applications and web-based job search

5. Employment-related- skills workshops or activities

- Customer service
- Team work
- Time management
- Dress for success
- Culture of the organization/business, connecting socially at work, fitting in
- Dealing with authority, conflict resolution
- **Employment Standards, and Occupational Health and Safety **
MANDATORY**
- Youth in unionized jobs and workplaces and Labour Relations

6. Job maintenance and career advancement skills workshops or activities

- Leadership development
- Career advancement strategies
- Professional networking