

ONTARIO YOUTH APPRENTICESHIP PROGRAM

Program Guidelines for District School Boards

2025-2026

CONTENTS

ONTARIO YOUTH APPRENTICESHIP PROGRAM.....	1
Revisions History.....	4
1. INTRODUCTION.....	5
1.1. Purpose of the Guidelines	5
1.2. Program Context	5
2. PROGRAM DESCRIPTION	5
2.1. Overview	5
2.2. Goals.....	5
2.3. Objectives.....	6
2.3.1. OYAP Student Enrolments	6
2.4. Program Components	7
2.4.1. OYAP Partnerships	7
2.4.2 OYAP Participants with Registered Training Agreements (RTAs).....	7
2.4.3. School-based Component – Secondary School	8
2.4.4. Health and Safety Requirements.....	8
2.4.5. School-based Component – Level 1 Apprenticeship In-Class Training.....	9
2.4.6. Workplace-based Component	10
2.4.7. Recognition of the Training Completed/Skills Developed in the Cooperative Education Placement	11
2.4.8. OYAP Graduates Speakers’ Bureau	12
2.4.9. Employment Ontario Information Sessions	12
2.5. Eligibility and Suitability	12
2.6. OYAP-FAST (Focused Apprenticeship Skills Training).....	13
3. PROGRAM DELIVERY	14
3.1. Roles and Responsibilities.....	14
3.1.1. Employment and Training Consultants (ETCs).....	14
3.1.2. District School Boards (DSBs).....	14
3.2. Advisory Committee	16
3.3. Funding	18
3.4. OYAP Recruiter Role.....	18

4. PERFORMANCE MANAGEMENT.....	19
4.1. Performance Measures	19
5. ADMINISTRATION	20
5.1. Program Assessment	20
5.2 Access to Information and Protection of Privacy	21
5.3 Employment Ontario Partners' Gateway (EOPG).....	21
5.4 Reporting Requirements.....	22
5.5 Deadline for 2025-2026 Business Plans.....	22
5.6 Employment Ontario “Find a Service”	22
APPENDIX A: Glossary of Terms.....	24
APPENDIX B: Timetable Examples for Students in OYAP-FAST	26

Revisions History

Revised April 2024, Version 11: minor revisions throughout.

Revised October 2024, Version 12: inclusion of OYAP-FAST.

Revised March 2025, Version 13: revisions have been made for clarity and to reflect Skilled Trades Ontario taking on certain administrative responsibilities that were previously performed by MLITSD, including registering apprenticeship training agreements and authorizing sponsors. Requirement to provide proof of enrollment in OYAP added in section 2.4.6.

1. INTRODUCTION

1.1. Purpose of the Guidelines

These guidelines are a resource to assist District School Boards (DSBs) in delivering and administering the Ontario Youth Apprenticeship Program (OYAP). The guidelines may be amended at the sole discretion of the Ministry of Labour, Immigration, Training and Skills Development (MLITSD) and should be regarded as a supplement to existing documents and agreements.

1.2. Program Context

One of the long-term priorities of the Ontario government is to anticipate, respond to and meet Ontario's future trades sector's labour needs, particularly through increasing the number of qualified tradespersons.

OYAP helps address this priority by increasing the number of secondary school students exploring careers in skilled trades and setting the groundwork for OYAP participants to successfully pursue careers in the trades. Through a cooperative education course, OYAP participants gain training in an apprenticeship trade of potential career interest.

2. PROGRAM DESCRIPTION

2.1. Overview

OYAP is a school-to-work program that opens the door for participants to explore and work in apprenticeship trades, through a cooperative education program offered by a DSB. OYAP participants may have an opportunity to become registered apprentices and work towards becoming certified journeypersons in a skilled trade while completing the requirements to obtain their Ontario Secondary School Diploma (OSSD).

2.2. Goals

The program allows participants to explore apprenticeship and consider careers in the skilled trades as attractive, viable options, on a similar footing with careers from other postsecondary pathways. OYAP provides opportunities for participants to develop the skills, knowledge and habits associated with education and career/life planning.

Through these experiences, participants develop a greater understanding of themselves and the opportunities that are available to them. In practical ways they come to see the connections between their learning, well-being, and their lives beyond school, which can enhance their ability to make informed decisions, set goals and develop plans to achieve those goals.

The program also allows participants to complete secondary school credits to obtain their Ontario Youth Apprenticeship Program Guidelines

OSSD. In addition, participants that complete the workplace-based learning component may be recognized by MLITSD as having completed a portion of the on-the-job training requirements of a formal apprenticeship.

The goal of the program is to enable participants to explore a career in the skilled trades and, if chosen, make the school-to-work transition by direct entry into apprenticeship training.

2.3. Objectives

OYAP supports the development, implementation and expansion of apprenticeship related secondary school initiatives, including transition programs such as cooperative education and work experience opportunities.

Under Ontario's Skilled Trades Strategy, MLITSD has three objectives for strengthening Ontario's apprenticeship system:

1. Breaking the stigma around careers in the trades and attracting more youth, with a focus on youth who are from groups that have traditionally been underrepresented in the trades or from other equity-deserving groups;
2. Simplifying the skilled trades and apprenticeship system; and
3. Encouraging employer participation in the system.

