Regional Future Workforce Program Key Components

Applicants must exercise creativity and ingenuity through the following key components of program delivery.

Key Components:

- Design, development and implementation of programming
- Detail program logistics and administration
- Create a marketing, promotion, and outreach plan
- Develop a monitoring and evaluating plan to determine whether the program is achieving its outlined goals

The detailed requirements for the above key components are found below:

1. Program Design, Development & Implementation

(A) Program Design: The Program Design must include the following components:

- **Program Focus:**
    - Applicants are required to outline whether their program will be STEM-focused, non-STEM focused or both STEM and non-STEM focused.
        - Lesson plans for STEM topics **are encouraged** to include, but are not limited to, CASE (connected, autonomous, shared and electric) vehicles, artificial intelligence, computer aided design, etc.
        - Lesson plans for non-STEM topics **are encouraged** to include, but are not limited to, project management, sales, Microsoft Office, quality control analysis, business analysis, etc.
    - The grade range of students they plan to engage in this program
    - The regions of Ontario where applicants plan to launch the program
    - Elements that make the program innovative

- **Equity-Deserving Groups:** The programs designed must engage and support students from equity-deserving and underrepresented groups. The groups should include, but are not limited to:
    - Women
    - Black, Indigenous & People of Colour (BIPOC) communities
    - 2SLGBTQ+ communities
    - Persons with disabilities
    - Immigrants/refugees/newcomers to Canada
    - French-speakers
    - Individuals living in remote areas

- Individuals from under-served communities (in this context, populations of people who face additional barriers to accessing learning or educational opportunities such as those with low socio-economic status).

- **Summary of student participation(s):**
  - A high-level summary of student demographics in the regions they plan to implement programming in. If this information is not available, applicants should explain how they plan to collect student demographic data while respecting the anonymity and self-identity of participants).
  - A strategy to address and support students from equity-deserving and underrepresented groups in the region of deployment.
  - The number of students expected to participate in the program. **OVIN requires that applicants engage a minimum of 500 students.**
  - Description of how the program is unique and interactive for students.

(B) Program Development and Implementation

OVIN requires applicants to develop a program, inclusive of lesson plans and activities, for the Regional Future Workforce Program. This plan must be signed off and agreed upon by OVIN prior to the development and implementation stages.

Specifically, program content:

- Must increase student awareness of opportunities within the automotive and mobility sector. Pre-program and post-program, evaluative instruments (e.g., quizzes or surveys) must be used to measure awareness, perception and interest in the automotive and mobility sector.
- Must be appropriate and curated for the grade group specified. Applicants are required to develop more than one program if they are addressing a wide age range of students. Content should be reasonable for the age groups identified.
- Must engage students from equity-deserving groups and underrepresented groups with a demonstrated plan for how to do so while preserving the anonymity of participants.
- Must feature sessions/lessons dedicated to exploring OVIN's Skills and Career Navigator: https://ovin-navigator.ca/.
- Should include activities/sessions that encourage active engagement from students. The applicant should describe the tools that will be used to make the program interactive.
- Should include student feedback channels where students can discuss ideas and provide direct feedback on sessions.
- Should use some level of gamification to engage learners. Gamification refers to the application of game design principles (e.g., Mystery, experiential learning, competition) to convey non-game concepts.

2. Program Logistics and Administration

Applicants must establish a plan for the successful deployment of the Regional Future Workforce Program. This plan must be approved by OVIN prior to development and implementation.

Specifically, the logistics plan must:

- Outline staffing requirements for the program
- Cover training plans and schedules for staff and instructors
- Identify materials required for the program
- Include a detailed program schedule for program participants

Project Team

Applicants are required to provide an outline of their team that includes the number of staff required to run the program, the expertise of team members and the aspect of the program each team member will be responsible for. If applicants anticipate that they will need to hire additional staff members they will need to outline the roles, expected salaries, and what component of the program they will be contributing to.

Applicants must detail the expertise of the paid employees who satisfy OVIN's matching contribution, and their role within the applicant's organization. Please note that these paid employees will be OVIN's point of contact, so please include their contact information in this section. Applicants must outline how paid employees will be involved in each key activity.

Applicants must outline their logistics and administration plan for implementing the program. Applicants are encouraged to outline details of staff training, materials required to run the program, scheduling of activities, support for programming, etc.

3. Program Marketing, Promotion and Outreach

- Applicants are required to provide their marketing and promotion strategy and the types of marketing materials that will be used to promote the program. Marketing materials include, but are not limited to, the website students use to register for the program, email promotions, and posters.
- Applicants are also required to develop an outreach plan detailing how they will encourage students to sign up for the program.
- Any marketing and promotional materials that use images and videos of people (including program participants) must have a process and documentation for obtaining informed consent.
- Selected applicants will seek OVIN approval on the marketing materials and will work with the OVIN team to market and promote the program.

4. Program Showcase

- OVIN requires that halfway through the program, successful applicants schedule a day to allow members from the OVIN team to observe a day of program activities that students engage in.
- OVIN also requires that applicants host a showcase at the end of their program, with the participation of students. This opportunity should allow students to showcase their learnings to OVIN, OCI executives, and prominent industry members from the automotive and mobility sector.

5. Program Monitoring and Evaluation

- Applicants must gather participant feedback from students and guardians within a month of the program's end date.
- Applicants should determine if program participants are interested in other opportunities related to the automotive and mobility sector as a direct result of the program. Applicants should specify the Ontario regions and audience segments their programs are impacting.
- Applicants are required to collect some type of baseline data. At minimum, applicants must include a question at the beginning and end of the program relating to participants' interest in the automotive and mobility sector.

Applicants are required to outline their plan for measuring program impact and outcomes. Applicants should refer to the list of outcomes below to detail their data collection strategy:

- Student engagement in the automotive and mobility sector as a result of the program (including students from equity-deserving and underrepresented groups)
- Participant satisfaction with the design and deployment of the program (including participants from equity-deserving and underrepresented groups)
- Successful integration of equity, diversity and inclusion considerations into program
- Increased awareness of the automotive and mobility sector among students in regions across Ontario
- Change in student perception of career opportunities in the automotive and mobility sector as a direct result of participation in the program
- Interest in pursuing a career in the automotive and mobility sector by students (including students belonging to equity-deserving and underrepresented groups)
- Interest/participation of students (including students from equity-deserving and underrepresented groups) in other opportunities related to the automotive and mobility sector
- Successful collaborations facilitated with partners across Ontario to help build a talent pipeline for the automotive and mobility sector

Examples of indicators: # of students participated in X activity, # of students engaged by age and grade; # of students by Ontario region; # of partners/stakeholders engaged; % of students reporting improved perception/interest/participation in career opportunities in the automotive and mobility sector