DSBs can support MLITSD objectives through OYAP by ensuring that students have the information, resources and support to explore apprenticeship as an education and career pathway. DSBs can also provide information to students who are graduating (and their parents), so they have the knowledge and supports to transition to, or continue, their apprenticeship training. Moreover, DSBs are encouraged to promote apprenticeship and especially support students from groups that have typically been underrepresented in the trades or from other equity-deserving groups (e.g., women, Indigenous students, newcomers, Francophones, students with disabilities and racialized persons). DSBs that receive funding to deliver OYAP must demonstrate how they are using the resources to support these initiatives.

2.3.1 OYAP Student Enrolments

Participation in OYAP can result in several positive outcomes, including that the participant:

- Remains in OYAP as a participant;
- Remains in OYAP as a participant and registers as an apprentice while in the program;
- Remains enrolled in secondary school and obtains an OSSD;

- Completes OYAP, obtains an OSSD and later formally registers as an apprentice; or,
- Transitions from secondary school into trades-related employment or education.

Outcomes leading to participants completing their apprenticeship programs and working in the trades are directly tied to the government's goal of increasing the number of tradespersons in the labour market to meet future labour market demands.

All the above are positive results which enhance the learning and development of students and increase exposure to and understanding of the trades and apprenticeship pathway.

To make an informed decision regarding OYAP enrolment, trade selection and potential registration of a training agreement, students and parents need a clear understanding of the potential career opportunities related to apprenticeship and the skilled trades.

Labour market employment information highlighting projected demand for skilled trades should be used to help students and parents who are interested in OYAP understand the benefit of the program.

Students should be well-informed and supported by their educator team in the selection of their preferred trade and in their understanding of the apprenticeship pathway and careers in the trades.

DSBs are responsible for promoting and developing this understanding with students and parents. This includes assisting and empowering students in making informed decisions as they relate to OYAP, opportunities to take Level 1 apprenticeship in-class training and on-the-job training demands.

2.4. Program Components

2.4.1 OYAP Partnerships

A key component of OYAP is the labour market, community and employer partnerships with the DSB. Employers play a significant role in the implementation of OYAP by providing relevant learning through cooperative education placements in apprenticeship trades. OYAP funding must be used to create or support such partnerships.

2.4.2 OYAP Participants with Registered Training Agreements (RTAs)

OYAP participants may have the opportunity to enter into a training agreement with a sponsor and register it with Skilled Trades Ontario. This is referred to as a Registered Training Agreement (RTA).

The primary role of DSBs related to OYAP participants with RTAs is to provide information, resources and supports to students and their parents to make an informed decision about the option to formally register as an apprentice while in OYAP.

2.4.3 School-based Component – Secondary School

See Section 2.5 Eligibility and Suitability for eligibility criteria.

Cooperative education must be delivered in accordance with the requirements outlined in [The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018](#).

OYAP is a specialized program that enables students to earn credits towards their OSSD by taking a cooperative education course for which the community component is in an apprenticeship trade.

Students, and their parents (if student is under 18) must complete an OYAP Participant Application Form. Once that form is completed, students are considered “OYAP participants.”

In addition to the information in “Developing and Implementing the Student’s Cooperative Education Learning Plan” on pages 24–26 of [The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018](#), the Student’s Cooperative Education Learning Plan of an OYAP participant includes the relevant skills or skill sets outlined in the on-the-job Apprenticeship Training Standard (ATS) for the specific trade. Students and OYAP placement employers or placement supervisors are required to document a participant’s achievement of these skills or skill sets from the apprenticeship training standard in their learning plan.

2.4.4 Health and Safety Requirements

Health and Safety instruction must be delivered in accordance with [The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018](#).

OYAP participants must be provided with trade-specific health and safety training by the placement employer or placement supervisor.

For example, Working at Heights (“WAH”) – Fundamentals of Fall Protection training is a requirement of an employer to train a worker who may be working at heights and to have proper fall protection equipment if they are exposed to a risk of falling more than three metres. Some students, in particular OYAP participants, who are also enrolled in the Specialist High Skills Major (SHSM) program, may have previously received safety training that includes WAH. The employer is still required to provide site- and equipment- specific training based on the particular circumstances of where the student will be working. This must be validated on the job site to be recognized by MLITSD. For additional details it

is recommended that the DSB contact the Infrastructure Health & Safety Association or visit the website at www.ihsa.ca for more detailed information.

OYAP participants must receive the equivalent level of health and safety requirements as all other apprentices. All OYAP participants, whether registered apprentices or not, are expected to include all applicable health and safety components of the trade's training standard or schedule of training and applicable health and safety training in the Student's Cooperative Education Learning Plan.

2.4.5 School-based Component – Level 1 Apprenticeship In-Class Training

DSBs are encouraged to incorporate apprenticeship Level 1 curriculum into the secondary school curriculum. Students who complete these courses are eligible to challenge the Level 1 exemption test, where one exists.

Students have several options:

1. Write the exemption test as arranged by the DSB. Any fees associated with writing the exemption test would be covered through OYAP funds. Fees may range up to \$150 per student.
2. Schedule an appointment with a public College of Applied Arts and Technology (CAAT or public college) to write the exemption test. Students are responsible for any costs associated with writing the exam after graduation.
3. Register as an apprentice and re-take the entire level as part of their apprenticeship training.

Exemption tests are available only through CAATs. It is important for the DSB to verify that an exemption test is available for the specific trade. Note that if a student is unsuccessful in passing their exemption test, there is a waiting period of three months before the exemption test can be rewritten. Candidates must provide proof (in the form of transcripts or other supporting documentation as appropriate) of upgrading before rewriting an exemption test.

DSBs are encouraged to explore the various Level 1 apprenticeship in-class training options available within the community either through the School College Work Initiative (SCWI) or through MLITSD-approved non-college TDAs.

a) Dual Credit programs and OYAP

- A close working relationship exists between OYAP and the Dual Credit programs. It is essential that all DSB OYAP Recruiters become familiar with the [Dual Credit Programs: Policy and Program Requirements, 2020](#) and the [SCWI program guidelines](#).
- Prior to the 2023-24 school year, only a CAAT approved as a TDA could offer

Level 1 apprenticeship in-class training that is part of Dual Credit programs. Starting in 2023-24, EDU piloted the inclusion of some non-college TDAs to participate in Dual Credit programs. There may be opportunities for other non-college TDAs to participate in future years.

- Students in an approved Dual Credit program are eligible to earn dual credits that count towards their OSSD for successfully completing a Level 1 apprenticeship in-class course. Students will receive one credit towards their OSSD for the successful completion of every 110 hours of in-class time.
- OYAP participants must have RTAs to be eligible for OYAP Dual Credit Level 1 apprenticeship in-class training programs that are delivered on TDA campuses / sites.
- SCWI Regional Planning Teams (RPTs) must request seats for OYAP students to attend Level 1 apprenticeship in-class training. [See Section 5.7 Procedure for the Addition of OYAP Classes to In-Class Training Plans](#) for instructions for the addition of OYAP classes to in-class training plans.
- See the Ministry of Education, [Dual Credit Programs: Policy and Program Requirements, 2020](#) document for student eligibility, policy and program requirements.

b) Non-college MLITSD-Approved Training Delivery Agents (TDAs)

- OYAP participants must have RTAs to be eligible for OYAP Level 1 apprenticeship in-class training at non-college TDAs, whether they are in the SCWI Dual Credit pilot or not.
- OYAP apprentices (i.e., participants with RTAs) in OYAP Level 1 apprenticeship in-class training at non-college TDAs that are not in the Dual Credit pilot do not earn dual credits.
- DSBs must request funding for OYAP students to attend Level 1 apprenticeship in-class training. [See Section 5.7 Procedure for the Addition of OYAP Classes to In-Class Training Plans](#) for instructions for the addition of OYAP classes to in-class training plans.

2.4.6 Workplace-based Component

- OYAP participants earn cooperative education credits towards their OSSD for experience in an apprenticeship trade.
- The participant's cooperative education Learning Plan (LP) must be based on relevant expectations from the related Ontario curriculum course as well as the on-the-job training requirements outlined in the approved training standards for

the trade.

- DSB's recruitment of students must be consistent with equal opportunity workplace principles.
- Employers offering training in apprenticeship trades will participate in the design of the work-based component.
- Cooperative education OYAP placement supervisors must document a participant's achievement of the competencies outlined in the LP and in the approved training standards.
- OYAP participants must bring their OYAP cards, issued by their schools, to the workplace site as proof of enrollment in OYAP; students may be asked by an MLITSD inspector to show their cards.

2.4.7 Recognition of the Training Completed/Skills Developed in the Cooperative Education Placement

The workplace-based component and/or any related training received during the cooperative education placement provides participants with an opportunity to explore a career. Throughout the cooperative education program, participants have an opportunity to reflect on their goals and their plans of how they will achieve them. In addition, they have multiple opportunities to reflect on their progress and make adjustments, as needed, as they consolidate their learning.

OYAP participants are encouraged to develop an academic and career portfolio outlining a summary of the training completed or skills developed in the cooperative education placement. The summary could include the following information for each skill developed/training taken:

- The name and date/duration of the training/placement;
- A brief account of the placement experience;
- Performance appraisals;
- A current résumé; and
- Any reference letters received.

DSBs must also provide OYAP participants with a certificate and/or letter of recognition. This will help participants with their transition from secondary school to employment or further training. In addition, this will help participants who have chosen the apprenticeship pathway to conduct a job search and find a sponsor to continue in the apprenticeship program. The certificate and/or letter of recognition should include:

- The name “Ontario Youth Apprenticeship Program (OYAP)” and the name of the trade(s);
- Name and date/duration of the OYAP placement(s) (i.e., employer); and
- Number of hours completed.

DSBs may want to include information on trade related certification and training, awards and accomplishments.

This will build on existing methods for documenting participation in OYAP, which include:

- Cooperative Education Learning Plan which provides a framework for purposeful learning in the cooperative education course.
- Work Education Agreement (WEA) which documents hours completed at the placement.

2.4.8 OYAP Graduates Speakers’ Bureau

DSBs, alone or in partnership with other DSBs, must create an OYAP Graduate Speaker’s Bureau. This will provide an opportunity for past program participants who have become apprentices or journeypersons to choose to serve as mentors and ambassadors of the program at various events and forums. They may also participate on DSBs’ OYAP Advisory Committees. This list should be updated annually so DSBs can access a current list of speakers.

2.4.9 Employment Ontario Information Sessions

To facilitate stronger connections between program participants and the labour market, DSBs must provide Employment Ontario (EO) information sessions for graduating OYAP participants. EO Service Providers provide community supports and services to support individuals with employment and training needs. The EO information sessions will enable DSBs to connect with community organizations as well as provide supports to those participants who are completing OYAP and are considering entering or continuing in the apprenticeship pathway upon graduation.

The number of sessions offered is at the discretion of the DSB, however efforts must be made to ensure that all graduating OYAP participants have an opportunity to participate. These sessions may be offered by a DSB alone or in partnership with other DSBs.

2.5. Eligibility and Suitability

OYAP participants are students who are in a cooperative education placement in an apprenticeship trade. OYAP is an option for secondary school students who meet the

eligibility criteria.

To be eligible for participation in OYAP, students must:

- Have successfully completed a minimum of 14 credits toward their OSSD;
- Be at least 15 years of age; and,
- Be enrolled full-time or part-time in a secondary school at a DSB.

Cooperative education and OYAP place additional responsibilities on students. This responsibility should be considered when enrolling eligible Grade 10 students in the summer (July-August) prior to entering Grade 11 in the fall.

Secondary school students who obtain their OSSD but return to a secondary school for additional credits (i.e., “5th year”) are also eligible for OYAP.

Adult students are also eligible for OYAP. To be eligible, adult students must:

- Have successfully completed a minimum of 14 credits toward their OSSD;
- Be enrolled full-time or part-time in a secondary school or a continuing education program within a DSB; and
- Be earning credits towards an OSSD, with the goal of obtaining an OSSD.

Students who meet the participant eligibility may have the opportunity to register as an apprentice while in OYAP.

2.6. OYAP-FAST (Focused Apprenticeship Skills Training)

OYAP-FAST is an accelerated stream within OYAP that allows students to participate in more apprenticeship learning while working towards their OSSD.

To be eligible for OYAP-FAST, students must:

- Meet the OYAP eligibility requirements (see [section 2.5](#));
- Have a signed parent consent form to participate in FAST (see [section 3.1.2](#)).

Participants in OYAP-FAST must:

- Earn 8 to 11 cooperative education credits with their placement component in the skilled trades;
- Register as an apprentice (obtain an RTA) by the time they complete the 8th cooperative education credit.

Once a participant has completed these requirements and all other OSSD requirements, they will be awarded the OYAP-FAST seal on their OSSD. Refer to [Ontario Schools](#) for additional details.

3. PROGRAM DELIVERY

3.1. Roles and Responsibilities

3.1.1 Employment and Training Consultants (ETCs)

ETCs are responsible for:

- Overseeing OYAP transfer payment agreements (TPAs) between MLITSD and DSBs and monitoring compliance with TPA obligations; and

MLITSD and DSBs will undertake joint planning and evaluation of the implementation and delivery of OYAP through a formal annual review process.

3.1.2 District School Boards (DSBs)

DSBs must ensure a quality placement experience and training for OYAP participants as well as all other requirements as outlined in [The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018](#).

The role of the DSBs includes the following:

- Provide opportunities for students to participate in cooperative education in an apprenticeship trade while enrolled in secondary school;
- Provide information, resources and supports to students and their parents to enable them to make informed decisions about OYAP, OYAP-FAST, registered training agreements and opportunities for Level 1 apprenticeship in-class training;
- Provide guidance and support to students and their parents to help them make informed decisions about the apprenticeship pathway and careers in the trades;
- Ensure that participants in OYAP and OYAP-FAST meet eligibility requirements;
- Ensure that a description of OYAP-FAST is included in school course calendars and develop a process and mechanism(s) for students to select OYAP-FAST as an option during their course selection;
- Confirm consent for participation in OYAP-FAST from the student's parent, including acknowledgement that participating in OYAP-FAST may limit the student's other postsecondary pathway options (see [Ontario Schools](#));
- Develop a process to track participation and progress towards the requirements for achieving the OYAP-FAST seal (see [Ontario Schools](#));

- Order diplomas for OYAP-FAST graduates, with the OYAP-FAST seal, through the standard process, as outlined in the instructions and timelines for ordering diplomas that are sent by the Ministry of Education to school boards in the spring each school year. Inquiries regarding ordering diplomas can be directed to the OnSIS help desk at diplomas@ontario.ca;
- Develop timetables, as outlined in the Cooperative Education curriculum, that facilitate the delivery of Cooperative Education through a full range of delivery models that support students in participating in OYAP-FAST (see Appendix B: Timetable Examples for Students in OYAP-FAST);
- Ensure that OYAP participants who request training agreements are the appropriate students for registration;
- Consult with labour market partners and employers who can provide placements in apprenticeship trades;
- Create and/or be responsible for the activities of an Advisory Committee;
- Use OYAP funding to create partnerships or enhance existing partnerships, market the program and provide student resources and supports;
- Provide OYAP participants with a certificate and/or letter of recognition;
- Ensure that OYAP-FAST participants who complete the requirements for the OSSD and OYAP-FAST receive an OSSD with the OYAP-FAST seal;
- Provide EO information session(s) to graduating OYAP participants;
- Create an OYAP Graduate Speaker's Bureau;
- Ensure that the mandatory OYAP Participant Application Form which includes a Notice of Collection and Consent is signed by the OYAP participant and their parent, if required ([see Section 5.2 Access to Information and Protection of Privacy](#));
- Use the [Employment Ontario Information System for Apprenticeship](#) (EOIS-APPR) system for data entry and administration of the program;
- Complete all reporting requirements by the established due dates (see [Section 5.4 Reporting Requirements](#)); and,
- Update Employment Ontario's "Find a Service" as required (see [Section 5.6 Employment Ontario "Find a Service"](#)).

Note: As of April 2, 2025, Skilled Trades Ontario is responsible for new sponsor

authorization and the registration of training agreements for OYAP participants. DSBs will work directly with Skilled Trades Ontario for requests for registrations.

3.2. Advisory Committee

DSBs must create and chair an OYAP Advisory Committee to provide support to the overall administration and delivery of OYAP including cooperative education placements. If this is not feasible, the DSBs will still be responsible for the activities expected of an Advisory Committee.

The role of the Advisory Committee may include the following:

- Analyzing local labour market information to identify local community partners for OYAP placements in high demand trades and in trades that are aligned with participant interests;
 - Highlighting local high demand trade opportunities for students/parents
- Designing effective processes for recruiting OYAP participants;
- Developing and implementing strategies to recruit employers;
 - Identifying and recruiting potential high demand trade community partners
- Marketing the program (and trades opportunities) to students, parents, educators and the community;
- Evaluating program performance;
- Identifying, developing and recommending success-based strategies to align student expectations with:
 - OYAP and apprenticeship program processes,
 - Requirements to advance (if desired) in the selected trade beyond the OYAP program, and
 - Future projected labour market demand and earning opportunities in the selected trades.

Employers and labour market partners are a key component to the success of OYAP and should be included in the Advisory Committee.

DSBs and their Advisory Committees may consult Education Officers (Ministry of Education) and ETCs (MLITSD) for information, resources and supports related to the effective delivery of OYAP.

Advisory Committee members may include/be a member of:

- Employers/Employer Associations;
- Chambers of Commerce;
- OYAP Recruiter/DSB supervisory officer;
- Dual Credit teacher/lead;
- Secondary school teachers/school counsellors;
- Technological education board contact;
- Student Success teacher/lead;
- Regional Planning Team (SCWI);
- Current OYAP participants and graduates;
- OYAP Graduate Speakers' Bureau;
- Employment Ontario Service Provider;
- Parents/school council;
- Industry Education Council;
- Special Education Advisory Committee;
- Community agencies and associations;
- Colleges of Applied Arts and Technology;
- Local Training Boards
- Trade unions and associations;
- Marketing or other functional experts;
- Specialist High Skills Major (SHSM) board contact;
- Skills Canada-Ontario board contact;
- Math lead/consultant/coordinator;
- Experiential Learning/Pathways board contact;
- DSB Indigenous Education Lead; and
- Cooperative Education board contact.

3.3. Funding

OYAP funding is provided by MLITSD to DSBs to support program delivery. Funding must be used to support the creation and enhancement of labour market partnerships, market the program and provide student resources and support.

Funding is determined by:

- A base amount;
- The number of secondary schools within DSBs participating in OYAP;
- The total number of participants in OYAP (from most recent year's results); and
- The total number of OYAP registrations (RTAs) (from most recent year's results).

A small portion of OYAP funding is allocated to DSBs to provide resources required for arranging participant registrations (RTAs), including obtaining signatures on training agreements. As described in [Section 3.1.2. District School Boards \(DSBs\)](#), the role of DSBs in registrations is to provide participants and their parents with information and support to make informed decisions, and, if participants/parents and the employer offering the placement wish to register a training agreement, to facilitate the process.

3.4. OYAP Recruiter Role

Although DSBs may allocate a portion of OYAP funding towards the salary of an OYAP Recruiter, the duties of the OYAP Recruiter must be directly related to OYAP. These duties include, but are not limited to:

Area of Focus	2025-26 Recruiter Activities
Increasing awareness in schools	<ul style="list-style-type: none">• Positioning OYAP as part of the apprenticeship pathway;• Raising awareness of the trades, apprenticeship and OYAP among students, parents and educators.• Visiting classrooms or inviting industry representatives to present to and engage with students on opportunities in the skilled trades.• Developing and revising resources to build knowledge and awareness of the skilled trades among educators, administrators and guidance counselors.• Encouraging and supporting student participation in the Ontario Level Up! Skilled Trades Career Fairs.

Area of Focus	2025-26 Recruiter Activities
Engaging parents	<ul style="list-style-type: none"> Engaging parents in students' career decision-making. Working with guidance counsellors and other educators to provide information on opportunities in the skilled trades to students and their parents as part of their education and career/life planning program.
Arranging work placements	<ul style="list-style-type: none"> Helping to arrange potential placements that allow participants to gain relevant trade-related learning and experience. Facilitating site visits and experiential learning opportunities for students and, where possible, teachers and guidance counsellors.
Engaging community partners, employers, unions and other industry organizations	<ul style="list-style-type: none"> Engaging community partners, employers, unions and other industry organizations. Cultivating and maintaining close partnerships with employers and other industry representatives to increase the number of work placement opportunities for participants. Engaging with other school board leads (e.g., Leaders of Experiential Learning) and secondary schools to support the development of strong, ongoing school-industry partnerships.
Supporting underrepresented and other equity-deserving groups	<ul style="list-style-type: none"> Promoting apprenticeships and supporting students from groups which are currently underrepresented and other equity-deserving groups within the apprenticeship system.

OYAP funding cannot be used to supplement salaries, administration or other costs related to other programs such as SHSM, Dual Credit, and Cooperative Education.

For more information on eligible expenditures, the OYAP Budget Guidelines can be found on the [Employment Ontario Partners' Gateway \(EOPG\)](#).

4. PERFORMANCE MANAGEMENT

4.1. Performance Measures

Performance measures are an essential management and accountability tool for the Government of Ontario. Performance information helps to determine which programs and services are providing value and making a measurable difference in Ontario's economies and societies. All DSBs are required to participate in all performance measurement activities undertaken by MLITSD.

The following performance measures are used by MLITSD to measure OYAP progress and

success:

- The percentage of total secondary students who enroll as participants in OYAP;
- The percentage of OYAP participants who become registered apprentices (i.e., participants with RTAs) while in OYAP;
- The percentage of OYAP participants who complete OYAP (i.e., obtain their OSSD while maintaining status in OYAP);
- The percentage of OYAP participants who have continued as a registered apprentice in an apprenticeship program after graduation and have completed Level 2 of their apprenticeship in-class training; and
- The percentage of OYAP participants who have obtained a Certificate of Apprenticeship (C of A).

The following performance targets are used to measure individual DSB progress and success:

- Meets or exceeds the provincial footprint (i.e., percentage) of secondary students participating in OYAP;
- Meets or exceeds the provincial percentage of secondary school students who are girls participating in OYAP in the 14 targeted trades in which women are historically underrepresented (see OYAP Budget Guidelines for complete list); and
- Meets or exceeds the provincial percentage of OYAP participants who complete the program.

These performance measures and targets should be used when activities and priorities are planned. Further performance measurement refinements including available data and data collection requirements may be required for continuous improvement such as the collection of new participant profile and performance indicators to capture OYAP's effectiveness in assisting program participants with multiple barriers.

5. ADMINISTRATION

5.1. Program Assessment

Each DSB is responsible for evaluating the results of its OYAP activities. Evaluation of the program is required for reporting purposes to MLITSD and to assist the Advisory Committee with making decisions related to program effectiveness, identifying improvement opportunities and revising program delivery.

The DSB must:

- Evaluate the results of program activities, including:
 - Communications and marketing activities;
 - Professional development activities delivered; and
 - DSB partnerships.
- Track, evaluate and review OYAP exits prior to withdrawing from the program or prior to graduating/leaving secondary school; and,
- Review the following program elements where data is available:
 - Number of students applying to OYAP;
 - Number of participants completing OYAP;
 - Number of participants leaving OYAP and still completing their OSSD;
 - Number of participants registered as apprentices;
 - Number of employers actively involved on the Advisory Committee;
 - Quality of work placement training experiences; and
 - Percentage of OYAP participants who were placed in their preferred trade.

DSBs must ensure they have the current contact information for OYAP participants to carry out monitoring and/or evaluation activities.

5.2 Access to Information and Protection of Privacy

DSBs are responsible for ensuring that the mandatory OYAP Application Form with Notice of Collection and Consent is signed by OYAP participants and their parents (if required).

DSBs are bound by the [Municipal Freedom of Information and Protection of Privacy Act](#) (MFIPPA) and MLITSD is bound by the [Freedom of Information and Protection of Privacy Act](#) (FIPPA).

5.3 Employment Ontario Partners' Gateway (EOPG)

The Employment Ontario Partners' Gateway (EOPG) provides support to partners and agencies delivering Employment Ontario projects or services, such as OYAP, as part of the Employment Ontario network. It provides tools and materials to support the Employment Ontario brand and employment and training information and services within the Employment Ontario network of service providers.

OYAP guidelines and other documents are available on the [EOPG](#) site. DSBs are

expected to check the EOPG site regularly for updates. Alternatively, DSBs can sign up for email notifications for new postings.

5.4 Reporting Requirements

The following are the reporting requirements as outlined in a TPA:

- Report 1 (interim) on activities of the program and progress towards meeting program commitments;
- Report 2 (final) with comments on the activities of the program, the achievement of program commitments, successes and programmatic challenges and how they were addressed; and
- Employment Ontario Information System for Apprenticeship (EOIS-APPR) data entry.

Refer to the OYAP TPA for financial reporting requirements.

5.5 Deadline for 2025-2026 Business Plans

The deadline for submission of the 2025-2026 OYAP Business Plan is **Friday, May 2, 2025**. This supports efficient and effective delivery of services and the need to achieve good accountability practices by having TPAs in place prior to the start of program delivery in September.

5.6 Employment Ontario “Find Employment and Training Services in Ontario”

To provide current information about programs and services, DSBs must update [Find Employment and Training Services in Ontario](#) with any changes to their organization contact information as follows:

- Use the link to search for the DSB.
- Click on the DSB's record.
- Click “Suggest Update” for instructions to update the information.

5.7 Procedure for the Addition of OYAP Classes to In-Class Training Plans

This procedure sets out the process by which DSBs can request MLITSD apprenticeship in-class training for their OYAP apprentices.

1. DSBs initiate the addition of OYAP classes at approved apprenticeship TDAs by first discussing them with the lead MLITSD ETC for their DSB.
2. For classes to be added the DSB must complete a request form providing the details, rationale and demonstration of need/support for the proposed class and,

if applicable, identifying other DSBs participating. In-Class Training approvals are valid for one year only.

- For classes at college TDA campuses or non-college TDA sites that are participating in Dual Credits programs, DSBs must use the SCWI in-class training request form available on the [SCWI website](#).
- For classes at non-college TDA sites that are not participating in Dual Credits programs, DSBs must use the in-class training request form available on the [EOPG](#).

APPENDIX A: Glossary of Terms

“Adult Student” means a student 21 years of age on or before December 31st in the current school year.

“Advisory Committee” means a committee established by the DSB as described in accordance with section 3.1.3. of these the guidelines.

“Agreement” means the transfer payment agreement entered into between MLITSD and a particular DSB (Recipient) and includes all of the schedules. The term of the Agreements is from September 1st to September 30th of the following year.

“Apprenticeship Training Standard (ATS)” means the standard of training established by Skilled Trades Ontario for a specific apprenticeship. The ATS describes how the apprentice and sponsor must perform and the requirements that must be fulfilled for a specific trade. Training standards can be found on the Skilled Trades Ontario [website](#).

“CAAT” means a College of Applied Arts and Technology.

“Employer” means the person or organization providing the cooperative education placement for students in OYAP.

“EOIS-APPR” means the Employment Ontario Information System for Apprenticeship which supports the delivery of apprenticeship and certification, case management of clients and reporting of client information to the Ministry of Labour, Immigration, Training and Skills Development.

“Exemption Tests” means an evaluation instrument used to exempt an individual from some or all of the formal instruction requirements (curriculum standard) of their apprenticeship training program.

“FIPPA” means the *Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. F.31, as amended.

“Funds” means the money MLITSD provides to the DSB (Recipient) pursuant to the Agreement.

“MFIPPA” means the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M.56, as amended.

“OSSD” means Ontario Secondary School Diploma.

“OYAP” means the Ontario Youth Apprenticeship Program.

“OYAP Enrolment” means a student who is enrolled in OYAP which means that they (and a parent, if required) have completed and signed an OYAP Participant Application Form and whose information has been entered into the MLITSD’s EOIS- APPR database.

“OYAP-FAST” means Ontario Youth Apprenticeship Program-Focused Apprenticeship Skills Training.

“OYAP Participant” means a student participating in OYAP who has completed and signed an OYAP Participant Application Form (and a parent, if required) and whose information has been entered into the MLITSD’s EOIS-APPR database.

“OYAP Participant Application Form” means the [Participant Application Form](#) available on the Ministry of Labour, Immigration, Training and Skills Development website.

“OYAP Apprentice” means an OYAP participant with a Registered Training Agreement (RTA).

“OYAP Recruiter” means the individual(s) employed by the District School Board (DSB) to coordinate OYAP-related activities.

“Parents” means parents or guardians.

“Registered Training Agreement (RTA)” means an agreement between an apprentice and a sponsor that is registered with Skilled Trades Ontario under which the apprentice is provided with training required under an apprenticeship program in a trade.

“Registered apprentice” means a participant who has a Registered Training Agreement (RTA).

“Reports” means the reports described in Schedule “D” of the Agreement.

“In-class Training Plan” means the plan attached as a Schedule in TDAs’ In-class Training transfer payment agreement.

“Training Delivery Agent (TDA)” is an organization such as a college or employer/union training centre that has been approved by MLITSD to deliver funded or unfunded apprenticeship in-class training under an in-class training agreement with MLITSD.

APPENDIX B: Timetable Examples for Students in OYAP-FAST

Cooperative Education (co-op) courses must include a classroom component and a community placement component. The co-op placement component must be in skilled trades placement(s) to be eligible for OYAP-FAST. Summer co-op credits are eligible for OYAP-FAST requirements.

Allocation of Teachers and Timetabling

As outlined in the Cooperative Education curriculum, boards and schools are encouraged to develop timetables that facilitate the delivery of co-op through a full range of delivery models (e.g., full-day, half-day, continuous intake, summer school, night school) that support students in participating in OYAP-FAST.

See page 39 of the [Cooperative Education curriculum](#) for additional details:

Note that these examples of timetables are provided for illustrative purposes only and should not be seen as direction from the ministry or as the only ways for a student's timetable to be structured to participate in OYAP-FAST.

Example of OYAP-FAST Timetable: Electrician Apprenticeship (10 Co-op Credits)

Grade	Semester 1	Semester 1	Semester 1	Semester 1	Semester 2	Semester 2	Semester 2	Semester 2
Grade 9	Gr. 9 English (Compulsory Requirement for OSSD)	Gr. 9 Arts (Compulsory Requirement for OSSD)	Gr. 9 Science (Compulsory Requirement for OSSD)	Gr. 9 Geography (Compulsory Requirement for OSSD)	Gr. 9 Health and Physical Education (Compulsory Requirement for OSSD)	Gr. 9 Math (Compulsory Requirement for OSSD)	Gr. 9 French (Compulsory Requirement for OSSD)	Gr. 9 Tech. Ed. (Compulsory Requirement for OSSD)
Grade 10	Gr. 10 English (Compulsory Requirement for OSSD)	Gr. 10 Math (Compulsory Requirement for OSSD)	Gr. 10 Science (Compulsory Requirement for OSSD)	Gr. 10 Tech. Ed.* (Compulsory Requirement for OSSD)	Gr. 10 History (Compulsory Requirement for OSSD)	Gr. 10 Career Studies / Civics (Compulsory Requirement for OSSD)	Gr. 11 Science (Optional for OSSD)	Gr. 11 Tech. Ed. (Optional for OSSD)
Grade 11	Gr. 11 English (Compulsory Requirement for OSSD)	Gr. 11 Math (Compulsory Requirement for OSSD)	Gr. 12 Tech. Ed. (Optional for OSSD)	Spare	Co-op Linked to Gr. 11 Science (Optional for OSSD)	Co-op Linked to Gr. 11 Science (Optional for OSSD)	Co-op (Gr. 11 DCO3O) (Optional for OSSD)	Co-op (Gr. 11 DCO3O) (Optional for OSSD)
Grade 12	Gr. 12 English (Compulsory Requirement for OSSD)	Gr. 12 Science (Optional for OSSD)	Co-op Linked to Gr. 11 Tech. Ed. (Optional for OSSD)	Co-op Linked to Gr. 11 Tech. Ed (Optional for OSSD)	Co-op Linked to Gr. 12 Science (Optional for OSSD)	Co-op Linked to Gr. 12 Science (Optional for OSSD)	Co-op Linked to Gr. 12 Tech Ed. (Optional for OSSD)	Co-op Linked to Gr. 12 Tech Ed. (Optional for OSSD)

*STEM-related course group requirement

Note: This sample timetable can include a co-op credit (linked to Grade 10 Science) through summer co-op to facilitate a total of 11 co-op credits. This can be earned during the summer before entering Grade 11 or night school co-op. This 11th co-op credit can also take place in one of the spare slots above.

Example of OYAP-FAST Timetable: Construction Millwright Apprenticeship (8 Co-op Credits)

Grade	Semester 1	Semester 1	Semester 1	Semester 1	Semester 2	Semester 2	Semester 2	Semester 2
Grade 9	Gr. 9 Français (Compulsory Requirement for OSSD)	Gr. 9 Math (Compulsory Requirement for OSSD)	Gr. 9 Arts (Compulsory Requirement for OSSD)	Gr. 9 Geography (Compulsory Requirement for OSSD)	Gr. 9 Health and Physical Education (Compulsory Requirement for OSSD)	Gr. 9 Science (Compulsory Requirement for OSSD)	Gr. 9 English (Compulsory Requirement for OSSD)	Gr. 9 Tech. Ed. (Compulsory Requirement for OSSD)
Grade 10	Gr. 10 Français (Compulsory Requirement for OSSD)	Gr. 10 Math (Compulsory Requirement for OSSD)	Gr. 10 Science (Compulsory Requirement for OSSD)	Gr. 10 English (Optional for OSSD)	Gr. 10 History (Compulsory Requirement for OSSD)	Gr. 10 Career Studies / Civics (Compulsory Requirement for OSSD)	Gr. 10 Business Studies* (Compulsory Requirement for OSSD)	Gr. 11 Tech. Ed. (Optional for OSSD)
Grade 11	Gr. 11 Français (Compulsory Requirement for OSSD)	Gr. 11 Math (Compulsory Requirement for OSSD)	Gr. 11 English (Optional for OSSD)	Spare	Co-op Linked to Gr. 11 Math (Optional for OSSD)	Co-op Linked to Gr. 11 Math (Optional for OSSD)	Co-op (Gr. 11 DCO3O) (Optional for OSSD)	Co-op (Gr. 11 DCO3O) (Optional for OSSD)

Grade	Semester 1	Semester 1	Semester 1	Semester 1	Semester 2	Semester 2	Semester 2	Semester 2
Grade 12	Gr. 12 Français (Compulsory Requirement for OSSD)	Gr. 12 English (Optional for OSSD)	Spare	Gr. 12 Math (Optional for OSSD)	Co-op Linked to Gr. 11 Tech. Ed. (Optional for OSSD)	Co-op Linked to Gr. 11 Tech. Ed. (Optional for OSSD)	Co-op Linked to Gr. 12 Math (Optional for OSSD)	Co-op Linked to Gr. 12 Math (Optional for OSSD)

*** STEM-related course group requirement**

Note: This sample timetable can include two co-op credits (linked to Grade 10 Science) through summer co-op to facilitate a total of 10 co-op credits. This can be earned during the summer before entering Grade 11 or the summer before entering Grade 12.